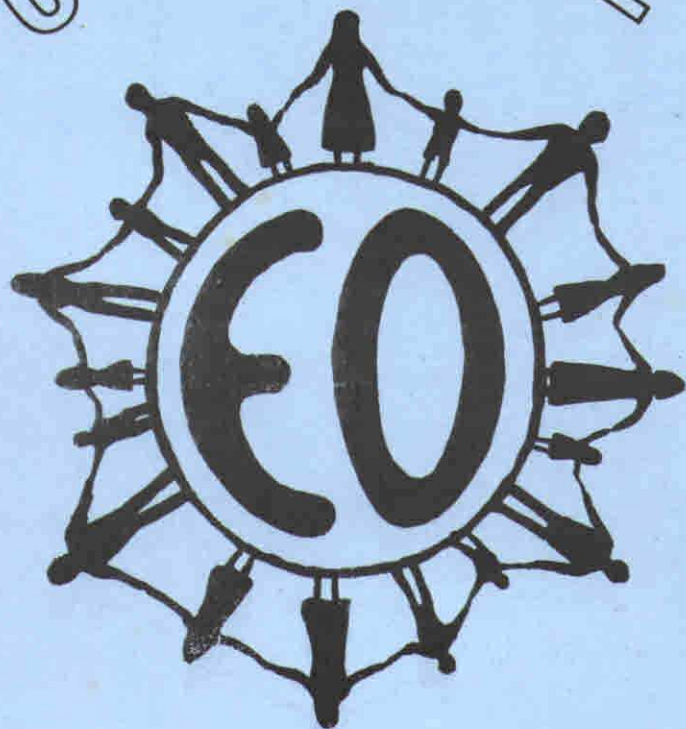


EDUCATION  
OTHERWISE



NEWSLETTER

NUMBER 10  
JUNE 1979

EDUCATION OTHERWISE  
NEWSLETTER NO. 10  
JUNE 1979

CONTENTS

EDITORIAL	1
CORE GROUP : John Elenor	2
DICK KITTO	3
LOCAL GROUP : Lorna Trevelyan-Biccichi	6
EVENTS LEADING TO OUR DESCHOOLING : Joan Hoare	7
EDUCATION THROUGH THE PRESS : Sarah Guthrie	10
LEARNING-BY-PROBLEM-SOLVING : Allen Tyler	11
SCIENTIFIC EXPECTATIONS : Alan Pye	13
ABOUT SCHOOL : author unknown	14
LESSONS AT HOME ARE GREAT! : James Holmes	15
FEATHERED BIPEDS : Hilary Vernon	16
EDUCATING ARCHIE : Seg	17
LETTERS TO THE EDITOR	18
REVIEWS: Robina Pye, John Elenor, Alan Wright, Alan Pye.	22
BOOKLIST AND ADDRESSES	25
DANGER - NOTICES!	26
THOUGHT FOR THE DAY	29

## EDITORIAL

Editing is a ticklish business! On the one hand the editor must see that the journal is readable; on the other hand he must not compromise the Queen's English. But then neither must he sacrifice readability to rigid, grammatical rule-following! Among other things, the editor should try to get the writer's message clear, and then help to express it clearly. This can be difficult. But the most difficult thing of all is to carry out these functions without riding roughshod over the style of the writer. This demands sensitivity and careful study of the writer's original article. How easy it is to take someone else's work and make it your own!

Beginner-editors tend to over-edit; certainly early contributors to the Newsletter suffered much at the hands of my inexperience. I hope I have been pardoned!

So far, the Newsletter has been run without a planning group behind it, but this is to change. Normally, the job of such a group would be to decide on the journal's purpose, message, and particular slant or bias. It is then the editor's job to implement that policy.

In the Newsletter, articles have appeared on personal experiences of home education, the activities of local groups, the comments of the press, legal considerations, and the nature of education itself. Are such topics acceptable to you, the readers? Or would you rather see more emphasis on this or that interest? As replies to the questionnaire seem to show, EO members may feel that the organisation should provide them with a service. If this is so, does the Newsletter contribute to this service? If not, how should it be changed? Or is it irrelevant; a voice in the dark? In any case, few of you seem to see it as a medium for the exchange of views, visits or books, and there is a recluse-like flavour to this silence....

Have we no voice? Have we no criticism? Have we even no favourite books to share? Or are we beavering away with our heads down, giving our children their self-conscious right to education otherwise without a cloud on the horizon? Writing for this Newsletter is not quite like writing to the papers - no one has yet become a household name through indiscretions with the editor. So why not communicate just a little bit more? The next deadline for your letters is the first week in August. Best wishes!

Dr. Alan Pye  
30 Frome Terrace  
Dorchester  
Dorset DT1 1JQ

Views expressed by contributors are their own and do not necessarily coincide with those of the editor.

CORE GROUP : John Elenor

Minutes of the Core Group meeting held at 69 Leathwaite Road, London SW11, on 12th May 1979, starting at 11.15.

Present were Dominic Sweetman (in the chair) and Ros (in the background), John Elenor (taking minutes as at the last meeting), Sarah Guthrie, Dick Kitto, Alan Pye, Elizabeth Sturges and Luke (at 5 weeks possibly the youngest ever Core Group member and probably the shortest serving, since Elizabeth tendered their resignations in the interests of population explosion). We are most grateful to Liz for all her hard work for EO. Ken Byron, Helen Fletcher and Georgina Winkley sent their apologies for absence.

1. Minutes of the last meeting were greatly admired.

2. Matters arising.

2.1. London Group: John outlined his suggestion for a musical event (collective instant music-making, no experience required) at Middlesex Polytechnic, Trent Park. It was eventually agreed that the date would be Saturday 30th June at 12.30 for a picnic, 2.00 for music. It would be advertised as a meeting for London members (and any other member near enough) with musical overtones. Parents (at least one from each family) to meet in another room to discuss future plans. No charge would be made for the event. London Contact members would be asked to meet as soon as possible to make detailed arrangements (see Notices section for more details. Editor).

2.2 London bookshops: Dominic reported that Bread and Roses, Campaign Books, Compendium Books, Corner House and Rising Free are prepared to sell publications. So far we have sold about £15 worth.

2.3 Fund raising: Sarah reported that she has had one answer so far to her appeal letters - from rock star Tom Robinson (no money yet but sounds hopeful). She agreed to write to Ed Burman for advice.

2.4 Legal Advice Centre: Dick reported that the feasibility study is now in progress. This is intended to blossom into the Centre in about 9 months time (gestationally very appropriate).

3. Delegation of work: Dick revealed that it is now almost impossible for him to continue to deal unpaid with the amount of work involved in running EO. Since charitable status is as far off as ever this can only mean dividing the work between those willing to undertake it. It was agreed as a first step that members will each try to persuade one new member to join the Core Group.

