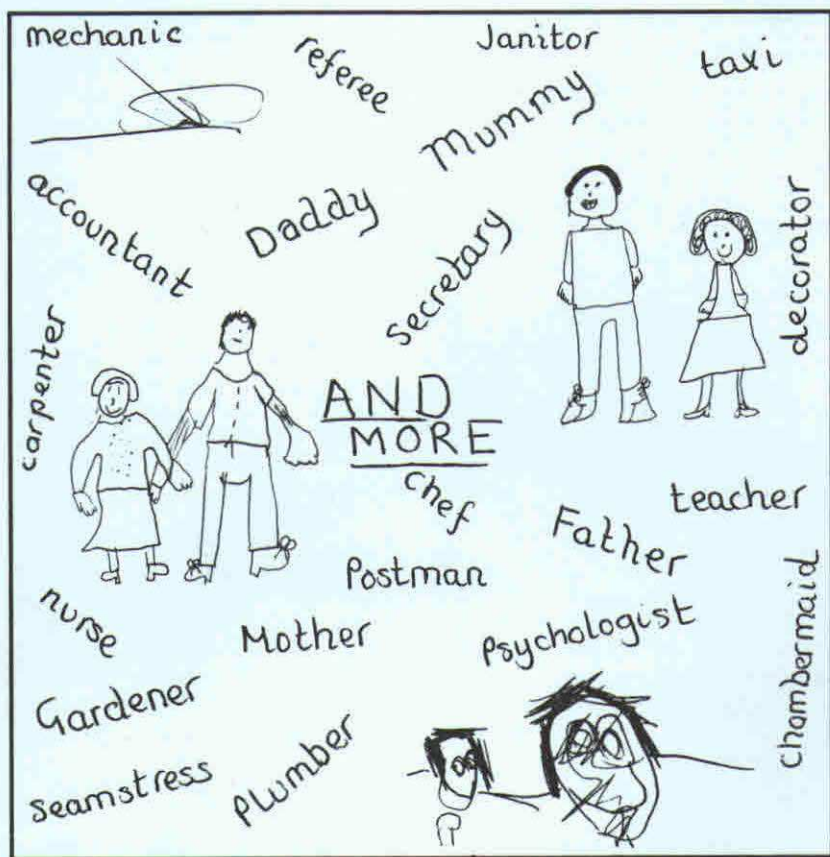


EDUCATION OTHERWISE



APRIL '96

NO 109

The Next Issue

The Editor of the Next Issue is:

Uma MacCregor
38 Scorguie Court,
Inverness, IV3 6TS
01463 223954

Children's Pages Editor:

Matthew MacCregor
38 Scorguie Court,
Inverness, IV3 6TS

The Deadline for Contributions is:
1st May 1996

Please include your name, address and telephone number and mark material '*For Publication*'. 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 accept material on disc.

There will be Special Sections on the following subjects:

Overcoming Isolation

June '96 Issue. Deadline 10th April '96

Special Needs

August '96 Issue. Deadline June '96

Computers

October '96 Issue. Deadline August '96

Please share your experiences and expertise with other members. Send your contributions on any of the above topics, as soon as possible, but no later than the deadline to:

Anne Mills

Waverley, Murton Way, Murton, York,
YO1 3UJ Tel. 01904 488088

Disclaimer

The opinions 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.

All contributions (including advertisements) have been accepted in good faith and have not been in any way endorsed by Education Otherwise which cannot be held responsible for the consequences of responding to any of them.

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.

Editing the Newsletter

The Newsletter is edited by volunteers. If you would like to know more, please contact the Newsletter Coordinator. We currently need Editors from the **October '96** issue onwards.

If your newsletter does not arrive,

check with Mark Cottee, who maintains the database, that your name is still on the mailing list.

EDITORIAL

Hello and welcome to the April newsletter. Something about the Turner family? We are Barrie, Paula, Elizabeth, Georgina, Johanna, Nicole (aged 33,32,9,7,4 and 2). We have been E.O'ing for about two years and still wonder why we did not start sooner. The newsletter has been a source information, amusement, comfort, and at times, very thought provoking. So when volunteers were asked for, I felt a owed it a 'blast'. So the last month, I have put off altering my dad's trousers and those curtains for a friend. No, I can't take Sunday school or organise any E.O visits until this newsletter is done.

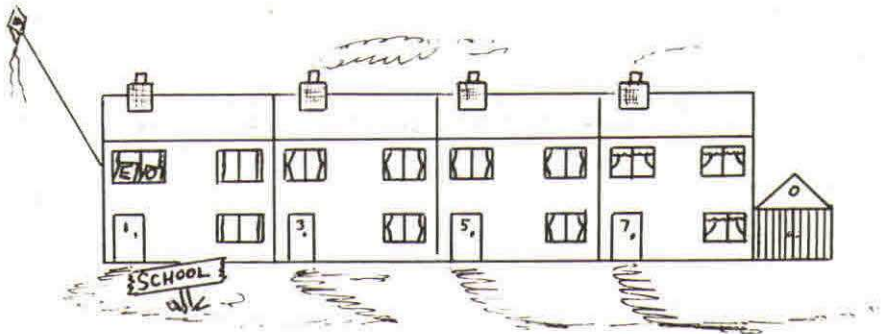
Why is it that busy people can fit in more? since being the EO co-ordinator my biggest help has been my husband, so patient whilst listening to all those phone calls. Thank you. Our West Midlands region is going from strength to strength, thank you to Julie Gibson (and of course Chris who also has to put up with endless phone calls.)

Now that the newsletter is back to full size, I'm sure more contributions could be fitted in, so get your word processors out (type writers and pens will also do) and send something for a newsletter.

Happy reading.

CONTENTS

2. **GCSE FROM HOME**
12. EO on a Crest of a Wave
14. Letters
17. Dyslexia - Samuel T. Orton
18. Access to Educational Records
19. North Devon Good Food Guide
20. My EO Day
22. Educating Archie
23. EO Business
26. Events and Gatherings
32. Regional Diary
34. Adverts



The special section for this issue is 'GCSE's from home' - there is practical information, addresses and contacts, and personal accounts of GCSE experiences. Here are some options for taking GCSEs:

Contributed by Gwen Baldock.

1 INDEPENDENTLY Contact various examining boards (information and addresses in Education Year Book or Education Authorities Directory in local Reference Library). Ask about syllabuses, when and where to sit exams as an external candidate, check exam dates, ask for copies of past exam papers, and who they will accept to assess coursework.

2 PRIVATE TUTORS. Check with the local library, newspaper etc. NB. Tutors are not allowed to verify their pupils' coursework, other arrangements need to be made as above.

3 PART TIME COURSES. Some centres provide short, intensive courses for re-takes and revision. Try the Education Year Book for addresses.

4 EVENING CLASSES. Studies, coursework assessments and entry for exams is organised for you.

5 CORRESPONDENCE COLLEGES. Distance learning can suit the need of many students who prefer to work independently and with a flexible time scale. Contact exam boards to see who they will accept to verify coursework. The centres listed below are the most commonly used and offer variable (distance) tutor support depending on need/ cost.

World-Wide Education Service 0171 235 2880 (Primary - 12 years)

Mercers College 01920 465926 (Age 13 - 15 years)

National Extension College 01223 316644 (all sorts - excellent)

Open School 01803 866542 (Distance learning without need of tutor)

6 OPEN COLLEGES. These offer a combination of working under the guidance of a support centre (which is allowed to assess coursework and where exams are taken as well), with the ability to do most of the work at home. Contact the local College of Further and Higher Education for information about open-learning packages in their Resource Centres. Also Open Art College 01226 370495 useful for preparing portfolios for Art college entry.

7. IGCSE's (International GCSE's) - see article by Betty Ball in this issue.

NB Pre-16 College entry contact - Val Gommon, 01908 511247.

The special section in the August newsletter will focus on Special Needs - EO members who home-educate children with extra special needs, please put pen to paper and share your experiences with others - giving support, ideas and inspiration to other families is what EO is all about. The deadline is the end of June, thank you.

IGCSE FOR EO

(I apologise for repeating some of the advice given by S. J. Wilson in the letters section of the December 95 newsletter - I have repeated and extended it and I apologise to those of you for whom this is an irrelevance.)

International GCSE has been developed for use all around the world to provide an examination equivalent to British GCSE and International GCE 'O' levels and to be universally accepted as equivalent to these exams. The examination groups have looked for a way in this country to accommodate both individuals outside the system like EO candidates, correspondence course students and evening class students for whom course work is not an option. The University of Cambridge Local Exams Syndicate (UCLES) have come up with offering this IGCSE option to 'these exceptions' to the school system. IGCSE is not available to British state schools themselves, however independent schools can take IGCSEs.

Subjects currently available are grouped into subjects as follows:

Group I: Languages

First Language Arabic, Chinese, Czech, Dutch, English, French, German, Japanese, Portuguese, Sesotho, Spanish and Turkish.

Second Language English.

Foreign Language Dutch, French, German, Indonesian, Italian, Malay, Mandarin Chinese, Portuguese, Spanish.

Group II: Humanities and Social Sciences

Development Studies, Economics, Geography, History, Latin, Natural Economy, Sociology, Sociology, Literature (available in: English, French, German, Spanish).

Group III: Sciences

Agriculture, Biology, Chemistry, Combined Science, Co-ordinated Sciences, Natural Economy, Physics, Physical Science.

Group IV: Mathematics

Mathematics, Additional Mathematics.

Group V: Creative, Technical and Vocational

Accounting, Art and Design, Business Studies, Child Development, Computer Studies, Design and Technology, Food Science, Music.

This list may not be complete for any year, check the IGCSE Syllabus Synopses booklet for the appropriate year. Not all subjects are available in both June and November.

The IGCSE covers the whole ability range with grades A to G as in GCSE. A* for outstanding ability also applies. Assessment can include coursework but only at centres with teachers specially trained by UCLES for doing this assessment. Coursework is compulsory in some of the creative, technical and vocational subjects (see below). However the value for EO is that all other syllabuses have an alternative to course work either in the form of a further written paper or in the cases of the sciences, a practical examination. This takes us back to where we were when GCSE first came in here.

WHAT YOU NEED TO GET

Each subject has a syllabus booklet (ask for the year in which you intend to sit the examination) and past examination papers are available at a low cost (about 68p each I think) for both June and November exams. You need the **order form** for these available from UCLES and the **FREE booklet IGCSE AN INTRODUCTION**. There is also a **booklist** that you may request which gives a list of books which the subject officers consider covers the topics. They are not recommended but are a starting point for you to look at to find one that you like - I have always thought that text books were personal but this guide will, I think, be a great help for EO.

CORE OR EXTENDED?

