

EDUCATION OTHERWISE



December '96

No 113

The Next Issue

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The Deadline for Contributions is:

1st January 1997

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,

Special Needs

February '97 issue. Deadline Dec 10th '96

Reading

April '97 issue. Deadline February '97

A Typical EO Family

June '97 issue. Deadline April '97

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:

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71 Belgrave Rd, Loughor, Swansea, West
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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.

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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 **April '96** issue onwards.

If your newsletter does not arrive,

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

EDITORIAL

I hope that there are not too many errors in this edition, as editing is what I do for a living!

I endorse Carol's sentiments from issue 112 – it is well worth offering to edit this document, if only to improve your view of 'how things are done' in EO. Thank you to all those who have spoken to me and helped me to compile this issue.

I am a fairly new member of EO, having joined after Katherine (now 4½) was born. I also have a son, James (2). In many people's eyes, I am not yet Educating Otherwise because the children have not reached statutory school age. I subscribe to the idea that we start to learn at birth, and do not stop until we die (and I reserve judgement on what happens after that!).

The drawing on the front was done by Katherine when I requested a contribution. Daddy is Charles and he seems to be having a bad hair day.

I hope no-one objects to the jokes and cartoons I have included. I had to fill up some additional pages, so I thought I would try out the idea suggested in the last newsletter.

One reason this issue is so slim is that there were only two articles for After EO. I cannot help speculating on why

this may be. . . ! I hope more people feel inspired to write about Special Needs and Reading & Writing.

I am writing this in October, as I try to avoid starting on Christmas preparations (difficult as Katherine wanted to start practising seasonal songs 2 weeks ago). However, I wish a joyous and meaningful Christmas to all those who celebrate it; to those of other faiths, I wish you the joy of your season; to those of no faith, I wish you peace and fulfilment.

Shena M Deuchars

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AFTER EO

My son Erlend (now 17) was home educated for four and a half of his primary years, the first of which was spent in a state primary school and the last in the newly-established junior class of the local Quaker school he went to for his five secondary years. (We are not Quakers but find their philosophy attractive.)

It's been interesting to reflect that his current ambitions and plans all stem from that time at home, and that, although he did end up with some GCSEs, these were completely irrelevant to his recent acceptance on a drama school H.N.D. course in stage management and technical theatre which demands, above all, evidence of commitment and practical experience. Having been enthusiastic followers of the Portfolio Method in our home educating days and kept everything relevant to what even then he saw as his future career, he was able to demonstrate an interest going back to involvements as performer and A.S.M. at the ages of 8 and 9, participation as a Tudor ostler in the Kentwell re-creation, and umpteen visits to the Polka Children's Theatre, the National and the R.S.C.

His current technical knowledge (thoroughly tested on the interview day) is entirely self-taught, most of it having been acquired through a variety of summer holiday experiences, such as the National Youth Music Theatre and work as stage crew at the Sidmouth Folk Festival (where we used to meet other home educating families in the early days). Also, which is surprising because he's dyslexic and reading anything is an unwelcome slog, he's learnt a lot from his extensive collection of stage-craft books. This year, having decided "A" levels were not for him, he's worked at a theatre supplies firm, acquiring further technical experience, and experience of human nature and varied work situations which may stand him in good stead when he finishes his course.

Both he and I are unsure what he got from school other than meeting some nice adults and children, enjoying sport and taking part in yet more drama productions. The staff were very perceptive and flexible (very Quakerly) in appreciating early on where Erlend's interests lay and allowing him to build on them to the extent he wanted, leaving the decision about priorities (essentially Production work versus exam. work) largely up to him. This is an option probably open only to a small school, which is also independent enough philosophically and financially not to have to worry about league tables.

Had he not had the opportunity to go there, or somewhere similar, I hope we would have had the courage to go on home educating, despite the strains of doing it as a one-parent family. My subsequent working experience of a variety of (unbelievably boring) orthodox school situations, combined with the long view of Erlend's life in and out of school, has strengthened my belief in the absolute necessity for a range of educational alternatives, all catering for the needs and interests of individual children, in which greater community support for home-based education should certainly feature.

Julie Webb

After EO - What are home educated young people doing now?

When I saw this heading in the Next Issue part of the EO newsletter, I felt I had to write to tell everyone about our daughter, Anastasia, more to give assurance to others who might want to try the same thing, than to boast, honestly!

She decided when she was about thirteen that she wanted to try for Standard Grades and Scottish Highers, and she knew she didn't want to go to school, having been home-educated all her life. We were all a bit apprehensive, in that her inclinations already lay firmly on the science side, but we decided to give it a go anyway, so she started work on the syllabuses.

Her tactics were to sit as wide a range of subjects as possible at Standard Grade to demonstrate her breadth of education, although it wasn't possible to gain full certification in all the subjects from the Scottish Examination Board. She ended up, aged sixteen, with good Standard Grades in English, French (partial award), Biology (partial award), History, Geography and Maths. During this time, she also studied for the exams in Chemistry and Physics, but did not sit them as they also would have been only partial awards.

The next move was to go to Perth College that autumn, to study for Highers, partly because there she would have professional help, partly because of the laboratory facilities, and partly for the social side. It must have worked because she won three prizes for her work during the year, and came out with five Highers at Grade A in Biology, Chemistry, Physics, Geography and Maths.

She is now organising a year out doing voluntary work because she feels a bit unbalanced with all that academic studying, and hopes to go to university in 1997, aged eighteen.

It was hard work, and needed quite a lot of forward planning, but we found that the Scottish Examination Board were very helpful towards her as an external candidate. It was a bit of a hassle getting things organised, but for us the trick was not to look too far ahead at each stage, but to concentrate on getting everything ready for the bit we were at. That way, it did not seem too overwhelming.

If anyone wants to speak to us about sitting Scottish examinations as an external candidate, or any other point, please give us a ring on 01738 637165.

Yours sincerely

Zeb Korycinska

Zeb Korycinska

17 Pitcullen Terrace, Perth PH2 7EQ tel/fax 01738 637165

CONGRATULATIONS!

Education Act 1996

Well done to Education Otherwise and Rob Wade for getting the Education Act 1996 into the October issue. Such well informed, up to date information is invaluable. After reading your article, I phoned the Advisory Centre for Education (ACE) and the Department for Education (DfEE) for further information; both were impressed with the speed of your information. Although this Act is a consolidation of previous Acts, the wording has changed in places, and therefore may influence attitudes and practices.

I am educating my adopted son (who has special needs) at home, however I am

trying to negotiate with the local educational authority on the issue of part-time schooling.

The changes in the Act may be beneficial to my convincing the county that part-time education is viable. I would be interested to hear from anyone who has any views on this or experiences of negotiating part-time (flexi-) schooling

I would also be interested to hear from any Education Otherwise group, or families, in Hampshire.

Linda Harrison

Berrydown Farm, Berrydown Road, Moundsmere,
Preston Candover, Hants, RG25 2HG
Tel: 01256 389532

Information Leaflets

The new series of Information Leaflets by EO is really good. Thanks to those who put them together.

Claire Young

3 Wyvis Place, Middleton Park, Irvine, KA11 1NA

PHILOSOPHER ADVOCATES HOME EDUCATION

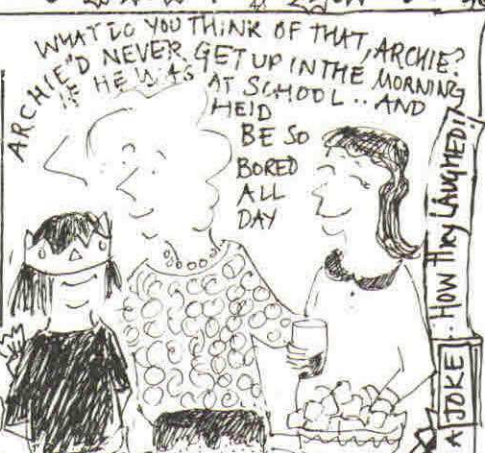
In the *Times* on Monday 28 October, William Rees-Mogg discussed John Locke's advice to a friend, *Some Thoughts Concerning Education*. Although written in 1693, Locke's thoughts are pertinent to the current education debate.

'Locke preferred private to public education', by which Rees-Mogg means that Locke preferred home education to school. As we know well, this option still exists although it is not widely taken up.

Although many of us would disagree with some of Locke's prescriptions for academic learning, much of what he has to say could have been written by a modern commentator.

submitted by *John A Blake*, summarised by *Shena M Deuchars*

EDUCATING ARCHIE at a CHRISTMAS PARTY by SGG 96



HOW TRY LAUGHED!
DON'T WORRY READER(S): MRS G EXPLAINED IT WAS ONLY A JOKE

COMPUTING NEWS AND VIEWS

Correction to Issue 112

As was announced in the last issue of the Newsletter, there is now a Web-site for EO. However, human frailty being what it is – mine anyway – I gave the incorrect address (also known as a URL, or 'uniform resource locator' – sometimes acronyms aren't such a bad idea, are they?).

The correct URL is

http://www.netlink.co.uk/users/e_o

The email address is

e_o@netlink.co.uk

Malcolm Muckle

Warning

I would advise EOers to think carefully about the use of computers for young children – under eight years old.

There is evidence to suggest that the use of computers, television and computer games has a detrimental effect on the nervous system of children under eight. If you are interested in the subject, there is a very good book called "Smart Moves—why learning is not all in your head" by Carla Hannaford, PhD (pub. Great Ocean)

William Moss

30 Crayford Road, Crayford, Kent, DA1 4AY
01322 227421

Education on the Net

Members with access to the internet may be interested in a new *UK* Education Forum on CompuServe that has a home education section. The forum gives a chance to ask questions and advice, return advice and comments, share ideas, experiences and resources information with other present and prospective home educating families and people with a general interest in education.

Clare Murton

27 Sandhill Crescent, Leeds, LS17 8DY

0113 269 0061

106136.3212@compuserve.com

There is some lively (and sometimes heated) debate going on in the UK Education forum on CompuServe. To access the service from within CompuServe, GO UKEDUCATION, then go to the Home/Alternative area (section 11).

If you have any problems accessing the service, or require any further details, call me.

Alan Reid

01364-643343

100272,3545@compuserve.com

The difference between a prejudice and a conviction is that you can talk about a conviction without getting angry.