4. Legal Group: John reported that the group had reached two principal decisions at the first meeting: a) to revise 'First Steps to Education Otherwise' in question and answer form, and

- b) to produce a one page pamphlet summarising First Steps chiefly for Citizens Advice Bureaux etc. The Core Group decided to recommend that the Legal Group also work on two more ideas: c) a Guide to the Education, and the Children and Young Persons Acts, and d) more one page pamphlets to give advice on enquirers' most common problems.
5. Publications Group. This has just been set up, to consist initially of Dick, Sarah, Dominic, Ros and Alan.
  6. Lower Shaw Event June 1-3. Dick reported gloomily that it was heavily under-subscribed and that unless several more bookings were made soon it would have to be cancelled (SEE NOTICES SECTION. Editor).
  7. Court Cases. Dick reported that the Taylors of Sheffield appeared not to want help from EO, and that the Harrisons, who have been served with another Attendance Order (which they intend to ignore) have received very sympathetic treatment from the press - partly helped by a friend in ATV.
  8. Next meeting of the Core Group. This is to be held on Saturday 4th August at the Manor, Thelnetam, Norfolk. Participants to arrive in time for lunch; meeting afterwards. Accomodation is available.
  9. The meeting closed at 1.29p.m.

#### DICK KITTO'S COLUMN

THE QUESTIONNAIRE. Response to the questionnaire has been very good and the Core Group is grateful to all those of you who returned one. As we said when we sent the questionnaires out we shan't be acknowledging them individually although several have raised very interesting points that do require answers. These will arrive in due course. Also in due course there will be a report on the questionnaire in the Newsletter, but recently we have been very over pressurised and we just have not had time to get round to it.

THE CORE GROUP. (Ken Byron, John Elenor, Sarah Guthrie, Dick Kitto, Alan Pye, Ros and Dominic Sweetman, Georgina Winkley). From a very brief glance at the replies to the questionnaire it is obvious that most members see EO as a them/us organisation - we pay a sub, they provide a service. But it isn't quite like that: the sub just about pays for the Newsletter, office expenses and our heavy phone and postage bills. All the actual work is done by volunteers. To try to spread the load we have recently formed two new groups - a Publications Group and a Legal Group - but as you see from the names, many of the same people tend to be in all of them! So as yet we arn't spreading the load at all, only concentrating it! The result is that these few members are very hard-pressed, in addition (in most cases) to having full-time jobs and/or families to bring up and educate at home.

So - can we say it again - we very much need new members who can spare a few hours a week working at home, and who can come once every two or three months to a meeting in London. Sorry it has to be London, but this is much the most convenient place for the majority. Anyway it isn't such a great chore; it involves spending a really nice day in Ros and Dominic Sweetman's house munching food, assessing what work needs to be done and spreading the jobs as best we can. You'll get a more detailed idea from reading the reports of the meetings in the Newsletter, but perhaps these sound a bit dry, and the meetings are far from that.

THE PUBLICATIONS GROUP (Sarah Guthrie, Dick Kitto, Alan Pye, Ros and Dominic Sweetman). The need for an editorial and publications group has been growing for some time - it has really been only a question of finding people willing to serve on it (yes, once again, this means you). We concern ourselves with writing, collecting, editing, printing and distributing all EO material such as the Newsletter, the Early Years booklet etc. A related responsibility is to help people with, and verify, articles and writing for outside publication in journals other than EO's. We ask anyone who is writing such articles to submit them to us so that we can check, for example, that the legal information is correct.

"EARLY YEARS". As reported in the last Newsletter, this new edition is now available (price 20p plus 9 1/2 p s.a.e. to members) and will be revised next year as fresh material is received. Some has already come, so please continue to send your comments and any new information to Sarah Guthrie (Field House, Thrandeston, Diss, Norfolk) who is the editor. She will then submit them to the Publications Group.

THE LEGAL GROUP. (Naomi Angel, Ken Byron, John Elenor, James Fearnley, Philip Fisher, Michael Hebden, Dick Kitto, Tony Taylor). This group has had one meeting at which it was decided to rewrite "First Steps" on a question and answer basis. This will incorporate the information and experience that has come to us over the years. We shall also produce a very short statement of the basic legal situation which will be distributed free. We hope it will have a wide circulation to Citizen's Advice Bureaux (which seem very ill-informed about education law), Legal Aid Centres, Libraries, and so on. We do not so urgently need more members in this group, but anyone interested in legal aspects is very welcome to join us. Contact John Elenor (18 Eynham Road, London W12) who is the Secretary. We would also welcome any suggestions about the re-writing; any comments to John Elenor please.

LEGAL PROBLEMS. Some members have complained - no, I'll start again - have drawn attention to the fact that one or two of the Newsletters seem to have concentrated a great deal on legal problems. Yes, perhaps so - but then legal problems are very much in our minds because they occupy a lot of our time and energy. Anyone who has been subjected to court proceedings or even threatened with them will know what a very harrowing experience it is. I am sure we are right to give priority to advising and supporting people in such situations. What worries me is that we are still a very long way from being able to provide a really

effective legal advice service. We still cannot say to people, "Yes, you are in the right, carry on. The law is on your side so you've nothing to worry about". The fact is that the law appears to be on your side, but it is very imprecise and very vague, and an over-zealous, or bureaucratic or malevolent authority can still have you very much at their mercy. At present people are under threat of prosecution in Tyne & Wear, Birmingham, Suffolk (two), Sheffield (the Taylors) and Herefordshire (the Harrisons).

THE TAYLORS AND THE HARRISONS. Since the Taylor case has received so much publicity, I think I ought to say a little about it. The Taylors are not members of EO but as soon as I read the report in the papers I wrote to them. I also asked Mike Lydiat (our contact in Sheffield) to go and see them. At least two other EO members also got in touch with them privately and offered help. However, for the present it seems clear that they do not want help from us, and seem very well able to fight their own battles.

But this case certainly contains a disturbing lesson for us in showing how far the authorities are prepared to go. In this case the Education Act was bypassed altogether and the Social Services served a "place of safety" order under Section 28 of the Children and Young Persons Act. To do this they applied directly to a magistrate without the parents or children being present or having a right to speak, or even knowing what was taking place. The first thing the Taylors knew was when two men (one from the Social Services and one from the Education Department) "forced their way" into the Taylor home to take the children away. All the legal people I have spoken to regard Section 28 as a clause to be used only in a case of emergency such as child battering or child abuse. There was no suggestion whatever that such a danger existed in this case and it seems that the authorities were not justified in applying this measure against the Taylors. Whatever evidence the authorities had for intervening (and on this I don't have enough facts to make a judgement), their method of doing so seems to me an outrage and a clear infringement of human rights, and I hope that the National Council of Civil Liberties will take up the case on the Taylors' behalf. (It has! Guardian 22nd May. Editor.)

The Harrisons are another matter. Together with the Lydiats and the Windasses I think they are the earliest EO members we have and I've been in touch with them throughout the long history of their continued harrassment by the LEA. They have already been summonsed in court and found not guilty, and yet the harrassment continues. This latest threat has received nationwide publicity and I am glad to say that nearly all of it has been very sympathetic to them and their predicament. They have received a great deal of support and many offers of help and I am sure that EO members will agree that whatever resources EO can spare should be offered.