There is also the choice of level to aim for in many subjects. Core curriculum is aimed at those expected to get grades D to G who can achieve grades C to G, or can be ungraded below this. More able pupils expected to achieve A to C study the same core plus a supplement making an extended syllabus and take papers for which they can achieve grades A to E. Putting a student in for the higher level may put them off and knock their confidence but the lower level means they have to do very well to get grade C and some pupils will make mistakes even if they can cope with a higher level. I suggest you get some papers and let them try them out to see how they feel about what they are asked to do. I would however recommend that any parent buying a GCSE textbook at the beginning of working towards it buys a book which covers both levels and works with the syllabus to see which is core and which is extended.

I note from the booklet that centres may not change the level (i.e. core/extended) of candidates any later than one month prior to the beginning of the exam period - which implies that up to this stage it can be changed (a charge for a change may be incurred). As the entries for June have to be made by mid February this could be very helpful to know as it is difficult to judge that you have got the level right so far ahead.

Alongside this is the option of an ICE award for passes in at least seven subjects including two from Group I and one from each of Groups II to V. This will be awarded as:

Distinction	Grade A in 5 subjects and Grade C or better in 2 subjects;
Merit	Grade C or better in 5 subjects and Grade F or better in 2 subjects;
Pass	Grade G or better in 7 subjects.

The seven passes can be achieved at more than one sitting within a 13 month period as long as permission is gained before the first exam is taken. I.e. you could take some in June one year and the rest the following June as long as you register this intent at the beginning. This will apply in Britain but the problem may be in coming up with a group V subject which you can satisfy as many involve compulsory coursework.

WHO CAN HELP YOU?

Susan Downey in the IGCSE office, who deals mostly with overseas centres, should be your first point of contact, and has been very helpful. Most subjects have an alternative to coursework and this is the strength of IGCSE for EO. I explained that my 21 year old son had taken compulsory course work in a MEG GCSE exam some years ago by being given a contact to mark his work from MEG. She was surprised by this but said that although the norm is that coursework for private candidates is not available, they are prepared to look at special cases and try to work with us where possible. In brief, avoid it if possible but if your child's future hinges on them taking a particular subject choice phone the IGCSE office ask for their help - especially if you can see a way around the problems. Cambridge will also tell you where your nearest IGCSE centre is if you call the IGCSE office.

I have met a Mr Suter who is responsible for the entries by external candidates, like EO, who do not have an accessible centre available. I have found him to be very helpful and sympathetic. I give this information here as it makes a tremendous difference to get hold of the right person in an organisation of this size. So do ask for them by name. Mr Suter said that the number of centres taking IGCSEs mainly colleges and adult education centres (not schools) is growing but where that is not available he is prepared to enter you through the Open Centre at Cambridge as your centre and

then arrange for you to sit the exam somewhere local to you. I presume that means that they will allow you to sit in a building where they are already taking say GCSE or A level exams but which is not a centre for IGCSE and does not want the extra hassle of becoming one. Cambridge will act as the centre and just arrange for someone to invigilate locally. (I am currently organising for my son to take an IGCSE through Cambridge this summer but as I live only 20 miles from there he will probably travel to Cambridge to take it. I have no nearer centre for IGCSE.)

CONTACTS

For IGCSE information Susan Downey , IGCSE Office, 01223 - 553311

For Exam Centre Problems Mr Suter, Open Centre, 01223 - 553499

UCLES, 1 Hills Road, Cambridge, CB1 2EU

A BRIEF LOOK AT THE GROUPS

GROUP I: LANGUAGES

I do not have the syllabi yet for these subjects so this is only from talking to the IGCSE office over the phone. First languages do not have a compulsory Oral test. Foreign languages do have a compulsory Oral test but this should be possible to satisfy by EOers. What you need is to organise is a teacher who is competent to take an Oral in say GCSE, who is not a relative of the candidate, who will be considered by UCLES to take that Oral paper. You should contact Susan Downey at the IGCSE office to arrange this.

GROUP II: HUMANITIES - HISTORY (1997)

I sent for this to see how this was being approached and how the coursework part will be avoided. The syllabus covers studying some of the major international issues of the 19th and 20th century, with an in depth look at a particular region. That particular region could be Western Europe and you could study only one region. If you do not do course work there will be two specific topics that you have to study which change with every exam period i.e. November is different to June, so there is a lot of compulsory topics and not that much choice. The Alternative to Course Work for 1997 is 'The emergence of aggressive nationalism in the 1930's' with 'The Italian invasion of Abyssinia' in June and 'The Japanese Invasion of Manchuria' in November. I hated history at school and was regularly kept in for not learning it! I have recently started a Local History Society in my village, go on many visits to places of historical interest and go with my son each year now to 'live as a Tudor' with many other EOers at Kentwell Hall in Suffolk. However I feel that if I were at school now the history syllabuses would probably not tempt me still. Worth considering keeping history as an interest not a subject for qualification - personal view?

Natural Economy seems to be what I would call Environment and appears in Groups II and III. You could count it for either in ICE

GROUP III: SCIENCES - COMBINED SCIENCE /CO-ORDINATED SCIENCES (1997)

I sent for both these to look at to see how the practical test is avoided and because I didn't know what the difference between them was. Besides the usual exam papers for core and extended practical work can be dealt with in each in three ways. Either by: Course Work (school based assessment of experimental skills - by UCLES trained staff),

A practical test of 1hr 30 mins or

A written alternative-to-practical paper of 1 hour (of compulsory questions to test familiarity with laboratory practical procedures). Details of type of questions to be given are listed in the syllabus booklet.

Each of these practical alternatives is worth 20% of the total.

Both syllabi cover the old subjects of Biology, Chemistry and Physics which still exist elsewhere as separate subjects. Co-ordinated Sciences counts as two subjects for assessment with grades AA to GG. Combined Science counts as just one subject.

In both you sit papers 1 and 2 on the core and are awarded a grade of C to G (or CC to GG). More able candidates (expected to get A to C) will be entered for paper 3 also and if their grade on paper 3 is better than this core grade that will apply and the core grade be ignored - this cannot reduce the grade you have already achieved if you do badly on paper 3. In all cases this exam grade counts for 80% and is combined with the practical option grade of 20%. EO could hope for no better than this - lets hope it is here for some time to come!

GROUP IV: MATHEMATICS

I have looked closely at this with a view to my 14 year old taking it this summer 1996. I was quite impressed with some of the questions which were imaginative and different but my son was not put off by them - and he is easily put off! The choice between core and extended can be quite hard and I would suggest that you try out the papers first before deciding. On the core papers 1 and 3 take 1 hour and 2 hours respectively. They are answered on the papers and broken down into short steps of say 1 to 3 marks each step - the child needs encouraging to keep looking even when he cannot do one part as the others can be quite separate, also to show as much working as clearly as possible as it is likely that they may get method marks even if the answer is wrong but only if the examiner can work out what they are doing. The extended level has a lot of extra topics and longer questions. Papers 2 and 4 are 1.5 and 2.5 hours long and only paper 4 is not done on the question paper. You need to be competent with a scientific calculator and may need to do constructions and graphs.

GROUP V: CREATIVE, TECHNICAL AND VOCATIONAL

This group is most likely to create problems for us as it contains a lot with compulsory coursework. Coursework is compulsory in Agriculture, Child Development, Computer Studies, Design and Technology, Food Science and Music. Although there seems to be some query over Food Science and Art and Design. This leaves in this group Accounting, Art and Design and Business Studies which is not the most exciting choice. I am having the syllabi sent to me to look more closely at this problem and I will report back in a later newsletter if I find anything significantly different.

UCLES are arguing that they wish the 'assessing teacher' to be involved in the choice of Course work topics and available to advice as in a normal school situation. This was argued by MEG for GCSE some years ago but they did relent and put me in touch with an assessor quite successfully - so don't be too put off if you really want to do a subject - and remember they are trying to be helpful.

IGCSE CONTACT FOR EO

While my son is at the exam age I am prepared to be a contact for people who wish to get advice about IGCSE. I am not prepared to write letters but you may phone me **Betty Ball** on 01487-822083 between 6 and 7pm being a good time to catch me.

My name is Sam Pay. I am fourteen years old and I am in the process of taking 4 GCSEs through the Oxford College of Further Education. I am one of three home schoolers in Oxford who are taking exams in this way, and I have been asked to write something about it.

I am taking English, Chemistry, Mathematics and Italian at the moment, all in one year, and things are not as easy as they might be. But to begin at the beginning.

Three years ago, I moved to Oxford from London, having been home schooled ever since I was 7. The reason I left school was because of the problems that arose in my particular borough, but I have been (in general) very happy about how things were organised under the EO umbrella. Then about a year ago, Mum started to think about GCSEs and where I was going to take them. We made a few enquiries and eventually got me Ok'ed by the Principal of our local College of Further Education. Immediately we ran into problems. According to the system, I need to do a certain number of hours in the College to be classed as a full time student. Only full time students get funding, and I was not doing enough to be classed as one. The difference was to the order of about £150 per subject. So we left enrolling for a while, looked around and sought the help of both the College and our local Education authority. Although everyone did their best, we saw no way of getting round paying the full amount. Not a good start.

There were two ways of taking these courses. One was to use the normal system and go into the College every time there was a class. Or I could take them through a system called OXCAL (probably standing for something, although I don't know what), an open learning scheme operated by the College. For this, they would give me all of the work that I would have to do, outlining the coursework that had to be done to pass, and generally dumping me in at the deep end. With this you receive a whole six hours of tutor time to help you through all the problems you may have. SIX HOURS?!?!?!? With what it claims to be a minimum of 150 hours work?!?!? And what is more, if you want to have more time with the tutor, you have to come to a private arrangement with them. Yet more expense. In total, the pack (which consists of a folder, 150ish sheets of paper - detailing what it expects you to do in the most boring way possible - and sometimes a tape to help with some of the work) costs over £150 without the extra tutor time. Not quite realising the full horror of what was being offered to us, I decided to take Chemistry and English through the above system and Maths and Italian through the College.

That was all a term ago. I have been doing the work that I am set, making a few mistakes, but generally keeping my head above water. These are my impressions.

The Italian Class is a good one. In my language classes there is generally a fairly relaxed atmosphere, as there is a lot of pupil interaction (such as speaking and correcting), and the teachers all seem to be fairly pleasant. The class is quite big, apparently, and has about 15 - 17 people in it. I would give it a "easy to get into" rating of 85%, a difficulty level of 65% (although I had been doing Italian for quite a while before) and an overall rating of 80%.

The Maths class is also fairly pleasant, and although Maths is traditionally a difficult subject, I am enjoying it greatly. There is very little interaction, and I could probably get the same input from a video or very detailed book. However, face to face does give you the opportunity to ask questions etc. There are less than 15 pupils, and these range from the intelligent and dedicated to the thick and apathetic. I would give this a "easy to get into" rating of 70%, a difficulty level of 40% (again, I have been doing maths almost constantly with my Dad ever since I left school) and an overall rating of 90%.