The EO Website

The EO Website currently contains the following items:

An introduction	What EO is, and a brief historical sketch
Aims	The basic aims that EO holds
FAQ	Frequently Asked Questions, and partial answers
Contacts	Emergency phone numbers and surface-mail addresses
Tasters	Extracts from SINC and Early Years, to give some idea of the full contents of the booklets
Legal info	A brief outline of the legal situation for home-schoolers in the UK
List of UK Internet Cafes	So you can have a go at 'surfing the web' without the cost of buying a machine, modem, getting grey hair etc.
Publications and Order Form	Booklets, information leaflets and relevant books
Join EO	Fill in, print, and mail a 'Join EO membership' form, with either a Standing Order Authority, or Covenant
Links to Online Resources	Various sites on the web that are of interest to EOers, either as teaching resources, or as contacts
Free For All links	A facility for people to add a link, with a description, from EO's site to another site on the web. (This is closely monitored so that no 'undesirable' material is added. A copy of a new link is automatically sent to the email address which is checked at least once a day).
Feedback	...so people can give us feedback and suggestions (again, this is closely monitored)
Scrapbook	I've just started on this - newspaper cuttings, book reviews, snippets, etc...(quotes are from the non-specialist press)
Guestbook	Visitors to the site can 'sign' the guestbook page, which is available for all to see
Other home-schooling Websites	Again, I've just started on this

Other possible contents are: newsletter extracts; a list of relevant newsgroups (plus quotes?); legal updates; search facilities; politics; a wishlist. Maybe in the long run, when there is a sufficient 'critical mass' of EOers online, we could have our own The EO Websitemailing list/private threaded discussion area.

So far, the EO site has been a single-person venture; I need some help, as well as 'input' as to how to improve the

organisation and appearance of the site. I'm not into any of the sophisticated facilities that some Websites have (such as sound, 'movies', 3-D, Java programming, and similar), so if anyone out there is, and would like to experiment to EO's benefit, here's an opportunity.

Re. organisation of the site. The initial 'load' of the site is virtually (no pun intended) complete, but I'm not happy with the way the online resources pages

are organised. I think it might be more fruitful to have the information available by subject, even though this may seem to follow the methods of 'official schooling', e.g. Maths, Languages, Reading, Writing and Literature, Biology, Physics, Chemistry, History, Geography, Parenting, Politics, Dictionaries/Thesauri, Encyclopedias, Parenting, etc. What does anyone else think?

Ideas, anyone? EO's site has been the product of just one person - I'm certain that some of you have ideas which are much, much better than mine! Let's hear them!

Help! I don't have access to either the Compuserve or AOL-UK forums and news areas. If anyone would like to keep an eye on these, and/or the education newsgroups, it would be a big help.

Does anyone have any knowledge or information about the European Community's political stance (and associated laws and directives) toward home-education, or information regarding funding of 'free' schools, etc.?

The basics of EO's web-site are now in place; for it to continue and flourish will, like everything else, require effort and time. If you have an area in which you think you may be able to contribute, or an interest or skill that could help fulfil EO's aims, then please let me know; you could, for example, write an article which is, in theory anyway, available to some 30 million people!

;-)

Malcolm Muckle

<fireflies@easynet.co.uk>

10 Warner Road, London, N8 7HD

The Web Guestbook

If you would like to respond to any of these people, and you do not have an e-mail address, you can write or phone me, and I will e-mail them on your behalf.

Malcolm Muckle

Congratulations on this great Web page. I am homeschooling in Ireland (Republic). Do you have members there? Or do you know of a homeschooling support group. I would like to hear from other homeschooling families.

*Maureen Normoyle
normoyle@iol.ie
Co Clare, Ireland*

We were excited to find your site! Our family expects to be moving to the UK in January '97, in the Preston area. We hope to continue homeschooling our 7 and 4 year old girls. If there are any homeschoolers in the Preston/

Blackpool area, I would be delighted to make your acquaintance.

*Averil H.
hunsberger_jon@msn.com
Kent, Washington USA*

I'm glad to see that homeschooling is flourishing in the UK. We've been homeschooling bilingually (using Japanese and English) in the U.S. for several years. I'd like to know if there are bilingual homeschoolers in the UK, and if so, to hear about your experiences.

*dcarls01@baker.edu
Michigan USA*

Does anyone know something similar to EO in France? We would be glad to hear from E.O members experiences. All our best wishes for all of you.

*Patrice Bouchardon
Patrice.Bouchardon@wanadoo.fr
Fainlac, France*

Responded to by EO on Wed, 23rd Oct - MMJ

Great to see E.O. on the net! We hope to visit again soon.

*Ann and Ruth Charles
100116.3566@compuserve.com
Wymondham, NORFOLK*

At last! A British resource. Great to see EO on the net. We've just sent our kids to school (after approx 16 child-years of home education), but I hope these pages encourage lots more parents to "Du Different" (as they say at the UEA). A big thank you also, to all the EOers who helped us in the (pre-web) past.

*The Meek Family, Derby
andy_meek@msn.com*

Good to see Education Otherwise on the net at last. Good luck with the site. We will come back now and again to see how its going.

*The Went Family
101646.1161@compuserve.com
Reading, Berkshire*

Wonderful to see EO on the net at last. Thank you for maintaining the site and good luck with it. EO and UK home education will benefit from this valuable source of information.

*Clare Murton
106136.3212@compuserve.com
Leeds, W Yorks*

(EO members) Nice to see you. There is also a good home education forum just started on

Compuserve.

We have just completed 10 years of home ed, much of the time wondering if we were doing the right thing. We were! the results, in terms of rounded education and personality, are well worth it. Have confidence, and hang on in there!

*Newton family
106006.1433@Compuserve.com
Shaftesbury, Dorset*

In a week when I read in the national (UK) press of continuing and increasing stress on teachers, schools, pupils, universities etc.(and on the resources they may have), it was nice to find a site upholding the spirit of *real* education, and of co-operation rather than competition. Thanks for the effort!

A wellwisher, London

Excellent presentation for home schooling parents.

*Sandra Nicholls
snicholl@extro.ucc.su.oz.au
Sydney, NSW Australia*

Well done for the assistance. Full marks.

*Peter Ackers
Southport, Merseyside*

A useful source of education information - even for prospective teachers like myself!

*Michael Williams
michaelw@enterprise.net
London, UK*

On behalf of the Swedish homeschooling association, MATS (My Alternative To School), we congratulate you on this great HS site. We dream of creating something like this one day, hopefully not too far away!

*Ywonne & Gunnar Jarl
yog-jarl@algonet.se
Sparreholm, Sweden*

LATER YEARS' UPDATE

Many thanks to those of you who have replied to my questionnaire. More replies are welcome, especially from young people (16+) who were home-educated. I need more help with Resources (what have you used and can you recommend them?), Correspondence Courses and Examinations.

If those who have already sent me material would like to see what I have so far, please send an A4 SAE and £4 for photocopying. This will give you chance to add any extra comments. If you have e-mail, I can mail it to you free.

*Yvonne Muckle
10 Warner Road, Hornsey, London N8 7HD
fireflies@easynet.co.uk*

WHAT IS AN EO DAY?

It's 9 o'clock. I can hear Marlin (2) has pushed a chair up to the kitchen, and is exploring, so I get up. Molly (7) shows me a drawing she has just done- all in dots.

After breakfast we get out the felt tips and paper. Soon the kitchen table is covered, Basil (5) draws another boat with plenty of windows and explains that it's bigger than the Titanic, it's made of stronger steel, but it missed the iceberg anyway!

Meanwhile Molly is looking through "A first look at whales" - another good book from a charity shop. She picks the sperm whale to draw with its' blowhole facing forwards. Marlin empties out all the felt pens then scribbles a bit. I try to do some housework.

It's 11 o'clock, we grab a drink and head outside. I do some weeding. Molly makes a potion: today she's chosen chickweed. It's good for the skin- will it help nettle stings too?

After lunch we take the dogs for a walk, and us for a bike ride. We name the trees. I get asked lots of questions, from "why do we have to walk on this side of the road?" to "does water always go down hill?" We sit by the river, Molly climbs a tree. Marlin is getting water over his boots so it's time to head back.

At home I pick the vegetables for tonight's meal. The children browse on peas and cabbage leaves.

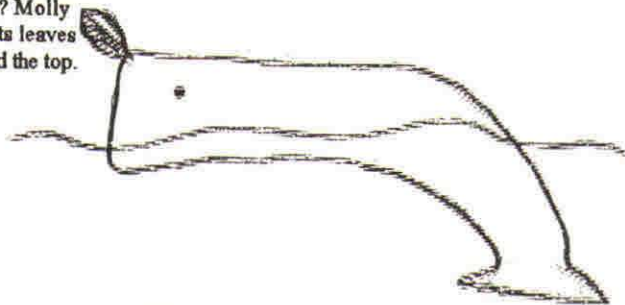
I go into cook. Look! a lady bird. Does it have 2, 6, or 22 spots? Molly comes in for a jar. She collects leaves then cuts up a rag to tie around the top.

In goes the ladybird for a short observation. Molly makes some tickets to the zoo to see the ladybird. She negotiates a price with Basil. A disturbance begins. The zoo keeper wouldn't let the client hold the cage. I intervene as a cruelty inspector and demand instant release. I suggest they inspect the insect traps. One day we'll have to make a graph of all those slugs, worms, woodlice, beetles and spiders; counting them every day for a week.

It must be getting on now, I've managed to cook dinner. After that they choose a story, I read it. I go through some careless spelling mistakes that Molly has made in her latest booklet: "The magic fairy" We discuss the next booklet: "seeds. Food project no. 1" then what we're doing tomorrow. Basil's asleep. It's about 9 o'clock. I put Marlin to bed. Molly stays awake for a bit and reads.

I collapse exhausted, have I done enough educating today? So much has been vocal work. Tomorrow we will start the food project and then go visiting. Again I'm so glad we're not pressurised by the school day!

Thanks to:
The Bruce family
Clugston Mill
Rickcowan
Newton Stewart
Galloway. DGB ODB.



I return from walking the dogs to find John my son, aged 7, wandering sleepily into the kitchen. Rick, daddy is getting breakfast. We eat, chat and John goes to get dressed. He reappears playing with a battery operated motorbike. Whilst he is occupied I do some cooking preparations. We have agreed to practice something every morning, so a bit later I help with violin and reading, which he does willingly. Then he says he wants to be a cat (we saw a friend's kittens last night) We discuss possible cat colours, then where to make a well hidden

From Rosie Benson Bunch
Basement flat
57 Montpellier Terrace
Cheltenham GL 50 1UX

den. John makes his den and goes into it. I look through some resources, find something on the letter 'a' and entice John into writing some words with 'a' in them. (He needs to practice this letter as we get some very peculiar versions of it. Maybe because he is left handed?)

After lunch we go to my parents house around the corner. John plays piano there. Then we play tennis with grandma in the park (encouraged by the Wimbledon scene). A snack and a drink later Rick takes John to a violin rehearsal for a group concert next week.

In the evening we have a meal with my parents and leave at 10pm, as John is dropping off to sleep. (Not that he ever goes to sleep any earlier....)

