

# Education Otherwise

Newsletter no. 104

June/July 1995

**EDITORIAL** - To begin with, I would like to share my own good news with you. I am about to complete my Educational Studies degree at York, including my research dissertation on home education (thank you to everyone, I will publish the results and hope to write back eventually) - and the University have offered me a job teaching a course on Alternatives in Education, including home-education, next year! I have also been offered a wonderful arrangement with a local Montessori school, where I am now working part-time, with my daughter Kathy in another class. From age 5-7 she will be allowed to continue part-time - real flexi-schooling in action! - and after age 7 when most children leave for the local primary school, she can continue to come with me to work and continue the school-based home education!! Also - joining EO last year was the best thing I ever did - Kathy and I have made some wonderful friends who have helped and encouraged us through some difficult times, and given us so much fun and happiness, and a real sense of belonging - I can honestly say that the EO children I know are the friendliest children I have ever met, and the EO parents the very friendliest friends! This is surely what EO is all about - **THANK YOU EO**. Education Otherwise is at an exciting stage in its development, with charitable status etc. and with many exciting new ideas for the future. The dedicated hard work of many individuals is the very heart of EO and each one of us has a valuable contribution to offer the future of EO - the time is perfect for members, old and new, to suggest and initiate great ideas. We can all help strengthen our local groups; organise more social events (there are still so many local members I have never met - please come to our get-togethers!); telephone members we have never met or haven't seen recently; write letters of support and encouragement to people just starting home education or having difficulties; send bright ideas for teaching and learning into the newsletter; offer to edit the newsletter! (which will hopefully return to full size before long); arrange 'exchange' visits with each other around the country; design logos and mottos about home-education and paint them onto t-shirts and sweatshirts; write inspiring letters of success to newspapers and magazines and phone-in radio-stations; arrange EO stalls and all kinds of publicity and fundraising events etc etc etc ..... anything and everything, to allow EO to go from strength to strength.

Anne Mills, Waverley, Murton Way, Murton, York, YO1 3UJ.

Education Otherwise is a membership organisation which provides support and information for families whose children are being educated outside school, and for those who wish to uphold the freedom of families to take proper responsibility for the education of their children. Our principal aims are to:

- \*encourage learning outside the school system;
- \*reaffirm that parents have the primary responsibility for their children's education and that they have the right to exercise this responsibility by educating them out of school;
- \*establish the primary right of children to have full consideration given to their wishes and feelings about their education.

For further information send an A5 SAE to Education Otherwise,  
PO BOX 7420, London, N9 9SG.

**IMPORTANT - NEW CENTRAL ADDRESS - PO BOX 7420, LONDON, N9 9SG**, and please check, especially co-ordinators, that your stock of official EO letters and membership details etc. are updated with new central address. If any uncertainties, please contact Eileen Wilson, Tel: 01283 532547.

**END OF YEAR TAX RETURNS** - Can all EOers who wish to claim expenses for the financial year which comes to an end on 30th June please submit their expenses claim, supported where possible with receipts, to the Treasurer by at the latest 14th July.

**OUTGOING TREASURER'S STATEMENT**- "I am pleased to report that the measures taken during the year by the outgoing finance group to reduce EO's expenditure (reducing the size of the newsletter) and increasing the income from membership subscriptions have improved EO's financial situation. All creditors have been paid and EO even has a modest credit balance in the bank. Given prudent management EO's finances could continue to improve in the new financial year. The 1994/5 accounts have been successfully transferred to a computer accounts package and at the time of writing are ready to be handed over to the new Treasurer with most of the work needed for the end of year return already completed. I should like to thank all those who have supported me since I took over as Treasurer last November and wish the incoming Treasurer and new directors every success in the new financial year." Paul Bentley.

**DISCLAIMER** - The opinions expressed in this publication are those of the contributors and not necessarily those of the editor, nor of Education Otherwise as a whole. This newsletter is edited by a volunteer and its primary purpose is to provide support and communication between members.

**COPYRIGHT** - Any item published in this newsletter may be reprinted in other Home Education magazines in the UK or abroad. If you do not want your contribution reproduced without your consent, please state clearly that you wish to retain the copyright.

**A REMINDER TO READERS** - The EO newsletter accepts advertisements, offers of services, articles and notices of social events in good faith and CANNOT BE HELD RESPONSIBLE for the consequences of responding to any of these. Readers are reminded that sensible caution should be exercised when responding to such.

**THE NEXT ISSUE** - The deadline for the next issue is **1st July, 1995** - all copy should be sent to the Editor by this date. All material intended as such should be clearly marked "for publication". Please ensure you include your name and address and age for contributors to children's pages. Contributions are more likely to be included if they are concise and it would be helpful if they were typed. Some editors may be able to use copy on computer discs but always include a hard copy with the disc.

**More Volunteer Editors Needed!** - please contact Sue Hutchin, 01580 762448.

**NEWSLETTER EDITOR FOR NEXT ISSUE** - Val Gommon,  
19 New Road, Castlethorpe, Milton Keynes, Bucks, MK19 7EH (01908 511247)  
**CHILDREN'S PAGES EDITOR FOR NEXT ISSUE** - Jade Jackson,  
51 Dorking Road, Chilworth, Surrey, GU4 8NW.

**EDUCATION OTHERWISE IS A COMPANY LIMITED BY GUARANTEE  
AND IS A CHARITABLE TRUST. CHARITY No. 292029.**

**BOOK REVIEW** *In Place of Schools - a novel plan for the 21st century* by John Adcock (£5.95, ISBN 0.946947.62.7. New Education Press, 27 Gloucester Rd, London, WC1N 3XX)

This is one man's vision of how education might work in the future, conveyed as a story beginning in the year 2029. There are no schools and no 'teachers' as we know them today. Instead there are personal tutors, who devise individual learning programmes for each young person in their charge, in consultation with each student and the parents (who have as much or as little involvement in the education as they choose). Curricula follow the young person's own interests and cross the old 'subject boundaries' which were acknowledged to be "arbitrarily determined frontiers in the school-based system". Learning takes place in the home, in community resource centres, museums, galleries, theatres, field study centres and many other places. Technological advances facilitate the working of the system - every home has a study area with all the appropriate technology. An endless range and variety of educational material for this new no-schools system is produced, stored and transmitted (anywhere, at any time, on request) by the National Media Library (paid for by the sale of 20 inner-city schools).