Dick Kitto.

LOCAL GROUP: Lorna Trevelyan-Biccichi, Surrey.

In this description of the slow establishment of a local group Lorna sets out the arrangements and activities that the members undertake.

You may be interested to know that we have established what may be called a "group". It happened unexpectedly and gradually, and my advice to others is "Don't TRY too hard!" From our own and other members' experience it seems that if a few like-minded people happen to meet, a group will evolve without undesirable or unnecessary forcing. Originally I advertised in the Newsletter in July, 1978 for nearby families to contact me. The only answer came from Geraldine Lockington of Billericay, Essex. From a telephone discussion we seemed to have similar educational philosophies, so we decided to meet. The two elder children got on well together immediately; they were mentally on the same wavelength and had similar interests, so we have been meeting weekly since September 1978. Usually, Geraldine and the children come to us for the day and this involves a journey of two hours each way by car. We go to them about once a month by train. Expenses are divided equally, including lunch.

Geraldine and I usually have an outline plan for the day but we do not adhere strictly to it since we like to follow the inclinations of the children as much as possible. During the day the children talk about pieces of work they have brought, we usually do some movement and drama, and they may do something connected with their common topic. Most of the work for this topic is done separately, but ideas are exchanged and thought is stimulated when we meet. Their games sometimes reflect the topic they are working on. These topics stem from the children's interests and are not like subjects on a planned syllabus; examples are Hallowe'en and witches, the Police, prehistoric man, and puppets. We are now engaged on the subject of astronomy and space travel and this will continue as long as the children wish. We also go out to the woods and fields for two or three hours and will extend these walks when the younger children are more able. We also visit places connected with the topics; for instance, we were kindly received at the police station and were taken on a two-hour guided tour. The main purpose of our meetings is communication and mental stimulation for the children.

Recently I discovered another new EO family close to home. Sally's three children are of similar ages to mine and again we are lucky to have similar educational philosophies. So now we are three.

Apart from our regular three-family meetings, Sally and I exchange one similarly-aged child for an afternoon so that we can do things specifically to interest the two children of the same age. We do this partly because we feel that the younger children perhaps missed the individual attention the eldest ones had in their early years when they were our only children. Also we find we can achieve and give more in that afternoon, and it is a relief not to have our adult minds working on two or more levels at once. We do

activities like board games, stories, electrical circuits and cookery; we do not do formal lessons. As well as these activities with the younger ones we concentrate mainly on language development and it is lovely to see how they have blossomed, how they communicate and share care and concern.

Between our three families there is a good relationship and we can none of us see any reason not to continue meeting.

#### EVENTS LEADING TO OUR DESCHOOLING: Joan Hoare of Sheffield

Joan gives this account of her search for help with Mark's problems; from school interview, from Schools Psychological Service, (almost) from psychiatrist, but finally (and satisfactorily) from otherwise education (Editor).

Part I: The Psychological Service. Our son Mark, aged 10, has been out of school since February 1978, and we have been officially de-schooled since Whitsun 1978. On two previous occasions Mark had refused to go to school and we had allowed him to take a day off. His main problems seemed to be difficulty with maths and a fear and dislike of his class teacher. At home he had had severe temper tantrums and bouts of crying lasting from half an hour to 2 hours, although these never occurred at school. We told the school what was happening but they didn't seem particularly concerned. I would not like to suggest that the fault for Mark's problems lay entirely with school; but neither did the fault lie entirely with us, and I maintain that although we were trying to do our best, Mark's middle school certainly was not.

Mark refused to go back after the half-term holiday in February, so Richard (my husband) and I arranged to visit the headmaster. We actually saw the deputy head and Mark's class teacher. We explained how unhappy Mark was at school and that he had temper tantrums at home. We said that he had described teachers as 'nippy crocodiles' (they thought this was silly and childish but Mark had been quite serious). Throughout the meeting they were very polite, but it was like knocking your head against an india-rubber wall: nothing sank in. Mark's teacher got fed up and left saying, "Well, I haven't heard one word of criticism yet." A revealing remark I thought which suggested that he had come expecting an argument rather than a discussion of the problem.

However, Mark still didn't go back to school. Our continued attitude, made quite explicit both to Mark and the school, was that we wouldn't force Mark to go to school if he was unhappy there. Eventually the School Attendance Officer came. He was nice but all he really said was "Tut, tut, so he's not back at school yet" - though not in so few words!

Also we were supposed to have received an appointment from the school's doctor who routinely examines school refusers, but in fact we never did hear and we officially de-schooled at Whitsun.

Mark and I visited a small junior school a short walk from home in the hope that he might like to go there. The headmaster was helpful and kind, but Mark no longer wanted to go to school at any price. Mark's comment was, "There's nowhere to hide in the playground." He obviously felt exposed. The headmaster arranged for Mark and me to see a psychologist in the Schools' Psychological Service (S.P.S.) as I wanted disinterested conversation and advice.

Both Mark and I went to the offices but I was the only one interviewed and Mark had to wait for over an hour. The psychologist had obviously decided that I was a neurotic mother manipulating her son into school refusal. He certainly didn't seem to think that children needed to be consulted about their own education and that parents who listened to their children's feelings must be, well, neurotic. He didn't listen properly to what I was saying, any more than Mark's teachers had done, but he had lots of apparently rational reasons for sending Mark back to school. Our problems were not discussed. I agreed to go and see a psychiatrist, a Dr."X" whom Richard and I knew to be sympathetic to school refusers - he doesn't force them to go back willy nilly. Attitudes among psychiatrists can vary a lot.

I later decided against seeing a psychiatrist because:

1. Mark's temper tantrums had abated and were no longer a problem.
2. You can wait up to nine months for an appointment with Dr."X".
3. If home tuition is granted to school refusers it is only for a couple of afternoons a week.
4. I wanted to get the situation settled.

So I wrote to the Schools' Service psychologist saying that I no longer wished to see a psychiatrist, but if I should ever change my mind I would go to see our GP. About a week later the Schools psychologist visited us unannounced at home. Mark, Robin (then 3 years old) and I were busy gardening. He remarked that we all seemed very happy. But during our conversation he became quite hot under the collar; he wanted me to press Mark to go to school. He said that Mark needed the social life and needed to get qualifications: surely as professional people, my husband and I must realise this, and so on. But I repeated that Richard and I wouldn't send Mark to school if he was very unhappy there, that he played out a lot with his friends and that his social life was O.K. Moreover, I had started to teach him myself at home; Mark had never learnt much at school anyway. Several times during our conversation the psychologist said, "Well, you're an educated person. You know your rights, Mrs. Hoare." He also said, "If education has in fact been going on, the LEA would be reluctant to prosecute as they would end up with egg on their faces."