Effectively the Science and the English are very similar to each other, as basically, you just have to get on with them. Personally, I am finding the English quite difficult, and although I like both writing and reading, I could be enjoying this more. The system is extremely restricting, and is based on a set of requirements which you cannot deviate from. I give it an "easy to get into" rating of 35%, a difficulty level of 70% and an overall rating of 60%. The Science is slightly better, but this is mainly to do with the fact that there are right answers, and not personal opinions. I give this the same "get into" rating as the English, a difficulty level of 60% and an overall rating of 60%.

In summing up, I would say that, for me, doing GCSEs in the College is much more fun, and a whole lot easier. Although you do always have a teacher breathing down your neck (which is what some home-schoolers don't want at all), as an Open Learner you may find that your parents take on this role instead, and this can spoil your relationship with them permanently. As EOers spend all day with one or both parents, this is clearly a bad idea.

So either you will have to be very dedicated to the work you are doing, or you will fail. It's as simple as that.

Sam Pay December 5th 1995

PS. Sam adds that since writing this, he has had a talk with his English tutor and some other people at OXCAL, and has nearly everything sorted out. He is now getting on with the GCSE's and enjoying them greatly!

GCSE - by Wendy Plested

The question of what to do when a home-educated child reaches the point of wanting, or needing, to take GCSE's appears to cause a great deal of concern. Our daughter, Rebecca, has been home-educated for three years and is now approaching fifteen. She has clear ideas about the career she wishes to pursue and so was aware that she would need to take GCSE's.

Last September she began three one year GCSE courses in Maths, English and Human Physiology at our local College of Further Education. Acceptance by the Principal was soon given and she had only to have a short interview with her course tutors before enrolling - age was no barrier and the fact that she had been home-educated worked for, rather than against, her. As we qualify for Family Credit all course fees were waived, which was a huge relief with five children and only one income!

Rebecca attends college on Monday evening and one full day a week, so much of her study is still home-based. She settled in easily and is thoroughly enjoying her classes and a social life with new friends as well as old - and a wide range of ages too! Her one complaint is that our home curriculum did not fully prepare her for a college lab - I do not profess to being a scientist.

We did approach a local school to validate course work for GCSE and to take the exam there as an external candidate but the fees would have been around £110.00 per subject. We also felt that to sit an exam in a place one hardly knows and amongst people one has never seen before but who all know each other, may have added to an already stressful event.

I hope our experience will help others to feel confident about approaching their local colleges or schools for advice. If you do have a sympathetic educational advisor, (as we do), they can also be a great help in organising GCSE's should all else fail.

Good luck to you all and anyone who wishes to write to me on this, or any other issue, would be very welcome to do so.

Yours, Wendy Plested,

15 Webbs Close, Lower Wolvercote, Oxford, OX2 8PU.

We had always left the option of GCSE's very much a matter for later consideration. It is one of the most common questions from people outside home education, and something I've never wanted to commit myself or Justin to. Nevertheless after 11 he became much more interested in tackling things in a systematic way, and wanted to learn from people he felt had expert knowledge of the subject. Our experience of Maths over the years had usually ended with Justin telling me I didn't know anything about it, and he found that frustrating. He has always looked to people as a source of learning rather than books, and likes the interaction with someone as part of learning. So about 18 months ago we decided upon a tutor, who is learning to be a teacher, and he whipped through the syllabus. She then said that if he was going to take the GCSE he might as well do it now, and he would find it difficult to go back to that level at a later date. She steered us toward SEG and suggested he might give the coursework a try. He did, and quite enjoyed the topics, but in fact ended up finding the whole thing an onerous chore. It was a crash course in how to present written work in a way that would be clear and demonstrate his knowledge. We were pleased that he carried the project through, and had taken it on board that he was the one who had made the decision to do it, and so he had no-one else to blame (hard at any age!) He is pleased to have accomplished it. The exam consisted of two pieces of coursework which were investigations, a 20 minute aural -20 questions, and two 2 hour exams as he was sitting the Higher papers (it is two 1 1/2 hour exams for the Intermediate level). SEG sent us a list of Exam Centres, mostly schools in the area. We had a problem finding one that was taking resits in November, so had a 3/4 hour drive for each part of the exam. We also had the pay £48 fees because

Justin had an invigilator to himself for one hour - presumably in the summer it would be easier to find a centre, and the cost would be less. The exam centre was responsible for informing us when the coursework was due in, and sending it on the SEG, and we found both SEG and the exam centre easy to deal with.

In September Justin began a GCSE Computer Studies evening class at the College of Further Education for which we are paying. There is no way of getting Computer Studies without going to a recognised centre as the coursework accounts for 60% of the marks and has to be authenticated largely as its taking place. He is not learning anything, but demonstrating his existing knowledge, but he has made this trade off in order to get the benefits of some 'paper qualifications'. For someone who is naturally competitive, and mixes in the wider social scene, it is a matter of self esteem to have some idea of the standards that are set in schools. Nice to prove 'I can if I want to' rather than feeling 'perhaps I couldn't do it anyway'. Justin has always had a very sophisticated scientific awareness, and so he is likely to try for Physics and Chemistry next May as well, also with a tutor (who is a very old fashioned teacherish type whose methods Justin seems to find very stimulating!), and taking IGSE's which have an extra written paper to cover the practical work. He does do lab. work at regular intervals with an E.O. friend but I think he would have to do the whole course at a recognised centre if he wanted to do a practical exam.

He has decided to go on and do A-levels in the subjects he's interested in, and then maybe go back and do extra GCSE's if he needs the qualifications. But as I've always said, we'll take it as it comes!

Written by Sue Petszaft, East Sussex.

How essential are GCSE's for entry into further & higher education?

I'm sure members of EO will vary greatly in their attitudes about the value of older children's studies becoming directed too exclusively into preparation for exam taking. But, such qualifications can unlock certain doors that would otherwise remain closed, plus many children enjoy such work anyway. Therefore, the intention of my husband and I had been to encourage our sons to take GCSE's, when the time seemed right for them, even though I anticipated some problems as both lads are dyslexic. However, we have been rather overtaken by recent events, and the experience has highlighted for me the value of keeping an open mind regarding a child's future direction.

I would like any EO members who may feel concern about this subject, to feel reassured that many work opportunities and further learning situations do exist which do not require children to sit for GCSE's. This should be appreciated particularly by those whose children have learning differences such as dyslexia, those who have had school anxiety problems and confidence is not yet restored, those who suffer from exam stress, or even those who simply don't have the interest (or time) - like my eldest son.

Matthew works on our barge to pay for private riding lessons, and is currently gaining a lot of experience by exercising race horses and helping to train a young filly etc. This is an informal arrangement organised after responding to an advert in the local Press. After taking B.H.S. exams (no GCSE's required) he will be looking for a suitable working pupil arrangement; Matthew hopes eventually to move into breeding and training.

All the opportunities that Matthew is enjoying came about because he had the encouragement, and time, to immerse himself in his enthusiasm for horses. If young people are able to sample a wide range of ideas and experiences, and are then allowed to take the lead and develop their interests, a way forward will emerge. Matthew has made a lot of contacts already in his chosen field and if he decides to go to College - post 18 years - the amount of experience he will have gained by then will far outweigh the shortfall in formal qualifications.

GCSE's are not required for entry into many institutions after the age of 18 years, especially if the prospective student can display a working commitment to the chosen area of study or, perhaps has taken an Access to Learning course. Also, don't forget the Open University; students come from all educational backgrounds and are accepted on equal terms, some doors into higher education will always remain open.

My other son, John, wants to continue his studies (forever I am told!) concentrating on physics, maths and computing. Being dyslexic means he has to work extra hard, but home education has allowed us the freedom to detach his learning from the restricting effect of poor literacy skills. The latter can often drag all aspects of a child's education down, so it has helped John enormously to separate the two, working independantly on literacy and numeracy skills in a structured fashion. This means that John's interest in theoretical physics (sparked off initially by David Deutch's TV programme on the multi-world theory, thanks David!) has not been stif-led in any way.

John attended our local College of F & HE (pre 16 years) for a couple of evening classes in computer studies. This is an excellent way for young people to get the feel of a College, especially those with previous school anxiety problems. When these courses were finished, we made an appointment with a tutor to discuss taking some GCSE's. During this interview we were introduced to other tutors who seemed to be intrigued by two things, 1) how successful was this home education? and 2) John's obvious enthusiasm to learn. Of course many school children are equally keen, but I got the impression that it is certainly not as frequent an occurrence as they would like.

The Head of Science assessed John's knowledge through conversation, and by looking at various College books together and discussing the contents (the way Education Advisors could all carry out home assessments if they so chose). The tutor suggested we consider going straight onto a higher level GNVQ programme, which would normally require some GCSE's, as John already seemed to know the relevant information. When John starts in September, he will be assessed in the first two weeks to see more accurately which stage he is ready for. The tutor felt he should do the Advanced level (equal to A levels) to keep space of his interest, but because of the dyslexia, it may be advisable to take the 1 year Intermediate course first.

In addition I was advised that GNVQs would be more dyslexia friendly than GCSEs as much of the work is based on producing files of course work which can be done on a computer. Another aspect to consider when deciding on the GNVQ versus the GCSE route is the future choice of university. John plans to take A levels as well later on as he would like to keep his options open. It seems the new universities are, in general, happy to accept Advanced GNVQs as entry qualifications while the older universities prefer the A level system. This probably varies around the country and no doubt reflects the closer links previously established between the technical colleges (now Colleges of F & HE) and the original polytechnics (which became the new universities).

The above provides a clear demonstration of the amount of flexibility possible in further education colleges. They no longer come under the jurisdiction of the LEAs and *depending on the ethos of the institution* regarding being open and available to different members of the community, the tutors and Principals do have the freedom to discuss non standard entry qualifications and ages.

An increasing number of colleges are proving very helpful, although pre-16 students usually have to pay fees for many of the courses. This is because funding for pre-16s is held by the LEA and they are not always keen to pass money on to colleges. They say they have provided schools for such children to attend. Any available funding for post-16s at college comes from the Central Funding Council and they feel funding younger students is not their concern. Colleges themselves are severely strapped for cash as well; some do their best, others try equally hard to be obstructive. In the case of the latter, sometimes all that is necessary is for the parent to explain what is taking place in other institutions.

We are all ambassadors for home education and I feel the best way to overcome prejudice is to be firm but fair. Remember, some of these people never really left school and may need gentle guidance!

Gwen Baldock, 6 Villa Grove, York. YO3 7TB Tel. 01904 421982

c/o 10, Quiver Whitby Rd.
Chichester
Sussex PO19 3LU

Education Otherwise,

Hullo!

Is there anybody out there who feels like turning their back on jolly England and taking to the high seas?

We are a family of four (Mom, Dad, Caesar aged 3 years, and Xoe aged 18 months) and we live aboard a rather old and tired, forty-four foot cruising yacht. We travel where we please and when we run out of money we stop and earn some.

It's a great way to live in all respects but one and that is the lack of community. There are plenty of other people doing what we're doing but they're always following a different dream and going somewhere different from us. And not many of them have kids.

