

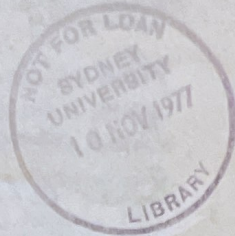
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issue no.8



june 75



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new south wales issue

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Cover credit: The Sunshine School, per favor of the supreme stirrer Colin Spencer.

NSW issue

This is the first combined issue of ESS and The Open Book. The ESS part was produced from the Inner City Education Centre, 37 Cavendish St., Stanmore, Sydney. We have attempted a lightning 3 week survey of 'what's happening in education in NSW'. If we have missed anyone (and surely we have), please write in and let us know what you are doing.

Our aim is to provide a medium for the exchange of information on what is changing and what should be changed in education.

Issue No. 8 produced by Lyndon, Karolina and Jack, with help from Deirdre, Linda, Janis, Michael, Colin, Mark, Phillip, Eversley, Peter, Jeremy, Diane, Kay, people from I.B.A, Open Book and everybody from the Inner City Education Centre and ... let's see, probably lots of others, particularly those who put us up and put up with us in Sydney.

Any comments or contributions send to:

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Education Subscription Service is now situated in a shop at 20 Smith Street, Collingwood, 3066 - please drop in and see us anytime.

neolithic survival

A COMPARISON OF STATE RUN SCHOOLS IN NEW SOUTH WALES & VICTORIA

Little has been achieved in the battle to open up the state run schools in NSW. I will attempt to outline some of the symptoms of retardation in comparison with Victorian schools.

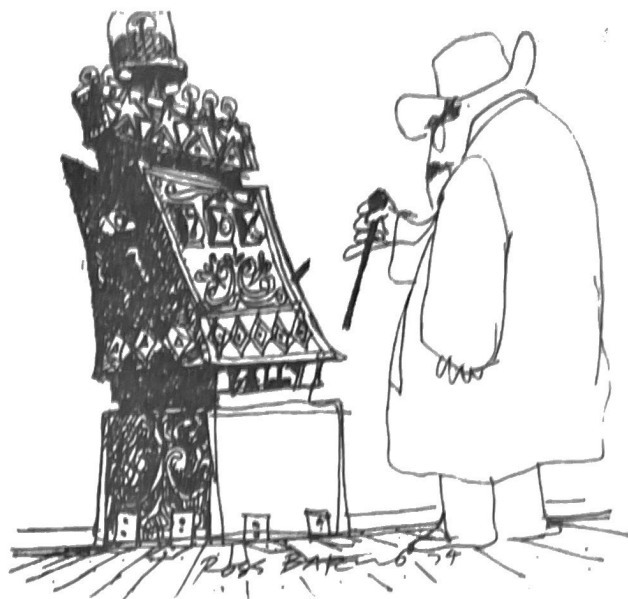
Last year, Deputy Minister of Education in Victoria, Brian Dixon released a press statement which said that students in schools have a right to participate in the decision making process about what and how they will learn. No such recognition has been made in NSW, and there is no sign that it will be made.

In Victoria, parents, teachers and students have had the opportunity to sit down and work out the composition and procedures for new School Councils - bodies which will have the power to portion out monies allocated to the school, hire ancillary staff and advise on curriculum matters. In NSW school board proposals (the Buggie Report) attempt to prescribe a model for all schools, and envisage "involvement" without power or responsibility; the Department want to keep the decision making firmly in its grasp.

Schools and individual teachers in Victoria have had autonomy in matters of curriculum since the early sixties - although the spectre of HSC is still a major restriction. This has meant that in many cases new methods have been tried, and students have consulted in the process. In NSW there are still set courses to which teachers are supposed to conform - and the right of teachers to decide what and how they will teach is not recognized.

The maintenance of "petty authoritarianism" is still a feature of most NSW schools; this is expressed in rigid uniform rules, the widespread use of corporal punishment for trivial offences, and other arbitrary restrictions on students' personal freedom. Students and teachers in NSW seem content to continue working in this repressive atmosphere.

Most schools at secondary level in Sydney are homosexual; although it is official policy to integrate the sexes in schools, the program is proceeding at snails' pace with the pathetic excuse of the cost of toilet facilities. (Of the 136 secondary schools in the Sydney area, nearly half are co-ed; however, a regional analysis shows a different picture - in the Central Metropolitan



area, 23 out of 25 schools are single sex - only 1,043 students out of 33,784 were experiencing co-education at the end of 1973.)

It is a fairly easy task to isolate some of the differences between the two states; it is rather more difficult to explain them. At the administrative level, the most important factor behind improvement in Victoria, was the decision to allow schools to develop programs which were relevant and appropriate to their particular students. Although many teachers would feel insecure without the prop of a set syllabus, the opportunity to try new ways is welcomed by younger and more talented teachers.

The establishment of "community schools" within the state system in Victoria has provided a stimulus for thought and discussion, and challenged people in traditional schools to justify what they are doing. NSW has allowed no such innovative schools to operate in its system.

The influence of the teacher training colleges and universities has sometimes been a positive factor in Victoria - particularly when teams have spent time in schools to demonstrate that something different can work. In NSW the pattern is for training to be no more than an initiation into some aspects of the drab reality of teaching in a NSW school. There is also a strong tendency to divorce theory from practice, and treat students like robots (can you believe they still call rolls at Sydney Teachers College?)

The teacher unions play an important role - the NSW Education Dept. has kept the Federation fighting mainly on defensive issues - the current dispute over unemployed teachers is a good example. Class sizes are smaller in Victoria

because they were written into union conditions policies years ago, and backed up by militant action - ergo, there is no unemployment problem among Victorian teachers. The Victorian teacher unions have also managed to scare away inspectors - and the result has been less anxious, conforming behaviour and more co-operation among teachers.

When the Technical Teachers had an extended strike in 1972 over pay and conditions, they spent their time explaining their stand to parents and people in the community - and received quite sympathetic hearings - too often teachers have ignored this vital activity, and their standing in the community has suffered at the hands of the reactionary press.

The Victorian Secondary Teachers conducted a vigorous campaign in 1974 against HSC,

its restrictive influence on schools and against competitive assessment generally. The NSW Teachers Federation lags a bit, but to be fair, the victory over "preference for unionists" was first class - for too long the scabs have been happy to sit back and accept benefits won by the Federation, while contributing nothing themselves.

Generally, NSW has a lot of catching up to do; this is not a 'city chauvinist' position, and it is worth pointing out that Victoria's progressive appearance is largely window dressing for what is fundamentally a repressive system harbouring gross inequalities. If anyone feels I have misrepresented the situation, or omitted important points, please write in - we will print letters intact.