Interwoven with the story of Susan Smith, personal tutor to 19 students, and reminiscences about her 'teacher' training, is the story of a desperate Government in 1999, with the school system in turmoil and collapse. A most select committee is appointed (chaired by 'the good knight' and advised by 'the clever young Phd!') to report on an alternative to the disintegrating system. Fundamental ideas accepted by the Committee include that: young people need love and respect; parents need support in the difficult job of parenting; competition is damaging; education should be preparation for life, not the workforce; any new system of education should be the starting point for a reversal of a lifestyle centred on material wealth and consumption of the world's resources; young people need someone who will listen attentively while they talk about their "achievements, disappointments, hopes, fears, worries"; tutors also need support; and deep personal relationships are what matter - between young people and parents, young people and tutors, parents and tutors, and between members of each group.

The final chapter is an interview with the retiring Minister for Education who served on that most select committee of 1999. He acknowledges the pioneering work of home-educating families: "No doubt those families were in the very vanguard of the teaching-without-schools movement". Two more telling quotes from this interview are "the very last thing we wanted then was a rigid national curriculum for every child, with set subjects and standards and standardised tests" and "the arrival of small personal tutor groups in a non-school environment and the use of individual study-programmes made possible by the National Media Library and world-wide multi-media developments would eradicate the rigid school timetabling absurdities that were so often such an obstacle to enjoyable learning". Finally, despite an occasional lapse from the notion of young people being involved in deciding about their own education, this book provides a revolutionary, brave and thought-provoking vision of how things could be. It's well-written and certainly makes a refreshing change from the usual run of books on education. (Keith Charlton, Leicestershire.)

I also strongly recommend *In Place of Schools* - and where did this revolution of education begin? With volunteer families of home educators - Hurray! Thanks to John Adcock for

writing such a wonderful book, and to Roland Meighan whose introduction pays tribute to 'the trail blazed by the brave, nonconformist, pioneering families who opt for home-based education'. In Place of Schools is one of the best alternative education book I have ever read - satirical, hilarious, inspiring, intelligent, highly plausible - but also, I warn you, very depressing - because although the system described is brilliant, I cannot imagine it happening in my lifetime. If anyone can afford to send a copy to Gillian Shepherd, go ahead - it can't do any harm and you never know! And send an SOS to the 'good knight' and 'clever young Phd' - WHERE ARE YOU? (Anne Mills.)

\* \* \*

**KUMON MATHS** (letter from Beverley Young, Lancashire) - Two years ago I removed Cassie, now aged 6 & a half, from school after only 10 weeks in the system. After a few weeks (or should I say months) of dithering over which approach to her education I should take, and talking to as many EOers as I could, we finally settled into a 'routine' consisting of 4 or 5 schemes covering the basics which she does as and when she feels - sometimes all day every day for weeks on end, and other times nothing for quite a while. The one exception to this is KUMON MATHS. I went along to a Kumon open day, purely to accompany my sister. I'd already decided that it was not the sort of system we could implement in a home-schooling environment (especially as the cost is currently £35 per month - that's a big hole in our budget). After all, this was a method which relied on doing some Maths every single day - I couldn't see Cassie appreciating that! Yet after talking to the instructor and to some of the children already studying Kumon we decided to give it a whirl. How wrong could I have been before! I was already aware that Maths was Cassie's forte, but what she has since achieved has astounded me! The Kumon ethos is very simple - little and often, each being equally important. Children start at a level which they find incredibly easy, thereby increasing confidence dramatically. They fill in answers on worksheets which takes on average, between 10 - 20 minutes per day. All work is carefully graded so that the level of difficulty between questions is negligible. The child gradually moves on to much more difficult work, hardly noticing that this is happening. The Kumon Study Programme is based on 5 simple rules: 1. Individualised programme. 2. Easy starting point. 3. Repetition. 4. Sets good study habits leading to self-motivated learning. 5. Prepares for higher level Maths. A small reward system of sticker cards is used. When the child fills in a card they are allowed to choose a small gift. As we do Kumon by correspondence, Cassie usually asks for book vouchers which she takes great delight in spending. There are twice-yearly award ceremonies where the children are presented with certificates of merit. It all adds to their feeling of confidence.

I'm not saying that doing Kumon has always been plain sailing. There have been days when Cassie has refused to sit down to do her work but, with a mixture of cajoling encouragement and "Well, for a young lady who couldn't do it, you seem to have done rather well!" approaches, we've somehow come through, and we're once again 'on a roll'. Comment from Cassie - "I think its really exciting because I get onto the next level if I try hard and the last level is dead easy when I've done it. I've done my gold award - we put it in a frame on the wall." You can attend a study centre twice-weekly, or do the course as we do by post, keeping in regular contact with your tutor.

Phone Kumon Educational UK on 0181 343 3307 for an information pack.

# Autonomous learning and language

by Anne Wade (London - Middlesex)

*This is the second part of a three-part article. The first part appeared in February 1993, but the rest was then lost between editors. If you would like a copy of the first part, please send me two first class stamps and an address label.*

'LOOK, I'll show you I don't need to go to school to learn - I'll read you a book every day.'

But we thought we knew better than a four-year-old, and concentrated on making Felix feel good about going to school. He read us a book every day for four months, entirely on his own initiative, and by then was fluent. Because he only read when and what he wished, his intonation and rhythm were natural and unstilted.

His friend Kiri went to a Montessori school and we cringed when her mother reported the teacher as saying of another child: 'We've let Jimmy talk today as he's so excited after his trip abroad, but he'll have to be good tomorrow.'

Felix started in what seemed to be the best LEA school, in a reception class of sixteen. I used to go in to help, and I remember one lesson with horror: 'Right children - we'll have a discussion.' The teacher had a collection of geographical terms she didn't expect them to know; she would ask one of them what something meant, tell them it was a good try but wrong, and then tell them what it really meant. No living experience - not even pictures. Felix knew what 'bay' meant because we'd just spent a fortnight's holiday in one. How else should a small child learn language? But he wasn't allowed to say anything else in this 'discussion'. 'Not you, Felix, you've had your sentence.'

If I am confused about something, or if I've had an overwhelming experience, or if I'm reaching after a new idea, I either want to write to clear my thoughts or else I want to talk it through with someone who will listen well. Even if they are sitting apparently

listening, I am well aware if the listener's attention wanders. If they are well centred and totally present, they can be amazingly powerful in helping me clarify my thinking, without necessarily saying anything. And they don't need to know more than I do. I'm not looking for 'answers'. Before I want to know what they think, I need to know what *I* think.

Young children can't yet use writing, and the world is a confusing, overwhelming place for them, full of new ideas. How can they assimilate their experience unless they have a safe space to talk, to someone who is interested and will listen well? How else can they trace faulty steps in their thinking, except by talking through their ideas in their own time, over and over again if necessary, until they see for themselves where something isn't gelling, and revise it gradually or in a leap, according to their own style? Coercion, correction, criticism - they all interrupt this development, and rather than being helpful, they insert irrelevant material into the process, which may block the work the children are doing.

