CONNECT

A Newsletter of Youth Participation in Education Projects
12 Brooke St., Northcote 3070 Victoria.

Number 1

NOVEMBER 1979
HELP YOURSELF ~ CONNECT

In recent years, a number of projects have sprung up that involve young people actively and meaningfully in their own education, projects that emphasize participation over passivity. These projects vary in style, format and emphasis. What is such a youth participation is often difficult to define, especially from outside.

There are, for example, a number of newspapers, newsletters and magazines that are largely controlled by the young people putting them out. They differ from the traditional school magazine in those issues of participation and control - they make an active attempt at every point to involve the students in the operation of the project.

There are cross-age tutoring programs that, by their very existence, assert that young people can play a central role in their own education and in the education of their peers.

There are whole schools that involve students in government - not just the traditional advisory SRC, but participation in decision-making by the whole school body. These tend to be the smaller schools or the schools that have broken into smaller units.

There are drama programs, poetry readings, book publishing efforts - all of which have young people active in their education. All are united in the belief that people learn by doing and that young people can do things they have capabilities.

Now, to people reading that statement, that might appear obvious, but it is a statement that in many schools would bring a scoffing remark from teachers.

This newsletter is produced in response to requests for information and the desires to share information. It is an affirmation of the belief in projects centred in the ability of students to participate in their education. But it is not meant to be a theoretical journal. Rather it is to be your newsletter, to carry information of what you're doing, to CONNECT up projects. If it serves a use, it will survive - if not it will last few issues.

And it must be seriously your newsletter. It can only share if you share. My job is of compiler and gatherer, not writer. I'm willing and eager to be the organiser, but it's up to you to make it work.

This first issue is weighed down with information on journalism projects because that's where my initial impetus comes from. While I hope it carries many such articles in the future, I hope that this aspect is not the only one. For example, I'd like to collect information about cross-age tutoring programs (peer tutoring, youth tutoring youth - call it what you will) for the next issue. Can you write some short accounts?

So having got the polemic out of the way, what are the nitty-gritty details of this newsletter?

1. Name: CONNECT - at the moment. Can you think of a better one?
2. Frequency: as needed - perhaps about 6 a year. But that depends on your contributions.
4. Cost: I'm suggesting a mail subscription of $4 a year. Are you willing to bet on our continued existence? I'm willing to, to the point of financing the first two issues and then reviewing your reaction. A form is attached.

Now it's over to you. Talk to me. If you don't respond, the exchange can't happen, the knowledge and experience remains localised, and the idea of a newsletter will become so much dead weight - connecting nothing.

Roger Holdsworth

National Conference 1980?

OK. If this newsletter's one pet project, I've got another one stewing away in my head. This has grown from the number of contact's we've been getting from projects all round Australia, as well as our experience at the National Workshop of Cultural Journalism Projects in St Louis, Missouri, last term.

There probably aren't enough journalism projects in Australia to hold a conference/workshop in anything bigger than a telephone booth. But what do you think of a gathering of people involved in projects that stress youth participation in education i.e. the people involved through this newsletter? The idea stewing away is for such a gathering some time in May or September 1980 (probably the latter), inviting each project to send at least one teacher and one student. We'd see what we could do about funding, either for travel or for accommodation - at the worst we could probably arrange billets and ask you to raise your own transport costs.

What do you think? Is there enough interest to get together for a week and talk? Let me know.

Roger Holdsworth
PROJECTS:

ASCOLTA

Ascolta began in 1974 at Brunswick Girls High School. It was a campaigning paper from the start, and many of the articles in that first year catalogued the struggles at the school that year — rallies, street marches, the arrest of the Principal in Parliament and her resignation.

Initially, the paper was the work of two staff members, often laid out overnight (8 pm to 5 am) between two days’ teaching. Slowly, however, students became involved more centrally and started to develop skills in layout, writing and so on.

In 1975, the paper was jointly published by Brunswick East High School and Moreland High School, and subsequently Brunswick North Primary and Moreland Primary Schools and Brunswick Technical School have joined. Recently, Baltara School has also become a contributor.

Over the years, the paper has grown steadily in all directions. From the initial 8 pages, the most recent issue has 60 pages. From a circulation of around 1500, a peak of 5000 copies was hit and a regular run of 3500 copies is now produced. From the involvement of a small core of students, the paper is now largely student produced. Naturally there are levels of involvement, with a small core of regular workers, a larger group of contributors and a widely interested group of occasional writers and readers. From the initial three languages (English, Italian and Greek), Ascolta is now regularly published in five languages (adding Turkish and Arabic) with occasional articles in Portuguese, Maltese, Serbo-Croatian and Spanish.