Lyndon Shea

innovative education association of new south wales

Over the last year we have been having workshops, social get togethers, and generally we've been creating a forum for interchange of ideas, theories and experiences in innovative education.

We have had meetings with state and federal education authorities - and through these meetings the IEA has been accepted as a viable body to represent innovative schooling and to spread philosophies and information to other education bodies.

Representatives of IEA met with Mr. Buggie and were able to open up communication channels. From this contact, an IEA person was invited to meet Dr. McKinnon and members of the Schools Commission when they visited some of the innovative schools in the Sydney area.

We have established a teacher pool, made up of teachers interested in working in innovative schools. The pool has 40 teachers, has been publicized in the national press, and each teacher is informed from time to time of vacancies k

Three IEA people discussed the following topics with union representatives:

1. That employees should be granted educational leave to enable parents to visit schools and be more aware of their children's experiences.
2. Children should be allowed to visit and work in factories.

The union representatives were sympathetic on both points, but were concerned with the legal implications of the second point.

One resource directory has been composed and a second is due out in July. A meeting with Mr. Swan is being arranged - the discussion will centre around ways to improve relations between state and independent schools.

Carol Barltrop

Editors' Note: The Innovative Education Association has decided to use The Magazine as its mouthpiece - they will contribute a regular column.

majestic mind factories

From One Person's Impressions of Sydney Teachers College

There was something about the place that was far more subtle and pervading than the people and the curriculum. This was a nebulous thing that showed itself only in relatively petty ramifications. Let me illustrate. To start, the organizational conditions of entry to the place made me and many others feel that we were in an inferior position. I am of course talking about the Bond. By signing the bond I was in effect saying I would work for the next eight years for the NSW Education Dept. I also had to get two other people to guarantee the amount of the bond as supposedly I was not adult enough to be sufficient guarantor. Since those days the amount of the bond has been increased from 900 dollars to the full cost of training and allowances.

Then came the conditions of working in the college itself. There was no money for new buildings so we were housed in wooden demountables. These were taken from schools who no longer had the numbers to retain them. Or we may have had the privilege of using one of the two local factories bought for use as Lecture halls.

Then came the revelation that rolls would be marked and that if you were absent from a lecture you would be presumed sick and as such you had to fill in and present a request for leave form. This was a particular shock for those of us who had transferred from a Uni. course, or, as I, had worked for a year after leaving school. Most of us had had more personal freedom and responsibility in our senior high school years.

But all this happened to us all. Allow me to tell you of an incident that happened to me at the end of my second year at college. For the final practice of that year I was given a borderline mark and asked to do a make up practice at the beginning of the next year. I had been interviewed during that prac by a "special" supervisor sent out from the college. As I told him at the time I saw my poor performance as a result of many factors. The main one of these was my inability to relate to the kids in the class and to their problems. Fine, he went away and presumably filed a report. Shortly after I was asked to report to the Health Department for a medical. I went along and in due course



was ushered into a Doctors office. He commenced to ask me many questions in a rather flat monotone voice. By this stage I had discovered that the Doctor was a Psychiatrist and I was being given a psychiatric examination "because of the trouble I had coping with the practice" (or words to that effect). This was in itself amusing enough but there was more to come. In the course of the conversation, which was interspaced by frantic scribbling on his pad, the Doctor discovered that I was doing the Dramatic Arts general course at college. He asked me what I thought about Drama. I proceeded to launch into a rave about the use of role play in the classroom when he interrupted again, saying, "but Drama is a conflict situation, isn't it?" He was leaning forward, hand spread on the table, head and eyes straining at me. He repeated that exact phrase three times before I could convince him that this was not necessarily so.

When I walked out of the office, I was no longer amused.

Looking back now I realise how lucky I am that I have been given that piece of paper that allows me to work at the only thing I want to do. That is, learn how to teach children. Philip Nanlohy

The full version of this article is available from us - see listed articles, page 18.

childrens commission capitalism

It doesn't take much insight to realise that the existing childrens services in NSW are so finely spread as to be negligible in the total view of things. Compulsory primary education "takes care of", for better or (mostly) for worse, those kids aged 5 and over, and therein lies an important lesson for the Childrens Commission in the implementation of the Australian Governments "comprehensive program to ensure that all Australian children have access to the services they need for their full development."

Almost all social service agencies, including of course the education systems, function by defining in their own terms, the needy, their needs, and services required, all with relatively little consultation with the consumer population. The services are then handed down to treat the immediate symptoms, with almost no effect on the underlying social order.

The Childrens Commission has recently funded

sunshine high?

The Sunshine School flowed into existence at the close of 1973. The school's alternative to the normal form of education is to enable people to have more time to do the things they enjoy most. We all knew we had lots of things to do and discover (even though some of us weren't too sure what these things were), and we also knew we were wasting a lot of time at school. We knew we could do school-work with in a fraction of the time we spent at school and enjoy it. Because of this we became 'The Sunshine School'.

'The Sunshine School' is where it's at. It is a collection of people, and because of this, wherever we are is where 'The Sunshine School' is. This eliminates the idea of a school building, this being usually thought of as the fundamental part of a school. People's own homes cater for most of the 'work' done. A home is usually the place where people feel most comfortable, so that is why we use them.

'The Sunshine School' has no formal teachers. It wasn't until we left school that we realised that teachers were merely child minders who sat at the front of the room and said do so and so out of your textbook. The textbook usually states everything you need to know and so teachers for us became un-

the appointment of 12 Childrens Commission Catalysts, attached to Municipal Councils in NSW, in an attempt to help families and communities mobilise their own childrens services from the grass roots upwards. Hopefully, the children, parents, families and communities will be able to define their own needs, priorities and terms of assistance (subject to public accountability!), but already I see some "interesting" official attitudes evolving, particularly in relation to the mothers "role". It seems mothers must be either working, or with their children, preferably in a playgroup: pity the woman who tries to "dump" her child at a care centre so that she can go out and "have a good time." I feel for those kids whose mothers and fathers don't have a good time.

Colin Spencer

Childrens Commission Catalyst
attached to Leichhardt Municipal Council



necessary. Some teachers did come from a local school to talk with us but only one came regularly. He is affectionately known as Jellybean and helped us as much as he could in science and discussions.

'The Sunshine School' is primarily a concept, but it is a concept that works and is working for 'The Sunshine School'. We are able to learn together, when and if we want to, and more importantly, we have learnt to work by ourselves. We have discovered what we are able to do best and we have time to do these things.