This is typical of many of our days, a good one because we didn't "rub each other up the wrong way"; as busy as most yet still flexible. Every day is different because we react to the world, the weather, our moods, other people, our whims, enthusiasms and feelings. I plan; some plans work, others fall or fail. Days are what they will be.....

if you have an E.O. day to share
send it to: Paula Turner
79 Kingshurst Way
Kingshurst
Birmingham. B37 6EB.

RESPONSES TO THE SDEG MESSAGE

SWELL

In the Spring of this year, there was a split in our local home educating group, SDEG. It resulted in about ten families forming a new group. I personally regretted having to do this, but did not feel it was possible for the group to carry on as it was; our differences were too huge.

So, now there are two home educating groups in the South Devon area. We want to be sure that people who come to the area, or take their children out of school here, are aware of this so that they may choose the appropriate group for them.

The new group is called South West Educational Living and learning.

Contact: Chris and Dominic May on 01803 762581
Anna Ambridge on 01803 867785

Anna Ambridge
1 Greenhayes, Dartington, Devon, TQ9 6JF



West Midlands, Christian

Following Belinda's letter in the previous issue, I thought it was time that I introduced you to the West Midlands home educators. Perhaps you may come flocking here instead of glorious Devon? Even though we don't have many, sorry any, beaches we have some lovely free parks. Our local meetings are held in a community centre called St. Paul's Venture. It is a residents project in the inner city of Birmingham. Inner city being synonymous with deprived. As we are only in the first 3 months of meeting there, we are pleased with the response to the meetings. If you are passing through the area give me a ring and pop in and meet us.

Perhaps the W.M. will be more appropriate for those who feel SDEG is not for them. Reading through Belinda's letter, it struck me that we here are in many ways opposite to them. They are 'incredibly organised' if only this were the case for me! It is a good job I have some wonderful friends helping me, reminding me of the things we need to be doing for the next meeting. It's only because of Joy, Rod, Julie, Penny, and Margaret, amongst others, that the W.M. is a success. We have no guidelines for the running of the meetings, no pro rights. Children's voices aren't loud in the W.M. In fact, they are of equal decibels to the adults. Isn't this true equality?

In one area, we are similar: the W.M.

also has its own funds. These are from members subscriptions for the newsletter, and donations to the meeting to cover crafts and drinks. We differ in that we have two adult signatories on the cheque book; the young people don't even seem to know what they want to do at the meeting, let alone how to spend the money! Our social meeting also provides tea, coffee and squash. Yes, I know they are probably loaded with preservatives, are not fair traded, and may have hormones floating through, but we can't afford to provide the more expensive alternatives. We are libertarian in letting people bring their own; we would even accept a donation of herbal teas, decaffeinated coffee, Soya milk, etc., etc.

Now to a description of our family. Paula, me, mum of four girls 10, 8, 5, and 2, Elizabeth, Georgina, Johanna and Nicole. Barrie, their dad and my husband. I think we come under the category that Belinda calls misguided. You see we tell our children that they're naughty. Of course, we only tell them that when they are deliberately disobeying. We also tell them they're being bad, but only when they are being evil (biting and pulling hair springs to mind). The strategy seems to have worked, loads of complete strangers have commented on their politeness, and their good behaviour. The girls have even been given money because someone was so impressed with them in the queue in a supermarket. They

appreciated my discipline then!

Sometimes I want my kids to be seen and not heard, sometimes I even want them to not be seen as well as not heard. Surely equality means I need my own space, and should expect the same manners from my children as I show to them? I don't teach them formally between 9.00 and 3.30, but I do make them say please and thank you - I didn't realise that was so bad! I know my kids need discipline, I know I need discipline too. I also know that the overcrowded prison population may have benefited from some consistent loving discipline.

As I am a Christian (you know, one of those born again, bible bashing types), I make no apology for teaching my children my beliefs, using the best selling book of all times, an accurate historical and scientific book: in case you didn't know, it is THE BIBLE. Most, I know not all, Christian parents give their children a fair view of world religions, new ageism, and humanism, and then let their children use the evidences of world history, current affairs and people's examples to decide what they will or won't accept. Aren't libertarians teaching their children what they believe? Aren't we all?

I don't agree with Belinda when she says 'KIDS RULE OKAY. ADULTS DO SOMETIMES'. The second bit, maybe, but letting kids rule spoils their childhood in my view. They shouldn't be expected to have to make momentous

decisions at their time in life. Let them be free, let them play without having to have the responsibility. I prevent my children climbing onto the porch and shed roof, yes, they know their capabilities, but do they realise the timbers are only 2" x 2"? Are they aware of all the leaks that have rotted the wood? I'm not libertarian enough to let them fracture a tibia, or to risk getting a fatal fat embolism (I'm a nurse, a little knowledge is a dangerous thing?)

Belinda and I do agree that we are not perfect, my children know that and forgive my imperfections as I forgive theirs. Our children have their voice in our household, and we listen. However, ultimately we have the responsibility for nurturing our children, have more experience and are further in the journey, so should have more knowledge on which to base our decisions.

This isn't a letter to say 'Oh, you shouldn't be doing that', it's a reflection on an alternative view. It's written to make others realise there are lots of ways to bring up our children and we should all be trying to do what is best for our families and communities.

My favourite Bible quote regarding liberty, is in the second letter to the Corinthians, chapter 3, verse 17.

Paula Turner
79 Kingshurst Way, Kingshurst
Birmingham, B37 6EB



Christian

As this issue's editor, I don't feel I can take up too much space, but I could not ignore the SDEG message.

Although not libertarian, I do not beat my kids (daily or with any other frequency); I do not tell them they are bad (although I do tell them they do naughty things); and I do not teach formally.

However, I do expect them to say please and thank you. I say those things to them, and they are not repressed. In fact, 'thank you' is James' (2) favourite phrase – he uses it regardless of whether anyone has helped him, and his use of the phrase is positively reinforced because he looks very cute and smiles. This means that people respond well to him, so he says 'thank you' again. And surely the purpose of manners is to oil the wheels of social interaction?

I also give my children food that I think is good for them. I don't make them eat it, but I do not provide other food. The choice is very easy for a small child – eat, or be hungry; mostly, they eat. However, I do not think that this is

damaging because I do not deliberately serve food that they dislike, and I do not present them with the choice in a vindictive way. Their diet is varied, but contains more wholesome food than not. How do libertarians manage meals? This is asked in a spirit of genuine inquiry, as I cannot imagine that you serve up unwholesome food, in order to allow them to choose.

I also know that they need discipline, just as I do. I can assure you that this issue of the newsletter would not have appeared if I had not been disciplined, as the timescale is quite short. The self-discipline that I apply myself was acquired (partially at least) when my parents disciplined me.

As a Christian, I teach my children about my religion. I do **not** ram it down their throats. As an evangelical Christian, I know that I cannot make them Christians. However, I can try to show them God's love in the way I treat them. And as God (and church) is such a large part of my life, I cannot avoid teaching them about Him. I do not believe that Belinda and Alan can avoid teaching their beliefs. I may disagree with the things they are teaching, but that is not the issue. More importantly, they are deluding themselves if they think they can raise children without passing on values. At least I **know** the values I want to teach.

I am pleased that like-minded people have found each other in SDEG. However, I also found Belinda's letter a salutary reminder that we are thrown together with some odd bed-fellows

because we choose to educate our children 'otherwise'. If other Christian EOers in the London or Surrey areas would like to get in touch, Katherine, James and I would enjoy meeting you. If people with unclear ideas about Christianity would like to learn more about it, then I am also happy to talk to you.

Shena Deuchars

206 Lavender Avenue, Mitcham, CR4 3HP
deuchar@bes.org.uk 0181 395 0209

... and the last word!

Just a short note to say 'Thank you' to all the families who have written or phoned me regarding my letter in the last newsletter (No 112), my yearly recruitment drive to tempt all you fellow 'libertarian' home-educators to Devon and the South Devon Education Group. The EO newsletter has only been out three weeks – what a response.....

The lovely Lindsay-Turner family have already moved to be part of the South Devon Education Group – we're lucky, lucky, lucky..... so has trapeze extraordinaire Al Head and Co, and also Delores and Robert. We have already had the May family (wow! what a brill' gang) visit us. Christina Vita and her three boys also came to visit us – I hope everything works out for you . . . maybe even Devon . . . thank you for the wine and fudge and home-made honey! Thank you also to Hilary and David

Mason for contacting us . . . see you soon. Also, lovely to hear from Maureen and Martin Witak . . . hope to see you at some SDEG events. Thank you also to the Paddon family – Dreams DO Come True!! Come on holiday again soon and visit us. Thanks to the Murphy family for their letter . . . please come and join us – the wood and potatoes are ready for the fire on the beach! Hello to Lindsay Mitchel, hope everything works out for

you and your family.....

Anyone else who would like to move to 'Dynamic Devon' and is thinking of joining a libertarian support group for home-educators, please contact me, it will be great to hear from you – even if it's a little dream.

Belinda Harris Reid

The Old House, Station Road, Buckfastleigh
Devon, TQ11 0BU
01364 643343

Wedding day weather
forecast: "Warm and close,
with a little son later."

HOME SCHOOLING IN OXFORD

Background

My husband and I have three children. In Oxford City, there is a three tier system of schools, although Oxfordshire County has the primary and secondary system. We have been fully involved in our children's Church of England first school, have great respect for good teachers and have no problems with the idea of school in general. I very much enjoyed my own time at school.

In 1994, when Gareth, our eldest child, reached the age of 9, he left first school. However, there was no room for him at any of the local schools of our choice. He was allocated to our nearest school, which had a reputation for poor discipline, and bullying. Gareth is quite

small for his age, and wants to do what is right. He feared that he could easily be a target for bullies and was adamant that he was not going to this school. A friend told us about home education and Education Otherwise. When Gareth was still not offered a place at either of the schools that we liked on appeal, we made the decision to teach him at home, in spite of a threat of prosecution, from the local Education Officer, if we didn't do a good enough job! Our son was immediately happier when he knew that there was an alternative.

I was to do the majority of the teaching. Like many other home educators, I have no training as a teacher, but a fairly good broad education base. We are part of a Baptist church, and a part-time teacher

friend from church offered to teach Gareth maths in two sessions a week. This was a huge help and a great relief, as maths is not one of my stronger subjects!

Our Style of Home Education

As we hoped to get Gareth back into school when there was room, I decided to stick pretty much to the National Curriculum. The guide was helpful, although expensive at £25. Our week was fairly structured, but flexible. Generally on Mondays, Wednesdays and Fridays we worked at home; on Tuesdays we did some shopping for a couple of elderly people; and on Thursdays we helped at our church lunch club.