So now we are very keen to find another family to share our adventures. If anyone thinks they could squeeze into ours then we'd be interested to hear from them but basically we're hoping to find another sailing family, with their own yacht. Although the cruising lifestyle has the drawback of unsociability (in terms of long-term relationship) it is, in other respects, a great upbringing for a child. He enjoys the constant company of both parents, he meets a wide variety of people from different social and cultural backgrounds, he takes an active part in the day-to-day dramas of sailing, he -- and the entire family -- escape the pressures and powerful influence of consumer society (we visited England recently and were really shocked by all the goodies for sale in the shops and by the pressure we felt to buy, buy, buy.) -- oh, and as for the arguments about T.V., forget it. There's hardly enough "juice" to run a fridge nevermind a T.V.

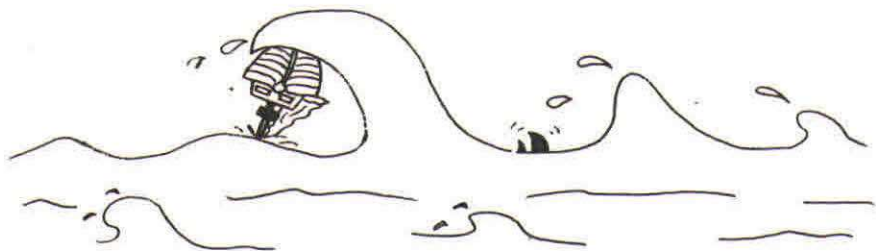
The cruising child grows up in an environment where self-reliance and independent thought are essential to survival. While we are living aboard our yacht we have to collect our own

rainwater and make our own electricity (from the wind & sun). Sometimes we have to deal with our own medical emergencies and we always have to cope with any mechanical failures. Once you've tasted this kind of independence you don't give it up easily and "yachties" who go ashore to live tend to pursue the same kind of lifestyle. (Typically, they tend to build their own houses -- often in exotic locations -- and to continue collecting their own rainwater and their own electricity. They set up one-man business or small holidays.) Cruising kids grow up to be self-reliant, self-confident, out-going and competent beyond their years. And I have no doubt that home education pays a major role in all this.

Education, for the cruising child, is very much "otherwise". Geography and languages, for example, are not dry, text-book subjects but a part of his life. At the moment we are living in a little port and Caesar is learning all about ships and tugs and cranes and cargoes. The place we lived in last month was a tiny, isolated village where he and Xoe could cuddle baby goats and chickens and watch a donkey driving a cattle-mill to crush sugar-cane.

Well, if anyone feels tempted towards this lifestyle we would be glad to hear from them. We have both been sailing all our lives and Nick has been living afloat for the past twelve years and has already made one circumnavigation -- so if anybody wants any advice we would be quite happy to write to them.

At present we are hiking-- about the Cape Verde Islands. In October we plan to head for the mainland and to cruise from Senegal to Ghana (skipping the "dodgy" bits, such as Liberia!) The following spring we plan to cross to Brazil



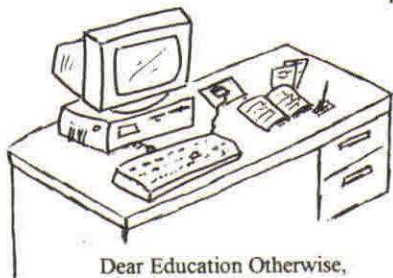
Letters

Dawn Robins,
606 Field End Road,
Ruislip, MIDD'X
HA4 0QS

Dear Education Otherwise,

I was wondering if any of your other E.O. parents could possibly help me. I have a daughter of 13 years old, who is being taught at home, she is in desperate need of a computer to work on for I.T. I was wondering if any E.O. families know of anywhere local who might run some sort of computer club for a couple of hours a week which is not too expensive. If anyone can help me or knows of such clubs, could they possibly write to me with the details.

Yours truly,
Dawn Robins



Alison Hartley,
30 Fremantle Crescent,
Middlesborough,
TS4 3HR
Tel: (01642) 828 175.

Dear Education Otherwise,

We joined E.O last year as I plan to home educate our children (Liam 3 years, Kira 10 weeks.)

I received the contact list and it has two other families on in our county (CLEVELAND) who are home educating. I phoned one family and learnt that they are no longer home educating, and the other family I have not managed to contact. Understandably, I feel very isolated.

Liam enjoys being with other children, however there are limited social opportunities for us (other than pre-school groups, e.g. Montessori). I feel that Liam needs more regular contact with other children yet I'm not sure that I want him to go to a pre-school, for me, the idea of home education begins before school age and the only reason I am considering pre-school is for the socialisation.

Have any other E.O families been in a similar situation? If so, what did you do to improve the situation? We have no transport either, which makes our situation more difficult.

Did any of you take your children to e.g. Montessori group and home educate afterwards - and did you find that your child wanted to attend school after going to a pre-school group? Or did anyone decide to home educate before school age, and what opportunities did you find socially for your children?

I know that out of school social activities are greater once children reach school age. It's the social life for Liam up to then that concerns me.

I would be very grateful for any advise from experienced E.O families.

Alison

If you want to reply to Alison, please send your letter to Anne Mills for inclusion in the the SOCIAL ISOLATION section in the next issue.

A poem sent by Mrs S.Knight. 11, Edward Road, Alton, Hants. GU34 2EU.
Made from excerpts of Richard's conversations with others.

My name is Richard, and I am 7
years old.
People say my school is strange,
but I don't think so.
I do lots of things in my school,
That some children don't get to do.
Other children have to get up at
7:30 in the morning,
But I don't get up until 9.
Other children have to be in bed
by 7:30 in the evening,
But I don't go to bed until 9.
Other children have a school
uniform,
But I don't, I wear what I want.
Other children have to share their
teacher,
But I don't, she's all mine.
I do lots of painting in one day,
Other children have to wait for
a painting time in class.
I do lots of reading from my
choice of books,
Other children have to wait for
their turn and read a system of
books.
I do lots of writing in pencil
and in my new ink pen,
Other children are only allowed
to use pencil.
I go to the park in the summer
to do my work,
Other children have to stay in
their classroom.

I go to the seaside to do my
work,
Other children have to stay
in their classroom.
I go away for long weekends
and holidays, anytime we want,
Other children have to wait
until they have a holiday
from their classroom.
I meet lots of really inter-
esting people, and visit many
different places,
Other children have to wait
to do this.
Other children say I know
too much for them to play
with me,
But I say "well let me help
you then"
Other children say "you're
spoilt",
Well maybe I am, but I know
when things are right and wrong
how to be polite and use all
my other manners.
Other children say "you're
really weird"
Well maybe I am. I look for-
ward to doing schoolwork,
They all moan and groan
about it.
I think I'm really lucky,
My school is warm, loving,
helpful, and kind.
MY SCHOOL IS MY HOME.
MY TEACHER IS MUMMY.

You can see now why I love my school so much.

Ty Garreg Llandenny Gwent NP5 1DL

Dear Education Otherwise

As a new member I read my first newsletter avidly, but was moved to write this letter by Alison Morley's misunderstanding of the National Curriculum. The key stages relate to the age of the child and dictate, in fairly broad terms, the content of the curriculum. Thus her six year old is at key stage one, and if her 7th birthday is before the end of August would be doing SATs during the summer term if she were in school. The levels refer to the child's achievement at each subject, and as all children in the school system are tested, the range can be very wide. However the expected level of achievement for a seven year old is level 2, for an eleven year old level 4 and for a 14 year old level 5 or 6. There are tests at key stage 3 for levels 1 and 2, but only a very few pupils would work through these individually with their teachers, and yes, this is only the expected level for a seven year old, but for some fourteen year olds this is still a very real achievement.

I think what Alison Morley's experiment does show is that the level 1 and 2 tests at each key stage seem to measure a similar standard, which must say something for all the governments money!

Dear EO,

I am a single parent with a son Sam, nearly eight who has never been to school and it's certain that he doesn't want to. At the end of April, I am facing a court case started by my ex-husband who is determined that Sam will go to school. Although I am on legal aid, the system in Jersey is difficult and I still face large bills for both legal work, and for bringing over independent experts who are not available in Jersey and for when the legal aid system will only pay part of the cost. I have been fortunate in receiving some assistance from the EO family fund, but I am still struggling to find enough to be able to go ahead. Without independent experts, we stand little chance of succeeding, as the education 'experts' in Jersey are not very positive about home education! I am hoping that there may be a member or members who are in a position to assist with the cost, or have any suggestions about where I could get any further help with this. The most urgent need is for about £400. I would be happy to repay a loan over a time, but it would need to be over a fair lengthy period as we do not have much income.

Yours sincerely,
Karren Corbel

*See advertisements

28 Devonshire Place,
St. Hella, Jersey,
JE2 3RD

Lifespan Community

Townhead
Dunford Bridge
Sheffield
S30 6TG

Dear Friends,

Tel:01226-762359

In November 1994 my children and I joined Education Otherwise, but shortly after that were obliged to move house and last year we moved to the Lifespan Community. Since then a number of other families have also moved here and most of the children have decided that they would prefer home education to school.

Here at Lifespan we are in the fortunate position of having plenty of space, an Apple Mac computer, a library (currently in the process of refurbishment), gardens which we intend to convert to a permaculture system and a membership committed to developing Lifespan as a centre of education, particularly in the fields of crafts and ecological living. Looking through the Contact List (1994) I notice that a number of families are in easy reach of us and as it has always been Lifespan's ethos to welcome visitors, it would be a small matter for us to act as hosts for gatherings and workshops, should the interest be there. If you would like to pass this on to the editor of the next issue of the magazine, we'd all be pleased to hear from other home educators in the area, or from further afield.

Christine Kitt

6, Bridewell St.

Wymondham,

NORFOLK.

NR18 0AR (01953) 603943.

We recently went on a visit to the local careers' office with a group of E.O. friends. Some of us had a go on "KUDOS"-a programme that gives you a questionnaire and matches your answers to your "ideal" job. Imagine my horror therefore to find out my "ideal" job was as an Education Welfare Officer!!! (I have never been to school so this made the "joke" even more funny!)

Ann Charles. (12).

Samuel T Orton

We, parents of Dyslexic children and being possibly dyslexic ourselves, have much to offer everyone else. It is hard to think along these lines, when struggling with teachers, bullying, homework and supporting our offspring through the painful reality of, of present day education. It was hard for us too when we were so busy teaching our children at home. Yet we all do have something special and exciting to offer.

We know what has to be done in order to learn to read, write and spell. The procedures are proven, up and running and work for everyone, not just dyslexics. Because we have a difficulty, extra effort has been required to define what is normal and what is unusual. Because we have to work hard to learn these skills, we have to make sure these skills are efficiently and effectively taught. Because dyslexia requires us to make special efforts with all aspects of learning and studying, it helps if we have expertise in advanced study skills, such as speed reading, note taking, essay structures, revising etc..