We talked round and round in circles, getting quite heated. In the end I said I would definitely teach Mark at home, rather than oblige him to go to school if he was unhappy there. The psychologist replied, "In that case, let the LEA know as soon as possible in order to forestall prosecution." Then he left.

I wrote to the LEA telling them of my decision and we were again visited by the School Attendance Officer who asked me to send a

curriculum (including the qualifications of Mark's teacher) to the LEA. He said that there had never been any question of Mark being forced back to school! "Now he tells me," I thought!

Part II: Advisors. After sending a curriculum an advisor came in June to discuss it. There was no problem over qualifications as I am a teacher and my husband (who is a medical student) is well-qualified in scientific subjects. But although she was very nice I didn't present things very well and she was sceptical. However, I must emphasize that she was sympathetic and our lack of communication stemmed mainly from the newness of the situation for both of us. One difficulty was that Mark had refused to read books, write, or record anything except under duress. Now I am quite prepared to make Mark do things he doesn't want to do, but how far do you take it?

The advisor was worried about the time we spent on the 3 R's, although she seemed satisfied with art, exercise, science and social life. On leaving she asked me to give her precise details of the time spent on reading, writing and maths. For the rest of the summer term I made a note of this, sending the results at the end of the term. (We had done two and a half hours weekly in maths, 1 hour 40 mins weekly in writing, and 30 mins daily being read to). I pointed out that Mark was having one-to-one personal attention: far more than he would have received in school! (This, folks, seems to be the trump card; I haven't had any more complaints about time spent on 3 R's!) Mark was rather upset after the advisor's visit; he had found it a strain as he had feared that he might have been sent back to school. He was also upset because she rushed off quickly after looking at his model dinosaurs.

In September I was visited by the advisor and the Senior Advisor to primary schools in Sheffield. For the visit I displayed all the books we use and everything Mark has ever written. Mark and I tidied his bedroom where he keeps all his stuff, arranged his clay models and his pictures, and left out a Lego crane he had made.

They were both very sympathetic and the Senior Advisor was very helpful. It was a great relief! He did mention the possibility of Mark going to another school, but I repeated that we wouldn't force Mark to school if he was unhappy there, and he accepted this. He said, "We are a mature society and should accept that people want to do things differently from the generally accepted pattern." The advisor talked to Mark on his own while I talked to the Senior Advisor. I explained what we were doing, I enthused over Nuffield maths and explained that Mark was reluctant to write but that he was starting to read out loud to me quite willingly. He accepted that there are some children who resist much of what adults offer them. We talked for about an hour and he finished by saying that I seemed well organised and that I was being very "noble" (exactly that) teaching Mark at home!

That visit was a success. I haven't heard any more from either advisor and it would be nice to know how often they are likely to visit. But we can only wait and see.

## EDUCATION THROUGH THE PRESS: Sarah Guthrie

Increasing space given to educational issues in the media means increasingly ruthless selection for this column. Priority goes, this time, to those families who find themselves in the headlines.

The story of the Taylor children, educated at home in Sheffield by their father and recently taken into care, was reported in THE GUARDIAN (20 April). Quote from the Chairman of the city's Family and Community Services Dept., "In the 28 days we will assess the emotional and social development of the children, and the Educational Dept. will assess the educational aspect". In a later interview (NATIONWIDE, 30 April) the chairman insisted that Taylor was not being penalised for his educational views. THE SUN (20 April) put it this way, "Experts will now study the case.... and decide the merits of Mr. Taylor's do-it-yourself education." In THE GUARDIAN (24 April), Boris Taylor said, "I do not know how the State can hold up its face, never mind prosecute anybody." In response to the story THE GUARDIAN published a letter from someone who didn't go to school until she was 13. While admitting that it was not all idyllic, she added, "At least we were given the responsibility of deciding for ourselves just how we did feel."

The Harrison family has also hit the headlines again since their LEA gave them an ultimatum to prove that their children are being suitably educated at home. THE DAILY TELEGRAPH (30 April) carried a sympathetic account of their daily life, "I left thinking (that the fact that) they were... coping with everyday problems rather than illusory ones is of prime importance." NEW SOCIETY (3 May) commenting on both the Taylor and Harrison cases said, "The tentacles of the interventionist state are.... increasingly intervening in the private sphere."

A spokesman for the World Education Service (EVENING STANDARD, 12 May) gave this underestimation of home education, "... a lifesaver... where women cannot work" (my emphasis).

A recent EVENING NEWS reported that Sutton Council was prosecuting the parents of a 15 year old who preferred working with her horses to being in school where she felt "totally out of place... " The Council said they did not want to terrorise parents, they were just concerned about the girl's educational welfare.

Educational welfare in Buckinghamshire now means the reintroduction of corporal punishment for schoolchildren aged between 5 and 7 (GUARDIAN, May). And for Glenn Doman, American pioneer of early reading, it means that babies can now learn maths (EVENING STANDARD, 8 May).

An 11 year old boy killed himself following his admission to an exclusive private school (DAILY MAIL, January). He left a note, "I love you all. It was school."

RADIO TIMES (April) revealed that students attending colleges of further education have problems coping with basic tasks such as

making a phone call or finding their way round a city. "They just get stuck... "

Finally the CONSERVATIVE MANIFESTO (1979) has this to say, "We must restore to every child, regardless of background, the chance to progress as far as his or her abilities allow." Reassured?

#### LEARNING BY PROBLEM-SOLVING, AND LEARNING IN SCHOOL by Allen Tyler

Learning is commonly thought of as a process in which pupils passively memorise material assigned to them by a teacher. Only the teacher is responsible for learning; therefore learning can occur only in the classroom.

These ingrained assumptions are challenged in the following article. They are contrasted with learning-by-problem-solving (an active process for the learner) in which the learner is motivated by his own interest in a specific problem or objective, and in which learning is a repeated cycle carried out throughout the life span of the individual.

The article is drawn from course notes written by Allen Tyler of Portsmouth Management Centre, Portsmouth Polytechnic, and is reprinted with his kind permission. (Editor).

For most of us, the first associations we make with the word "learning" are "teacher", "classroom" and "textbook". Our years in schools have trained us to think that the primary responsibility for learning lies with the teacher. His training and experience make him the expert; we are mere passive participants in the learning process. As students, our job is to observe, read and memorise what the teacher assigns, and then to repeat "what we have learned" in examinations. The teacher has the responsibility for evaluating our performance and telling us what we should learn next. He sets requirements and objectives for learning, because it is often assumed that the student does not yet have the experience to know what is best for himself.

The textbook symbolises the assumption that learning is primarily concerned with abstract ideas and concepts. Learning is the process of acquiring and remembering ideas and concepts. The more concepts remembered, the more you have learned. The relevance and application of these concepts to your own job will come later. Concepts come before experience.