'The Sunshine School' caters for individual development. That is why it is so unique. The school's motto is; 'Potential without application is a plunge into mediocrity', which is what the school's concept balances on.

I know our concept cannot be suited to every secondary student but I know there are lots of people that are starving for it. There are too many good people dying in education when they should be living in it. It all relates to our motto.

Mark Sayer

a bit of a stir

Stirring is a film made in a conventional NSW boys high school which seriously questions conventional wisdom about teacher - student relations, and the way people learn about their own reality.

Stirring is not banned; copies can be bought or hired on the provision that they be shown to audiences of people who are part of or training for the "profession". But - you could be forgiven for thinking it was banned - normally the NSW government would purchase a number of copies and make them available to interested groups through their departmental film library. In this case, they are simply doing nothing - which effectively prevents access to the film for a large number of people.

The Department is paranoid about Stirring - with good reason. The film was made by Film Australia at the request of the Australian Education Dept. with the full consent and co-operation of the NSW Education Dept. It was intended simply to demonstrate a new method of dealing with controversial issues in the classroom - a method developed by the National Committee on Social Science Teaching.

What is threatening about the film is the success of the method - that it clearly demonstrates the ability of so-called problem students to think and act intelligently and creatively on important social issues.

The first issue examined is corporal punishment. In a non-threatening situation, students were asked to relate their experiences of and opinions about caning. They investigate the subject further - examining teacher attitudes in drama form, and by interviewing teachers and people in the community.



The investigation widens when the boys visit a co-educational school and inquire about corporal punishment there; they come to the conclusion that the problem is centred around the structure which imposes a single sex school on them - and they set about organising to make their school co-ed.

The teacher's role is important, but the real stars are the kids. These boys, the no-hopers of 4C, show their perceptiveness, their ability to adapt and learn, and not least, a flair for unaffected and genuine acting.



Twenty hours of film were shot over a period of ten days, and reduced to a one-hour film - it's not only technically good, but sensitively put together. Some of the scenes get right to the centre of what schools feel like. Research and directing were by Jane Oeur, and the producer was Timothy Read.

The only possible reason for the NSW Education Dept. to object to the film is the nature of that institution itself - anything which involves a challenge to the stable hierarchy of decision making must be met with the due amount of suspicion and hostility.

"No waves please, we'd rather not be disturbed." See Stirring, it's worth it.

NB Film Australia is a production agency, and does not handle distribution or hiring; copies of the film can be purchased from them (a mere \$360), or you can pressure some group or agency (maybe a teacher's union) to order copies.

Lyndon Shea

THE NEW SOUTH WALES SECONDARY STUDENTS UNION

It is possible for students to change people's attitudes to uniforms, exams and the education factories they inhabit.

The NSWSSU is setting up a group which will, hopefully, be able to represent all NSW high school students, no matter where they live in the state.

Some of the points the committee feels should be taken up are;

staff/student control in the running of schools

the fate of school leavers, particularly in times of unemployment

sexism in education

fighting the distinction between intellectual and manual labour, which determines social distinctions fostered by the education system

If you would like to help form the union, join it, help in organising the first annual international secondary students day, or would like more information;

Write to: Student Education Action Committee
P.O. Box 168.
Punchbowl. 2196.

STUDIES IN CLASS ANALYSIS

People working in the area of class analysis - or interested in it, are invited to a Conference to be held in Sydney, 29 - 31 August 1975.

Topics suggested for discussion include imperialism, the family, ideology, and the structure of the ruling class and of the state.

People are also invited to submit papers in these general areas. It is intended that the conference be a small and informal gathering to bring people together to discuss their approaches. The Conference is part of a project, begun in the middle of 1974, to establish a Sydney-based journal of Australian studies and radical social theory.

If you are interested write to:

Terry Irving,
71 Smith Street,
Balmain, NSW 2041

REVERSE GARBAGE TRUCK

For some time there has been in Melbourne a resource centre known as Reverse Garbage Truck. An attempt is now being made to establish one in Sydney.

What is Reverse Garbage Truck? Briefly, it is a centralized warehouse where those industrial waste products that can be used in an educational and/or creative situation, can be stored and distributed.

Reverse Garbage Truck is much more than this. If you would like to know more you could contact the Inner City Education Centre who are sponsoring the scheme. They are at 37 Cavendish St., Stanmore, Sydney, and their number is 515648.



'RESOURCES DISPLAY and DIALOGUE'

to be held by the Innovative Education Association (IEA) at Yinbilliko School
44 Bobbin Head Road, Pymble. 2073.

10-3pm. 21st June, 1975.

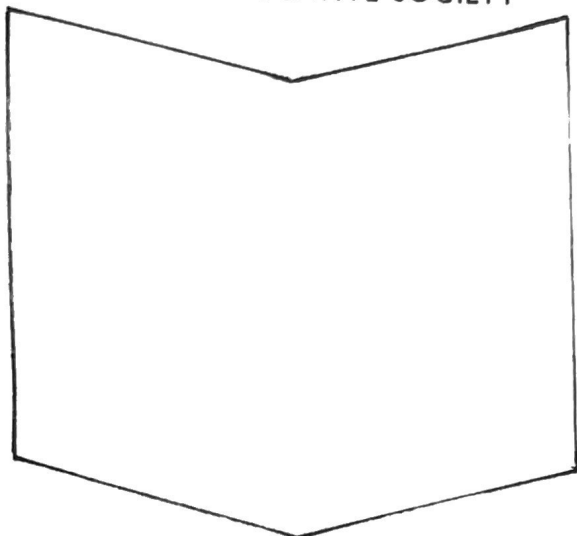
ALTERNATIVE HIGH SCHOOL - WOLLONGONG

A group of people are interested in setting up an alternative high school in the Wollongong area - preferably community oriented, possibly as an annexe to an existing high school. Any interested people, especially, please contact:

Virginia Murray at ELONERA
School, 33 Foleys Road,
Gwynneville, 2500
Wollongong.

THE OPEN BOOK

FOR A FREE EDUCATIVE SOCIETY



THE BI-LINGUAL ARGUMENT

As some of the ethnic groups are starting to get a better hearing, dispute about language is predictably growing. I say 'predictably', because language is always a major focus of prejudice. Even where a culture has only one language, prejudice will attach to various class or caste forms of the language. In English, for example, a pedantic, middle-class style is usually preached as the only decent form. Over a longish period, history invariably by-passes the pedantry. The path of language is strewn with dead bodies over which change was never to pass. In the short term, however, the pedantic form is often seriously upheld as the only acceptable form, and various sanctions (such as access to employment) are used to enforce the form.