We have to thank one man for starting off the research which has brought us all so far. That man is Samuel T Orton. Samuel T Orton set out in 1925 a research programme to search out and to diagnose Dyslexia. He provided the sound educational principles on which much teaching of individuals with dyslexia is based, the remedial method laid out by Anna Gillingham and Bessy Stillman was part of this programme. The third part of his programme involving research into the brain is in full flow in different centres around the world.

The Orton Dyslexia Society continues his work, as a forum for the presentation and publication of the considerable body of research in progress in this field. The ODS also provides support for Dyslexics with branches spread throughout America.

Samuel T Orton's book "Reading, Writing and Speech Problems in Children and Selected Papers" was first published in 1937 and reprinted in 1989, as a tribute to Dr Orton, with a forward by Dr Richard L. Masland, former President of the World Federation of Neurology. This book is now out of print, however the ODS is selling the last copies for \$20 instead of the normal \$37 while stocks last.

This is a classic and important publication, which, while focusing on Dyslexia, is of major interest to anyone involved in the teaching of literacy skills for all. The much publicised and tragic failure of our Primary Schools in this area of teaching can be reversed by using the techniques that Orton suggested. The Dyslexic child will still need extra tuition, but this will, at last, match up with classroom methods.

The address of the Orton Dyslexia Society is 8600 La Salle Road, 382 Chester Building, Baltimore, MD 21286-2044. Phone (410)296-0232, Fax (410)321-5069, E-mail: ods@pie.org. The ODS will also send you a complete booklet of other publications available.

Access to educational records

In the October 1995 newsletter, a short item appeared on access to educational records. Since then I have done some checking, and would like to offer the following information.

- Under the Education (School Records) Regulations 1989, schools in England and Wales have to keep "curricular records" of pupils' academic achievements, skills and abilities, and progress. Parents have the right to see these records on written request. They also have a similar right to see any other educational records kept at the school.
- When a pupil transfers to another school, college or "any other place of education or training", the new institution is entitled to obtain the pupil's records from the original school on written request. If you are withdrawing your child from school in order to educate "otherwise", you could perhaps argue that this should apply to you too.
- The right of access described here relates purely to records of *pupils* kept by *schools*; but it might be possible to argue by analogy that parents should have access to reports of home visits as of right.

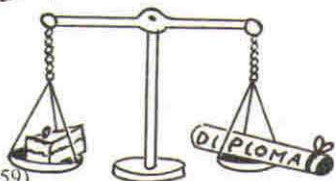
Rob Wade, London-Middlesex

A good l.e.a.!!!?

Paula Turner (W M Co-ordinator) asks; am I naive or are Birmingham L.E.A treating their EO'ers well ? The L.E.A offer a textbook resource library and photocopiable worksheets (2p each) once a family is de-registered from school and a bone fide home educator. As the co-ordinator, I have been asked to proof read a guidance booklet they are planning to give to enquirers about home education. (I have yet to find out if they amend a few statements !)

If any other areas have a good L.E.A practices please would you write and let me know ? 79 Kingshurst Way, B'ham B37 6EB.

GOOD FOOD GUIDE ?



FROM: SARAH SANDERSON (N. Devon Co-ordinator)
1 Mill Hill, Hartland, Bideford, Devon EX39 6DS (01237 441759)

Sometime before Christmas, I received a letter inviting me to an L.E.A. arranged meeting at which we would be given help to structure a timetable and advised on suitable curriculae among other things. A free lunch would also be provided. A nasty, cynical thought invaded my head despite all this apparent L.E.A. generosity: WHAT DO THEY WANT?

I was saddened by my lack of faith until 3 or 4 other people rang and repeated much the same thought. We're so ungrateful here in North Devon.

So with my arm twisted by the prospect of a free lunch, and of course my duty to report on such events for the benefit of all E.O., I went to this meeting in January. About 14 families turned up (out of 27 that the L.E.A. are aware of) and we were told that this interest in our rather small minority group was due to the L.E.A. feeling that they were not doing enough for us. They felt guilty, they said, that we may be feeling isolated and abandoned, that one visit a year wasn't enough.

We were spoken to and advised by a primary and secondary education advisor and a child psychologist. They spoke of "expected levels of achievement" and "adequate learning environments". We were shown slides of a classroom with a reading corner, and it was suggested that we too should have such a thing in our palatial homes.

By their own admission, these advisors had a limited experience of E.O. families, and it showed! Constant references were made to schools and their methods, with no mention of personal preference, flexibility, fun. Apart from the question at the end, there was no opportunity to express our ideas and methods on educating our own children. They had, it seemed, already decided on the best way for us to do this. It was not a shared learning process; their plans to do more for us were not open to negotiation on how we might best use this help.

I believe that this whole scam is basically a cost cutting exercise. One of the ideas, which has now been implemented, is to virtually do away with home visits. Instead a local system of "Surgeries" has been set up 2 or 3 times a year, to which parents, by appointment, can take their children's work to be assessed. This may seem more preferable than having one's home invaded, but it must be saving the L.E.A. money. The person who visited us had a 100 mile round trip to do that day just for one family, far better to get us to come to them, and pretend they care.

The other thing that concerns me, is that some parents at the meeting were voicing feelings of inadequacy at all the talk of curriculae and standards. It can't be good if the L.E.A. start to undermine a parent's faith in their own ability as an educator. These assessment surgeries may do just that if the school based (?) expert (?) decides your child is not up to standard. What then? Are you deemed unfit to continue teaching? Is your child declared truant? Is this all part of a deep dark conspiracy, or am I just paranoid? Have any other L.E.A.'s adopted these ideas, or other members invited to advisory meetings? I think it is wise to retain a little cynicism in these matters. Oh and by the way, the lunch was wonderful!

co-ordinators

MY E. O. DAY.

I'm not quite sure when the day officially started, I've been up and down all night to a 2 yr old who keeps 'losing' her dummy. It seems that mum is the only one attuned to her groans in the middle of the night.

I rouse out of bed about 7:30ish, $\frac{1}{2}$ an hour after hubby, to a nice cuppa downstairs. The 4 children are banished to put some order into their bedrooms. Hubby organises the bowls for breakfast, says 'bye, and leaves me to the rabble.

Whilst they are dawdling and getting ready, I decide to write that letter that I've been meaning to for a few weeks. The 'phone disturbs me... an enquiry about E.O. I spend about 10 minutes talking; giving the 'basic info' that we all take for granted. I invite the caller to send me an S.A.E. so I can send our leaflets. As I've been disturbed I go to look at how the girls are progressing. Not one of them dressed yet! so a gentle reminder that I expect them to be working at their books today. I wouldn't stop them if they were occupied in anything at least educationally productive, or challenging. But BARBIE? AGAIN? I think they've got all the educational value possible out of Barbie, Sindy, Paul, and Ken!

I'm not too strict as to the amount of time they have to be ready in; (after all, I've got my letter to finish). Just about all ready at the

same time. No-one has got Nicole dressed so I throw on something suitable for an almost potty trained 2 yr old.

Phone goes again, another caller requesting basic info'. Is this going to be a busy day? Should I put the answer phone on? Nah, I can cope, we've got nothing pressing, only this newsletter to type and put in order.

The older girls choose which workbooks they want to do. (we try to do $\frac{1}{2}$ an hour of English, and $\frac{1}{2}$ an hour of maths daily.) As they get out their stacker boxes, they decide to sort them out. They remain occupied sorting and re-reading previous work whilst the little ones play babies. I don't push them to hurry as I feel they are getting a great deal of information and consolidation with their activity. It is almost 11 o'clock before the 9 and 7 yr old start formal work.

The phone rings again; the first caller tells me that his E.W.O. won't let him take his child out of school until it has been discussed with all parties!!! I politely tell him that SHE is talking from the wrong part of her anatomy! (out of the top of her head) I assure him that the information I gave him is correct. I take the E.W.O.'s phone No. and promise to put her right. I tell Elizabeth to ensure the 2 yr old doesn't wreak havoc, and to keep them all downstairs. I feel my blood pressure rising as I go to sort out the new legislation regarding deregistration. I take deep breaths as I ring the E.W.O.'s No....

Fifteen minutes later I finish my phone call. I am a much more confident co-ordinator, and leave a very prickled E.W.O. who now knows a little of the law regarding home education.

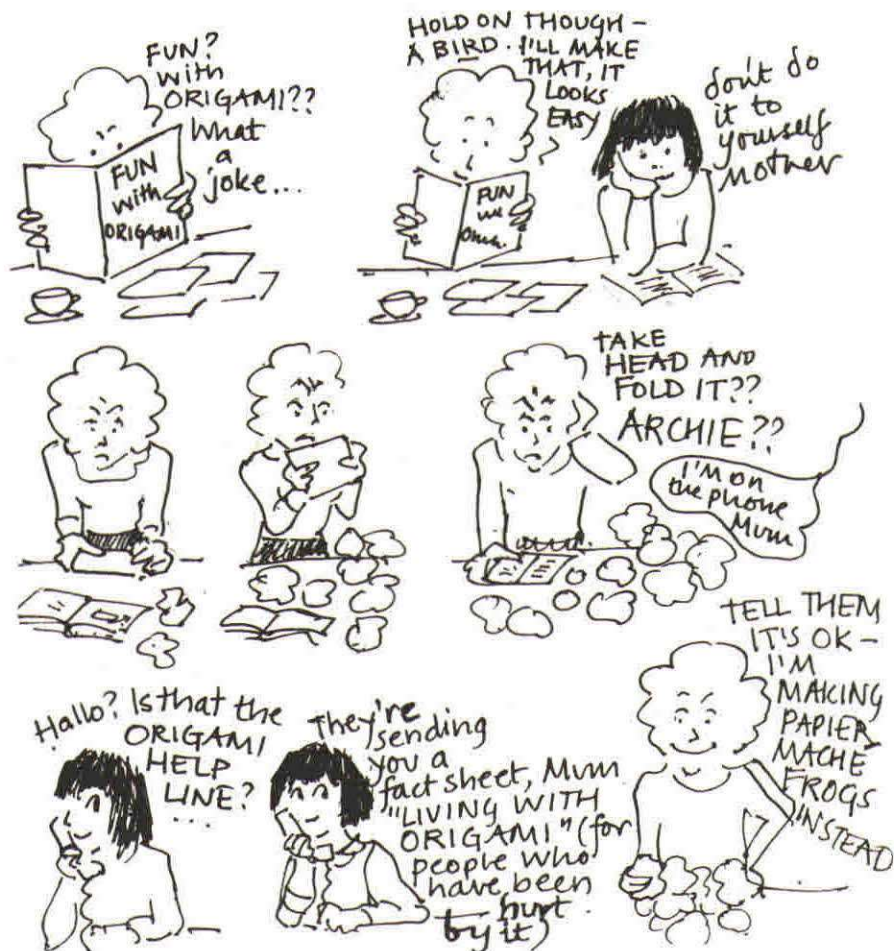
Whilst I am upstairs I decide to sort out a few of the newsletter contributions..... WHOOPS! it's 10'clock already. I've neglected all of my offspring. I haven't heard any major fights; so I presume they're all still alive? However my conscience spurs me to check. How could I be so worried? Georgina is STILL working on her alphabetical orders, Elizabeth is teaching Johanna to write her name, and Nicole has helped herself to 2 yoghurts! Not so bad considering the timespan. My mind turns to lunch when the 'phone rings again. Now it's a social call. Debbie is ringing to check I can still have her 3 after school on Thurs. It's already booked on my calendar; along with toddler group with Lisa, and coffee with my best friend Nicky. As we continue to natter, I go off into my 'woe is me' I've never got time to do the ironing, washing dusting etc. etc. Once again Debbie offers to have all the girls for me. Instead we arrange a time to get together, and leave the housework for another time. We ring off, and I am made aware that Elizabeth has made sandwiches and shared out the sweeties that grandma left yesterday. I am very grateful. They request to watch a video, I know that will keep them quiet while I go to put more things in the newsletter. When "Beauty and the Beast" finishes the girls go to play in the cabin in our small back garden. It's 2:50 so I put the kettle on as I'm expecting Jayne and her girls when they finish school.