The classroom symbolises the assumption that learning is a special activity cut off from the real world and unrelated to one's life. Learning and doing are separate and antithetical activities. Many students at graduation feel, "Now I am finished with learning, I can begin living." The belief that learning occurs only in the classroom is so strong that academic credentials are given great importance in hiring and promotion decisions. This is in spite of the fact that psychological research has had little success in

establishing correlations between performance in the classroom (grades) and success in later life.

As a result of these assumptions, the process of learning seldom seems relevant to us in our daily life and work. Yet this cannot be so in fact.

The concept of learning-by-problem-solving, on the other hand, evokes some associations that are opposite to those of the concept of learning. We tend to think of learning-by-problem-solving as an active rather than a passive process. Although we have a word for someone who directs the learning process (teacher), we have no similar word for the director of the learning process of problem solving. The responsibility for learning-by-problem-solving rests with the problem-solver; he must experiment, take risks, and come to grips with his problem. Usually, no external sources of evaluation are needed. He knows when his problem is solved.

Although general principles can emerge from the solution to a specific problem, problems are usually specific rather than general, concrete rather than abstract. Problem-solving is not separate from the life of the problem-solver. The specific problem is felt to be relevant to him; he is involved in the problem.

By combining the characteristics of learning and learning-by-problem-solving we can begin to understand how man, from his experiences, generates concepts, rules and principles to guide his behaviour in new situations, and how he modifies these concepts in order to improve their effectiveness. The process is both active and passive, both concrete and abstract. It can be described as a four stage cycle in which (1) concrete experience (an actual event or happening) is followed by (2) observation and reflection (perhaps on why the event happened as it did), which leads to (3) the formation of abstract concepts and generalisations (for other or similar events). In (4) the implications of these concepts (and perhaps the predictions they give rise to) are tested in new situations as actual concrete happenings. And the cycle starts again.

There are several observations to be made about this model of learning. Firstly, the cycle is continuously being repeated in the lives of human beings. Human beings continuously test their concepts in actual situations, and modify them as a result of observing their experiences of those situations.

In a very important sense, all learning is re-learning and all education is re-education.

Secondly, the direction that learning takes is governed by the needs and goals of the individual. We seek experiences that are related to our goals and interpret them in relation to those goals. We form concepts and test those implications which are relevant to our needs and goals. This implies that when our goals are not clear, the process of learning is inefficient and erratic.

Thirdly, since the learning process is directed by the individual's needs and goals, learning styles become highly individual in method, content and direction.

In some areas our objectives and needs may be clear guides to learning; without them we may wander aimlessly.

In a world where the rate of change is increasing rapidly every year, in a time when few people will end their careers in the same jobs or even the same occupations that they started in, the ability to learn seems to be an important, if not the most important, skill.

#### SCIENTIFIC EXPECTATIONS: Alan Pye

A second extract from Curriculum 11-16 (December 1977), a series of working papers for discussion by H.M. Inspectorate.

"To meet the proper demands made by the individual and by society a course must have the components" set out below.

"A pupil should not leave school without a usable understanding (based on observation and experiment) of any of the following:"

1. His own body and its functioning, with a reasonably clear notion of some of the causes contributing to its malfunctioning.
2. The nutritional needs of plants and animals (to include man), the variety of ways in which the needs are satisfied, and how the nutritional materials are used. Matter and energy cycles.
3. The cell and cell specialisation. How different cell types contribute to the harmonious functioning of the whole organism. The individual and the group.
4. Multiplication, replication, checks and balances in individuals and in communities.
5. Patterns of inheritance. Evolution as an observable phenomenon. Introduction to the lines of enquiry being used in the study of the causes of evolution.
6. The concept of a pure substance and of how, by successive approaches to purity, it is possible to assert the properties of the pure substance. Properties used in analysis. What is it we are handling, and in what quantity?
7. Extension of the usage of the words "metal" and "non-metal".
8. New substances from old. Synthesis.
9. The significance of analysis and synthesis to the quality of life.

10. Chemical change and energy. The control of chemical change.
11. Atoms, molecules and indications of the lines of enquiry being used in the study of what binds atoms together. Introduction to the use of formulae and equations.
12. The widely dispersed substances and the localised ones. Some reasons why. Man the disperser. Re-cycling.
13. The ways in which energy can be used. That it cannot be used up, but that the number of ways in which it can be used is reduced each time it is used. Need for economy of energy usage.
14. What energy can do to matter.
15. How energy is transmitted.
16. Particles more fundamental than atoms.

"One guiding principle in the choice of material must surely be that it should be applicable to their (the children's) lives now, as both thinking and acting individuals. Why do the things we see, or hear, or feel around us do what they do?"

#### ABOUT SCHOOL

He always  
He always wanted to explain things, but no-one cared,  
So he drew.

Sometimes he would just draw and it wasn't anything.  
He wanted to carve it in stone or write it in the sky and it  
Would be only the sky and the things inside him that needed saying.

And it was after that that he drew the picture, it was a beautiful  
picture.

He kept it under his pillow and would let no-one see it.  
And he would look at it every night and think about it  
And when it was dark and his eyes were closed he could see it  
still.

And it was all of him and he loved it.

When he started school he brought it with him,  
Not to show anyone, but just to have it with him like a friend.

It was funny about school.

He sat in a square brown desk like all the other square  
brown desks and he thought it would be red.  
And his room was a square brown room, like all the other rooms  
And it was tight and close. And stiff.

He hated to hold the pencil and chalk with his arms stiff  
and his feet flat on the floor, stiff, with the teacher watching  
and watching.

The teacher came and spoke to him.  
She told him to wear a tie like all the other boys.  
He said he didn't like them and she said it didn't matter.

After that they drew.  
And he drew all yellow and it was the way he felt about morning.  
And it was beautiful.

The teacher came and smiled at him.  
"What's this?", she said. "Why don't you draw something like Ken's  
drawing? Isn't it beautiful?"

After that his mother bought him a tie and he always drew  
aeroplanes and rocket-ships like everyone else.

And he threw the old picture away.

And when he lay all alone looking at the sky, it was big and blue,  
and all of everything,  
but he wasn't anymore.

It had stopped pushing. It was crushed.  
Stiff.

Like everything else.

This poem was written by a 12 year old Canadian boy one Friday  
afternoon after school had finished. He left it on his teacher's  
desk; the teacher discovered it early on the following Monday  
morning. The boy had committed suicide that Saturday.

#### LESSONS AT HOME ARE GREAT!

James Holmes (8) sets out some of the benefits of home education in  
this article which was written in 1978. I apologise to James for  
the delay in publishing it (Editor).

It's super having your lessons at home because you can see  
interesting things when they happen. When there was an ant trail  
across the drive we all saw it. I wouldn't have been able to see  
it if I'd been at school because the ants wouldn't have said,  
"We'll wait until half past four when James comes home." Instead  
they'd have gone and I'd have missed something that was happening  
and was interesting.

We have a big garden and I learn a lot about nature which I'd miss  
if I was sitting in a classroom. There's no bullying or caning at  
home and I don't have to stand around in the cold waiting to go in.

