

# EDUCATION OTHERWISE



August '97

No 117

## The Next Issue

The Editor of the Next Issue is:

**Linda Parsons**

10 Rye Close, Wigginton, York,  
YO3 3ZX. Tel: 01904 765383

Children's Pages Editor:

**Rosemary Stace,**

Silver Birch, Fir Grove Rd, Cross In  
Hand, Heathfield, TN21 1QL

The Deadline for Contributions is:

**1st September 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**

October '97 issue. Deadline Aug '97

### **Book Reviews**

December '97 issue. Deadline Oct '97

### **Learning a Foreign Language**

February '98 issue. Deadline Jan '98

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:

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

### **Disclaimer**

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

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

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

### **Editing the Newsletter**

The Newsletter is edited by volunteers. If you would like to know more, please contact the Newsletter Coordinator. We currently need Editors from the **December 97** issue onwards.

**If your newsletter does not arrive**, check with Barbara Edwards, who maintains the database.

## EDITORIAL

You may be wondering why I am editing this newsletter again so soon. Well, it is not because I am wearied for things to do! There is a shortage of volunteers for this post. Read my article on page 31 and then phone Sue.

The newsletter was a lot less work to produce this time, because I had so much material. Thank you to everyone who came up with articles; it has been fascinating to read them all. The Special Section on the Typical EO Family simply proves that there is no such thing as the Typical EO Family, but that we do have certain things in common.

This edition has rather a lot of diary type stories, but I would like to thank Sharon Bunn and Jan Fortune-Wood for their ongoing contributions. I would not relish coming up with something for every issue.

It is interesting to reflect on what has happened in the nine months since I last did this. James is no longer a baby and by the time you read this we will be in the throes of his third birthday (Wallace and Gromit cake, please). Katherine (5¼) is starting to read independently and is finding reasons to write. Although I am not hung up on literacy, it will be a relief when she is more independent as she needs a lot of support at the moment. She was very interested in the handover of Hong Kong, and so we have started to watch the News.

We do not now meet other home educators regularly, but I have met some people who we see on an irregular basis. One family we met **because** I edited the December newsletter.

I have also joined various Internet home education newsgroups and the UK mailing list (see page 14). I don't really have time to read all the stuff that comes through, but I enjoy what I do read.

I hope that you enjoy what you read in this edition of the newsletter.

*Shena M Deuchars*

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

### CONTENTS

The Typical EO Family . . . . .	2-13
Computing News and Views . . . . .	14
Child Jails . . . . .	17
EO Family Diary . . . . .	18
Other Why?s . . . . .	21
Looking Back on Home Education . . . . .	22
More Memories . . . . .	25
International Links . . . . .	26
Research . . . . .	28
Chess for Young Beginners . . . . .	29
Book Reviews . . . . .	30
Helping the Editor . . . . .	31
Contacts . . . . .	32
Coordinators' Update . . . . .	35
Coordinators' Corner . . . . .	36
Educating Archie . . . . .	37
Schoolhouse Association . . . . .	38
EO Needs You! . . . . .	39
Raising Public Awareness . . . . .	39
EO Business . . . . .	40
Regional Diary . . . . .	42
Concessions in Leeds . . . . .	45
Advertisements . . . . .	4

## The Typical EO Family.

I was amused by this title, as it brought to mind a conversation I had with an EO friend. Having spent some time tutoring in a particular home, I had said, "They're not a typical EO family".

She replied, "Is there any such thing?".

On reflection, I decided I must have meant successful, but later on that didn't seem right. It also didn't seem fair to the family in question, for despite their problems, they were home educating and the children were far happier than they had been in school. I had felt in that home that there were unasked questions hanging like invisible mobiles from the ceiling. They were questions like, "Are we good enough?" and "What will she think of us?".