The paper calls itself (proudly) “The Community Newspaper Based in the Schools”. And this reflects its orientation. The aims of Ascolta talk of a medium for the articulation of the views and culture of the area. It aims to build bridges between the schools, and parents, and between schools and community, and between school and school. Further, it is a vehicle for enhancing literacy and self-esteem — and open in that regard to all members of the community. Finally, it aims to recognise and build pride in the use of community languages.

Ascolta attempts to stress a parity in language use. English is not the base language from which translations are drawn, but rather any language is used, where it is relevant. That is, a notice might originate in English and be translated into all other languages; a report might originate in Italian and only be of relevance to Italian speakers; a poem might be written in Greek and appear bilingually in Greek and English.

Ascolta won the Age award for the best school newspaper in Victoria for the past three occasions. This is of great importance and gives a natural boost to students in the schools that are cramped, constricted and often physically decrepit.

Ascolta is now produced with the assistance of the Supplementary Grants Program. A video-tape showing how Ascolta is produced is available from Moreland High School. Back copies are available either from Moreland High or Brunswick East High Schools. Subscriptions are available at $5 p/a.

The Secondary Teacher no 14, 1979

The Otway Light

We have published the fifth issue of a weekly paper begun this term. It is organised, typed and collated by students (14 – the whole of years 9 and 10) during approximately 2 hours of school time and whatever of their own. The students are assisted by myself and another teacher with, to date, occasional input from other teachers. We have two regular contributors from outside the school. Most of the interviewing, writing-up, typing and general organisation is carried out by these students.

We began the paper because there existed no local paper serving this small “isolated” rural community. At the moment, the Editorial Board – a co-operative made up of student editors, two teachers and two other regulars – keeps a fairly low-key profile. However, our general feeling is that, once the newspaper is well established, we will be prepared to raise more controversial issues needing examination.
During 1979, the paper will have only a "term" run. However, during 1980, we are hopeful of establishing it as a completely weekly publication with a year publication cycle, school holidays included.

The OTWAY LIGHT does present itself as a community newspaper. Laver's Hill school is one of the only "centres", cultural or otherwise, within the region that the paper serves. Consequently, it seemed to be the logical place to prepare and publish a community newspaper.

However, we are finding that the "school newspaper" or magazine ghost is difficult to lay. Possibly if more people outside the immediate vicinity of Laver's Hill itself are prepared to contribute, this orientation may be avoided.

Margaret Geraghty
Laver's Hill Consolidated School
Laver's Hill 3238

Publication Projects:

ASCOLTA is in touch with a growing number of publications of a similar type. The following two lists attempt to summarise these - the first appeared in The Secondary Teacher, the second is a sort of up-date on this. If you would like to look over these publications, or borrow them, contact me (address elsewhere in this newsletter).