I spend a lot of time on my own interests in lesson time if I finish early and I can carry on with things in the evenings and weekends if I want to. At home you don't have to stop at a certain time.

I like my parents and sister. We laugh a lot and join in everything together and enjoy ourselves. We have all helped to do the work on our house and in our garden and we are clearing a big pitch for football and other games right now. We often go out on interesting visits and when I finish early and my dad's at home we go out in the car to places like Treliwick gardens.

Another good thing about having lessons at home is that we can choose the time that we work. We can have lessons in the morning and go out in the afternoon or the other way round if we want to. When we're tired we rest and have a cup of tea then carry on when we're ready.

I like being able to work at my own speed at home. Last term I finished my first novel and now I've started my second one. I've nearly finished my third cartoon series and would like to have it published. I'm on my third volume of the picture bible which I find very interesting, have made a huge dragon's head for drama, write to several penfriends and have been treasure hunting and studied the history of our old buildings.

My sister joins in all these things and we really enjoy ourselves. Having lessons at home is good fun. I think I learn a lot more this way. After all, you don't often see an ant trail in the school playground, do you?

#### FEATHERED BIPEDS: Hilary Vernon

I apologise to Hilary for the late appearance of this work.  
(Editor).

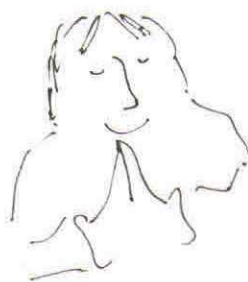
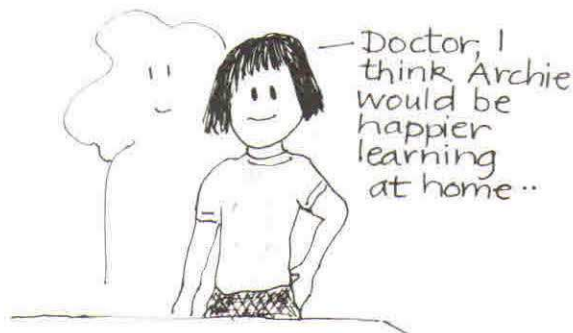
Pretty ducks, big and small,  
Mallards, Pochards, Swans and Widgeons,  
Little grey feathers dropped by passing pigeons.

But what's that I see?  
A Golden Eagle in flight, it was a beautiful sight.  
Birds of prey with beautiful wing span,  
Some much longer than the length of a man.  
Buzzards, falcons, kites and Goshawks,  
Not forgetting harriers - they don't walk.

So now I end with cheer and laughter,  
The birds of the world live happy ever after.

# EDUCATING ARCHIE

BY SEG



... Nonsense, Mrs G.  
Archie is what  
— we in the Medical  
profession call  
"unhappy at school!"  
There's a lot of it  
about, and it can be  
cured quickly by  
administering...



I was reared  
on it and it  
never did  
me any  
harm.

## LETTERS

Dear Editor,

We still have to be convinced of the value of social events for an organisation like EO, though we are probably not the type of people who join social clubs and this must colour our opinion. Basically we feel that EO caters for such a wide range of people with so many different ambitions for their many children of various ages and abilities, that it is difficult to imagine the kind of social event which would have an across-the-board appeal.

I went to an exploratory meeting in Brighton about nine months ago to see if a group might be formed and though the people were all pleasant and sincere, neither we nor the children felt the need to meet them again. Similarly, I am in regular telephone contact with another member in Burgess Hill, Michael Hebden, (when the better weather eventually arrives we hope to actually get together!) and we discuss matters concerning our particular children and EO in general, but I don't think we feel the need for social events. I have very recently made a new contact (Mark and Helen Hollands) and first impressions suggest they may be more "group" people. It might be possible to hold some sort of exploratory meeting in the summer (perhaps at their place which is a farm) to see if West Sussex people would like any organised events.

However, we personally still feel that one-to-one personal contact and correspondence with people like Dick Kitto is the best way for an organisation like EO. But perhaps one could conclude that other people don't agree, since I had only one reply to my letter in Newsletter No.8 asking for regular correspondence about EO experiences. Still, for that one person (Joan Hoare from Sheffield) and I, our correspondence is proving very valuable. We compare our respective programmes, and even arrange to swap text books. Maybe letter writing could be considered as a part of the general role of the local contacts?

Gillian Drake, Newdenne House, Church Street, Warnham, Sussex.

---

Dear Editor,

With reference to the size of the Newsletter, could you not return to using the rougher, and presumably cheaper, quality paper? If the Newsletter were bound in leather its value to members would not be increased; it is the content which is so valuable. I would not mind paying a £5 subscription, but I would object to it being spent on stiff card covers and smoother paper.

Lorna Trevelyan-Biccichi, 73 Park Road, Caterham-on-the-Hill, Surrey.

Extracts from a February 1979 letter to Sandra Holmes of Cornwall and forwarded for the Newsletter (Editor).

Regarding the way EO is being run, I don't want to go on about the class thing, but EO is obviously a middle class thing. In fact, if it had not been for your down-to-earth letter in Newsletter No.7, I doubt whether I would have considered home education at all. Mollie Jenkins also sees EO not solely for the self-sufficient, articulate few, but something that ordinary people (I suppose I mean working class) could practice with help and sympathy from the articulate few.

But the very nature of home education brings problems of isolation (especially during term time) and the attitude of neighbours (utter incredulity!) and even relatives does not make good rapport. The child feels "different", and "No school today?" from all and sundry gives both parent and child a feeling of guilt. Being part of a group, however small, would give a feeling of belonging.

The question is though, do the "core" of EO really want us ordinary mortals practising home education, or do they want to keep it elitist?

June Blake, 26 Ferrers Road, St.Budeaux, Plymouth PL5 1TX.

-----  
Dear Dr.Pye,

Thank you very much for writing and for buying my book. ("Loving Us", see booklist for details.)

I was absolutely fascinated reading your journal and completed reading it yesterday. And so I was by the broadcast; I thought of contacting EO about the book at the time. But then I concluded that there are many reasons for wanting one's child taught at home other than that one just wanted him to be treated as a human being, and that some of the reasons would be totally antipathetic to what you and I would consider to be the best interests of the child.

Nice of you to ask me to write for your journal but I have little to add to what appears in the book. I think a comprehensive review would be better if you have anyone with the time to spare. But I will help you in any way I can.

As you will read, my three children were at Summerhill. I was secretary of the Summerhill society for a number of years and general editor and publisher of the society journal "Id" for some time. Neill wrote a few complimentary things about me. I knew him in the conversational sense but nothing about his life, except what is revealed by the former.

One thing I am convinced of: that real education is something that comes out of the harmony between the parent, the child and the

education process (whatever that happens to be). With discord the struggle is hard at best.

I am delighted to have heard about you.

Howard Case, "Ladywell", Westhorpe, Stowmarket, Suffolk.

(Howard Case was Headmaster of a boarding school for emotionally disturbed children from January 1958 to April 1974).