It's like treating a word processor as a typewriter: if I key in a 'hard return', telling it routinely to go on to a new line, I disrupt the sophisticated program which already does this job far more systematically than I can. The current educational fashion for imposing 'structure' on children, trying to control their learning in minute detail from outside, crassly disregards this innate structuring of learning. We are born with a predisposition to learn, in a variety of styles. If your style fits in with your teacher's, you do well academically. You may be just as intelligent but fail, if a style of education which does not match your style of learning is imposed on you.

Silence is another aspect of language which I need to control in order to think well. If I have an idea, I want to talk or write immediately. It may be actually painful if I can't. But I can wait. I have strategies for coping. I am rarely in a situation which precludes me at least making a note. I can use internal dialogue; and I have a good memory. Often I have an equally urgent need to be quiet. It can be very important to be silent with the person who is listening well. I can feel things happening in me on various levels. As a shorthand, we call it 'digesting a new idea'. Sometimes I want to be alone to think, or to do something practical and not think consciously at all, but also not to be distracted by other people's thoughts.

How can children's learning processes survive intact if they are made to be quiet when they need to talk something through? They can't wait. They may not yet have strategies for saving the thinking they are in the middle of, and it gets lost. As an EO friend says, 'Why do we tell children not to interrupt? If it's important, we can remember what we want to say, but they can't. What we're really telling them is that what they're saying is of no value compared with what we're saying.'

Equally, a piece of thinking will be lost if a child is made to go on to some other work without being allowed time to assimilate the previous learning in whatever way suits them. It may be important to them that a loved adult stays with them during this process, and they may become angry if the adult is there in body but not in mind, even though the child may appear to be doing nothing very much. When we are functioning at the limit of our ability, the presence of someone who is important to us can give vital support. They may protect our space, so that we do not have to spare any thoughts for routine survival. And they somehow give us a boost of energy when they are fully present with us, so that we can function at a higher level.

It was important to Felix that he should be

able to stop us talking when he needed to. (He never misused this power just for the sake of controlling us.) It was frustrating to us when we were in the middle of an interesting explanation; but he would come to a point which he needed to work through, or where he had enough information to proceed with some thought or project, and any more words from us would only have got in his way.

Felix refused to write in school, and the head told the teacher to leave it and let him do it at home. He could do it to a high standard with our support, but he hated it and we felt he was simply not ready for it. If nothing else, he has always seemed to need an interval between *learning* to do something and *deciding* to do it, as if he's weighing up what he'll be letting himself in for, and also making it plain that it's his decision to do it. It is essential to respect such individual needs if learning is to proceed smoothly. Why should these idiosyncrasies bother anyone else? It really isn't their business. On the other hand, the structure of a school means that teachers need children to be literate early, whether they are ready or not. In this way, the upper end of the normal age-range of acquisition becomes labelled 'pathological'.

From our experience with EO children, I am convinced that the critical period for many aspects of learning is much more variable than is usually accepted. This doesn't mean that *parents* have more choice about when children should learn things. The window may still be quite narrow for individual children. I remember wanting to read, and information being refused. I was told to wait until I went to school. By then it was drudgery. Another friend was stopped from learning to read before school, and was then in the remedial group and didn't learn until she was nine. It seems reasonable to suppose that for some children, literacy is most easily acquired while the language centres are at their most active, while they are still learning to speak. I wonder whether some EO children are late readers because their parents are following a philosophy of education such as Steiner's, and

are discouraging literacy, albeit perhaps unconsciously, at the time which would be appropriate for that child.

Some parents are concerned that early reading damages children's imagination, or will overstimulate them. We didn't find it so, though I know of one boy whose spontaneous stories dried up when he learned to read. Personally, I found overstimulation less of a problem than understimulation as a child.

But there is also Raymond Moore's suggestion that early reading leads to an increase in myopia. He had records from the beginning of the century about the eyesight of children in his American home town. He was able to correlate successive abrupt statistical deteriorations in children's eyesight with progressive lowering of the school age in the state from nine years old in 1900, and the spread of television. However, it may be reasonable to distinguish between school and learning to read. Children who are not in school may learn to read and yet spend most of their time in physical activity, doing very little that demands a fixed focus. TV seems to me to be much more problematic.

Some children cannot or will not learn to read until much later. This may be because other things are more important to them, or because they use their brains in a different way and need longer to mature.

Sometimes a specific trauma can be pinpointed. One girl could read before she went to school, lost the ability during a very unhappy couple of years, was withdrawn from school at seven and resisted reading until she was ten, when she doggedly retaught herself.

Another girl had had considerable birth trauma and had been developmentally delayed in every area, though she had always caught up. Her family were determined to avoid labels of 'brain damage' and 'special needs' but her siblings were very bright and she was aware of finding reading more difficult than her younger sister. She was making wild guesses at words, and I was asked whether she might be dyslexic. When she tried to read

I was struck by her eye movements: although she kept her head still, her eyes flickered everywhere in panic. As we talked later, her parents realised that they were more anxious about her delayed reading than they had been admitting to themselves, and that this was unnecessary when they considered her pattern of development as a whole. They concentrated on making reading a pleasant experience for her, reading to her while cuddling her and not asking her to read. Within six months she was reading, and no-one was sure how it had happened.

I have known EO children who do not learn to read until ten, twelve or even later. On the other hand, I have not come across any who cannot read at sixteen, unlike the situation in schools. One county which publishes its figures gives 35-37% of school leavers as functionally illiterate (i.e. they can't read the *Daily Mirror* confidently) each year.

Many late readers come from families with a history of a similar pattern, especially among the boys. There are many arguments about dyslexia, whether it exists, what it is, and how best to deal with the difficulties which undoubtedly have certain typical patterns. These children may have related difficulties with sequencing, map reading and coordination, and benefit from a more structured approach to learning such things. This does not mean making them do things regularly, so much as breaking tasks down and making their inner structure more obvious. When they are ready to learn, they may be happier with little-and-often, while other children may prefer to gobble huge chunks at once and then go on to something else for a time.

What is usually ignored is a greater ability dyslexic children often have to grasp things in a global way. This is why look-say may suit them better than phonics; but when they are ready, phonics may be more useful to them than to a child for whom reading comes more casually. One dyslexic boy can grasp how a computer game works by watching it running,

while another who is literate is still working through the instructions. Another still can't read at ten but is good at chess. Another will jump intuitively to the solution of a puzzle or a maths problem while the family are working through it step by step. It is important that they are encouraged to explore their strengths rather than defining themselves by what they can't do.