Gareth is a lively-minded, bright boy, who mixes well with adults and most children. At first he missed his school friends a lot, although he did get together with his best friends after school and in the holidays. Gareth also enjoyed attending an active Cub pack, and is part of the Sunday School at church.

We visited the local library once a week, where we made great use of their information books. I also bought quite a lot of text and reference books (some from charity shops). I would recommend that people look at books very carefully (especially text books) before buying, as it is easy to spend lots of money on things which may not be too useful.

We studied in a thematic way and over

two years covered topics such as America, light, weather, forces and movement, the human body, Egypt, and the estate where we live. We put our writing/typing and pictures on each of these subjects into books with plastic pockets, which made them look very attractive. Travel brochures and magazines are a great source of beautiful pictures to illustrate work. I collected a folder full of all sorts of pictures which we could use when needed. Other work such as geography, chemistry, English, French, history, and maths was put into files or exercise books. Some art work and design & technology projects were photographed. Gareth has a particular interest in drawing and model making, and drew a cartoon strip for our monthly church magazine which I collected in his folder. I recorded in a notebook what we did each day, with timings during the first year, but just a daily list after that. We invested in a computer, so that Gareth would not miss out on IT, and as a family we have certainly found it to be very useful, in spite of my initial reservations. We did cooking about once a fortnight – food that we ate at home, such as cheese and bacon flan, date & ginger cake, shepherd's pie, apple crumble. We wrote out the recipes, then cooked and ate!

A great resource for home educators is schools television. Both BBC2 and C4 have many excellent programmes, which can be taped and viewed at appropriate times. Gareth would often

enjoy programmes which were supposed to be for older children – he also relaxed in front of Sesame Street, but wouldn't want that spread around!

We benefited from the Education Otherwise free entry to such places as the Imperial War Museum and Science Museum, and visited the National Gallery, Didcot Power Station, the Natural History Museum, the Bristol Exploratory, and the American Museum at Bath. When schools received a video, booklet and poster pack to commemorate the 50th anniversary of VE Day, we wrote to the DfEE, and were pleasantly surprised to be sent one!

What's Happening Now?

This year, when Gareth was 11, we applied for him to go to a nearby county secondary school. Unfortunately, he did not get in, but was offered a place at one of the middle schools of our choice. The school allowed Gareth to sit his SATs and he achieved level 5 in all three core subjects, which was satisfying for us all!

In September, Gareth started in year 7 and his sister in year 5. They were both rather nervous but Rhiannon settled very quickly. Gareth is taking longer – he is finding it very tough to go back to a larger school where the children swear a lot, are quite often aggressive and rude, and generally behave like fairly normal children! He will get used to it, hopefully without compromising his own beliefs in the process and, fortunately, the teachers are very supportive and understanding.

The Education Authorities

As Gareth did not leave the first school early, we did not have to notify the authorities to deregister him. We did tell the local education department verbally three times that we would be teaching at home, but did not write to them. During the first year, I did not want to have the supposed obligatory visit by an inspector, as I suspected that the attitude would be confrontational and unhelpful. However, after two years of not hearing from the education office, I was a bit offended! We had some jolly good work to show them, supported by the SAT results, and they were not interested.

Summary

There were days during our two years at home together when Gareth didn't want to write, when I wasn't patient enough, when we would argue and shout, when I would despair about whether I was doing the right thing, when I was tired of spending almost every evening preparing work, when I wanted more support and encouragement. However, I am glad to have had the opportunity to educate one of my children at home for a while. We both learnt a great deal, in many ways, and on the whole enjoyed the experience. I am grateful that I have been able to be able to include Christian moral and spiritual teaching, which would not necessarily have been the case at school. I think that it has been comparatively easy to teach Gareth at home for this time, as he had a good start at school and I didn't have to cope with the more complex, specialist and

detailed studies of GCSEs. There is great scope at home for doing practical work related to the academic learning. Friends, family, local firms/businesses, and people in the community may all be willing to be involved in giving help – if they are asked. I would definitely consider teaching the same stage at home again, if I had to, and would return to home education at a later stage if necessary. There seems to be very little support or help from the authorities. Mutual support through organisations such as Education Otherwise is essential!

Resources We Found Useful

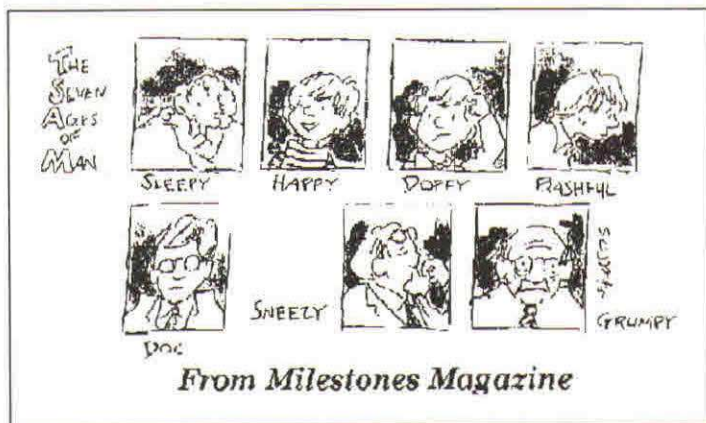
- A good globe
- Eyewitness Science Guides (Dorling Kindersley)
 - How the Earth Works (John Farndon)
 - How Science Works (Judith Hann)

- How the Body Works (Steve Parker)
- The Young Scientist Investigates (OUP, Terry Jennings)
 - Teacher's Manual
 - Course Book 1
 - Course Book 2
 - Various topic books
- Oxford Children's Encyclopedia (OUP)
- Oxford Junior English 2-5 (OUP)
- Oxford Primary English (OUP)
- Web of Language (OUP, tape and book)
- Kingfisher Illustrated History of the World
- Webster's Handy Dictionary (Chancellor Press)

We would not have managed without our local library. Grateful thanks to the staff!

Margaret Stranks

34 Cranley Road, Headington
OXFORD, OX3 8BW
01865-65683



AN EO MEMBER – TO BE OR NOT TO BE?

Why renew our subscription? The annual reminder having arrived and the last Newsletter editor having mentioned that contributions are thin on the ground, here is a personal thrashing out of the pros and cons of EO membership, with which some may identify.

My initial reaction is to list the reasons, or reason, why I would not want to be on the roll for another year. It is the relief of not having to read the newsletter. This is not to disparage either editors or contributors. It is simply the effect it has of inducing depression, a chilling sense of isolation, the feeling of being the mid-term entrant, the new child in the class where everyone else has already paired off. The clubs and cliques have their full complement. I can't play or understand their games.

Admittedly operating within the social limitations imposed by long term ME, I have succeeded in establishing only one, much-appreciated, contact through EO. The search for a kindred spirit which I thought would be narrowed within EO has proved unexpectedly and disappointingly unfruitful. Every newsletter drives this home relentlessly. I am not given to dwelling on the disadvantages of my circumstances, nor do I wish to be reminded of them (that's why I ceased subscribing to the ME Association). I find that every day, in part if not in total, is happy. We read our success by our daughter's contentment and enjoyment of learning, and the lack of company of the kind that might have been provided though EO is only occasionally felt. Alas, those occasions principally coincide with the arrival of the newsletter.

Why then belong to EO? Again an important reason is the newsletter: the occasional legal

update, political note, or review of educational material. In addition, membership brings the security of having backup in the event of having to deal with the LEA. It means having the authority of an organisation to which to refer. Met with enquiries about our daughter's educational arrangements, a flash of one's EO badge often brings immediate reassurance. An organisation seems to convince that we're 'doing it properly'. I imagine this is comparable to the difference between calling oneself an unaffiliated Christian and belonging to the local church choir. In other words EO is a status symbol.

So in view of this, I will renew our subscription, bravely open each newsletter (Prozac in hand), gratefully hang on to my security blanket, and do my bit for society by contributing a £15 log to the EO beacon.

Epilogue

On a constructive note, (and to pre-empt charges of sour grapes), I applaud the suggestion made by Carol Wilson (editor of the October 1996 Newsletter) of a contact page. How about a more informal approach, a Talking Wall, or admit adults to the children's one? Does it have to be a wall? How about a pavement? A puzzle page would lighten things up. So would a humorous anecdotes section à la Reader's Digest, dare I suggest? How about an art page? A Negative Zone page, so potential contributors feel free to offer comments on their reservations (and suggested solutions to problems) about EO, might invite more articles.

Suzanne Cox

8 Berkeley Court, Vines Avenue, London, N3 2QE
0181 346 6870

LETTERS

Social Isolation

Here are some of my thoughts after reading Anne Pope's letter (issue 112).

Isolation

Loneliness seems to depend on the child, and on what they are used to. Although we live in a village with lots of kids, I have one child who will 'clock-watch' until his friends get out of school, whilst the other one will play quite happily by herself if she knows we'll be seeing a good friend in several days time. I spend quite a bit of time and energy finding out about clubs etc., and ferrying them to and fro – sometimes quite long distances. (Last year was the worst when we did a round trip of 50 miles twice a week because of a brilliant music club!) Having said that, although clubs are fun, they are not always good places for making friends, and even my clock-watching son is finding he would rather have someone he gets on well with over to play occasionally than go to a club or activity on his own. There are no easy answers – though if everyone spent a lot less time in school it would help! – but a rich home life is just as good as a hectic social life, and if the kids are happy, then I reckon this is a chance to relax and enjoy living in a beautiful place.

Language

Why not find someone who will teach the whole family informally – playing board games and cards is a good start – and progress to having Welsh-only meals and even whole days. This is a good way for any language, and it's so much easier if you can learn together. And remember, it's a well-known, totally unbiased fact that Welsh is the language of heaven, so future prospects are better than for other

languages!

Maths

Whatever way you choose to teach maths, the main thing is that it should be fun. People hate maths when they get the idea that it's hard, but most kids enjoy games and puzzles – and that's maths! One of the ideas behind Kumon is that nobody is made to feel stupid – everyone gets full marks. It depends what you mean by traditional maths. The skills, such as mental arithmetic, are invaluable, but teaching tables by rote can create mental blocks. Instead adapt or make up games which use tables. Sometimes there are articles about maths games in this newsletter.

If you have access to a computer there is lots of potential there for fun maths, e.g. Funschool and Maths Rescue. For booklets brimming with ideas, and also a calendar with a puzzle every day, contact QED the Fun Maths People on 01904 424381.

Marit Tam Lit

Calypso Barn, Low Farm, Bishop Monkton
Harrogate, North Yorkshire



Help for Research

I am currently studying for a BEd (Hons) with Nottingham Trent University. As a supporter of home education, I have used this theme where applicable throughout my studies. I am now looking at the following areas:

- What would attract an EO student to formal education at the ages of 16–19 and 19+?
- What would encourage an EO student to choose one College/University over another?
- How necessary is it for the EO student to go into a formal educational setting, at the above ages, to attain the qualifications necessary for their chosen pathway in life?
- What are the advantages and disadvantages of using technology, e.g. computers and the Internet, in the course of modern education?