-----  
Extracts from a letter to Sarah Guthrie:

They told me Duncan had no artistic ability at school; now he paints large, bright pictures and also enjoys sewing and embroidery. He is eager and energetic once more, and is so much more cheerful, helpful and creative.

We are all much more relaxed these days and I don't worry so much about what to teach him. It seems to be more a series of 'happenings'. At the moment he is illustrating a poem he has learnt, with patterns everywhere, and is trying to place our house in the right part of his village plan. A chemistry set has proved popular and we have found someone in the village to teach Duncan the piano during the daytime. We still have to travel 7 miles for violin lessons and for the town library. We also take the children swimming, where they have a set of "swimming pool" friends. Unfortunately we have no grandparent or cousins nearby, but Duncan now writes to his grandmother quite regularly and willingly.

We are lucky to have the Theobald family only 20 minutes away, as they are able to set our minds at rest when we have a problem. When Vincent, Elizabeth and Duncan are together, they enjoy acting short plays and at their last meeting they all three practised the violin, recorder and flute together without self-consciousness or any fear of 'doing it wrong'. This is a breakthrough for Duncan, who was agonisingly shy at school.

It really has proved to be a success story for Duncan, although we can't pretend that it has been easy. I worried about levels of teaching because, not being able to judge his standard, I found that I was going too slowly in Maths, for he was calling out the answer before I had explained the problem. Conversely, his slowness in writing meant that I became impatient, so we eventually had Duncan assessed by an Educational Adviser. We don't believe very strongly in the value of IQ tests, but at least we now understand that there is a discrepancy between Duncan's brain and his 7-year old body. This has helped us.

Although people offer to have Duncan for half a day, I feel guilty about leaving him with someone else - yet I happily send Camilla to school daily to be taught by teachers, only one of whom I have met! It is interesting to compare Camilla's attitude to study with Duncan's (she is 9, he is 7). She loves school except for PE and

games, and reads extensively, but when we discuss something she has been studying at school, she will suddenly switch off and say "We don't have to know that - we're only tested on what's in the book." A case of school restricted learning! Conversely, Duncan's project on the history of our Victorian house led him to make a detailed study of the 19th century, which in turn led on to the Repeal of the Corn Laws, conditions for workers, coal mining then and now, the Iron and Steel industry, nail-making and now cast iron and a proposed visit to Coalbrookdale.

Audrey Hannan, Rookery Nook, 116 Northampton Road, Brixworth, Northampton.

-----  
Dear Editor,

Sophia is 11 years old. She is learning two subjects not normally taught to 11 year olds at school, but which are particularly suited to this age group. One is Scheidegger touch typing, the other is Esperanto. Esperanto is a good introduction to language study as it gives a child a feeling of achievement in a short time - 90% of children studying French do not achieve a sufficient grasp of the language to be understood in France. Sophia is using "Secondary School Esperanto", Book 1. The course is for 11 to 13 year olds, and at lesson 7 she is already mastering the three main tenses. There are also Esperanto books for younger children.

In Geography we have used an issue of the "New Internationalist", Food First - an explanation of the causes and remedies of hunger in rhymes and cartoons: very good. Copies from 62A High Street, Wallingford, Oxon OX10 0EE (price 40p).

Frances Howard, 38 Hampden Road, Hitchin, Herts SG4 0LD.  
-----

## REVIEWS

THAT'LL TEACH YOU by John Kirkbride (Wildwood House £2.95) - reviewed by Robina Pye.

As John Kirkbride says in the introduction, "We could not find one book, that, in non-academic terms, listed, or explored with any energy, the negative aspects of our educational system,..." - so he wrote one himself. As he puts it, there are six Kirkbrides with ages ranging from 46 to 10. Not one of them now attends school, though in the past they have taught and have been taught in school.

This book is a documentation of their experiences, and its aim is to recall to the reader the hurt and confusion that school causes. The book is filled with drawings illustrating the familiar sayings of school: "You haven't really tried, have you?.... I'm afraid that's just not good enough... What do you mean you don't understand?.." and so on. It sets out to demonstrate the ineffectiveness of school as a centre for learning, it accuses schools of making failures of our children, and it reminds us of the bullying that occurs there. It ends with a plea: refuse to accept things as they are, become involved and concerned, question why - and then act!

It is a pity that the handwritten text intrudes just enough to make reading a concious effort, and the full force of some points is lost by wayward punctuation or arrangement, but this is a perceptive and provocative book. It would also make very effective theatre!

-----

EASY STRETCH GUITAR by David Pairman (Galliard £3.00) - reviewed by John Elenor.

Is it possible to learn a practical skill from reading a book - especially when the end product is supposed to be artistic as well? Whatever the answer (and see below), it does not deter anyone from writing such books - nor should it. "Easy Stretch Guitar" is an excellent example of this type, and is rather more than "just another guitar tutor". Mr Pairman's experience as a teacher has shown him how difficult the average beginner finds the stretches for the left-hand fingers if he starts with the traditional first position, so the left-hand work in this book begins in the seventh position. This provides the "Easy Stretch" of the title.

At the very beginning the author works from the assumption that the pupil has no knowledge of music notation, and sets out to lead him very gently through its intricacies. The style is admirable in concentrating on only one problem at a time, carefully linked to the aspects of guitar technique being studied. Nonetheless, I think that most non-readers (of music) would require considerably more reading practice than this book (or any other tutor) can give. But unlike many another book, the author has given careful thought to all the problems of learning on your own, especially how to practise most effectively; the lessons are full of valuable reminders on this subject (which should also help any parent who wants to supervise the practising).

Even more surprising - but delightfully so! - is the inclusion of a chapter on Composing and Improvising for guitar. Improvisation is such an enormous asset to any musician that one is appalled at the number of teachers who neglect or even implicitly discourage it. I would suggest that you read this chapter almost at the beginning, but in any case before you reach page 13, because however simple your improvisations, inventing exercises of your own will give you a freedom in playing not to be achieved in any other way.

I have a few minor quibbles. Some of the tunes meant to be sung with pupil accompaniment are pitched too high to be comfortable (but not high enough to be sung an octave lower) and this could be mildly discouraging. Also in two places (p.10 & p.68) the staves for voice and guitar are labelled incorrectly.

So the answer to my initial question is a qualified "yes". Some professional advice will always be necessary (the actual frequency depending on the skill and motivation of the learner and the amount of experience of those who provide help and encouragement) but don't let the professionals brow-beat you into thinking that you cannot succeed without weekly lessons!

But I think the best recommendation comes from a colleague of mine who teaches guitar professionally - almost as soon as I had shown him this book he had ordered 10 copies for his own teaching!

TEACH YOUR BABY TO READ by Glenn Doman (Pan Child Development) - reviewed by Alan Wright.