One of the greatest problems is to protect them from harassment from the LEA, who may be genuinely concerned that a child is being 'deprived of urgently needed specialist teaching'. But they can rarely offer much anyway, and their interference labels the child 'special needs' instead of just 'special' like everyone else.

Some families have insisted that a statement of special needs should be made for an older dyslexic child, successfully forcing the LEA to pay for the child to go to a boarding school dealing with the problem; and these children have done well. But boarding school is traumatic for younger children, or older ones who do not want to go, and particularly so for dyslexic children who often have additional problems organising their time and their possessions.

And such a statement might recommend instead that the child attend the local school, with, for instance, two sessions a week at a special language unit. Any well-motivated parent can offer more than this. They read up on dyslexia, research all the variations in approach, and consider them in the light of their individual child. Even where a parent is also dyslexic, their concern carries them through the difficulties, and they often make progress themselves in areas in which they had given up. This in itself can have a dramatic effect on the child, as the parent gains confidence that success is possible.

One mother had been told at school that she was dyslexic, and was worried about teaching her children although they seemed to be learning easily. She used a dictionary constantly so that she would not mislead them

- and after six months she realised that she could spell well, and had merely been badly taught.

There is considerable expertise within EO, and it has the advantage of being informal and not disempowering the family, who have the option of ignoring it. A lot of ideas are exchanged around the kitchen table at EO gatherings, and we learn as our children do, taking what we are ready to make use of in our own time.

I don't advocate doing nothing academically with children, but it is one option. I recently met someone whose name I recognised from old contact lists, and she told me how she had deliberately let her two boys run wild. She was an impressive woman, and no doubt it was an education just to live with her, but they had not learned to read properly until their teens. There were indications of dyslexia, especially in the younger boy. They had been living in a community which broke up when the boys were twelve and thirteen, and they chose to go to Summerhill, where they continued to run wild. Then they each in turn decided to do exams, and though it was a struggle for the younger boy, they got the passes they needed, having done *no* academic work before that. The older boy is now at university, and the younger at college doing 'A' levels.

I suspect that for most children in an ideal environment, there would be an extended dormant period between learning to read and write and making much use of the skills. Felix sometimes said how much he wished that he could go out of the back door, across a field and into the woods to play. When he has visited EO families in this situation, he has happily spent most of his time doing just that, even in poor weather. Reading is not always a good thing - it can be an escape or a substitute for real life, and I sometimes felt that he read too much because we lived in the city and could not provide enough natural space.

*To be continued*



## CAMPS SUPPLEMENT



Are you stuck in a rut? Are your children winter-bored and raring to go? Do you have friendly teenagers who want to meet old and new friends? Do you love the sun and rain, trees and land? Then come camping.

Many E.O. families go camping every year. There is such a selection of camps that one must be suitable for you - and once hooked you may try more!

There are: local camps by E.O.ers, for E.O.ers; an independent camp in Malvern for E.O.ers; lots of alternative camps with "teachers" and workshops which E.O.ers also enjoy (eg. PTTA and Rainbow Circle Dance and Spirit); festivals and professional camps with "everything"; small communities who open up for E.O. camps (eg. Redfield); country families who offer space for a tent and sometimes camping at or near national gathering (eg. Featherstone).

Camping is rather like home educating with all the joys and traumas. There is something magical about being on the ground, in the silence, by your own fire, watching the stars with your children near you.

By Chrystia Hertogs

### Peace Through The Arts Dance Camp (Dorset) 26 May - 4 June

This was our first non E.O. camp, in fact it was the longest camp since we had children! It rained and the field became a mud bath, so we could not leave the field for 10 days. It was a huge camp and everybody else seemed to know each other; despite that it was exhilarating. The dancing was beautiful and inspiring and even non-dancers found the camp rewarding. Our kids were clingy on this camp but once they got used to camping loved the freedom (and no washing!). They loved running in a car-free field, staying up late and visiting friends without having to be taken. This camp has pros and cons and, on balance, we liked it.

By Susan Wilson

Contact: Habiba and David Willow (E.O.ers), 85 Arlingham Way, Patchway, Bristol BS18 5AX Cost : about £240 (family of four).

### Dance Camp Wales



A whirl of dance and music in August, in West Wales. Wonderful children's area, crèche, workers and teenagers tipi. Circle, peace, African dance and "The Wave". Drumming, singing, gospel rock, cafe. Fairly expensive. Contact: (0558) 685619.



Local E.O. Camps



Peak Camp

Several families come year after year to Barrack's Farm. They gently occupy half a field for a week in July. It is low key, lots of play, quizzes, cups of tea, music, walks along the river nearby, small cliffs and caves, lovely Postman Pat views, a long distance cycle-track nearby. Some day trips out. Older children and teenagers. Cost: about £5 per family per night. Contact: see March Newsletter.



Redfield (Bucks)



A small community with some E.O. members welcome E.O.ers every September. Gardens, sports, friendly. Friends recommend this. Small charge.

Contact: Diana Keegan, Redfield, Buckingham Road, Winslow, Bucks, MK18 3LZ.



Gilwell Park (Epping)



Cooking on open fires, storytelling and singing. Meeting old friends and becoming acquainted with new ones are just a few of the many things that make Gilwell Park a success. The children enjoy the freedom to play and learn in the open air and experience activities like canoeing, bike riding and building fires. - Our individuality certainly shines out - (among scouts! - ed.). We love it.

By Agnes, Jay, Ethan and Luka

(Contact: see ad.)



Kent Camp



Sue and Keith create a peaceful child centred space with crafts, singing, percussion, family cricket, some shared meals. Plenty of space, a communal tipi and dome for workshops. Earth privy. Run by Kent Co-ordinators, small (growing), well loved, very cheap. Secluded, large, very beautiful field, long grass, adjoining the (friendly) owners' house. Many local E.O.ers come daily. Popular with Londoners. A good camp for new members, new campers or new season.

Contact: Sue and Keith Burchett (See ad.)

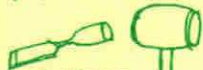




### Green and Away Holiday and Camp Malvern

A steeply terraced site (no cars!), stunning views, woodland moor walks, quarry swims, mudbath, telescope, workshops, bedtime stories, organic garden, earth closets, wood fired showers, children's sweat lodge, excellent food. This is run by Green and Away, not by E.O. This year a keen group of E.O.ers will link with G + A and more people will know each other so we can welcome new people. NOTE: This is organised (fixed meal times) and each adult must help with 4-5 hours of washing up during the week! Children adored it! (Cheap for low waged). Contact: Josie Powell, 183 Upper Welland Rd., Malvern, Worcs., WR14 4LB, to contribute suggestions, workshops, materials.