I would appreciate it if those who would be prepared to help in my studies could contact me so that I can approach them in more detail as and when appropriate.

As I work full-time and am often away from home, I would prefer you to write to the address below. However, if you prefer to telephone, I do understand.

Mrs Susan Bayram

38 Chapel Lane, Keadby, Scunthorpe
N Lincs, DN17 3EL
01724 784148

Financial Help

Has there ever been an attempt by home educators in this country to receive financial assistance from the government for home education? If all parliamentary parties allow us the right to home educate, should we not also

receive equal financial consideration with schools?

William Moss

30 Crayford Road, Crayford, Kent, DA1 4AY
01322 227421

Education in Scotland

How does the Education Act 1996 impact on Scotland where legislation is not necessarily the same as in England and Wales?

Is it any wonder that so many letters ask, 'Am I doing it right?', when most of us get no support from family and friends? Mind you, complete strangers can be very encouraging, which makes you feel, 'Yes, we definitely are doing the right thing.'

We love the freedom to do our own thing, to take days off as and when we please, and to see our children develop their own potential rather than any ambitions we may have had for them. Education should be learner-driven, rather than teacher-led.

One of my Primary School teachers recently told me that she was giving up after 38 years, because she no longer got **any** pupils who were keen to learn. Another teacher told me she spent the whole of the first **year**, not term, getting the children in her class to listen and pay attention. Most have the attention span of a cockroach with CJD (if that is possible). Keep up the very good work.

John A Blake

70 Tullibody Road, Alloa
Clackmannanshire, FK10 2NL
01259 216495

The Education Act 1996 does not affect Scotland at all. The appropriate act is still the Education (Scotland) Act 1988. *Rob Wade*

Home Education in USA

Thank you for the response to my query about the number of school-aged children in the UK who are homeschooling. Trying to come up with an estimate of the number of home-educated children here in the U.S. is similarly difficult, and no one claims to know the precise number. I have seen recent estimates ranging anywhere from 500,000 to 1.2 million.

Dave Carlson
dcarls01@baker.edu

Bullying

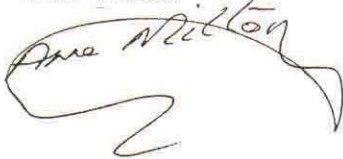
Our local college are running an evening course in script-writing and I am preparing a script on school bullying.

Are any EO-ers willing to tell me what has happened to them?

I am also interested in anyone who has been referred to counselling as a result of bullying since people's experience of counselling seems to be very varied.

If I succeed in getting a TV script accepted maybe we can raise awareness of the way some schools deny they have a problem, then other children will be saved the misery that our own have gone through.

Best wishes



Anne Milton
Bank Cottage, 37 Rock Lane, Ludlow
Shropshire, SY8 1ST
01584 874032

Publisher Wanted

Having spent a year teaching in Tower Hamlets, I then settled down to write a book about it. The manuscript has been read enthusiastically by many people, but no one wants to publish it. Some publishers have also been enthusiastic, but tell me it is not quite right for their list.

The problem is that, though there is plenty of precedent for a book like this in the States, there is nothing like it in the UK. I deal with issues like bullying in the staffroom and the impossibility of responding sensitively and genuinely to children in a conventional school – and this in a class of only 20. I've tried to explain exactly what goes on in schools and why they're so bad for children.

I'm writing in the hope that someone reading this will have an idea of a publisher that would be interested. Initially, I wrote the book for my own needs, and thought that I wouldn't care if it was published, but now I feel strongly that it should be.

Peggy Thomas
Flat 17, 31 Westwood Hill, London,
SE26 6NU
0181 778 4955

COORDINATORS UPDATE

When you joined EO was there a local coordinator to welcome you, or did you start your new approach to education with no local contact? Could you consider being the welcoming voice for your area?

A number of coordinators have had to stand down recently because of pressure of work, a house move, or no longer having home-educated children. Nearly all the areas mentioned in the last newsletter and, additionally, the Borders and Wiltshire need coordinators.

New Acting Coordinators

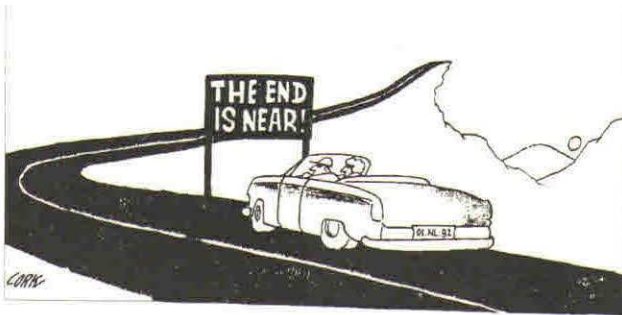
Yorkshire West	Diane Green	01484 846946
Berkshire	Pat Connor	01734 662123

Change of Address

Fiona Brookes

The Annexe, Sweet Meadow Cottage, West Manley Lane, Tiverton, EX16 4NJ
01884 252706

If you have been considering the role of coordinator, contact Isobel Bogucki on 01403 261178



ECONOMICS

"Economics???" NO WAY!!! Maths is bad enough – who needs economics?"

Glazed looks and boredom abound at the very mention of the word, but maybe this is because the usual approach focuses on the monetary system on which our materialistic Western culture is based. For a wider/alternative view of economics, here are some starting points.

New Internationalist, April 1996

This very readable magazine looks at 'green economics', tackling the problems caused by our culture's narrow definition of progress and reporting on thriving alternative initiatives from around the world.

Even if your children are too young to read it for themselves they can still use some of the ideas:

- Design an advert persuading people not to buy something
- Design an economic totem pole
- Design a production cycle (every part is reusable, as opposed to a production line, that ends in waste products)

My eight year old kept asking why people flocked to the towns, during the Industrial Revolution, to work long hours in dangerous factories. We found the answer in this magazine.

Telephone 01992 822899 for a back copy.

The Bible

A surprise! Get a modern translation of the Bible (e.g. Good News) and find Leviticus (the third book, right after Genesis and Exodus) chapter 25. God's economic instructions include cancelling all debts every 7th year and returning all property to the original owner every 50th

year. As far as I know this has never been implemented. Imagine the impact if it were!

Find out if there are any communities near you which practice common ownership (e.g. Camp Hill villages). Is it limiting or liberating?

Join a LETS scheme

This is an ingenious bartering system which is catching on fast and which kids can easily take part in. Unlike simple bartering, you don't have to do a straight swap. Unlike a cash system, you don't have to earn before you spend.

If you have grown some tomato plants, Sam can "buy a few for, say, 5 local credits. Sam is then committed to earning 5 credits, so he offers babysitting. Kim needs a baby-sitter, and to earn local credits is offering handmade earrings – just what you wanted!

For more information, and to find your nearest LETS scheme, send 6 1st class stamps to LETSLINK UK, 61 Woodcock Road, Warminster, Wilts, BA12 9DH.

Fair Trading

How does international trade work, and how does our economic system affect producers in other parts of the world?

Oxfam's *Resources for Schools and Youth Groups* catalogue describes several games which aim to simulate real life situations. Two of the best ones are Marketplace and Balancing the Books.

In Marketplace, aimed at the primary age range, the players 'produce' and 'sell' commodities, and invest their earnings in the community.

In Balancing the Books, aimed at teenagers, the players take on the role of government ministers in the newly-formed Namibian government. Using the actual figures the real new Namibian government had in 1990, players work

out budgetary priorities.

Phone Oxfam on 01865 311311 for the catalogue.

Development Education Centres

These centres stock a wide range of materials (books, teaching packs, games) and many of them operate a loan service. Well worth a visit.

Phone the Development Education Association on 0171 490 8108 to find your nearest centre.

Marit Tam Lit

Calypso Barn, Low Farm, Bishop Monkton
Harrogate, North Yorkshire

Reading

Is reading the most important skill a child can learn? If so does it need to be taught or will it be acquired naturally? Are reading schemes a good or bad thing? Is it a problem if a child learns to read early or very late?

The April issue of the Newsletter will be about reading; please send your experiences, problems, views, reviews and questions to:

Michael Allen, 71 Belgrave Rd, Loughor, Swansea, West Glamorgan SA4 6RF
Tel. 01792 898191

Special Needs: If you have a contribution for the special section on Special Needs in the February issue of the Newsletter, please send it straight away.

Could the lady who volunteered to edit the April issue of the Newsletter get in touch with the Newsletter Co-ordinator as I have lost your details.

Sue Hutchin 01233 820008

REVIEWS

When Corporations Rule the World

by David Korten

One chapter of this book describes the ways in which transnational corporations are trying to gain hold of children's minds through schools. It describes the situations in North American schools, but it is probably not much different in this country. It makes chilling reading:

'Television has already been wholly colonised by corporate interests which are now laying claim to our schools. . . .

'20 million US schoolchildren used some form of corporate-sponsored teaching materials in their classrooms in 1990. Some of these are straightforward promotions of junk food, clothing and personal-care items. . . .

'Corporations have also been aggressive in getting their junk foods into school vending machines and school lunch programs. . . .

'Coca-Cola launched a lobbying attack on proposed legislation to ban the sale of soft drinks and other items of "minimal nutritional value" in [state] schools. . . .

'Another Mobil contribution to [state] education is a video prepared for classroom use that touts plastic as the best waste to put in landfills. An Exxon module entitled "Energy Cube" omits discussion of fuel efficiency, alternatives to fossil fuels, and global warming. Indeed it attempts to equate [petrol] with solar energy in the students' minds by explaining that its "energy value comes from solar energy stored in its organic chemical bonds." . . .

'Channel One, an advertiser-sponsored

schools television program, beams its news and ads for candy bars, fast food and sneakers directly into the classroom for twelve minutes a day in more than 12,000 schools. In exchange for a satellite dish and video equipment for each classroom, schools must agree that Channel One will be shown on at least 90% of school days to 90% of children. **Teachers are not allowed to interrupt the show, or switch it off.** A survey found that most students thought that, since Channel One was shown in schools, the products advertised on it must be good for them. . . .

'More and more companies see educational marketing as a compelling, memorable, and cost-effective way to build a share of mind and market into the 21st century. . . . building brand and product loyalties through classroom-orientated, peer-pressured life-style patterning. . . . Can you devise promotions that can take students from aisles in school classrooms to aisles in supermarkets? . . .