I believe that a child's learning should be as self-regulated as possible and that the child's own interest should be the stimulus for learning. However, while subscribing to the anti-teaching philosophy, those like myself with very young children will probably experience my uncertainty when faced with the "three Rs". It may be alright for the child to ignore Algebra or French, but what if he is not interested in learning to read?

"Teach Your Baby to Read" deals with this basic problem in self-regulated learning with total consideration for the child and his desire to learn. The methods Doman describes are centred round providing the opportunities for learning to read in the same way that we may help with play in a sandpit; which is to say that if the child doesn't want to, we forget the whole thing and wait until he does want to - concentrating on ensuring that the whole process is a happy one for both parent and child.

Despite the book's association with a glossy pack of flash cards, it is based on the discussion of four tenets; that young children want to learn to read, can learn to read, are learning to read and should learn to read. The chapter heading "Tiny Children should learn to read" sounds coercive but the ideas that Doman proposes are not counter to the child's own wishes. He discusses the familiar frustration of the child's creativity and the damaging of his desire to learn, and endorses the whole concept of self-regulation and response to the child's needs and interests. As Doman states, no child wants specifically to learn to read until he knows that reading exists, but since children want to absorb information about everything around them it would be wise to offer reading opportunities and to actively encourage any interest that develops. Doman gives much considered information to the parent, both on ideas of what to do and cautionary notes on what not to do.

The points Doman considers have helped me to crystallise my own ideas on children's learning (and the whole subject of upbringing), and the book is also of value in increasing one's awareness of the less overt frustrations which the child may experience in learning.

The main value of the book to me was that Doman brings the idea of learning to read within the concept of self-regulation. But the book should assist any of us with children already learning to read, and may encourage people like myself to give their babies and toddlers of one and two years the opportunity of reading.

I certainly recommend "Teach your Baby to Read".

WASTE DISPOSAL AND RECYCLING by Friends of the Earth and Norwich Teachers' Centre - reviewed by Alan Pye.

A teacher's kit for middle schools, it comes in a folder and consists of an 87-page book together with 32 separate sheets of diagrams, charts and photographs - but don't expose them to direct sunlight or they will fade away!

This interesting and comprehensive pack aims to study the nature of the rubbish we produce and considers the ways of re-using and recycling waste materials. The pack is well organised and is crammed with suggestions for further reading, visits (to scrap yards and sewage works), and activities such as collage with rubbish, composting with rubbish, collecting rubbish - even drama with rubbish.

If this sounds like a menu, I think it is. But the recipes are for boredom - the boredom of someone else's problem. This topic, which is a worthy one and of increasing public concern, is subjected to the exhaustive, dissecting and dulling scrutiny of the teacher. Pre-planned curiosity is led by the nose; the answers are just round the corner if you wait long enough. Can children be required "to come to terms with the environmental requirements of the local community"? Does rubbish have "relevance to all children"?

As an insight into the secret intricacies of children's education it is invaluable, and it is a good source of information on jargon and the way such a project can be constructed. "Rubbish, after all, is a commodity we all have to live with."

The pack is available from the Norwich Teachers' Centre, 13 Ipswich Road, Norwich; price £2.00 plus 75p post and packing - for all its faults a good £2.00 worth.

#### BOOKLIST AND ADDRESSES

1. Duplicated leaflets on many aspects of mathematics (generally of secondary level) from the Association of Teachers of Mathematics, Market Street Chambers, Nelson, Lancashire BB9 7LN.
2. Curriculum Bulletin No.1: Mathematics in Primary Schools, 4th edition 1972, 11 880019 1 (75p + 12p postage).

Working Paper No.14: Mathematics for the Majority (a programme in maths for the young school leaver) 1967, 11 88004 3 (25p + 15p postage) from HMSO, PO Box 569, London SE1 9NH.

3. "Leapfrog" catalogue for maths in middle and secondary schools from Leapfrogs, Coldharbour, Newton St. Cyres, Exeter, Devon. Leapfrog ITV guide from the Education Officer at your regional ITV company - useful notes and ideas.
4. "Understanding Maps", an occasional bulletin free from the Schools Council, 160 Great Portland Street, London W1N 6LL; while stocks last.
5. "Do it yourself Weather Instruments" 20p post free from the Geographical Association, 343 Fulwood Road, Sheffield S10 3BP. A catalogue is available.
6. A student peace project to encourage studies related to peace issues. Resource material and information from Student Peace Project, 77 Hungerdown Lane, Lawford, Manningtree, Essex.
7. "Loving Us" by Howard Case, £3.80 post paid from him at "Ladywell", Westhorpe, Stowmarket, Suffolk IP14 4TQ.
8. "Treasure Chest for Teachers": services available to teachers and schools from the Schoolmaster Publishing Co.Ltd, St Chad's Street, London WC1. Reprinted 1972.

DANGER - NOTICES!

1. The meeting at Lower Shaw Farm on 1-3 June has been cancelled - surprisingly there were not enough bookings to make it worthwhile. A rather expensive miscalculation I'm afraid as we forfeited our deposit for the booking. Dick Kitto.
2. No deposits for the seminar for guitar players to be taken by David Pairman at Theltenham on Saturday 21 July. It is for parents who can already play and wish to learn techniques for teaching their children. It is not aimed at beginners, nor at children, but you are welcome to bring your family - we would love to see you. Our station is Diss (from Liverpool Street, Colchester, Ipswich) or Thetford (from Cambridge, Peterborough and the North). Let us know if you have transport problems. Cost, including lunch etc., is £3 per head. If you are worried about your ability as a player, please phone David Pairman direct at Northampton 880867. His book "Easy Stretch Guitar" is reviewed by John Elenor in this Newsletter. Dick.
3. London members' meeting and musical event. For all members in the London area on Saturday 30 June in and around the Music Block at the Middlesex Polytechnic in Trent Park (ample car parking available or about 1 mile from Oakwood tube station). No charge except for tea. A picnic (your own



7. Logo Competition. As you will see from the cover, Julia Jones' design overcame all new entries. She receives the prize of a £5.00 book token.
8. Do any EO families want to use a free meeting place to pool ideas, to arrange exchange visits, for the children to meet each other for worthwhile social and "educational" reasons? You are welcome at our house on Saturday 7th July!

No specific activities, but the exploring is good! The garden will take several tents - we can offer one, plus one spare room for first comers. We will provide survival grub, but your own would be useful too! Dianne, Bruce, Eleanor (6 1/2), Madeleine (4 1/2) and Tom (1 1/2) Cox are at Park Lodge, Tilton Lane, Billesdon, Coplow, Leicestershire. Telephone Billesdon 684. Tilton Lane is off the A47 Leicester-Uppingham (Birmingham-Great Yarmouth) between Houghton-on-the-Hill and Billesdon (East Leics.) and we are 3/4 mile along.

9. What about a column for sales and loans of books and equipment between families? Frances Howard, 38 Hampden Road, Hitchin, Herts. SG4 0LD.

THOUGHT FOR THE DAY

Einstein was expelled from secondary school at the age of sixteen for being a disruptive influence.