### Earth Spirit (West Sussex)



Run by past E.O.ers John and Ally. Cafes, magic shows, drumming, bands. Fields for tents, campervans, craft markets, workshops, pagan and healing area, children's area. Very large, buzzing with life and Londoners. Cheap, extra for workshops, noisy at night, basic (portaloos, no showers). May Bank Holiday and August - 3 days. Contact: 3 Elm Close, Laughton, Lewes, E. Sussex, BN8 6BW



### Womad Festival (Reading)



Salsa from Cuba, Sufi music from India. African drumming, East European vocalists. Top musicians from every continent give workshops and perform on 5 stages at WOMAD. A huge ethnic bazaar sells fantastic clothes, crafts, music and every imaginable type of food. Adjacent leisure centre offers a creche, supervised activities and adventure playground. Go with friends and have an exhausting but exhilarating weekend; for us it is the highlight of the year. Colourful, friendly, family oriented and much smaller and safer than Glastonbury. Tickets £40 - under 14's free. July 21-23. Contact: (0734) 591-591

By Sue Hutchin



### Campus '95 (Exeter)

A theatre and music camp like no other! Workshops, crafts, sports lectures and children's shows every day. Dance, films, bands (rock, jazz, folk, calun). Circle dancing, roller skating, dance floor. Teenagers' tent and drama. Music cafe, bar, food places of every kind. Adventure playground, storytelling, villages, circles round night fires. Sauna, therapies etc. at extra cost. Breakfast free. Cost: appx. £900 per family of four for 10 days at end of July (some work places). Contact : Sue Petszaft (0892) 661319 or Campus Holiday Ltd., Fletcherscombe, Diptford, Totnes TQ9 7NQ



Unicorn (West Country)

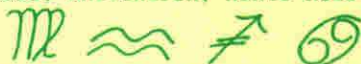


Themed Camps

Joy in the land, near stone circles and sacred sites. Dance, music, astrodrama, meditation, sea, magical, conflictual. Best and largest camp August "peace-dance" with children's area in Dorset.

Contact: Chrissie, 33 Evingar Road, Whitchurch, Hants RG28 7EY

Rainbow Circle (Gloucester)



Not for the faint hearted, these are camps where you may find lots of dogs and no showers when 'No dogs' and 'Hot showers' were advertised. Nevertheless, if you can withstand a bit of rough living, Rainbow circle camps are very welcoming and friendly. From my Pagan perspective the New Age stuff is a bit over the top in the Healing camps. I most like the Dance and Spirit camp, run on very 'down to earth' lines. Rainbow Circle just split in two groups, the original R. C. and another called Rainbow 2000, for further info see the Campscene Directory (address below). By Caterina Graziani

Contact: Cherry and Tim, Sampsons Cottage, 7 Leaze Lane, Edge, Stroud, GL6 6NL

Tribe of Doris Drumming Convention



3/5 days of workshops with African teachers on music, dance, singing and drumming. Beginners welcome. All night session round the bonfire on Saturday. Great children's entertainment; trampolines, swingboats, workshops, clowns. Veggie cafe. Beautiful field. September, near Glastonbury. Contact: (0277) 540297/541602

By Sue Hutchin

Other camps and more information:



S.A.E. to: Campscene Directory, 33 Evingar Road, Whitchurch, Hants RG28 7EY

\*\*\*\*\*  
Chrystia Hertogs, 75 Kent House Rd., London SE26 5LJ

EPPING FOREST CAMP



Gilwell Park Scout Centre on hill overlooks reservoirs + N. London Playground canoeing grasssledding archery games cabaret drumming woods and walking, endless fires Bring bikes, all ages, NO CARS £1.70 pp./night Day visitors £1 Thurs. 27th - Sun. 30 April

SE LONDON HOLIDAY IN KENT

- \* Join E.O.ers and friends
- \* at beautiful, quiet
- \* Headcorn site. Long grass
- \* wildflowers cricket ball
- \* games Tipi with fire
- \* drumming campsong trips
- \* to sea. Low rates.
- \* Tues.27th June-Sun 2 July

\*\*\*\*\*  
Contact: Keith and Chrystia - Tel. (081) 776-8597



Illustrated by Keith Hertogs

**LETTERS** Dear EO - I joined EO in 1983 and received **wonderful support** from the organisation during the first years of home educating. Later I was able to contribute something to EO when I wrote two books on the subject of school phobia and also made a TV documentary on the subject with BBC Open Space. I was concerned about the inhumane way in which some children, including my own, had been treated by officials of the educational, psychological and welfare services, and hoped the publicity would help change the attitude of professionals. Earlier this year I was asked to speak to 130 people working for Norfolk LEA. I showed the Open Space video which showed Ian Berg, the psychiatrist in Leeds, and his colleague Roy Hullens at the juvenile court, saying that all children who are school refusers should be taken to court, threatened with care orders, and perhaps be taken into care. At the meeting I was told that the situation in Leeds is still difficult, and that Roy Hullens has been succeeded by someone with the same views. The fight is not over yet. There are blackspots in the country. Ian Berg (Leeds) and Nigel Blagg (West Country) have both written books on school phobia, advocating harsh and repressive treatment for children labelled as school phobic, and their ideas may pop up anywhere, at any time.

The aims of EO are to encourage learning outside the school system, to reaffirm parents' responsibilities for education of their children, and to establish the rights of children to have their wishes heard in matters of education. Instead of putting all our energies into this, EO is being riven by internal bickering and resignations on a large scale. What has happened to what was once a valuable support organisation for people being threatened and harassed by authority figures? The same support structure is still needed for those who live in the black spots [and for people struggling with difficulties, like the lady in the next letter. Ed]. Leave aside the arguments, and do what needs to be done. Letters published in a local paper cost only the price of a postage stamp. With a membership of over 2000, a letter-writing campaign should spread the word quite effectively if at least some letters are printed in local papers up and down the country. Yours sincerely, Patricia Knox, Pen Llywenan, Bodedern, Holyhead, Anglesea.