Jayne arrives right on time, we have our cuppa as 7 children gravitate to different parts of our house. Only the 2 yr old disturbs us with "more toilet mummy". Jayne leaves about 4:45, and I start preparing for the 6 childrens meal. As the potatoes are washing, the 'phone again... a member pointing out a possible visit we could do for the teens. I quickly scribble down the details, and thank her. (Haven't we got great members in the W.M.). Must hurry now, the older children are all going to Girls Brigade at 6:30. In one mad hour, I prepare, cook, and serve dinner. The girls watch a video, untidy two bedrooms, and the garden. They all eat and attempt to tidy before dad comes home. He pops in, says Hi, and has a short natter then goes out on some E.O. business for me. Jayne returns to fetch the 4 older girls for G.B. That leaves me 20 minutes to wash up, tidy, and put the kettle on before Lesley, Steve, and Laura come over, (as Hayley is also at G.B.) 90 minutes relaxation. Steve fetches all our girls from G.B., then they go home. Our girls are finally sent off to bed. I tidy the living room AGAIN! I call up goodnight, only Elizabeth awake, reading. What shall I do now? washing? ironing? sorting and pairing the socks (AAAAAAGGGHHHH)? Perhaps I should dry up? NO. I've decided to sit with my cross stitch, listen to the radio and wait till dad comes home. What will tomorrow bring? Probably more friends, more phone calls, we'll make the effort to have more fun, but one thing I'M SURE...

IT WON'T BE BORING.

EDUCATING ARCHIE BY SEU

Origami - Horrorigami! Mrs G has a creative morning



READERS, REMEMBER! CALLS TO THE ORIGAMI HELP LINE ARE CHARGED AT PEAK RATE. FACT SHEETS ARE FREE TO ED PARENTS.

Celebrate Spring with an Archie T shirt!(See ads)

LOCAL NEWSLETTER UPDATE

Following Feb's report about regional newsletters, a couple of things have come to our attention.

Firstly we have been asked to correct a mistake in the info' given about the SOUTH DEVON EDUCATION GROUP newsletter. We reported that the newsletter had a rotating 'ADULT' editorship, Alan Reid 'phoned to say that They positively encourage children to have a go at editing the "Dazzling 20 page magazine, bursting with articles, ideas, pictures and things to do". The subscription for S.D.E.G. newsletter is £4.20 for 6 issues. To Alen Reid, The old House, 13 Station Road, Buckfastleigh, Devon. TQ11 0BV.

Jane Beswick kindly sent a copy of the SOLENT AREA education otherwise newsletter. It has the current and planned social activities, information, and items from local children, included in the Feb issue, a questionnaire for subscribers to decide on the future contents, and activities with the Solent area newsletter.

To subscribe to the monthly newsletter (with rotating editorship) send £8.80 for 12 issues, £4.40 for 6, to Jane Beswick, 14 Wilton Place, Southsea, Hants. PO5 2BG. All contributions and ideas are gratefully received, so you will be certain to get into print!!!

The West Midlands also has a local newsletter, yet to be officialy 'christened', so the name is just 'W.M. NEWSLETTER'. Julie Gibson is in charge of editing, but welcomes volunteers, ideas and any contributions. The cost is only 40p per issue including postage. It contains 'gossip', news of local visits, reports on local activities, meetings, adverts, in fact anything anyone wants to put into it (almost). To subscribe, come and see Julie at one of the meetings, in Walsall or Brum.

NOTICES

Resource Centre

Members in the West Midlands are trying to set up a resource centre for Eoers. Has anyone successfully started one in any other area? Any information gratefully received. Paula 0121 603 8673 or Julie 01922 442815

ART DISCOUNT

Artstat in Irlam, Manchester, suppliers of a vast range of art and craft materials, have offered EO members 30% discount on production of a current EO membership card. By appointment only. They are situated on the A57 at Irlam and their phone number is 0161 777 9543. For more information phone Debbie or Chris on 0161 775 8642.

Open Council Meeting

and reconvened Annual General Meeting
held at

Crowcombe Heathfield Youth Hostel, Somerset
Saturday 16 March 1996

HOW much should it cost to be a member of EO? Eighteen months ago, the cost of a year's subscription was £15 for new members and £12.50 for existing ones. Then, with effect from December 1994, the rates were put up to £25 and £15 respectively. These increases took place at the height of a financial crisis. We urgently needed more income, and the feeling at the time was that we had no alternative but to adopt them.

But raising the initial membership fee to £25 has probably resulted in fewer people joining EO. Over the last six months we have logged over four and a half thousand enquiries - a definite increase - but many enquirers said they could not afford the subscription. Because of this, the new rates may have had less effect on our income than expected. Should the fixed element of our costs be borne by a small number of well-off people, or should we keep our subscription relatively low and strive to attract as many members as possible? When the question is put in this way, most of us are in little doubt about the answer.

It seems that a moderate subscription produces enough income to run EO satisfactorily, but not enough to buy in outside expertise or to finance expensive equipment. If we decide to do either of these things, we must raise funds for them separately.

The people who pushed through the steep rise have now left EO. In the meantime our finances have stabilised, although we still need to be cautious. After a year of austerity the newsletter has returned to full size, and we have the money to print *School is not compulsory* (which is nearly ready to go to press) and the contact list (which has been held up not for lack of funds but by problems in formatting the data for printing).

At the Crowcombe meeting we decided in principle to abolish the initial membership rate in favour of a subscription of £15 for all members. For families unable to afford this amount, reductions would continue to be available by negotiation with the membership secretaries (for new members) and the treasurer (for renewals), in accordance with guidelines established at the last meeting. We agreed to encourage donations, especially from those new members who had received a lot of initial help. We would no longer give a free copy of *SINC* to new members, although naturally we hoped that most would choose to buy it. We also hoped to produce a series of leaflets on more specific topics, for sale at relatively modest prices. No date has yet been set for the introduction of these changes.

Meanwhile, a number of members who joined recently have had a raw deal. They were charged £25 for their initial subscription at a time when the newsletter had been reduced to 24 pages; and they are still waiting for copies of *SINC* and the contact list. These members will be sent copies of *SINC* as soon as it is available. They will also get vouchers for £5, which can be offset against membership renewal or the cost of publications.

CONVENTIONAL publications are important, but isn't it time we also had a presence on the **internet**? Several people have made offers, suggestions and proposals of one sort or another, and **Priscilla Park-Weir** and **Lucy Charlton** have undertaken to coordinate them. We need to disseminate information of the same kind as we already produce in hard copy, but decisions have to be made about what to put in and what to leave out. It might not be appropriate to put out the full text of publications which we sell for money. On the other hand, it would be very useful to include a membership form. We really have no option but to get involved. Information on home education is already appearing - we need to make sure it's good information.

HOME education continues to feature in the national and local **media** from time to time, with particularly successful TV exposure on *The time, the place* (September 1995) and *Kilroy* (February 1996). It looks as if it may come up again on *Brookside* in two or three months, although it remains to be seen how sympathetic the treatment will be. And a feature on home education is expected in the current issue of *Practical parenting*.

EO was mentioned recently on *Anne and Nick*, in the context of a programme about **bullying**. Out of every seven enquiries logged by EO six are now reported to be about bullying and/or school refusal.

HERE in EO our team structure seems to be working well, but we always have room for more. At the moment we need new members for the **enquiries** team, people to specialise in **college admission** and **GCSEs**, and people to help deal with the **media**. **Chris Harper** has now taken over the job of **publications distribution**.

The work involved in maintaining the **membership database** is huge, but it seems clear that the main part of the job would be impossible to split up. The task of formatting a new edition of the **contact list** has proved harder than expected, but we hope the list will be available soon. Council has now agreed on a procedure for keeping **security copies** of the database. To protect members from possible misuse of the data, no other copies on disk will be authorised.

THE Crowcombe Council meeting was the first to be held for six months, a longer interval than usual. It lasted from about 10.15 to 6.45, with a break for lunch. At the start of the afternoon session the AGM was reconvened briefly as advertised, and the accounts for 1994-1995 were approved.

Despite its length, the meeting was reasonably productive and businesslike. The next one will be held in mid-May. For further details see elsewhere in this newsletter.

Anne Wade

Vice-chair

19 Perkin Close, Wembley, Middx HA0 2LY

If you would like a copy of the full minutes, please send me an addressed return label and stamp (or an A5 SAE), plus two further first class stamps for photocopying.

EVENTS AND GATHERINGS

Northern Conference

Thanks to all who helped with the York get - together, including speakers and organisers of workshops and activities who gave their time for free. Plus a quick hello to new friends !

Lost Property:- I still have a long purple scarf and a few pointed night - light bulbs. Please send an S.A.E. if you left yours behind.

Future Events: I have now been asked if there are plans to expand on the conference / activity day we held for the Northern Region, or if there are plans to hold a similar event elsewhere in the country ?

Many people commented that this sort of event complemented the increasing number of summer camps which are proving so popular. Some families liked the range of children's' activities and social opportunities provided at York, others preferred the more information based workshops and talks (it is reassuring to know about the positive research into home education).

The balance of our visitors said they enjoyed plenty for all ages - although a slightly reduced programme might have been in order !

What Would Members of EO Like ?

I am happy to receive ideas, requests and offers of help, and then to share this information with any individuals or groups who might like to consider doing something in their own

region. Co-ordination is helpful to avoid clashing dates with camps and business meetings.

Perhaps such get - togethers could become focal points for discussion groups concerning future ideas, EO policy, individual needs. Such a group developed at the York gathering following requests from quite a number of members after the morning lectures. Also advertising events (or part of) to the general public could increase awareness and generate new memberships. Our local press were very interested although the article went in after the event !