'Other corporations are proposing to operate the [state] schools on a for-profit basis. The possibilities of profiting by turning classrooms into new mass-media outlets for corporate marketing, image-building, and ideological moulding pitched to young and malleable minds are staggering – and frightening'

Another reason to educate out of school?

reviewed by *Patricia Knox*
Pen Llywennan, Bodedern, Holyhead

Maths Books

Like many home educating families, we use a maths scheme (in our case, Ginn Maths) but we supplement it with maths games like Yahtzee (thanks to Betty Ball's very helpful instructions on how to introduce the game gradually to young children), Rummikub, Snakes and Ladders with two or more dice, etc.

We also get a lot of pleasure from two maths books we've discovered.

Math by Kids

As is obvious by the lack of an 's' at the end of 'Math', this is an American book. Susan Richman has also written *The 3 R's at Home* (a book very dear to our family's heart) and *Writing from Home*, and she is the editor of the Pennsylvania Homeschoolers newsletter.

The book consists of maths problems devised by children aged from four to sixteen and is divided into different categories: Trading, Comparing and Counting Things Up; Cooking Up Maths Problems about Food; Mystery Numbers; Using Real-Life Data to Solve Problems etc. Once they have worked out an appropriate number of problems, children are encouraged to make up their own in the same style and there are certificates at the back of the book that can be filled in when three problems in each category have been successfully devised. The answers to each of the problems are also given, with comments, by Susan, parents, or the children who made up the sums,

about what inspired that particular problem, different ways of working out the answers, etc.

This book has really inspired Johnny (11) and Jenny (7) to make up their own maths problems. On the day we received the book in the post, after we had browsed through it, they immediately started making up verbal maths problems for each other and the book is still a great favourite. They love looking at the names and ages of the children who made up the problems (some of whom are children they know) and choosing problems that are of particular interest to them. And, of course, making up your own problems is an excellent maths activity!

Math by Kids is available from Pennsylvania Homeschoolers, R.D. 2, Box 117, Kittanning, PA 16201, USA. You can order it by e-mail from their webpage:

<http://www.pahomeschoolers.com>

The book costs US\$6.95 plus US\$4 postage. You can pay by VISA, Mastercard or a money order in US dollars (available from banks).

Numbers - Facts, Figures and Fiction

This is a book we borrowed from the library and then had to buy our own copy. It starts at number zero and continues up to 156, with pictures, mathematical facts and other facts about each number. From 157 to 999 the facts are simply mathematical ones, apart

from those featured in "A few large numbers" which gives more details about numbers such as 1000 and 1729 (to find out why, read the book!).

Johnny and Jenny love this book and it has been a springboard for many, and varied, interesting activities and investigations. For example, number 7 had us remembering what are prime numbers and Lucas numbers; reading about Mersenne prime numbers; listing the days of the week and talking about how they got their names; talking about the fact that September used to be the seventh month of the year and remembering what happened to change this; discussing the Seven Deadly Sins, what each of the words means, and why they would be considered sins; looking up the Seven Wonders of the Ancient World and marvelling at them; looking up the Seven Sisters in a book about astronomy and pointing out other constellations we recognised; finding out which play Shakespeare's 'Seven Ages of Man' comes from, and reading and discussing the passage; remembering the names of the Seven Dwarves and counting the sides on 20p and 50p coins! All in all, I reckoned we covered maths, English, history, religious and moral education, geography and popular culture!

Numbers is published by Cambridge University Press and costs £10.95.

Penny Veitch

Barravourich, Ramoyle, Dunblane, FK15 0BD

Make Maths Fun!

The Tarquin Catalogue is full of mathematical models, optical illusions, scientific ideas, puzzles, number games, and lots more. Packs cost from £1.75.

The Tarquin Books Catalogue contains gift box ideas, mobiles to make, pop-ups (including historical scenes), etc.

Contact: Tarquin Publications
Stradbroke
Diss
Norfolk
IP21 5JP

submitted by *Sue North*
Quince Cottage, 30 Oswald Road, Moordown,
Bournemouth, Dorset, BH9 2TQ

HOME EDUCATION AND DYSLEXIA

I gave this talk to Barnet Dyslexia Association on July 10, 1996. I have been a member of the Association for 8 years. My wife, Shelley, and I have been educating our 4 children at home for most of this time. We have used the methods devised for teaching dyslexic children.

Home education is a realistic and exciting option. It frees you and your children from dependence on the educational authorities, in and out of schools. While the experts agonise, you find out what works for your own children and enjoy the learning experience with them.

Home Education is the fastest growing part of the education market. It is reckoned that twenty years ago there were just 10 families in Britain home-educating. Now there are 10,000 families, home educating perhaps 20,000 children. There are many reasons why parents choose home education for their children: some do it for religious and philosophical reasons; many to escape bullying; some, like us, because our children have special educational needs. Schools may be thought to be too formal, too progressive or too strict.

The two questions which we are asked, sometimes heatedly, are 'Is it legal?' and 'What about the socialisation?'.

Home education is legal. Parents are legally responsible for their children's education. If they have handed that responsibility to the state, by sending their child to a state school, then they have to deregister the child [when they decide to home educate]. This has been made simple by a recent change in the law.

In Barnet there is a school inspector who looks after the home educators. We have known two of them; both had a positive attitude to home education. The first, Mr

Lee, introduced us to EO, Education Otherwise, the support group for home educators.

I must point out that the state provides no help, neither money nor materials. However the cost of materials is not great and if set against the travel and uniform costs of schools then many parents will find home education cheaper than school. Similarly, with time: much more is achieved in less time at home. So we teach during the morning, leave the afternoon free and then tap into after school activities, swimming, football, ballet, etc. where our children turn up fresh and eager.

On the question of socialisation, I will quote the Times in April this year, 'studies suggest that Home educated children are more socially mature and emotionally stable than their school based contemporaries, who are dependent on peers for language, attitudes and taste'.

We did not start to home educate by choice. My son John, then aged 6, was becoming frustrated with his failure to learn to read, despite being in a small class. My mother-in-law Wanda was staying with us and gave him a lesson. After his first lesson, John came out and said, "It's OK, Mum. Grammie can help me." We were launched. The book we used to guide us through literacy skills was the Gillingham method Green book. It is the foundation of all dyslexic teaching methods.

In 1925, a distinguished American neurologist, Samuel T Orton, set out a research programme into dyslexia. He set up clinical, educational and research studies. Anna Gillingham and Samuel Orton researched and published this programme for teaching dyslexics using

multi-sensory and structured methods. The Green Book we use was published in 1960 and was the sixth edition. The method requires one to one teaching on a daily basis and is comprehensive – it works.

This daily tuition is necessarily expensive, so successive researchers have taken the Gillingham principles and have adapted them to the practicalities of the market place. These techniques arrived in England under the tutelage of Sally B Childs, a protégé of Anna Gillingham. Sally Childs was already applying these principles in a wider manner. Many applications have been produced here, from *Alpha to Omega* by Dr Beve Hornsby, to the Hickey method. All work.

As home educators, we continued with what we started, the Gillingham Method, and looking back I now realise it is a method that is ideal for home teaching. The main cost is your own time, and this is easily justified by the evidence of solid success.

Buying the Gillingham method brought us the rest of the catalogue from Educators Publishing Service in America. Over the years we picked out much useful material from this, in study skills, comprehension, grammar, composition, how to type, etc. Similarly, after hearing about a series of graded phonic readers published by Modern Curriculum Press also in America, we were able to use their comprehensive maths course which applies the same multi-sensory methods to maths.

We have not home educated at secondary level, but many have. I understand that where conditions are right, children can be prepared for GCSE maths in 60 hours. There are many open learning colleges to

choose from.

You will see that we set out to educate our children in a formal structured way. Many Home educators have chosen to be very different. One lady we met did not start to teach her sons until they were 14 and 15. Both set to and achieved double degrees, perhaps their experiences had taught them what they needed to know.

I will finish with two thoughts. Firstly, if you are to be a professional teacher, you need to learn to teach all sorts of children. To teach your own, you only have to concentrate on them. Secondly, I now know that all children have an instinct to learn and the greatest punishment is to deny a child the opportunity to learn.

Contact: Modern Curriculum Press
4350 Equity Drive
PO Box 2649
Columbus, Ohio 43216
Telephone: 1-800-321-3106

- MCP Mathematics: Pupil's Book – \$8.49
Teacher's edition – \$18.99 (per year)
- Complete Phonics Practise Treasure Chest (140 books) \$179.00

Contact: Educators Publishing Service, Inc
31 Smith Place
Cambridge, Mass 02138-1000
Telephone: 1-800-225-0412

- Gillingham Manual – \$30.50
- Gillingham Green kit complete – \$121.55
- Explode the Code – \$5.55 each
- Diana Banbury King:
Writing Skills for the Adolescent – \$7.10
Writing Skills (1 and 2) – \$5.55 each
Keyboarding Skills – \$9.50
Rules of the Game: Grammar through
Discovery (1, 2, and 3) – \$7.15 each. Answer
book – \$2.45 each

Michael Lea

19c Abercorn Road, Mill Hill, London NW7 1JH
0181 349 0075

Report From The Second HOME EDUCATION WEEKEND

At Brambles Resource Centre,
28th - 29th September 1996

When about 30 adults and 25 children come together for a weekend of workshops and activities, anything can happen, and usually will.... The aims of this weekend were broadly to explore radical home education ideas within those attending, to gain support and encouragement from meeting like-minded people, to widen our perspectives by meeting a wide variety of people, to explore ways in which we can overcome some of the blocks to us living our lives as we want them to be. And of course for the children (and adults!) to have a wildly exciting and social weekend.

Saturday was mostly concerned with information and people getting to know each other. We looked at legal issues, green parenting, and young people's rights, while sharing our own personal experiences of growing up in schools, and raising our own children. Some young people (thanks Jake, Alice and Tom) also ran a workshop, with the help of Jo, looking at the issues that they felt were important to their lives.

Sunday was mostly to do with our hopes and dreams for the future, putting into practice how we want to live. We talked about different lifestyles, travelling, anarchism, co-ops and communal living, alternative schools, ecological lifestyles, and shared our diverse experiences of these. We brainstormed our ideal society.... and some children present in the workshop were so enthused by this that the children also did a brainstorm in the creche space.... and came and demonstrated to us adults about the sort of society they want to be left. If only we could put their ideas into practise (I like the idea to have more beds!!!). One idea that came out of alot of the brainstorms was that of a children's community resource centre... let's get some strong local networks going and go for it!

Here's some people's comments....

It's been great meeting other people who see home-education as a part of bigger social picture. Education is not something that exists by itself, but has relations to capitalism, socialism, anarchism, to the environment, to people and relationships to everything. I'm optimistic for the future, not just for my kids but for everybody. This is one place where I don't feel different - but accepted in spite of differences. (And the food's fantastic)

Julie

Found being with like-minded people inspiring, feel more in touch with my ideologies. Impressed by talk of new Age travel! Would have liked to see more workshops for children and adults with new original ideas for games. Perhaps more discussion about the problems of feeding children, introducing vegan alternatives. The food was brilliant, by the way.