Dear EO - [extracts from a long letter **appealing for advice and support**] In Sept. 94 my son and I began home-schooling ... It was now my responsibility to somehow motivate and, I hoped, to bring back some of the joys of learning ... I am deeply sad to say that it hasn't quite worked out in this way. Work is a constant battle, we both end up feeling frustrated and angry. Very often we are both in tears! I have racked my brains to try to come up with interesting, different work - all to no avail. "Work is work" to James, he switches off at the mere sniff of it! I suggest a visit to a museum - he groans! We have reached the point where he understands he has to do something so he produces the minimum amount of work and effort. Discussions are a nightmare, he constantly refuses to concentrate, asks questions about irrelevant things and even makes silly noises, laughing if he sees that I am becoming angry or annoyed. On the positive side he loves his PC and seems to be very advanced in his understanding and handling of all areas of Computer Studies ... I would describe James as a naturally 'busy' child who loves to be doing something ie model-making or computer, in preference to watching TV ... He seems quite happy to be 'studying' at home and says that he doesn't want to go to school. I worry however that I am not able to develop the potential that he so obviously has. I worry that he does not have enough company of other children. I also worry about the arguments ... we do not seem to have an easy relationship any more; there is usually a lot of friction between us and I am terrified that I am destroying the mother/son bond forever. I adore him as much as I know he

adores me and this makes the conflicts so much more painful. He is now ten years old and we spend most of every day in each other's company. We recently moved to a small village and I feel quite isolated and lonely - many friends and family believe that James should be in school. I do not want him to attend school, James does not want to either, but I am confused and my resistance is being slowly eroded. I want to do whatever is right for my son. I would welcome wholeheartedly any suggestions, advice or support from any of the EO members - I am feeling quite desperate. Katrina Godfrey, Willoways, 6 Mocr Lane, Croyde, Braunton, Devon, EX33 1NN.

Dear EO - This is an extract from a letter I received from a senior **education social worker** after she contacted me for advice. "Many thanks for the information you gave me on advice to parents regarding education otherwise. Furthermore I found the literature you sent very informative and educational in that I learned a lot of education law regarding this subject. I have discussed this with my line manager and the area team and found similar results in so much as our understanding of the law has been patchy at best and possibly inaccurate. The reason for this is, I believe, that we have tended to follow the LEA policy guidelines rather than examine the relevant legislation." She then requested to buy 2 more copies of "School is not Compulsory" for use in 2 other local Education Social Work Offices. Diane Green, 18 Colne Crescent, Warehouse Hill, Marsden, Huddersfield, HD7 6AD.

Dear EO - We are a family of four and live in the Malvern, Worcestershire area, and we want to educate our children at home. However, we don't want to do this in isolation, and a half-way house between school and home-education would seem to us ideal, giving us some time to ourselves. We have been planning an alternative that could allow the children to be in the home environment but still be in a group of other children and parents for 5 days a week. Our idea is to set up a **committed group** where each parent or couple would have the children for 2 days a week and be free for the other three. It would provide a support for everyone involved, be fun, be varied and less pressured than being on one's own. The idea is still in an embryonic stage since our children are still at pre-school age, so we invite interested families to contact us with a view to setting up a group - please contact Jane Charles and Chris Harper on 01886 884740.

Dear EO - **Co-housing** - We are in the early stages of getting a group together who want to set up a co-housing scheme. Briefly, co-housing means a community of families who all have their own homes, gathered around shared buildings and resources, such as a kitchen and dining-room, workshops etc. The aim is to achieve a combination of privacy and sharing, and for children to have plenty of safe space. The scheme we have in mind will preferably be based around home education although this won't be compulsory. There will be a meeting in Sheffield (venue to be decided) on 17 June, but if this newsletter comes out after that date, and for more information, contact Sue Backhouse, Tel: 0114 2683712.

Dear EO - We are an EO family with two teenagers (16 and 13 & a half years). In 1988 we went on a 5 week tour of EO families in England and Wales with our puppet theatre. We would like to arrange a similar, though shorter, tour during October and November 1995, with our new puppet show "**A SMALL WONDER**", performing to EO groups, alternative schools and community groups. If you would like to see our puppet show, or are able to organise a venue, or accommodate us, please contact: Ken, Jill, Melissa and Saffron Beagley, 'Oranges', St Clements Terrace, Herberton, Totnes, Devon TQ9 7SN. Tel: 01803 867140

Dear EO - I live in a bus with my partner and three children (10, 6 & 3). At the moment we are parked up in mid-Wales. I wondered if there are any other travellers out there who are home-educating (I know of one family and there must be more) who might be interested in an **EO camp for travelling families**. If there is interest I will look into finding a suitable location - it would be good if we could all get together and give each other support. Hope to hear from you with any ideas about the camp, Janet Fawcett. c/o 15 Brayside Road, Burnage, Manchester, M19 1ST.

Dear EO - Could you **accommodate a home-schooling American family** for three or four days in October or November? Kelly and Greg Kotewa-Veldey and their children Gemma (9) and Nolan (5) will be visiting Britain for six weeks or so this Autumn. They will be travelling throughout the British Isles by public transport, staying mainly in hostels, with friends, and on organic farms; but they would also love to meet home educating British families. They are happy to sleep on floors if necessary! If you are interested, please write to Kelly at: 6913 Ashland Drive, Boise, Idaho 83709.

Dear EO - I am writing to let EO members know about the recently formed Natural Nurturing Network. I feel the two organisations share some ideas and aims. Membership costs £7 for one year. This includes a members' contact list and a quarterly newsletter. Also available from NNN is a directory of addresses of organisations with similar aims and views, which of course include Education Otherwise. Bye for now, Diane Brown.

#### **The NATURAL NURTURING Network**

We are a network of people who are trying to treat their children with respect, and to fulfil their needs as we understand them. In our view attitudes and methods in childrearing have a big impact on the development of people, and therefore on families, and on society as a whole. For that reason, as well as for individual happiness, childrearing is a matter of careful consideration, rather than of blindly following tradition or advice from so-called experts.

We reject many of the conventional attitudes towards children and childrearing. We believe that much of the pain and misery in this society is due to the fact that children are treated in a way which is inappropriate to them as human beings. Consequently they grow up without much self-esteem, and often feel frustrated, confused and angry.

We believe that we as humans have instincts which tell us how to care for our children, and how to create healthy, non-adversarial relationships. Sadly, conditioning, the habits of our culture, and advice from 'experts' often interfere with these instincts.

In a society where we are encouraged not to heed the signals our babies give that something is wrong, and are urged to withhold them from the loving care they need for fear of spoiling them, attempting to listen to our children and our instincts can be very difficult, and often puts people in an isolated position. And for adults as well as children, feeling isolated is a very sad and unhealthy state of being.

We think the all-important job of parenting is not valued enough. This society does not offer its members sufficient nurturing to enable them to fulfil their chosen roles adequately without short-changing themselves. Thus our concern is with adults too, whether they are parents or not, and with the bruised and confused children they often carry inside themselves. Therefore this network offers support to anyone who feels affinity with these ideas.

To join the network, for more information, or for a sympathetic ear, please contact:  
The Natural Nurturing Network, 69 Lakes Lane, Newport Pagnell, Bucks, MK16 8HT,  
or telephone 01908 613357.