Where more than one language exists (as is the unofficial fact in Australia), even violence may be used to suppress all but the most dominant one. At the very least, non-speakers of the dominant language will be severely censured and publicly harrassed, as 'New Australians' frequently are for not speaking English.

Again predictably, community attitudes to language will be repeated in schools. Teachers do not have any special access to enlightenment. Throughout Australia, there has been a consistent suppression of ethnic languages, in and out of school. The first to go probably - in the wake of savage suppression back home - were the various Celtic languages of the Irish, the Highlanders and the Welsh. This century, large Italian, Greek, German and Jewish groups, followed in the most recent years by innumerable other cultures, have all been confronted by conditions of virtual language suppression. And parallel with this

enforced homogeneity among the white community has gone the extinction, virtual destruction or serious weakening of innumerable aboriginal languages.

Some aboriginal and european communities have countered by keeping alive the special conditions, schools, clubs or closed communities that resist total domination; but very large numbers succumb to the apparently inevitable as did many many aboriginals and celts long ago.

Suppression of non-English is still in full force. There are of course pockets of tolerance and occasional - very occasional - attempts to establish language teaching, at least of Greek, Italian, German and Spanish, in the secondary curriculum. But it's quite possible that all these attempts put together would still be outnumbered by the schools where such languages are actually banned, with the apparent good intention of hastening the learning of English.

So campaigns, such as that launched by the Migrant Education Action Conference, to establish teaching in or of ethnic languages run head-on against old and deep prejudices against multilingualism and multiculturalism. Culturally, the dominant English group has had a vested interest in continuing its domination through, among other things, language. It is reinforced in this act of domination by a centuries old tradition built up largely at the expense of the Celts and other colonised peoples. It is further reinforced by the fact, amply illustrated by Frantz Fanon, that many of the colonised adopt the prejudices of the coloniser, so that by now even people with non-English, non-Anglo-saxon backgrounds will join willingly in the suppression of non-English languages.

English is clearly necessary, or made necessary, for success, if not survival, in this country. Non-English therefore suffers from being cast as a condition of failure, as undesirable in any circumstances. Hence bi-lingualism cannot be treated seriously as a public proposition, in spite of its benefits as attested to by countless scholars throughout history, and in spite of the existence of a very large proportion of potentially bi-lingual people in the community. We can even reach the point where people who are bi- or tri-lingual themselves condemn the notion that children at school should be permitted to be so. 'They must learn English' they say, as though that must exclude all other language.

open book pages

Needless to say, language is only the apparent centre of this dispute. Its cause and heart is power. The basic reason why Mediterranean migrants are overwhelmingly in low-income jobs and 'deprived' schools is not because they were born not speaking English. Nor is it the main reason, despite popular belief, why so many don't speak English now. The basic reason is obvious to any student of economics or of social stratification. The economy requires low-income earners, and whatever their characteristics are will be associated with the lowest social strata. In another place they may be English-speaking but black. What remains constant is the low status.

This, however, is apparently not obvious to many educationists. The great majority stick to the proposition that the only way to treat a non-English speaker is to instruct in more and more English from the earliest possible age. In English only. Not even maintenance of the native language is permitted. English only, and more English, and remedial English when that fails.

All of which, obviously, contains elements to truth. Language is learnt by constant exposure and by necessity. But how does this justify the suppression of the mother language altogether? And how does it answer Freire's question: Why do children not know both English and their own language before they even start school? How does it answer the proposition for which there is growing evidence (if it were needed after thousands of years of scholarship) that bi-lingualism is an intellectual and linguistic asset?

To an important degree linguistic questions can only be answered in terms of the wider social and political context. We live in a culturally oppressive country. Teachers in their language teaching have to recognize that their 'problems' may come from the context rather than from the students. Whether they change or maintain their cultural patterns will bear directly on the power of their teaching.

Bill Hannan

Among OPEN BOOK members, there's probably a fair sprinkling of people who got to the educational top up the narrow ladder of scholarship success out of families that probably hadn't thought or expected much beyond primary school.

What's it like to succeed at school from a so-called 'disadvantaged' background? How does it happen? We asked a couple of OPEN BOOK members to try to remember who prodded them and how. Maybe their answers will remind you of your own past or of some of the kids you've taught:

From a woman teacher who grew up in a small country town in the early 1960's

All along the way the teachers seemed to know what it was all about. What subjects to study. How to apply for a scholarship. Where you could go to study when you got through school. How to study and learn. What good books to read. I kept on believing them right through school, out of primary school into secondary classes, enough to go by bus for two years to high school in the next town, and

then enough to leave home and go to the city. I thought my teachers knew what to do next and my parents would listen to what the teacher had said.

But hardly anyone I knew stayed on at school till the end. After that I was with people who had stayed on, nearly all the time, so that changed my life. But why me? Why not Pam W. or Betty R. or Rosa? Some people were going to stay at school, some people were going to leave. I stayed, and the more I stayed the more different I became from those who had left early.

I didn't have money I'd earned myself. I didn't have a wardrobe full of new clothes. I didn't have a boyfriend who was serious about me. I didn't have an engagement ring by the time I was nineteen. At 24 I was still childless and unmarried. I'd meet young mums when I went home on holidays and talk to them for a few minutes. I never felt they were not my friends, but there was less and less we could ever do together. They are still my friends but we don't even meet more than once a year. We don't do anything together. School year after year, going to the city..... the two went together and turned me into something quite different.

open book pages

Remembering boyhood at school in a Catholic School in the 1940's

I can't imagine that I would have got through any school after Grade 8 if the school itself hadn't pushed me through the system. Which explains, of course, why I went on after just about everyone else left.