1. Australia

    ASCOLTA (Brunswick East High School, 232 Albert St., Brunswick, 3056)
    Produced by Brunswick East High School, Moreland High School, Brunswick Technical
    School, Moreland Primary School, Lynall Hall, Sydney Road Community School. Self-titled:
    "Community Newspaper Based in the Schools". Appears 5-6 times a year, 32-56 pages,
    tabloid offset, in English, Italian, Greek, Turkish, Arabic.
    FOCUS (Albert Park High School, 88 Graham St., Albert Park 3206)
    Appears 2-3 times a year, 12 pages, tabloid offset, in English, Greek, Spanish, Arabic.
    PROFILE (Sunshine High School, 460 Ballarat Rd., Sunshine)
    Appears 3-4 times a year, 36-40 pages, tabloid offset, in English, Maltese, Greek and Italian
    - "community newspaper".
    NEON (Inner City Education Centre, 37 Cavendish Street, Stanmore, NSW)
    Compiled by students from Inner City Schools; appears 2-3 times a year, 16-20 pages,
    tabloid offset, in English, Korean, Greek, Czechoslovak, Arabic, Vietnamese, Spanish, Portuguese.
    EMBARK (Frembroke High School, Cambridge Rd., Mooroolbark)
    A community newspaper produced by Frembroke High School, Lilydale High School, Croydon
    High School, Mitcham High Extensions and Croydon Community Centre; appears 6 times a
    year, 16-20 pages, tabloid offset, in English.
    PARIAMO (Coburg High School, Bell St., Coburg, 3058).
    Appears 4-5 times a year, 20 pages, tabloid offset, in English, Italian, Greek, Arabic, Turkish.
    WESTERN MIRROR (Western Youth Welfare Services, 259 Ascot Vale Rd., Ascot Vale)
    Appears irregularly, 26 pages, Foolscap offset, in English.
    HAMILTON NEWS (Hamilton School, Hamilton, Tasmania)
    Appears 4-5 times a year, 8 pages, A4 offset, in English.
    MALLACOOTA MOUTH (Mallacoota School, Mallacoota, Vic)
    Appears weekly, 16-24 pages, offset and roneoed foolscap, in English. A "town paper" pro-
    duced at the school.
    SMALL TALK (Lynall Hall, Lawrence St., Brunswick 3056)
    Appears 4-6 times a year, 16-24 pages, roneoed foolscap, in English.
    VOICES (Sydney Road Community School, 350 Sydney Road, Brunswick)
    Appears irregularly, 12-24 pages, roneoed foolscap, in English.
    MINISCULE TIMES (Minischool, Brunswick East High School, 232 Albert St., Brunswick)
    Appears irregularly, 8-12 pages, roneoed foolscap, in English.
    GABEFESt (Casino High School, Casino, NSW)
    Appears irregularly, 46 pages, offset folded foolscap, in English.
    YABBERSTICK (Princes Hill High School, Arnold St., North Carlton 3054) Annual
    Magazine.
    MURMUR (Melton High School, Melton) A small magazine, just recently started.

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2. Overseas

NATURAL HIGH EXPRESS (Opportunity II High School, 700 Font Boulevard, San Francisco, California 94132)
Appears 4-5 times a year, 8 pages, tabloid offset, in English.
There is a range of publications produced under the title "cultural journalism". We're in touch with a number of these. They include:
HANDS ON (The Foxfire Fund, Rabun Gap, Georgia 30568, USA)
The Newsletter of Cultural Journalism, the coordinating and informational newsletter of all these groups; appears quarterly; subscription $3 US a year.
FOXFIRE (Foxfire Inc, Rabun Gap, Georgia 30568, USA)
Subscriptions $8 US p.a.; published quarterly.
CITYSCAPE (Duke Ellington School of the Arts, 35th and R Streets, N.W., Washington, D.C. 20007, USA)
Single issues $1 US.
ARMADA (Shore Regional High School, West Long Branch, New Jersey 07764, USA)
Annual subscription $2.25 US; published twice a year.
HOMEGROWN (Ellsworth High School, Ellsworth, Maine 04605, USA)
Some other publications of interest:
   Magazine of White Lion Street School, 52 White Lion Street, Lond N.1.
   Moments, Elion Wigginton (IDEAS) — the theoretical statement on Foxfire.
   Foxfire, Volumes 1 to 4 (Anchor Books).
   Captive Voices — High School Journalism in America, (Schocken Books, New York, 1974).
   You and Aunt Arie, Pamela Wood, (IDEAS, Washington) — a how-to-do-it guide to producing magazines of cultural journalism. Comprehensive and comprehensible to students too: information on interviewing, transcribing, writing up, photographs, dark-room techniques, layout, etc.

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UPDATE LIST:

Australian:

THE OTWAY LIGHT, Laver's Hill Consolidated School, Laver's Hill 3238.

MOORLEIGH HIGH SCHOOL NEWSLETTER, Moorleigh High School, Bignell Rd., East Bentleigh 3165.

THE KHS FLYPAPER, Korrumburra High School, Korrumburra 3950.

United States:

AUTUMN ADVENTURE, McKelvie Middle School, Bedford, New Hampshire 03102
BITTERSWEET, Lebanon High School, 777 Brice St., Lebanon, Missouri 65536
CHELTENHAM LOOK AROUND, Cedarbrook Middle School, 300 Longfellow Rd., Wyndotte, Pennsylvania 19095
CHUTES RUTES, Little Chute Middle School, Little Chute, Wisconsin 54140
COBBLESTONES, Roosevelt High School, 3230 Hartford, St Louis, Missouri 63118
DIXIE CHATTER, Southeastern Laboratory School, P.O.Box 832 SLU, Hammond, Louisiana 70401
EBBTIDE, Frederica Academy, P.O.Box 1217, St Simons Island, Georgia 31522
ELWANI, Box 1516, Kodiak, Alaska 99615
GOLDEN HINDESIGHT, Wade Thomas Elementary School, Kensington at Ross, San Anselmo, California 94960
HOMESPUN, P.O. Box 1439, Lexington, North Carolina 27292
KINGFISHER, Alsea Public Schools, P.O.Box B, Alsea, Oregon 97324
JR BUFF, Madras Jr High School, 655 Fourth St., Madras, Oregon 97741
LAGNIAPPE, Chamberlin Elementary School, Port Allen, Louisiana 70767
LAKOTA EYAPAH, Oglala Sioux Community College, Pine Ridge, South Dakota 57770
LONG, LONG AGO, Suva Intermediate School, 6660 E Suva St., Bell Gardens, California 90201