# EDUCATING ARCHIE

BY SPC



FOR CLARA, PETE, KAI + CHARINA '15



## REGIONAL DIARY

**Avon** - Acting co-ordinators Chris and Jean Smith, 01934 414166, workshop info. from Kathy Nott, 01272 668265.

**Bath** - Jean Edmiston, 01225 334820.

**Bedfordshire** - June McDonald, 01234 341375, or Joyce Moore, 01908 562451.

**Berkshire** - Ice-skating on Mondays; also German Conversation Group and Swimming. Details from Pat Connor, 01734 662123.

**Buckinghamshire** - Joyce Moore, 01908 562451. Local newsletter from Caroline Cooke, 41 Main Road, Drayton Parslow, Milton Keynes, 40p + SAE.

**Clwyd, N. Shropshire, W. Cheshire** - Genny Bove, 01978 754421, or Jan Flaherty, 01691 791364. Various activities; to receive mailing, please send 4 x 2nd class stamps to Genny at 4 Woodland Grove, Summerhill, Wrexham, Clwyd, LL11 4TT.

**Cornwall** - Weekly events organised. Please phone Anna Wheeler, 01209 890378, or send SAE for events list (Cambrose Farm, Redmth, TR16 4HT). Complaints report has been sent to LEA regarding their correspondence and visits, please contact Anna for details or if you want to add your comments!

**Cumbria** - Jane Gregory, 01539 567344.

**Derbyshire/Nottinghamshire** For a diary sheet please send SAE to Kerry Meek, 15 Meadow Close, Spondon, DE21 7GS, 01322 662596, or Mary Wells, 10 Rosslyn Drive, Aspley, Notts, NG8 5PU, 0115 9794590.

**South Devon** - (Totnes area) monthly newsletter £3.50 for 6 copies from Belinda and Alan Ried, 01364 643343, other info from Sammy and Nick Vidal-Hall, 01548 830716.

**Dorset** - for details of events (at least once a month) send 4 SAEs to Rosemary Newton, 6 Yeatman's Close, Enmore Green, Shaftesbury, Dorset, SP7 8LU.

**Dyfed** - New Acting Co-ordinator for Carmarthenshire - Susan Hagerty, Tel: 01269 861902. \*Will anyone take on Cardiganshire or Pembrokeshire?

**Hertfordshire** local newsletter and events from Glyn, 01707 335428, over 10's activities Lynne Fox, 01707 271594, Margaret Moore 01992 551744 or Donna Maskell, 01707 328635.

**Kent** - Sue or Keith Burchett, 01732 870344 or Amanda MacKenzie, 01634 715389.

**Leicestershire** weekly meetings contact Frances Ryan, 01533 302504, other info send SAE to Gill Fisher, 92 Howard Road, Leicester, 01533 701735.

**North Lincolnshire** - Weekly meeting and outings, including activity days, at homes, and parent's meetings. Contact Jenny Summerfield, 01673 818405.

**London** - London listing - Toni Cushman, 17 Crosby Road, Forest Gate, London, E7 9HU.

**East London** - Jackie Mason, 0181 981 1213, or Judith Harrison, 0181 556 1706 for details.

**North London** - Jo Jenkins, 0181 883 8052.

**South East London** - New fortnightly meetings on Wednesdays, contact Agnes, 0181 778 3261. Deptford under 7's playgroup, contact Dawn, 0181 319 2290.

**North Manchester** - John & Jenny Paddon want to arrange regular meetings in the Lostock/Bolton area, tel: 01204 410723.

**West Midlands** - Paula Turner, 0121 603 8673.

**Norfolk** - Hindolveston workshops and Norwich museum lessons continue. Send £1 and 6 SAEs to Karen Key, Field Barn Cottage, Wood Norton, Dereham, NR20 5DH for series of newsletters. NEW group for children aged 12+ starting September 8th. Inaugural meeting Abbey Schoolroom, Church Street, Wymondham, 10.30 am. SAE for details to Rosemary Charles, 6 Bridewell Street, Wymondham, NR18 0AR.

**Northamptonshire** - New acting Co-ordinator Caroline Benham. For details of events contact Joyce, 01908 562451.

**Oxfordshire** - 01869 277391 for events. Philosophy for Children, Suki Pay, 01865 53339.

**Surrey** - meeting fortnightly for walks centred around Guildford, phone Lynn Ryan, 01483 503971, or Penny Meader, 01483 481882, for further details.

**Sussex** - Contact Isobel Bugocki, 01403 261178 for more details, or subscribe to the newsletter by contacting Lyndon Pugh.

**Warwickshire** - June: a visit to Wellesbourne Water Mill. Contact Mandy Rogers, 0192 664 1729. July: Den building at New Bottle Spinney, near Kings Sutton. Contact Margaret Harper, 0129 571 1991. August: Walks in the Cotswolds. Contact Philip McKenzie, 0120 331 8401.

**North Yorkshire** - Regular meetings fortnightly on Fridays in York - also starting local newsletter. Also June 23 in Ripon, July 21 in Flamborough, August 18 in Dalby Forest BBQ, and local English Heritage events all weekends in August. We want to meet more local members. Ring Anne Mills, 01904 488088, or Marit Tamlit, 01653 658346.

**West Yorkshire** - monthly meeting for parents and children on last THURSDAY of every month, also monthly activities or trips. Contact Diane Green, 01484 846946.

\*\*\*

**THE LABOUR PARTY AND HOME - EDUCATION** - Some time ago I contacted David Blunkett MP, the Shadow Education Secretary, concerning the Labour Party's intentions towards home-education. Here is an extract from his letter of response:

"We are very supportive of home tuition and recognise its value for children for whom the school system is inappropriate. On the issue of the introduction of the National Curriculum for children taught at home, I can assure you that our policy statement on education - Opening Doors to a Learning Society - passed by the Labour Conference in October - makes no reference to this. I hope this addresses your concern."

I found this quite encouraging but somewhat ambiguous, so I phoned David Blunkett's office at the House of Commons. A member of staff said that the letter suggested the Labour Party had no intentions of imposing the National Curriculum on home-educating families, but that I should write again if I needed further clarification. This I have done, and I will be happy (I hope!) to let members know the outcome as soon as possible. Gwen Baldock, 6 Villa Grove, Heworth Green, York, YO3 7TB.

PS - Anyone who missed the article in the Sunday Express in early May on home-education can receive a photocopy if you send an SAE plus stamp to the above address.