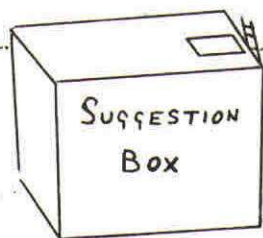
Our venue had a series of ante - rooms, an undercroft, even a chapel for the story - telling, so members were able to join in with something of interest to themselves but not necessarily to others.

On joining EO many people say they would like access to information and social contact. Many receive this in abundance from their local groups and co-ordinators. However, I believe we could further provide for this, better reflect the diverse needs of members, and enable more families to have fun and support if we offer a range of activities and gatherings. Please get in touch with your thoughts.

Future Venues: We need to develop a list of possible venues at which to hold our thrice yearly business meetings. These are of variable length so if you could ask around your areas and let me know, I'd be very grateful. Please include information about price & contacts.

All the best,
Gwen Baldock

6, Villa Grove,
York, Heworth Green,
YO3 7TB.



Camps for Teenagers

November 15 -17

The February camp has just finished, and while I'm recovering I thought I'd pass on the latest information. It was a good camp, in that fun was had and an exercise in illustrating that 'boys will be boys'. We had 7 lads, and so it was a very 'laddish' affair. We all agreed that a leavening of girls has a good effect in keeping the lads on the straight and narrow! They're a nice bunch so nothing dreadful occurred, but I think in future I'll endeavour to ensure that the camps are a bit more mixed both in age and sex. I had bought a gas fire so the buildings were not too cool during the day. We were lucky with the weather as it was fine and sunny, not too cold during the day and a full moon at night. A small amount of work was achieved in the form of finishing the path, and burning a bit of wood. There is still a lot of wood and clearing to be done, and I look forward to tackling that on the next camp. I am always open to suggestions of other activities.

For the next camp there will be a charge of £1 per family per night to cover some of our basic costs such as petrol and gas, and some of the equipment which has been bought. One communal meal a day usually costs about £1 each for a weekend. I think it might be an idea to do some fund raising for some sports equipment - perhaps doing odd jobs in the neighbourhood.

CAMPS FOR E.O. GROUPS

E.O. groups are welcome to use our campsite for small gatherings. We have about one third of an acre field which is very sunny, secluded, and away from the road; a long building which consists of 4 rooms - one a kitchen with some cupboards, sink with cold water, 2 camping stoves and basic kitchen equipment, cutlery and crockery; one room which has a

carpet and is used for sleeping on our teenage camps; a room which serves as a common room with table, gas fire and chairs; a log store and a generator for electric light.

Drawbacks are that we have limited car parking space - 6 cars maximum, a hole in the ground (behind laurel bushes) for our latrine, and the site is not accessible to vehicles.

Cost would be £1.50 per family per night to cover some of our basic costs, and some help on the land would be gratefully received. There is a lot of wood to be cleared up, and eventually mowing to be done. The land was a vegetable garden and is ideal for that as it is a gentle south facing slope and has a huge well (safely covered!). So if anyone would like to start a vegetable growing project they would be very welcome.

Contact Sue Petszaft, 2 Leylands Manor, Tubwell Lane, Crowborough, E. Sussex TN6 3RH.
Telephone 01892 661319.

More Camps for Teenagers

May 3rd - 5th MILTON KEYNES. The campsite is at the Caldecotte Outdoor Centre, and has modern toilets and showers. On the site are water sport facilities for sailing, windsurfing and canoeing, and also for dry activities. The cost of the camp is still to be agreed, but will be kept as low as possible. If you are interested please write as soon as possible enclosing a s.a.e. to: Valerie Gommon, 19 New Road, Castlethorpe, Milton Keynes, MK19 7EH.

JUNE 10th - 16th 5 DAY CAMP

AUGUST 26th - 30th 5 DAY CAMP

OCTOBER 11th - 14th



EO NATIONAL GATHERING

GLOVERSBRIDGE FARM, HEADCORN, KENT

16th - 20th May 1996



The gathering is in a peaceful field, two miles from a mainline station. You will need a tent/camper but there is a wonderful vegetarian cafe, a loo and shower and plenty of covered areas.



DRUMMING - DRAMA - CIRCUS AREA - MARQUEE

KAYAKING - BONFIRE - CAFE - TIPI



This will be a low cost gathering with plenty of activities for all ages - **BRING YOUR INSTRUMENTS**. For more details and booking forms, send a SAE to; Sue Hutchin, Oakwood, Snoad Hill Lane, Bethersden, Ashford, Kent TN26 3ED



an

OPEN COUNCIL MEETING

will be held at the above gathering

For agenda and times, contact Rob Wade nearer to the event on 0181 904 7155

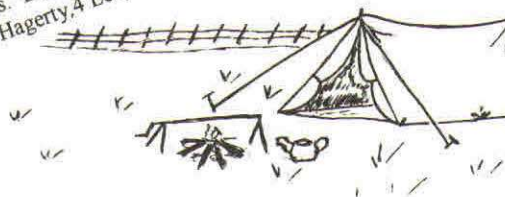
PEAK CAMP
'96

The Peak camp this year will be held from Friday 21st June to Friday 28th (some people will probably stay till Sunday 30th). The site is the regular one: Barracks Farm, Beresford Dale, Hartington near Buxton (grid reference 123 586). For those who have not been before, this is a basic site with two large fields for tents and touring caravans; toilets, showers (20p pieces) and wash basins. Shop selling milk and sweets. Beautiful location 1/2 mile from River Dove. For details send SAE to :- Peter Darling, 50 Springfield Avenue, Chesterfield, Derbyshire S40 1HL. Tel:- 01246 239 048.



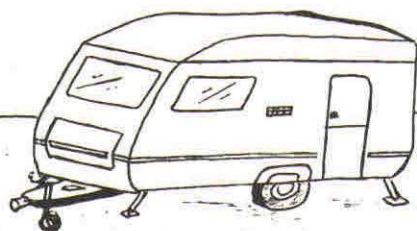
Swersyll Dewi Sant

7th - 15th June '96. Pencarnan Farm, St. David's, Pembrokeshire
Camp by the sea. Clean safe beach close by, lovely coastal walks, opportunities for
outdoor pursuits, wildlife, historic and prehistoric sites. Bring a tent or hire a caravan.
Full camping facilities. For details send SAE to Sue Hagerty, 4 Eclipse Terrace, Five
Roads, Llanelli Dyfed. Tel:- 01269 861 902.



6th E.O. Camp KENT.

13th - 16th June. come to Headcorn to meet old new friends. Enjoy 4 days camping
in the Kent countryside. Activities to include candle dipping, circle dancing,
Shakespeare's workshop and bonfire supper. The field is approx. 2.5 miles from
Headcorn and BR Station. Compost and flushing loo plus shower. For details and
map, send SAE to Sue Tully, 36 St. David's Rd. Hextable, Kent BR8 7RJ.



CO-ORDINATORS UPDATE

The following areas have new acting Co-ordinators;

Kent - Lorraine Piercy 01424 434497
Oxfordshire - Wendy Plested 01865 514973

The following regions need co-ordinators;

Cheshire	Gwynedd
Northumbria	Dumfries and Galloway
Nottinghamshire	Grampian
Surrey	Tayside
London West/Middlesex	

Contact Isabel Bogucki, Co-ordinators' Secretary if you are interested.

Don't forget *Social Isolation and Special Needs* issues.

Regional Diary

Berkshire:

Ice skating on wednesdays. 1pm. start, continue until 4 pm if you wish. Free lesson at 1:30pm. John Nike Ice Rink, Bracknell. £1.50 per skater including skate hire and lesson. About 18 skaters turn up each week
PAT CONNOR 01734 662123.

Buckinghamshire:

We have an active and enthusiastic local group based in N. Bucks, as well as fortnightly trampolining and ice skating sessions in Milton Keynes, we meet for other social/educational events at least once a week. For our local newsletter send an S.A.E. to: 31 Hepleswell, Two Mile Ash, Milton Keynes, Bucks. MK 8 8LU.

For events info. call: JOYCE MOORE 01908 562451 For all other E.O. enquiries call GEORGEANNE SCOTT 01908 662256

Clwyd, W. Cheshire, N. Shropshire, N. Powys:

Group meets at least weekly for socialising, outings and activities. For current listing send S.A.E. (OR £3 for full year) to:
GENNY BOVE, ROCK COTTAGE, 49 WESTMINSTER ROAD,
MOSS VALLEY, WREXHAM, CLWYD LL116DH.

Cornwall:

Please send an S.A.E. To the co-ordinator, ANNA WHEELER, CAMBROSE FARM, REDRUTH, TR16 4HT, or phone 01209 890378, for list of weekly events. If you have any issues you wish to discuss, do contact Anna.

N. Manchester / Lancashire :

Please send 2 S.A.E.'s for details of forthcoming events to:
JENNY PADDON, 63 DOYLE ROAD, BOLTON. BL3 4SA.

N. Yorks.

Details of events please phone: ANNE MILLS 01904 488088

W. Mids.

Monthly meetings (usually at Central library) Birmingham, last Monday every month, Walsall 2nd Thursday every month. Start

1"ish". Also regular programme of "visits". Lots of small groups meeting for outings etc. Ring: PAULA 0121 603 8673 or JULIE 01922 442815



SUFFOLK:

We meet every 3 weeks. Activities planned include singing, creative writing, American line dancing. Phone Sarah Guthrie, 01379 783 678, for details.

SURREY:

Guildford get-together group meets fortnightly for walks and educational visits in and around the Guildford area. Please contact Lynne Ryan, 01483 50397 or Penny Meader, 01483 481882.

SOUTH WALES:

April, Techniquet Science Discovery Centre, Cardiff. (Please give numbers to Sue Hagerty a.s.a.p.)

May, Woodland activities at Craig y nos, near Ystradgynlais.

June, 7th -15th, camping at Pencarman Farm, St.Davids, Pembrokeshire.

DAY VISITORS WELCOME. Details from Sue Hagerty, 01269 861902

W.YORKSHIRE:

Monthly parent and child meetings on the last Thursday of every month, 11am until 1:30pm, at the Child Guidance Centre, Civic Centre, Huddersfield. This is where we organise trips and activities, chat, swap ideas and make friends. Phone: Diane 01484 846946 or Clare 01132 690061. In addition some members in the Bradford area go swimming in Shipley every Tuesday morning. Phone: Julia 01274 488657

Proposed activities for April and may include:

Tuesday 2nd: Jewellery making at Julia's Bradford (as above)

Wednesday 8th: Visit to indoor play centre at Saltaire, and to Brackenhall nature centre.

Week of may 13th: History session at Tolson Museum, Huddersfield.