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MANCHESTER: THE UNFORGOTTEN PAST, Parkway South Sr High School, 801 Hanna Rd.,
Manchester, Missouri 63011
MONTANE, Basalt High School, Box 7, Basalt, Colorado 81621
MOON SHADOW, Union County High, Blairsville, Georgia 30512
MOUNTAIN MEMORIES, Alice Lloyd College, Box 65, Pippa Passes, Kentucky 41844
NIMAN, Catalina High School, 3645 E Pima St., Tucson, Arizona 85716
PARADISE PROJECT, Edmunds Middle School, Main and So. Union Sts.,
Burlington, Vermont 05401 (publishes NOUN)
PROJECT BLUEBERRY, Minnechaug Regional High School, 621 Main St.,
Wilbraham, Massachusetts 01095 (video)
RAINBARREL, Hillsboro High School, Hillsboro, Oregon 97123
RECOLLECTIONS, Lees Junior College, Jackson, Kentucky 41339
ROOTS, Calais Memorial High School, Calais, Maine 04619
SALT Inc, P.O.Box 3024, Kennebunkport, Maine 04046
SNAKE HILL TO SPRING BANK, Groveton High School, 6500 Quander Rd., Alexandria,
Virginia 22307
THOSE COMFORTING HILLS, Comfort Middle School, Comfort, Texas 78013
TRADITIONS WORTH PRESERVING, Concord High School, Warren Street, Concord,
New Hampshire 03301

We'll present further UP-DATE lists as other publications come to our attention. In particular, let us know about Australian publications and projects for listing.

Resources:

Hands On

HANDS ON is a newsletter of 'Cultural Journalism' projects published by FOXFIRE in Georgia, USA. It is a valuable newsletter with advice and ideas on topics such as archiving, mailing, legal requirements as well as sections linking projects through letters and comments. While much of it has a particular US legal background (eg advice on postage etc is not really that relevant here) it does provide a most valuable link with other projects. I have attached a copy of their subscription form to this newsletter. I recommend it heartily.
N.C.R.Y.

The National Commission on Resources for Youth, Inc., is an organisation based in New York that seeks to share information about Youth Participation programs. ASCOLTA was recently approached by them for information, and they will list ASCOLTA in their newsletter with a brief description. They are also interested to hear of other Youth Participation projects, with a view to listing them as an example to others. They publish an occasional newsletter, which can be obtained free from:

The National Commission on Resources for Youth, Inc.
36 West 44th Street,
New York, New York 10036 USA.

The NCRY has been particularly known for its involvement in Youth Tutoring Youth schemes. A copy of one of its pamphlets in this area is reproduced in this newsletter. We're anxious to carry information on Australian tutoring programs, and will attempt to include a Focus on them in the next issue.

Secondary Teacher

Issue No. 14 of THE SECONDARY TEACHER was a special on "Kids' Productions". It contains a mass of interesting and positive material - on ASCOLTA, FOXFIRE, EMBARK, Reading, Poetry, Ballarat East's book, THE WESTERN MIRROR, etc. Copies can be obtained from the VSTA, PO Box 1124; North Richmond 3121. for $1.

Videotape

ASCOLTA has produced a ½ hour video-tape on reasons for and methods of production. Interviews with staff, students and parents are included. It is particularly valuable to those considering setting up a community or school newspaper. Contact: Graeme Jane, Moreland High School, The Avenue, Coburg. 3058. Phone: 383.1300.

You And Aunt Arie

"You and Aunt Arie" is a guide produced by Pam Wood (of SALT) on how to produce a magazine. It is basically written for students, is amazingly comprehensible and readable, and covers "the whole works" - choosing a name, how to make decisions, interviewing, transcribing, writing, using a camera, darkroom techniques and so on.