Stella and Eddie

Great weekend, loads of positive energy. Definitely keep in touch, I shall be in more of a position to become involved from June onwards - please call me! Seamus tells me he has had a brilliant time - spending time with like-minded children is such a relief for him - he opens up like a flower! Prior to the weekend Seamus and I had decided on home education - the last two days have dispelled the little niggles I had completely.

Rachel

I really liked the home education weekend, on Saturday, we took a really big ball over to the football pitch, and we played lig with it. Then we went and played football, and all these other kids came over and played football with us, and I liked the circus skills workshop.

Tom

Some practical ideas came out of the final workshop, of things to take away from the weekend. These included:

- using the co-counselling tool of five minutes talking and listening, with children and adults
- a camp in the Spring, possibly in Cornwall (on Margarita and Andy's land), to bring people back together.
- a newsletter, to be rotated around people interested in taking on editing one issue. To keep people in touch, share problems, ideas, hopes, support each other in our different lives. Kim has offered to co-ordinate the first issue, and will produce it when she has enough info, so send all your musings to her!! (see contact sheet for address). => PO Box 5, Lostwithiel, Cornwall, PL 22 0YT
- sharing skills, locally (e.g. through Mutual Aid and LETS schemes), and nationally (e.g. through camps, newsletter, etc)
- Be more powerful if our children are in school
- share more of our lives with our children

Finally, thanks go....

to Pip, Conor, Steve, Andy, Andy, Martin, Tracey, Janet and Richard, for providing childcare and exciting activities over the weekend.
to Betty and Saleema, who fed us so brilliantly,
to the Sheffield Red and Black Centre, for providing space for the children
to people in the North East Sheffield Mutual Aid group, for providing various bits and pieces to make the weekend run smoothly, and for helping to set up in the week before.

See you all next year for the Brambles Third Radical Home Education weekend (if not before!!!!)

Happy de-schooling!!!!



Emma (Brambles Housing Co-op and Resource Centre, 82 Andover St, Burngreave, Sheffield, S3 9EH, 0114 2797164)

CONTACTS

Berkshire

I have taken my son, Jonathan, out of his Junior School and mainstream education because he was so unhappy and displayed constant so-called behaviour problems. I am convinced it was boredom, as he raced through a secondary 10-11 science book. He has stopped having worry tummy-aches and upsets.

His headmistress said, 'But you can't teach him all he needs to know.' I said that I'm determined to have a good go. He has got to learn more at home than he does standing outside a class at school, or from constant criticism and tellings-off because of tell-tale children.

I still have times when I think 'Am I doing the right thing?' I know he's learning at home, on a flexi-basis, sometimes from year 2 books, or on a nature walk with a magnifying glass. We are also getting closer and he is not so het up and bolshie at the end of the day. I'm letting him learn at his pace and giving him time for play.

Any ideas from other EO mums educating at home, especially 10 year old boys, would be very welcome.

Mrs Theresa Mercer

23 Northgreen, Bullbrook, Bracknell, RG12 2NY
01344 485256

Essex

Is there anyone in the Colchester area home educating? I am a single parent with four children. My eldest son has recently come out of school at the age of 12½. I have an eight year old son attending a moderate learning difficulties school and a six year old daughter at primary school (although she has days off when she is tired or there is an EO meeting!). My youngest daughter is only three so school has not become an issue with her yet.

I would like to set up a group in the Colchester area as the nearest groups to us are either Wetherston or Maldon way. I am particularly interested in older children, obviously, but I am not sure if my daughter will stay at school much longer.

If anyone is interested please write to me. If there is enough interest, I will be in touch and arrange for us all to get together. I look forward to hearing from you all.

Linda White

40 Wilson Marriage Road, Colchester
Essex, C04 4DG

International

Japanese-English bilingual homeschooling family in the U.S. would like to make contact with other bilingual homeschoolers.

Dave Carlson

1400 Park Road, Jackson, Michigan 49203 USA
dcarls01@baker.edu

London

I have just begun to home-educate my son, Adé (aged 7¾) and would love to hear from other home-educating families. I am especially, but not exclusively, interested in other one-parent or one-child families in the London area.

We enjoy peaceable pastimes, including swimming, cycling and painting, good company, and fun. Looking forward to hearing from you.

Nicky Hammond

33^c Agate Road, Hammersmith, London, W6 0AR
0181 563 2770

Scotland

I know 5 young people who were home-educated at primary school age. I think they all feel a benefit; they have all gone on to Further Education (the youngest is presently applying). That's really encouraging to me.

However, I'm without neighbouring home educators and would love a family to live here. They would need to include a girl (6-10 years) and a boy (4-7). There is room for a living vehicle, and you may be able to buy a derelict barn. Thank you to the people who wrote before, but I feel that the children have to be in similar age groups.

Chloë Bruce

Clugston Mill, Kirkcowan, Newton Stewart
Galloway, DG8 0DB

West Midlands

H.E.L.M.

The Home Educators' Local Magazine gives news of local events and trips that are planned outside the national newsletter deadlines.

It costs £4.80 for a year, or pro rata.

Contact: Rod on 01384 233497

EO NEEDS YOU!

I am resigning, not quite totally but very nearly, with a view to retirement.

Membership Secretaries' Coordinator

My role in Membership has been very worthwhile, thanks to everyone who has supported this work over the years. Now we have a network of volunteers who can adapt to the changes necessitated by such a dual-roled organisation as EO (providing membership services and public information). With new secretaries coming into the vacancy for NW England and to take over in London from Pam and John Bellinger, who have kindly agreed to replace me, the work is again regionally spread.

Special Needs

I no longer have the time or space for paperwork, although I could still answer the phone. Many people are volunteering to be 'contacts' in different regions and for different difficulties. However, no one has volunteered to coordinate – probably as we all know the inestimable work put

in by predecessors, notably Sylvia Jeffs (hope things are improving, Hilary). A network, once set up, is easy to run with one person as coordinator.

If there are a couple of other experienced all-rounders who could be available to answer phone enquiries and offer support, or pass on contact details, then perhaps a few others could send out the paperwork and respond to written enquiries.

A central person (preferably with a computer for sorting and receiving data?) is also needed to collect our information 'under one roof' again, as well as to coordinate.

We also need a similar support network of contacts for school phobia. Anita Jamal hopes to have a TV programme produced on this subject soon.

If you can help in any of these ways, please contact me.

Maggie Swatridge

32 Carey Park, Polperro, Cornwall, PL13 2JP
01503 272087

Contacts

As Maggie says in her letter above, we need Special Needs contacts. We also need young people who can offer support to other young people in various areas, for example school phobia, GCSEs and bullying.

Contact: The Acting General Secretary
Val Gomma on 01908 511247

Venues for Gatherings

We also need venues for gatherings. This is an ongoing problem, so if you know of suitable premises, you can notify us at any time.

EO BUSINESS

Accommodation for AGM

Do families in the Lancaster area have beds, settees, etc. available for people wishing to attend the AGM at the Friends' Meeting House, Lancaster, on 25th January 1997?

The Meeting House has floor space for sleeping, but this is limited, so if anyone can help, it will be much appreciated.

We also need offers of transport to the meeting.

If anyone wishes to take advantage of the numerous offers of accommodation that I **hope** to receive, contact me for details.

The Meeting House is next to the station in Lancaster, so it is very easy to get there by train. If you are travelling by car or coach, please send an SAE for a map and details of how to get there.

Beverley Young

91 Lyndhurst Drive, Preston, Lancs, PR2 1TB
01770 492245

The Annual General Meeting

of

Education Otherwise Association Ltd

will be held at the

Friends Meeting House, Lancaster

on

Saturday 25 January 1997, at 2.30 p.m.

The business of the AGM is to consider the accounts, to receive reports from officers, to elect members to the Council of Management, and to appoint auditors.

The number of Council members is set at between 14 and 19. As at November 1996 there are 15 members in post (see inside back cover). All were either re-elected, ratified or newly elected at the last AGM. No Council member has been co-opted since then.

At the forthcoming AGM, five Council members must retire, but may seek re-election. The Council may recommend other candidates for election. Registered members (i.e. guarantors) of EO may also propose candidates. In this case, written notice from the proposer and signed consent from the candidate (who must also be a registered member) must both reach the **general secretary** no earlier than **December 27** and no later than **January 20**. In the event of a vote at the AGM, registered members personally present are entitled to take part provided they have paid their subscription.

If you wish to become a registered member (guarantor) of EO, please write to the **general secretary** as soon as possible, enclosing an SAE or return address label with stamp.

The acting general secretary is:

Valerie Gommon, 19 New Road, Castlethorpe, MILTON KEYNES, Bucks. MK19 7EH

In addition to the AGM, an **open Council meeting** will start at 10.00 a.m. and will continue after the AGM if necessary. If you have an item for the agenda, please let me know as soon as possible.

All EO members are welcome to attend both meetings.

Rob Wade, *Meetings secretary*

19 Perkin Close, Wembley, Middx, HA0 2LY; 0181-904 7155

SCHOOL IS NOT COMPULSORY

The essential introduction to home-based education

Fourth edition

- **Part 1** discusses issues commonly raised by prospective home educators, with numerous quotations in which families describe their own experiences.
- **Part 2** explains the legal basis of home education. Although the main emphasis is on England and Wales, the information about Scotland has been expanded and improved since the last edition.
- **Part 3** gives practical suggestions on dealing with the authorities, including how to avoid problems and what to do if they arise.

Have you got your copy yet?

- **If you joined EO recently** (after the initial rate was reduced to £15), you can get a copy for **£3.00**, excluding post and packing.
- **If you joined at the old rate of £25** (but too late for the previous edition), you should have had one automatically by now.
- **If you already have a copy of the 3rd edition** (white cover, blue and red print), you can get the new one for **£3.00**, excluding post and packing. (Sorry, the notice in the last newsletter was wrong. We can't afford to give them all away!)
- **If you do a job for EO** (e.g. coordinator, enquiries secretary), you can get one free of charge if you send an SAE (see below).

How to get one

Unless you are a coordinator, please write to:

Chris Harper, Badgers Holt, Birchwood, Storridge, MALVERN, Worcs, WR13 5HA.

Cheques should be made out to **Education Otherwise Association Ltd**. (If you are entitled to a free copy, please add a note of explanation.)

Coordinators should write to:

Isobel Bogucki, 20 Rusper Road, HORSHAM, West Sussex, RH12 4BD.