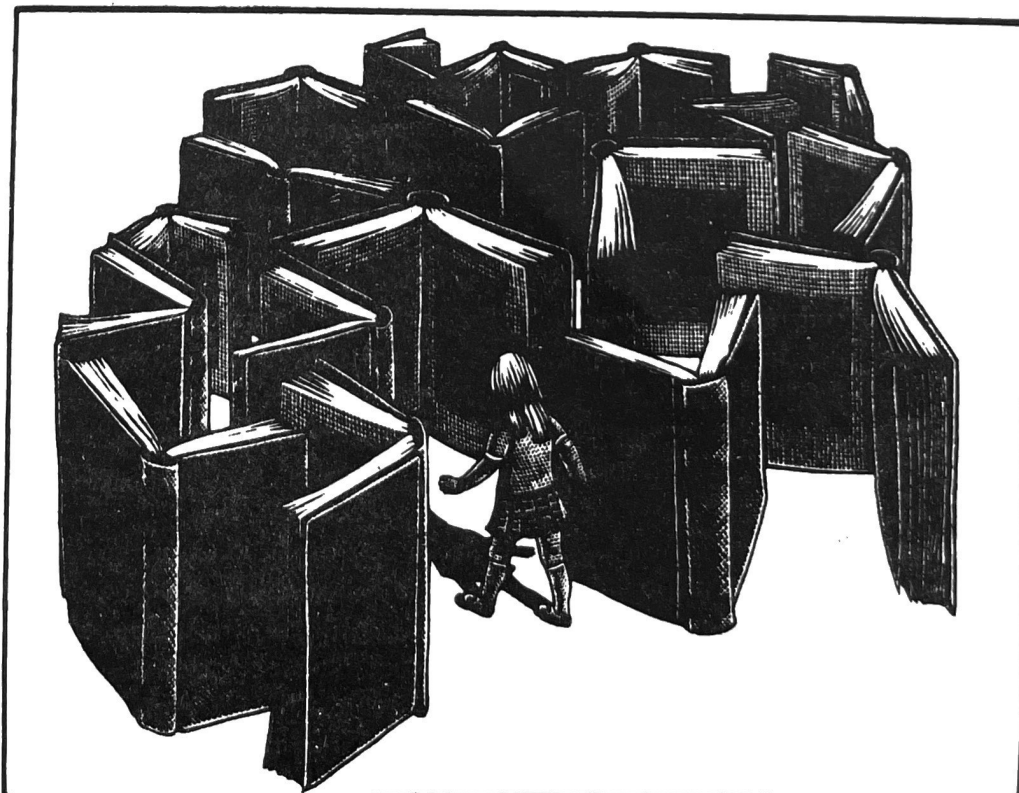
Out of about 25 in Grade 7 and 8 at the Parish Primary School, I think only three of us went to secondary school - all by getting a Diocesan scholarship to go to a central class where we sat for a Junior Government scholarship to go to College.

If you didn't get a scholarship you didn't go - unless maybe you were going to be a priest. So the decision was really entirely in the school's hands. They suggested who should sit for the scholarship, and those they didn't suggest, left. I don't remember us scholarship kids ever coming to grips with the fact that the College was mostly peopled by kids who could pay the fees and had been there from Grade 3 on. The scholarship kids were treated as inferiors (lucky to be there at all), and I suppose that

kept us from questioning. Anyway, where would questioning have got you?

As I remember it, the people were grateful to the nuns of Parish School for doing anything for them. Going on to College was a bonus, like canonization, that mortals couldn't expect as a right. The nuns taught us kindly, they taught us well and they taught us a lot - an entire ethnic culture in fact, if you can call Irish Australian that - but I think the educational world of our Parish ended with the nuns. Those few - like myself - who went beyond it were being elevated into an alien sphere by inscrutable forces.

I think the very inscrutability of the forces that raised me out of my little pond made for an almost total break with my childhood world. I grew up poor - very poor - but by the age of 17 I was murmuring Milton and headed for a prosperous Arcadia that the rest of my family had no hope of conceiving. I'm sure the fact that I was bright at school had a lot to do with my parents and family, but what the brightness led to was mysterious, and the process of getting there bewildering. We just did what the school told us to.



Bill Sanderson the Times

a directory of alternative schools

This directory contains a brief outline of the fourteen independent alternative schools at present operating in the Sydney, Wollongong, Mittagong area. This does not include the Southern Cross School at Ballina - an innovative school within the education department - which we hope to deal with in more detail in a later issue.

The information here outlined was culled from discussions with pupils, teachers and parents involved with the various schools, and is not a personal assessment.

If we have missed anyone, please write in and let us know.

PRIMARY SCHOOLS

1. Birchgrove Community School

Ballast Pt Road, Birchgrove. 2041.

Contact: Robin Jones. ph. 822727.

60 children (5-12 years). Fees \$3.50/wk for food, \$3.30 for work amenities - latter waived if parent comes in for $\frac{1}{2}$ day per week. They have a large Federal grant to buy a house for the primary school. The community uses the pre-school area for after school and evening activities. The children from the womens halfway house Elsie also often come here. Visitors are welcome, provided they involve themselves in activities.

2. Blue Mountains Progressive School

Contact: Betty Herington, P.O. Box 166, Springwood 2777. ph. (047) 51-3805.

There are 19 children age 5-12 years, 15 teachers - 10 from the parents and 5 from the community. The fees are \$180 per term for kids with uninvolved parents, \$60 for those with involved parents. Involvement means working a half day a week with groups of 3-10 children. Learning takes place in peoples homes according to childrens interests. There is no special building. The school is provisionally registered and will receive some grant from the government. For further information see listed articles.

3. Currambena School

203 Longueville Road, Lane Cove. 2066. ph. 421179.

There are 50 pre-school and 70 primary children (3-12 years). Teachers - 3 primary, 2 pre-school and 2 assistants. Parents come in and help with both teaching and daily duties. The pre-school fees are \$195 per term, primary \$185 per term. The school is registered and receives a per-capita grant of around \$80 per year from the government. All visitors are welcome. The school's philosophy is to present lots of opportunities for the children and create a family community.

4. Devonshire Street School

Contact: Carol Barltrop. 2 Parks Road, Artarman. 2064. ph. 4112338.

They rent a council house for 25 children (5-11 years), and 2 teachers. All parents are involved in administration, the chairperson is changed every month. Fees \$160 per term. A registered school with a \$75 per capita per year grant, library and innovations grants. All visitors are welcome. The building becomes a latch-key drop-in centre for around 20 local kids from 3.30 to 6pm every day. This is part of the school's policy to maximise relationships with the community.

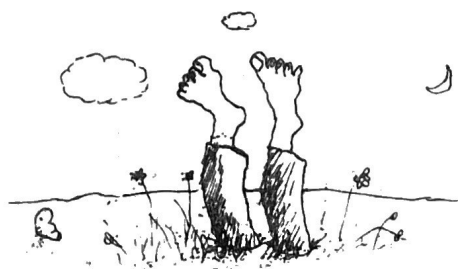
5. Elonera School

Contact: Bernard Cannon. 33 Foleys Road, Gwynneville. Wollongong. 2500. ph. (042) 289525.