NOTICES

GREEN TRANSPORT WEEK

June 8th -16 th

Family Action Packs £3

Children's Packs £3.50

Environmental Transport Association

Tel 0193 282 8882

Fax 0193 282 9015

ONE WORLD WEEK

October 20th - 27th

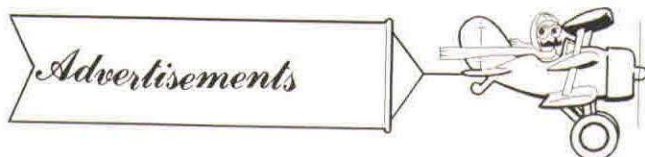
'Living on the edge'

Action Packs from

0171 620 4444

From Marit Tamlit

Jenny Paddon is retiring from her post in the North West. We thank her for many years valiant service. Love, Maggie S.



FOR SALE: Saxon Maths Study Kit -2. Brand new. Up to simple multiplication and division. Cost £66, will sell for £50, including P&P

Milstream's Weekly Lesson Guide. Complete day by day lesson guides following the National Curriculum, for 5 year old child. Cost £35 will sell for £20 including P&P. Collen Gracey 01372 272914

FOR SALE: Ginn Reading 360. 'Read Together' reading scheme. 26 books £10. Level 1 (17 books) £10, Level 2 (18 books) £10, Level 3 (12 books) £8, Level 4 (18 books) £10, Level 5 (6 books) £4. P&P included. K. Corbel 01534 69103

TEACHER, very experienced, qualified and sympathetic, offers tuition, infant and primary levels and special educational needs. Also sessions for parents to help children with early reading and maths. Glasgow area. Penny Daly 0141 334 0211

ITALY: May - August, beautiful green hills. Friendly EO community offers holidays and courses: Clown - mime, mask making, Italian vegetarian cooking, writing from the heart, pecorino sheep's cheese/shearing. £160 per week all inclusive. Children welcome. Book early! Good food. Pratale, Scritto, Gubbio, Perugia, Italy.

EDUCATION UNLIMITED: Featherstone Castle Gathering. April 25th - 29th. Come and enjoy this great old castle in beautiful south Tyne valley. For further info and booking form, please send SAE to; Hannah Bush, c/o 48 Montgomery Rd, Sheffield S7 1LQ

WANTED: 'Pattern of Health' by Aubrey Westlake (Shambala 1973), Open University books 'Science and Beliefs' vols 1,2,5, to buy or loan. Postage paid for loan. Fiona Chaff, Stourl, Lochewd, North Roe, Shetland, SE2 9RZ

**SERVICES AND PRODUCTS ADVERTISED HERE HAVE NOT BEEN
ENDORSED BY EDUCATION OTHERWISE**

Advertisements



WISE OWL SOFTWARE

01235-529808 Free catalogue & advice
32 Charney Ave, Abingdon. OX14 2NY
Disks from £2.00 each or six for £10.00

The only UK children's shareware library, established 1991. Specialising in games and educational titles, ages 2-16. Vast selection (600+ titles) for all types IBM compatibles including: monochrome graphics, no hard disk, low memory, 5¼" or 3½" media, Windows, CD ROM, etc. We can find something to suit your child. Useful applications for parents and teachers also covered. Easy to use disks - ideal for beginners. Prices include post & packing. Telephone enquiries welcome.

NEW THIS MONTH!!

Educational shareware CDROM v3 200 titles, 2-adult.
£17.50 § Who Discovered Australia? maps, pics, info, £3.00 § KinderCarton 30 activities, 3-7yr. £3.00 § Fractions, Decimals, Percentages ages 9+. £2.00 § Substance abuse reference guide £9.00 § Total Concepts Solar System £5.00 § Plus special prices on Windows disks & clipart. Details in our free catalogue.

ALL ORDERS SENT BY 1ST CLASS POST



HISTORY MAGAZINE

Send to Orange Blossom Special, Freepost, Lon 226, London SW8 1BR for a free sample of a monthly, literate, popular history magazine for enthusiastic readers over twelve.

A selection of subjects so far covered: Barbary Corsairs, Elizabethan Heresy, Ozymandias, Hebridean Vikings, the Risorgimento and many more

INDEPENDENT DISTRIBUTOR

Award winning publisher of books and CD ROM, offers ideal part time earning opportunities for home - educating parents. A business you can operate from home, choosing your own hours. For free information pack, phone EO member and home educator, Sharon Emmott on:

01227 830630 Or 01727 848836



Make your own shoes!



Colour
Combine

many
styles.

Kits for adults & children.
Made to measure vegetarian shoes in a choice of 8 beautiful colours. 4 hours easy work. chiropodist approved! from £10 children and £18 adults dep. on size. S. a. c. to Jaeshoes. 5 Arthur Rd for details Horsham. W. Sussex. RH13 5BG

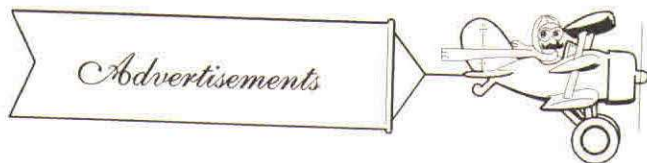
The insert included with this issue has been paid for.

ARCHIE T SHIRTS!

100% COTTON
BLUE ON WHITE
SWEATSHIRTS!
50/50, CREW
TS £6
SWEATS £10
INCLUDES P&P

XL/L/MED/30-32/26-28
ORDERS: SEL. FIELD HOUSE
THRANDSTON, DISS
NORFOLK IP21 4BU.

SERVICES AND PRODUCTS ADVERTISED HERE HAVE NOT BEEN ENDORSED BY EDUCATION OTHERWISE



MODERN CURRICULUM MATHS COURSE for ages 9, 10, & 11. Tried and tested by us. Includes a teachers book and a pupils book for each year and is the best maths course the we have come across. It uses multi-sensory techniques and is sequential. Ideal for all children including dyslexic children. For sale as individual years or altogether. Postage only. 0181 3490075.

HOLIDAY IN LONDON: Stay in our child friendly house while we're away. 3 bedrooms, large garden, 1/2 mile from Tower Bridge. You only have to pay rent and bills (total £160 for 2 weeks) and feed cat. First 2 weeks August. Jane Dent, 318 Southwark Park Rd, London, SE16 2HA.

FRIENDS, FAMILIES AND TRAVELLERS SUPPORT GROUP. All members of a free society should have:

- the right to travel
- the right to stop
- the right to a place to stay without persecution because of their lifestyle.

FFT, 3 School Lane, Blanford St Mary, Blanford, Dorset DT11 9LU

WANTED: Experienced Primary School teacher for home tutoring. South Devon area. Kingsbridge (01548) 561757

Advertising in the newsletter is free, but if you are running a business, or hoping to profit from your advert, please send an appropriate donation (cheques should be made payable to *Education Otherwise*). Remember that EO is run entirely by volunteers and has no income except members subscriptions.

Adverts should be limited to 50 words and sent (with any donation) to the editor of the next issue. First time advertisers who wish to send artwork should contact the newsletter co-ordinator.

**SERVICES AND PRODUCTS ADVERTISED HERE HAVE NOT BEEN
ENDORSED BY EDUCATION OTHERWISE**

Officers

Chairman:

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

Vice Chairman:

Anne Wade, 19 Perkin Close, Wembley,
Middlesex, London, HA0 2LY.
Tel: 0181 904 7155

Acting General Secretary:

Val Gommon, 19 New Road, Castlethorpe, Milton
Keynes, MK19 7EH
Tel. 01908 511247

Treasurer:

Priscilla Park-Weir, 212 Gordon Avenue,
Camberley, Surrey, GU15 2JJ
Tel: 01276 22735

Publicity Officer:

Beverley Young, 91 Lyndhurst Drive, Preston,
Lancs, PR2 1TB
Tel: 01772 492245

Newsletter Coordinator:

Sue Hutchin, Oakwood, Snoad Hill Lane,
Bethersden, Ashford, Kent TN26 3ED
01233 820385

Publications Officer:

Lucy Charlton, Church Lane Cottages, Newton
Harcourt, Leicestershire, LE8 0FT
Tel: 0116 2592118

Coordinators' Secretary:

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

Single Parent Family Contact:

Sarah Martin, Rose Cottage, Three Holes Bridge,
Wisbech, Norfolk, PE14 9JR Tel: 01945 772336.

Special Needs:

Hilary Mason, 2, Fairless Avenue, Lightcliff,
Halifax, HX3 8H
Tel: 01422 202252

Research Secretary:

Angie Targett, 19 Wellcarr Rd, Woolseat,
Sheffield, S8 8QP Tel: 0114 2817466

Database Secretary: (subscription renewals, address changes, membership cards etc)

Mark Cottee, 17, South View Rd, Rettendon
Common, Chelmsford, Essex, CM3 8DX
Tel: 01268 733259.

School Phobia Young People's Support:

Catherine McKillop: Scotland
Tel: 01631 565551

Hilary & David Mason: Yorkshire
Tel: 01422 202252

Elaine Slade: West Country
Tel: 01643 707535

Enquiries Secretaries Coordinator:

Eileen Wilson, 39 Tatenhill Lane, Branston,
Burton-on-Trent, DE14 3EZ
Tel: 01283 532547

Membership Secretaries Coordinator:

Maggie Swatridge, 32 Carey Park,
Polperro, Looe, Cornwall, PL13 2JP
Tel: 01503 272

Council Members

Andrew Archer (Leics)

Jude Ashley-Walker (Isle of Wight)

Gwen Baldock (Yorks -North)

Isobel Bogucki (Sussex West)

Lucy Charlton (Leics)

Val Gommon (Bucks)

Maxine Griffith (Yorks-South)

Sue Hutchin (Kent)

Dineke de Jong (Yorks-South)

Pien Maltz-Klaar (London-North)

Hilary Mason (Yorks-West)

Priscilla Park-Wier (London-North)

Eleanor Stapleton (London-North)

Anne Wade (London Middx)

Bruce Wallace (Highlands)

Beverley Young (Lancs)

Stationery

EO stationery, leaflets, posters, membership forms,
car stickers and re-use labels (£2.50 per 100) are
available from Lucy Charlton (see above).

Publications

The following books can be obtained from **Chris
Harper**, Badgers Hold, Birchwood, Storrige,
Malvern, Worcs. WR13 5HA (01886 884740);
The Abuse of Care and Custody Orders

<i>Pat Knox</i>	£3
<i>Troubled Children Pat Knox</i>	£3
<i>Learning from Home-Based Education</i>	
<i>Roland Meighan</i>	£3
<i>Early Years</i>	£2.50
<i>Newsletter Digest ('82 - '86)</i>	£1.50
<i>EO Newsletters (4 back issues)</i>	£1.20
UK postage and packing	£1

education otherwise

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 s.a.e. to:

P.O. BOX 7420
LONDON N9 9SG
HELPLINE 0891 518303

(calls charged at 39p minute evenings and weekends, 49p minute all other times.
Average call length; 1- 2 minutes)

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

This is printed on 100% recycled paper.