SINC is A5 format (8½" x 6") and 144 pages long (about ⅓" thick). Please enclose with your payment (if applicable) a stout **self-addressed envelope** of suitable size, **stamped to the value of 55p** (coordinators may reclaim postage).

Education Act 1996

Information about the new Act appeared in the October newsletter (page 24). A supplement to *SINC* with all the new references in it should now be available, and will be sent out with each copy. **If you already have the fourth edition of *SINC* and would like a copy of the supplement**, please send Chris Harper an A5 SAE marked 'Supplement only'.

REGIONAL DIARY

Berkshire

Wednesdays at 1 p.m.

John Nike Leisure Centre, Bracknell

Ice-skating lesson from 1:30 until 2 p.m.
Cost, including skate hire and lesson,
£1.50

Fridays from 1 p.m. until 4 p.m.

Woodford Park, Woodley, Reading

Table tennis, badminton, outdoor play,
crafts and games. We hire the Tea
Room, so you can cook lunch if you
wish. Once a month we do something
special (e.g. lantern making for a
candle-lit procession, printing napkins
and tablecloths for a N American
pumpkin lunch).

Come and join us; the cost is never more
than £3 per family.

Group Visits

January: Hands-on science and
exploration at the Look Out Discovery
Centre, Nine Mile Ride, Finchampstead,
near Bracknell.

February: Make bread in a wood-fired,
haunted bakery in Windsor

March: Put a spring in your step and
walk to Stonehenge; free admission if
you pre-book

Evening Meetings

DYSLEXIA, with an adviser from the
British Dyslexia Association; and
DESIGN AND TECHNOLOGY. Numbers
will be limited.

Contact: Pat Connor on 01734 662123

Send SAE for local newsletter to:

2 Whitegates Lane
Reading
RG6 1ED

Dorset (Bournemouth)

Monthly meetings to make friends,
swap ideas and resources, and plan
outings.

Contact: Sue North on 01202 525011

Kent (Maidstone)

First and third Monday of the month
from 12–4 p.m.

Friends Meeting House, Union Street

Activities and socialising. We also
arrange other events.

Contact: Amanda McKenzie on 01634 402154

Sue Tully on 01322 664373

Send SAE for events list to:

Jean Searle
Barn Hill Oast
Barn Hill, Hunton
ME15 0QT

London—South East

Lee – Under-eights Meeting

Every Thursday, from 11 a.m. until 1
p.m.

Lochaber Hall, followed by the park

Please bring an activity.

Contact: Clare Troy on 0181 333 9455

Honor Oak Adventure Playground

Every Wednesday, from 12-4 p.m. in term-time

This playground, opposite the Crematorium, has more space and is safer for younger children. It is attended by a wide age-range and there is a football pitch nearby.

Contact: Ruth Goffe on 0181 675 4388

Sydenham

Every second Friday (6/12, 20/12, 3/1, etc.)

Venner Road Hall from 11 a.m. until 1:30 p.m. and Mayor Park in the afternoon

Bring lunch (drinks provided); storytelling welcomed. We hope to have music and dance for younger children and some gym games for the middle range. Ring about the Christmas party and disco.

Contact: Keith and Chrystia on 0181 776 8597

Camping in Epping Forest

We have had two camps at Debden House centre (Sept and Oct), with full moon magic. Mushroom hunting; scooter and bike riding; fires (bring your own wood); full moon football has to be seen to be believed!

The next camp is planned for March/

April, according to season, usually from Thursday until Sunday. We can bring extra blankets.

Contact: Keith and Chrystia on 0181 776 8597

London—South West

Every Monday, from 10 a.m. until 2 p.m.

St Andrew's Church Hall (behind the church), Waynelete Road, Earlsfield, SW18

We provide various activities, support and social contact. There is a large hall, some outdoor space and a kitchen. We pay rent for the hall and so must charge an attendance fee (currently £5 per family until we get more members). First timers are asked for a donation.

Contact: Julia Noble on 0181 947 4203

Manchester

First Wednesday of the month, from noon until 3 p.m.

Chorlton Scout Hut, St Clement's Road, Chorlton

The cost is £1.50 per family and there is an activity or speaker at each meeting. Bring a packed lunch and come for tea and a chat.

Contact: Julie Ridley on 0161 860 7589
32 Cheltenham Road
Chorlton
Manchester
M21 9QN

Solent

Every Monday and Friday at Kingsworthy (near Winchester)

Libertarian group, open to all ages, meets for play, fun and learning.

Contact: Christine Donovan on 01703 236766
Yonat Nitzan-Greene 01962 886821

Sussex/Surrey

Weekly Drop-In Club
Haywards Heath

Also swimming, tenpin bowling, walks, Drusilla's, etc.

I intend to hold a science, maths or history workshop day in Jan/Feb, plus more parenting discussions.

Contact: Isobel Bogucki on 01403 261178

Yorkshire—North

Fridays in December

6th, from 11:30 a.m. at Marit Tam Lit's converted barn in Bishop Monkton (01765 677078)

We will design a wildlife pond, visit nearby ponds and possibly put plants into the pond. WELLIES ESSENTIAL! Bring a picnic and any appropriate seeds or plants.

20th, at Oaklands – Christmas party and planning for 1997

New! Every Wednesday

Starting 4th Dec, except 25th, from 11:30 a.m.

At Oaklands Resource Centre for social and educational workshops, games and projects

Fridays in January

3rd – ring Anne to offer venue or ideas

17th, at 12:30 – Knaresborough Swimming Pool, picnic and play area

31st, at 11:30 – Meraylah Allwood's in Crockey Hill, York (01904 448643) – making puppets

Fridays in February

14th, at 11:30 – Sea World in Scarborough (Adults £4.75, children £3.25, discount for 10 or more people)

Contact: Anne Mills on 01405 720894
Oaklands
High Street
Nr Goole
DN 14 8LF

Yorkshire—West

Huddersfield

Last Thursday of each month, from 11 a.m. until 1:30 p.m.

Child Guidance Centre, Civic Centre, Huddersfield.

We organise activities and trips, chat, swap ideas and make friends.

Contact: Diane on 01484 846946
Clare on 01132 690061

Shipley

Every Tuesday morning for swimming

Contact: Julia on 01274 488657

Wales and Welsh Borders

Clwyd, West Cheshire, North Shropshire, North Powys

At least weekly

We organise activities and trips, and socialise. For current listing send SAE (or £3 for full year).

Contact: Genny Bove
Rock Cottage
49 Westminster Road
Moss Valley
Wrexham
Clwyd
LL11 6DH

West Midlands

Birmingham

Third Monday of every month. The December meeting is on the 16th, from 10 a.m. until 4 p.m.

St Paul's Venture, Malvern Street (off Moseley Road)

Bring a packed lunch; drinks (tea, coffee and squash) are provided. Charges are £1 per family plus 50p per child, to cover cost of crafts and drinks.

All home educators welcome. New attendees always comment on the friendliness of the group. Come and give it a try.

Walsall

First Thursday of the month, 1 p.m. until 3-ish

Walsall Central Library

The library staff organise drinks and activities for early arrivals. Lots to do in Walsall town centre, and nearby, if you want to make a whole day of your visit.

Contact: Paula on 0121 603 8673
Julie on 01922 442815

ADVERTISEMENTS

National Extension College

The NEC has just published its 1996-7 Guide to Courses. The guide describes more than 150 home-study options, ranging from GCSEs, A-levels and vocational qualifications to a wide choice of leisure activities.

Contact: 01223 316644 for a free copy

Wanted!

Accommodation, Rented

Do you (or does anyone you know) have a house to rent to an EO family?

We (2 adults, 2 children, 2 cats and 3 dogs) are looking for somewhere to live in an area with a good EO network (regular meetings, organised events). Anywhere considered.

Contact: Alison on 01642 828175
30 Fremantle Crescent
Middlesbrough
TS4 3HR

Accommodation, Holiday

We're looking for a cheap or exchange place to holiday, near Lymington, Hampshire.

Contact: Chloë Bruce
Clugston Mill, Kirkcowan
Newton Stewart
Galloway, DG8 0DB

Books

Does anyone have a copy of "Children in Chancery" by Joy Baker, and/or "The House on the Hill" by Frances Wilding, either for sale or to loan. I would promise to treat with respect and promptly return any loaned copies and pay any postage.

Contact: Clare Murton on 0113 269 0061
27 Sandhill Crescent
Leeds
LS17 8DY
106136.3212@compuserve.com

House Purchasers

Home educating family with 2 girls (6 and 3 years old) are looking for others to share purchase of large property in West Wales. Your share would be approximately £90,000 for about 9900 sq ft of living/working space around two courtyards overlooking Teifi estuary. One mile from beach and Pembrokeshire Coast National Park.

Contact: Pete or Tracy on 01239 614454

Unwanted!

Milstream's Weekly National Curriculum Guide for 5 year olds. Unused. Postage only.

Contact: Sue on 01233 820008

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Teaching French to age 6+

Newly published comprehensive Primary French Course including:

- * Illustrated & easy to follow work books
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We aim to provide children with a solid grounding in French and our material, which has been extensively field tested, has been written to this end

FOR MORE INFORMATION CONTACT

- ☐ Sally Arnold (0121) 745 7251 OR
- ☐ Suzanne Webster (0121) 707 2724

Jehovah's Witnesses

Newsletter for Jehovah's Witnesses who home educate their children

For a free copy, send an A4 SAE (first class) to:

Louise English
41 Queens Road
Horley

CHI

The support society for
Children of High Intelligence

offers direct support for those children whose intelligence falls within the top 2% (5% if under age 7)

We have practical experience in dealing with schools, LEAs, the DfEE, Ofsted and SCAA, part-time (flexi-) schooling, Further Education Colleges and home education

If we may be of help to you, please contact:

CHI
PO Box 4222
London
SE22 8XG

MAMA (the Meet-A-Mum Association) is a nationwide organisation, launched in 1979, which aims to provide a network of support to all mothers and mothers-to-be. Our groups, or new friends contacted through our database, can alleviate feelings of isolation and loneliness often experienced by new mothers, feelings which can lead to, or be part of, postnatal illness.



Registered Charity No 283271
PRESIDENT: ESTHER RANTZEN

MAMA also offers a range of publications and leaflets. For details of these, and for more information about MAMA services in your area, please write to the National Office, 14 Willis Road, Croydon CRO 2XX, enclosing a SAE, or telephone 0181 665 0357.

Advertising Conditions

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

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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 Holt, Birchwood, Storridge.

Malvern, Worcs. WR13 5HA (01886 884740);

The Abuse of Care and Custody Orders

Pat Knox £3

Troubled Children Pat Knox £3

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Newsletter Digest ('82-'86) £1.50

EO Newsletters (4 back issues) £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)

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