25 children, one teacher, one resource teacher plus 4 extra specific subject teachers. Parent involvement occurs. Fees are \$230 per term for the first child, the school is registered, with a per-capita grant, a books grant of \$2,000 and a building grant of \$20,000. Visitors are welcome. The children are involved in the local meals-on-wheels program and help in the near-by sub-normal school.

6. Guriganya Community School

Contact: David Horton. 444 Oxford Street, Paddington. 2021. ph. 320742. (messages). There are 3 teachers and 30 students (5-15 yrs) 65% are high school age. Little parent involvement - 65% are single parents. The school has provisional registration. Fees \$175 per term for the first child. Don't mind visitors. Philosophy - non-directive. No exams.



7. Kinma School

Coolowie Road, Terrey Hills. 2084. ph. 4501696.
5 teachers plus 1 co-ordinator, 29-40 pre-schoolers plus 75 primary children. Parents spend one day per term in the pre-school, can help in the primary school or partake in the parent education program. Children are in family groups of 20-25. The school is registered with a \$91 per-capita grant, fees are \$220 per term (primary), \$4.50 per day (pre-school). School council consists of elected parents, teachers and an educational advisor. Visitors are welcome. Philosophy - children must work at their own level.

8. Sirius Community School

33 Gurrilang Road, Cronulla. 2230.
1 teacher, 9 students (mainly 4-6 yr olds), fees max. of \$200 per term. Not registered. No information available.

9. Yinbilliko School

40-44 Bobbin Head Road, Pymble. 2073. ph. 4496554.
120 children (3-12 Years), 5½ teachers, 3 assistants. Parents and some community come in regularly. Fees - primary \$218 per term. Visitors welcome. School is a non-profit making company of which all parents and teachers are members. Philosophy - to help each child towards all round growth and fulfilment.

SECONDARY SCHOOLS

1. Chiron College

69 Ballast Point Road, Birchgrove. 2041. ph. 8271854.
This school has 70 students (16-early twenties) plus 11 teachers. It is an H.S.C. oriented school, they feel that change can be effected in exam as well as non-exam areas. Little parent involvement. They received an innovations grant for Video for community involvement. This video equipment has been loaned to various community groups to make tapes of their perception of their position in the community. Fees are \$420 per term. Registration brings a per-capita grant of \$140 per year. Visitors are welcome, provided they are prepared to stay for a day or two, not just a one hour perve. Philosophy - the school must work through the awareness of the needs of students and help them to become well adjusted people, able to cope in the community.

2. Hartfield School of Senior Studies

Hartfield. Mittagong. 2575. ph. (048) 711007.
A post school certificate 2 year course, not exam

oriented, to develop creativity, originality and social awareness. They have specialist teachers and craftsmen from the Sturt workshops. These workshops help link the school with the community. There are some core and some optional courses with a private lesson once a fortnight. No further information available.

3. Australian International Independent School Ltd.

110 Talavera Road, North Ryde. ph. 8887804.

98 students (5th and 6th form) H.S.C. oriented. 6 full-time teachers 10 part-time. Parents are invited in 2-3 times per year on a Sunday, to a seminar to see how things are going. The school council has one student representative, 2 foundation members, the headmaster and 3 parents. Fees are \$300 per term. They are registered with a per-capita grant of \$90 per year and a state per-capita grant of \$142. No objections to visitors. Philosophy is to promote the idea of 'one world'. They have 10 foreign students and a course in world literature and politics.

4. The Sunshine School

Contact: Colin Spencer. 41 Campbell Street, Liverpool. 2170. ph. 6011863.
Consists of a group of students, mainly musicians, who work together and who hope to get a grant to become a travelling performing musical group. No fees. Not registered. Students sit school cert. and H.S.C. as private students. See article for further information.

5. West Head School

223 West Head Road, Terrey Hill. 2084. ph. 4501541.
25 students, 2 teachers full-time and 3 part-time. Not exam oriented. Parents involved only from the point of view of fund raising. Fees \$275 per term. They have a small government grant and an innovations grant. The daily running of the school is done by the students, there is also a council of parents, 2 teachers, 2 pupils and the co-ordinator. The school is a registered company. Their philosophy is freedom.

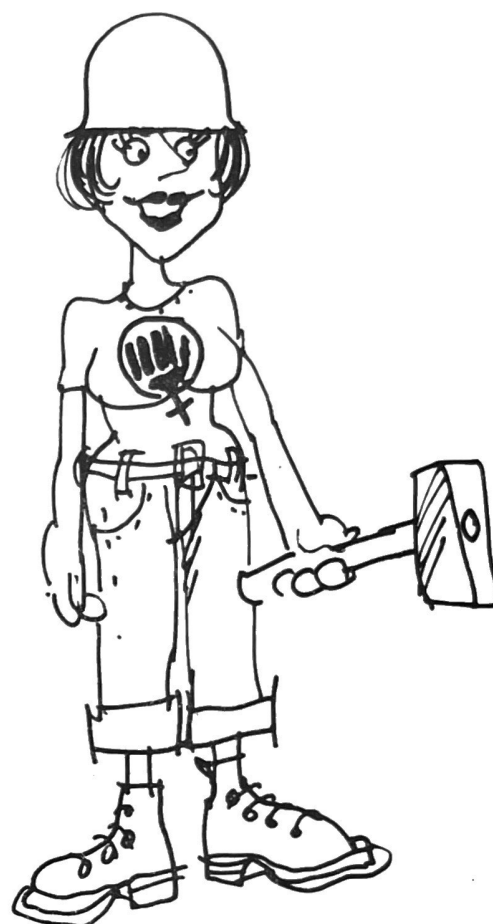
Caroline Grbich.



SOCIAL EDUCATION MATERIALS PROJECT

SEMP

Groups of teachers in all states are developing audio visual and printed materials to stimulate awareness and questioning in eight areas. (see box below) It is obvious they belong to no single subject area, and the term 'social education' was deliberately chosen to cut across subject divisions. The materials should be useful in general studies, history, english, social studies, geography, social science, economics, consumer education and possibly several other subject. They will be open ended, and aim to stimulate students to examine their own experiences and prejudices, and the experiences and prejudices of others. Photo essays, simulation games, case studies, slide sets, posters, history documents, short stories, poems, video and audio tapes will all be produced. Publishers and media groups such as ABC and Film Australia will be heavily involved during the next eighteen months.