**SPECIAL NEEDS** - I would like to recommend a small, helpful business producing 'not too costly' materials designed to be used at home with dyslexic children. "InTuition", Wren Cottage, Mill Road Avenue, Angmering, West Sussex, BN16 4HX, tel. 01903 787737

Their main publication is a set of units 'Stagecoach' (can be purchased individually) which includes work pages and follow-up ideas. Susan Godsland, 3 Chester Close, Exeter, Devon.

**DISCOUNTS / FREE ENTRY** for EO members to place of interest, from educational suppliers etc - Please keep finding out and sending in details. WHY NOT TRY contacting your local ambulance, fire brigade, police, gas, electricity and water boards - all can offer free workbooks, catalogues etc. Beverley Young, 91 Lyndhurst Drive, Preston, Lancashire. PR2 1TB. Tel: 01772 735531.

**BOOK RECOMMENDATIONS** [Editor's Choice!] "The Freethinkers' Guide to the Educational Universe" & many other alternative education books from Education Now, 113 Arundel Drive, Bramcote Hills, Nottingham, NG9 3FQ; also "How to Talk so Kids will Listen" by Elaine Mazlish and Adele Faber; "Do Not Disturb - The benefits of relaxed parenting" by Deborah Jackson; "Thought Probes - Philosophy through Science Fiction Literature" by Miller and Smith (excellent, enjoyable introduction to philosophy).

**SELLING OLD STOCK** - Minimum of 3 hobby kits and instructions for only £15 inc. postage and packing. Cheques to Mr or Mrs J Paddon, 63 Doyle Road, Bolton, BL3 4SA.

**Family Matters** a new magazine offering practical support for Christian home-educators in the UK. Send 3 x 25p stamps to - Mrs S Matthes, 3 West View, Gents Lane, Shimpling Street, nr Bury St. Edmunds, Suffolk, enclosing your Name and address.

### HOLIDAYS IN WEST WALES

One mile from beautiful beach and coastline. Inexpensive self-catering flat (sleeps 6+) for EO families on organic small-holding. Camping also available. Cwmrhaffau, Nr Cardigan. Tel: 01239 811118.

**Common Ground** is a group of Birmingham Co-ops doing vegan/vegie catering, organic vegetable and wholefood distribution, organic growing. Most members live in co-op houses, share childcare and support for home-education. **WE ARE LOOKING FOR NEW MEMBERS** - contact 0121 551 1679.

**Reflexology and Aromatherapy** Durham area - £10 per hour session, 20% DISCOUNT for other EO Members. Jill Pitt, Langley Park. 0190 3735700.

**WEEKEND OF JAPANESE** the "Silent Way" - 4th, 5th & 6th August in Beaconsfield, Bucks. Details from Piers Messum, 0171 274 6306.

**"A SMALL WONDER"** Puppet Show. Details Ken & Jill Beagley, 01803 867140.

EDUCATION  
OTHERWISE

## Wise Owl Software



DISKS £2.00 each or SIX for £10.00  
32 Charney Ave. Abingdon. OX14 2NY  
Free catalogue and advice. 01235 529808

Ideal for beginners. 500+ titles. Easy to use disks. Ages 2-16 plus.

### Specialising in Educational Programs and Games for Children.

The only UK childrens shareware library. Established 1991. Vast selection of educational titles for all types of IBM compatible PC ( including low memory, no hard disk, monochrome graphics, Windows, 5¼" or 3½" disks, CD ROM, etc.). We can find something to suit your child. Useful applications for parents and teachers are also covered. Fast, personal service. Telephone enquiries welcome.

**SPECIAL PRICES ON PCX CLIPART & WINDOWS EDUCATION DISKS.**

**All orders sent by first class post within 24hours of receipt.  
PRICES INCLUDE POSTAGE AND PACKING**

**ADVERTISING RATES:** Small ads are 10p a word to members and should be limited to 30 words. Box ads will be included if there is space and the rates are MEMBERS, half page £50, quarter page £25, eighth page £12 50, NON-MEMBERS, half page £100, quarter page £50, eighth page £25. Copy for Box ads should be sent ready for printing, as a fraction of an A4 page (this is reduced to A5). All adverts should be sent with a cheque payable to Education Otherwise to the Editor. Deadline for next issue 1st July 1995. Services and Products advertised in this newsletter have not been endorsed by Education Otherwise.

## **E O PEAK CAMP '95**

**EO Camp in Peak District 30 June - 9 July at Barracks Farm Campsite, Beresford Dale, Hartington, near Buxton. Details from Peter Darling, 50 Springfield Avenue, Chesterfield, Derbys, S40 1HL, Tel: 01246 239048.**

## **E O NATIONAL GATHERING**

**Thursday 7 - 14 September - AGM on Saturday 9 September**

*Featherstone Castle is set in beautiful countryside, located near Haltwhistle in Northumberland.*

*There is plenty of space for a variety of activities.*

*Accommodation is basic, mainly in dormitories.*

*Catering is communal. For more info, send SAE*

*to: Eleanor Stapleton, 21 Central Avenue,*

*Edmonton, London, N9 9RQ,*

**FEATHERSTONE  
CASTLE**



### **Education Otherwise Officers**

**General Enquiries** - Send SAE for membership and other details to: PO Box 7420, London, N9 9SG. For recorded telephone message phone 01926 886828.

**Chair** - Pien Maltz-Klaar, 39 Landrock Road, London N8 9HR. Tel: 0181 348 0653.

**Vice Chair** - Vacant.

**Acting General Secretary** - Anne Wade, 19 Perkin Close, Wembley, Middlesex, London, HA0 2LY. Tel: 0181 904 7155.

**Treasurer** - Paul Bentley, 83 Manor Park, Lewisham, London, SE13 5RA.

**Publicity Officer** - Vacant.

**Publications Director** - Lucy Charlton, Church Lane Cottages, Newton Harcourt, Leicestershire, LE8 0FT.

**Newsletter Coordinator** - Sue Hutchin, 13 East Hill, Tenterden, Kent, TN30 6RL. Tel: 01580 762448.

**Single Parent Family Contact** - Sarah Martin, Rose Cottage, Three Holes Bridge, Norfolk, PE14 9JR. Tel: 01945 772336.

**Special Needs** - Vacant.

**Coordinators Secretary** - Isobel Bogucki, 20 Rusper Road, Horsham, West Sussex, RH12 4BD. Tel: 01403 261178.

**School Phobia Young People's Support** - Angela White, 30a Field View Close, Coventry, West Midlands, CV7 8BJ.

**Subscription Renewals** - Marc Cottee, 17 South View Road, Rettendon Common, Chelmsford, Essex, CM3 8DX. Tel: 01268 733259.

**Research Secretary** - Vacant.

Printed by: Argraffdy Arfon, Penygroes, Caernarfon. Tel: 01286 880322.

This is printed on 100% recycled paper.