I have three copies for people to borrow, but it is a bit hard to get apart from that. I believe that Doubleday-Anchor are working on an up-dated version but that is not likely to be produced for a couple of years. Meanwhile, the original version is published by IDEAS, Inc (1975). The only address I appear to have of them is now out-of-date - I'll attempt to find a new address (which I believe is in Colorado) and publish it.

Postscript: Found it! IDEAS, Inc, Magnolia Star Route, Nederland, Colorado 80466.
US Trip Report

ASCOLTA has a limited number of copies of the report of the visit to projects in the U.S. by Roger Holdsworth and Josi Kral in term 2. They attended the National Workshop of Cultural Journalism Projects and then toured projects in several cities. The report is available for $1 from CONNECT, 12 Brooke St., Northcote. 3070.

Subscription

To: CONNECT
12 Brooke Street,
Northcote 3070.
Victoria.

Name: ________________________________

Project: ________________________________

Address: _______________________________________________________

_________________________________________________________________

☐ I enclose $4 for a 1 year subscription to CONNECT. (Make cheques out to R. Holdsworth for the moment.)

☐ There's an article enclosed/following.

☐ List the project as alive and well in CONNECT.

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

_________________________________________________________________

_________________________________________________________________

(attach list)
"What I like about working here is because I have something to do. I belong. People appreciate me."
-- a tutor, Age 15

"In my opinion the YTY program was very worthwhile. And I felt that I really helped someone. I think that this might be the greatest part of the program. A feeling of fulfillment. It might sound corny but that's how I feel. I also liked the feeling of independence that I had. It made me feel more at ease. I got my work done."
-- a tutor, Age 16

"I like YTY summer school because the people here are friendly and I think I print and spell better."
-- a tutee, Age 7
Teaching is learning. The idea is an old one, yet Youth Tutoring Youth adds a new twist. Now underachieving teen-agers across the nation are learning by tutoring younger underachievers on a one-to-one basis. And the younger ones learn too!

Quite simply, Youth Tutoring Youth exists because we believe that:

Young people need an opportunity to test themselves, to reaffirm their abilities, to assume responsibility.
Tutoring provides such opportunities.

Tutoring -- a kind of teaching -- is a powerful learning experience. To bring a pupil to a higher level of skill, the tutor must understand what he teaches. He discovers new insights, new approaches, new ways of attacking the lesson. He makes the lesson his own as never before.

More simply, Youth Tutoring Youth exists because people -- young people, teachers, parents, community people -- believe in it. We think you will too.
Learning from the evaluative research of other "youth helping" projects, the National Commission on Resources for Youth, Inc. (NCRY), initiated two pilot projects in the summer of 1967. The results were so exciting that NCRY made Youth Tutoring Youth its priority. Today several hundred programs have started in school systems, community action agencies and youth service organizations across the nation. And Youth Tutoring Youth is still growing.

Why the excitement? Reading test improvement provides a clue:

-- In Phoenix, ninth grade tutors averaged a gain of 1.83 years in reading skills (Wide Range Achievement Test) during an eight-week summer program.

-- At a seven-week summer program in Florence, Alabama, twenty tutors showed an average gain of 2 months, 2 days in reading and 1 year, 4 days in language skills (Metropolitan Achievement Test).

But test scores demonstrate only a small part of what has really happened. As is usually the case, the changes which are hardest to measure are often
the most significant. And it is these changes which supervisors and program coordinators confirm again and again:

- once trust is given to the tutors, they develop responsibility;
- the closeness of age and experience between tutor and tutee fosters a "special" understanding which facilitates learning;
- creativity is sparked and encouraged as tutors struggle to find their own ways to engage their tutees' interest;
- tutors often develop a new understanding of a teacher's role and difficulties;
- as the young people tutor, they learn how to learn;
- as tutors work to improve their tutees' reading skills, they often "discover" books and language in a real way for themselves;
- younger tutors (ages 14 and 15) are often encouraged by their success to stay in school;
- para-professional community people and parents do participate in and enthusiastically support Youth Tutoring Youth projects.
Youth Tutoring Youth is flexible; it can be easily adapted to the needs of any community. However, these general suggestions have helped most programs:

**Support:**
It is important to the program's success to enlist the support of several groups of people in the early planning stages. If the program is to be located in a school, the Principal, the teachers of children involved, and even the building custodian should be supportive. Regardless of the program's location, parents of the children involved need to know about the program's goals. They are an invaluable source of home support and evaluative information.

**Location:**
Many programs operate in the tutee's elementary school. This eliminates traveling for the younger children and also provides facilities and supplies appropriate to their learning needs. Location need not be restricted to school buildings, however. Effective programs have operated in churches, community centers, libraries and store-fronts.