Different teams have different approaches. For example, one of the basic aims of the 'family groupings' team is to give teachers and students the resources to define their own curriculum materials, or make the examination of family relationships within the existing curricula more pointed and exciting. Some materials may examine assumptions about roles (see Michael Lodge's drawings in this issue), others may take a fresh look at historical or intercultural aspects of the family. In doing so they will throw up new ways for teachers and students to use existing materials or to make their own.

To find out what the teams are doing, contact the SEMP team leader at these addresses:

Government & Decision Making Processes	John Mitchell	Dept. of Education, Sydney ph 20584 - ext. 671
Racial and Ethnic Relations	Howard Kelly	450 St. Kilda Rd., Melbourne ph 267 2988
Urbanism	Laurie Lewis	as above
Social Conflict and Control	Malcolm Gunn	Nailsworth Boys High School, Enfield, SA. ph 269 1688
Community Study	Max Lowth	John Curtin High School, Fremantle, WA. ph351417
Family Groupings	Jeremy Madin	Knox Grammar School, Wahroonga, NSW. ph487 2471
Changing Social Relationships	David Brownlow	181 Elizabeth St., Hobart. ph 309011
The Consumer in Society	Peter MacColl	Dept. of Education, Brisbane ph 240616

WANT TO DO SOMETHING ABOUT SEXISM IN YOUR SCHOOL?

The NSW Teachers' Federation has received \$12,000 from the Federal Government for a program to raise teacher awareness of sexism. A contact teacher is being elected in every school and association in the state. A Contact Kit of basic materials is being issued free to every contact. It will be available for sale by June 30th. It includes:

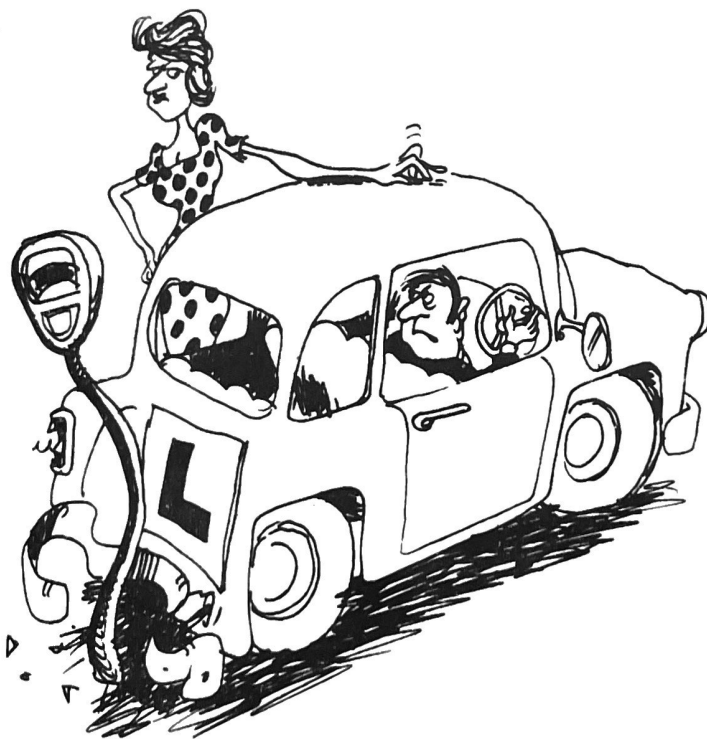
1. Newsletters
2. Guidelines for starting a school action group
3. A 60 page collage booklet of newspaper and magazine clippings showing effects of sexism on males and females, new curriculum ideas and alternatives to sexism.
4. A detailed resource booklet - films, videos, cassettes, magazines, newsletters, groups and individuals available.
5. Check list for teachers
6. Table drawing comparison between sexism and racism.
7. Article: "Getting into Consciousness Raising"
8. Article: "Sexism & Children's Literature"
9. Article: "Guidelines for Improving the Image of Women in Textbooks"
- 10.3 Bibliographies of counter-sexist books
11. Article: "It's easier to be a Mum in the ACT"
12. Table comparing Commonwealth maternity leave provisions with those of NSW
13. Practical lesson suggestions

The kit will probably cost about \$2.00. Send money, name and address to:

Gail Shelston,
NSW Teachers' Federation,
300 Sussex Street, Sydney 2000

family group

It was a real pleasure to visit Baulkham Hills Primary School where the Principal Jack Stevenson and a teacher, Mike Clear are running a 'family group' consisting of 20 children of all ages. The children and parents choose to be part of the group and both are involved at all levels. The kids choose how they want to explore the world, if at all, and the teacher and parents help to provide lots of alternative ways of doing this. They are hoping to open a free access exchange with children from other classes in the school. An innovations grant supplies a teacher aide, equipment and a research assistant.



editor's note

Further information has come to hand on Sirius Community School it has changed abode - 45 Urunga Pde. Miranda. 2228. ph. 523 2179. 1 teacher - Susan Crawley, 10 children (4-11 years). The school is run by a council of parents, who also help out in the school. Provisional registration till June. They hope to set up a Saturday morning art and craft open workshop for the community. Visitors welcome, especially children. Philosophy - 'lots of things to do and new things to try out'.

education centres

One of the Schools Commission's most interesting programs is the funding of Education Centres. Their purpose is to act as teacher development centres independent of state education departments and to encourage community participation in education. Centres are completely autonomous and are run by elected boards. They must be registered as co-operatives and have a majority of practising teachers on their boards.

The Karmel Report recommended 13 centres be established in 1974/75; the demand was such that 26 centres were funded at various levels up to around \$200,000. These first centres will obviously be subject to a great deal of scrutiny, as one of the first moves to give genuine autonomy over educational spending to local communities.

A proper evaluation of the centres would be premature at this stage; they are still establishing themselves and it will be some time before their full effect can be seen. Nevertheless we thought it would be worthwhile to record some initial observations.

There are two centres in Sydney, the Northern Districts Education Centre and the Inner City Education Centre. Both of these have received funding at the top level, \$179,000 and \$160,000 respectively. This covers purchase of premises and employment of full time staff. The ICEC is in a magnificent building which cost \$109,000 and has been very comfortably furnished. Premises for the Northern Districts Centre, purchase of which is still being negotiated, will be of a similar standard. The facilities at the ICEC are certainly underused at the moment, but the staff are establishing contact with many groups in the area and are initiating a variety of activities at the centre. The relative merits of this type of centre in comparison with a larger number of smaller centres is difficult to judge as yet. The variety of centres funded by the Schools Commission should assist in assessing this.

STRUCTURE

Education centres are registered as co-operative societies. Members of the society elect a board of directors at an annual general meeting. The board is responsible for employment of staff for the centre. To a large extent the effectiveness of the centres depends on the

active involvement of local parents, teachers and students. Both Sydney centres at the moment have less than 300 members.

The Northern Districts Education Centre has been the centre of a great deal of dispute over the election of directors and the operation of the centre. The President of the Northern Suburbs District Council of Parents and Citizens' Associations, in reporting on the AGM said, "My impression was that members were denied information to which they might reasonably feel entitled, whether from design or ineptitude I am not able to say. Further, sectional interests are in control of the centre. Remembering the high ideals of those who conceived the idea, it can only be a matter for regret if it should fail to serve the whole community." In support of the 'sectional interest' claim it is pointed out that only one member of the present board is a teacher at a state school. Notification of the AGM was sent out after the closing date for notice of motions, and the only motions that were put were those of the Board of Directors.

It appears that the board has carried out the letter of the law, in regard to procedures for calling meetings. However, the fact that a large number of local people feel they have been excluded from participation does not augre well for the future of the centre. If this is the fate of a well organized and articulate group it raises serious doubts about the role the centre will play in involving the rest of the community.

Participation is a key feature of the Karmel Report recommendations on Education Centres. Their success will be measured as much by the level of involvement they generate as by the quality of the services they provide.

Jack Gilding



latest innovation

The Innovations Program in NSW is undertaking a multi-media program to spread the word about innovation. Part of the program will involve meetings between people with projects and interested parents, teachers and students - in both interest and geographical areas. Other features will be:

- * Tape and video chains for sharing information.
- * An 'assembly' book for which each project will provide a page.
- * In-Service 'packages' for use by teachers.
- * Consultants will visit projects in the country.
- * Double page spreads in 'Education Today' and 'Education'.
- * Information to parent and community groups on what is happening in their area.
- * Material supplied to local newspapers and radio stations.

The dissemination committee's main hope is that dissemination should remain in the hands of the innovators themselves. They are best able to say what they are doing and to help and encourage others. There is the further aspect that getting the information out is vital in terms of community understanding and acceptance of innovative projects - and to the projects continuing when the funding ceases.

Further information can be obtained by writing to the dissemination committee, C/- Schools Commission, 59 Goulburn Street, Sydney 2000 (attention Kay Ewin), or by ringing Kay on 218 8825 Tuesdays - Thursdays. (Country callers can reverse charges.)

aboriginal centre

A group of people in Sydney have been running a series of camps in the country for aboriginal and working class kids.

The last camp extended over three weeks and was the most ambitious to date. 70 people - 60 kids (half of them aboriginal), 10 adults and a black band 'Black Image' went on the camp. They set off in Mini-buses, mostly rented - and travelled thousands of miles from Sydney west to Bourke, Broken Hill and Wilcannia. The Arts Council helped with costs to the tune of \$3,000.

Recently they acquired a site in Ryde where they hope to create a centre. This centre will be built by the kids who will use it, from whatever materials they can scrounge or get donated.

Anyone who wants to help with future camps, or the construction of the centre;

Contact :- Gil Weaver
34 Herring Road
Eastwood.



listed articles

meaning of index number

example: Education for Conformity 08/30-3

by G. Lacey

08 - issue of The Magazine

30 - article number

3 - number of printed sides

- Education for Conformity - G. Lacey 08/30-3
 from 'Tharunka' Vol. 20 No. 24
 A case study on engineering done by a lecturer in the School of Civil Engineering at the University of NSW; shows how the education system people who see solutions in purely technical terms and take little or no responsibility for the effects these solutions may have on the community.
- Blue Mountains Community School - Betty Herington 08/31-2
 from 'Education' March 1975
 A detailed explanation of the school listed on page 12 in the Directory of Alternative Schools.
- Eric Willis and Sexism - Gail Shelston 08/32-2
 from 'Education' May 1975
 A report of the meeting between the Women in Education Group and Mr. Willis - Minister for Education NSW. An 8 point proposal relating to sex bias in schools was presented, and received a typically bureaucratic response.
- Change No. 4. - Tarzie Vittachi - Letter to Youth 08/33-2
 from 'New Internationalist' February 1975.
 As 65% of the world population are under 30, it would seem reasonable that they take some responsibility for the future of the world. Some ways of re-thinking the major problems are suggested.
- Liverpool Trisec - Peter Harrison-Mattley 08/34-2
 from 'Education' May 1975.
 More skullduggery in the attempted development of a teachers centre in the Liverpool area. The oh so predictable saga of the scramble for control etc...
 After hours Aboriginal Workers Information and Cultural Exchange Centre 08/35-1
- After hours Aboriginal Workers Information and Cultural Exchange Centre 08/35-1
 from 'Education' December 1974.
 Background to an attempt to set up the above establishment in Sydney.
- The School Board "Con Job" or how you will be compelled to have a non-compulsary School Board. - Van Davey. 08/36-1
 from 'Education' December 1974.
 Arguments against the setting up of school boards or councils as they serve only to attract the power seekers in the community.
- One person's impressions of Sydney Teachers College - Phil Nanlohy. 08/37-2
 The full version of the article which appears on page 5 of this issue.

order form -8

	Index No.	Price	No.	Cost
Education for Conformity - G. Lacey	08/30-3	3¢		
Blue Mountains Community School - Betty Herington	08/31-2	2¢		
Eric Willis and Sexism - Gail Shelston	08/32-2	2¢		
Change No.4. Tarzie Vittachi - Letter to Youth	08/33-2	2¢		
Liverpool Trisec - Peter Harrison-Mattley	08/34-2	2¢		
After Hours Aboriginal Workers Information and Cultural Exchange Centre	08/35-1	1¢		
The School Board 'Con - Job' - Van Davey	08/36-1	1¢		
1 person's impressions of Sydney Teachers College - Phil Nanlohy.	08/37-2	2¢		

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alert
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enterprising
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casual
slapdash
irresponsible
sluggish
inattentive
listless
frivolous
immature
lethargic
idle
refreshing
pleasing
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unco-operative
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restless
dilatatory
dreamy
careless
indifferent
provoking
offensive
apathetic

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obstructive
lackadaisical
leisurely
neglectful
breezy
high-spirited
irrepressible
cavalier
engaging
responsible
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helpful
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earnest
pathetic
deteriorating
disappointing
inadequate
wavering
lax
listless
capricious
unpredictable
erratic
back-sliding
half-hearted
negligible

A list of terms for progress/attitude/effort is provided for your use or rejection. We thank the staff of Melrose High School, Canberra, for this unique contribution to educational thought.