**Training:**
Two kinds of training are usually provided in Youth Tutoring Youth projects. A pre-training program (usually two weeks) is a necessary component to provide needed orientation for both tutors and supervisors. Weekly in-service training sessions are important so that tutors can learn new skills, discuss problems with their supervisors or make new materials.

**Structure:**
It is important that tutoring provide continuity and an intensive experience. Therefore most programs provide tutoring four days a week and devote the fifth day to in-service training. Again, the program is structurally flexible. Most programs operate after school but some have incorporated Youth Tutoring Youth into the regular school day. Tutoring usually focuses upon reading improvement but such content is also adaptable.

**Curriculum and Materials:**
Tutors are encouraged to make up their own curriculum and to base it upon their tutee's interests. If a child loves airplanes, a tutor might let him read about them, draw, or even make them! Basic elementary classroom supplies are all that are necessary: construction paper, scissors, paste, old magazines, crayons, pencils, etc. From these supplies, tutors and tutees can make their own tutoring materials. It's inexpensive and more creative too.

**Tutors' Pay:**
A salary is valuable incentive for the tutors, but it isn't necessary. In some schools, tutors are not paid but are given school credit for tutoring. More commonly, tutors are paid by the Neighborhood Youth Corps. Other sources of funding for tutor salaries are the Elementary and Secondary Education Act of 1965 (Titles I, III, VII, and VIII) and Model Cities (the Education Component).
Sources of Supervisory Personnel and Funding:

Since most programs have several tutoring centers operating at once, an over-all coordinator is needed to handle administrative details and general program coordination. If the centers are located in schools, the coordinator is usually a professional teacher. The supervisors are directly in charge of the tutoring, each responsible for twelve to fifteen tutors who in turn have one tutee each. Paraprofessionals make excellent tutorial supervisors. They can be school instructional aides, Title I or Career Opportunities Program aides, community workers, parents, or community volunteers. Teacher Corps Interns, VISTA volunteers and College Work/study students have also supervised programs. Supervisors such as these eliminate some of the potential costs of the program. Other costs can be kept to a minimum by exploring local resources.

This is just a beginning. We have developed more detailed materials which might help when your program is in operation. But the next step is up to you. If you need specific information or have a specific problem, we invite you to write us at the address below or call us at Area Code (212) 682-3339.

what is NCRY?

The National Commission on Resources for Youth is a non-profit organization begun early in 1967 by a group of educators, social scientists and businessmen. From the beginning, the Commission has existed to spread knowledge of innovations which nurture and utilize young people's talents in ways meaningful to themselves and their communities. NCRY functions much as a switchboard. It plugs into youth projects, validates their innovativeness, and transmits these innovations (in usable terms) to practitioners across the country. The Commission also develops models such as Youth Tutoring Youth to help others in setting up new and effective projects for youth.

The Commission's Board of Directors include: Ralph Tyler, Chairman; Charles R. DeCarlo, Vice Chairman; William Enes, Treasurer; and Mrs. Mary Conway Kohler, Secretary and Executive Director.
Hands On
the newsletter for
Cultural Journalism

HANDS ON is a quarterly publication with an annual subscription rate of $4 US put out by The Foxfire Fund, Inc. of Rabun Gap, Georgia 30568.

This newsletter is designed for all cultural journalism projects with the overriding goal of establishing and maintaining an open network of communication between these widely scattered groups.

The newsletter provides space for projects to speak to each other about their ideas, their problems, their successes and their failures. Here they have a place to brag on their accomplishments, a place to complain a little about their hardships, a place to find a sympathetic ear and a helpful hand when things aren’t going so well.

Each newsletter carries articles on such practical matters as how to set up a circulation system for a magazine, how to archive an oral history collection, the pros and cons of incorporating a high school project, how to trademark a name, and so on. There is also a FOCUS section featuring an in depth look at one particular project.

HANDS ON is an informative and interesting way to keep up with the cultural journalism front of experiential education.

To order your subscription, fill in and mail the attached form with your check or money order for $5 US to HANDS ON/ The Foxfire Fund, Inc./ Rabun Gap, GA 30568.

HANDS ON
the Newsletter for Cultural Journalism
The Foxfire Fund, Inc.
Rabun Gap, GA 30568

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Back issues are available for .75¢ each. Volume I, Nos. 1-6. Vol. II, No. 1, fall '78.

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