For want of a better way to put it, I think there is a typical EO family, or perhaps EO mindset, or Weltanschauung. Whether it's through a religious orientation, or a humanist approach or just plain cussedness, typical EO families know they are good enough. They don't even ask the question. They grown-ups have confidence in themselves and their children and the children are free of the paralysing self-consciousness that schools imbue and that results in children working and learning to please the grown-ups in their lives. I feel that even in EO families that follow a so-called structured approach, the children's principal motivation is the satisfaction of the completed task or the acquired skill and this is what sets our children apart from school children. Schools, with their sanctions and rewards, make it impossible for children to learn through experience that good work is its own reward.

If this hunch is correct, we may all have more in common than we realise. A lot of space has been given over in this newsletter to a debate that has many names: libertarian vs. authoritarian, unstructured vs. structured, and even left vs. right, whatever that means! I don't think this debate is particularly constructive or informative for the most part; the words mean different things to different people and the concepts themselves are hard to pin down.

I was always at a loss when asked to place myself on the freedom/rigidity continuum. For example, we could take all of our five children to see *The Nutcracker* when the youngest was only three, totally confident of their behaviour. I don't remember saying, "You must not talk and disturb people". I don't remember anything, except knowing that it was understood by the whole family that there would be no disturbance. Was I so authoritarian that I wasn't even aware of it? Or was I just lucky?

One time I took three children on my own on a coach trip that lasted all day. The kids were hot and tired at the end of the day and the two year old kept herself happy by decorating her legs with felt tips. It never occurred to me to stop her doing this; it wasn't disruptive, it didn't interfere with anyone else's enjoyment of the outing and it would come off in the bath, but judging by the comments of other people on the coach, my attitude was an example of unbridled licence. To me it was just a common-sense

way of handling a non-event, which I wouldn't have remembered if it hadn't been for the comments.

On every occasion, regardless of whether I appeared strict or lax to other people, I was always doing what made sense in those circumstances for our family. Sometimes we forget that the children themselves influence the way we handle them. We never had the kind of baby that screamed for hours on end and had umpteen tantrums a day throughout childhood. If we'd had different children, I no doubt would be writing a different article right now.

EO families have all sorts of different ideas about how to foster children's learning and about how, when and whether adults should influence children's behaviour. God knows we're a diversified lot, but I think we have beliefs or values in common, that you could say are typical of EO families. We believe that our families can provide for our children's learning more effectively than schools can. We know we're good enough, and we don't care what we look like.

**Peggy Thomas, Flat 17, 31 Westwood Hill, London, SE26 6NU.**

~~~~~

**EO-ing** is not so much a way of life as a way of thought. What we have in common as home educators is the thought that the school system today cannot serve our children.

Try asking a few questions about school: Does it prepare children for life? Does it offer children freedom of choice? Does it cater for all skills and abilities? Does it provide a secure nurturing environment for growing up in? Does it give children individual attention? The answers are NO, NO, NO, NO, NO, NO. Ask the same questions of home education and the answers can be YES.

However different our families, our aims and our days, we all take parenting and growing up seriously. My personal reason for home educating is to provide an upbringing which answers YES to the above questions, which builds on strengths and which is not tied to the exam mentality. The ways in which I carry that out depend on the child.

At present I have one boy, John, aged eight. I find myself constantly challenged to adapt to the way my son learns and what he wants to learn. Educating him is not as I imagined, since he learns in such a different way to me. He does not respond well to anything on paper, however, he loves music and sports and spends a lot of time on them. He is also interested in and able to understand things scientific. What is on offer at primary school is largely inappropriate to him and gives me little guidance (that probably applies to most children!). So, although I started out saying I would "take it a year at a time", I can see that there is no turning back! And the longer I go on the more objectionable I find the idea of 'institutionalising' children.

Although I consider home educating to be my full-time job, there are a lot of other people involved. Typically, I spend time in the mornings helping John with the things he wants to learn. He practises the violin and piano, writes a diary and we read together and do some 'visual-kinesthetic' learning (his best learning mode). Rick, his dad, reads to him from a science book every day.

The rest of the day is a combination of free time and outside activities. John spends one afternoon with another home educated friend. He has his violin and piano lessons in afternoon times, goes to judo, karate and football clubs at the local YMCA in the evenings, does a French class and joins home educators for singing and pottery classes and outings. Taking John to all these activities and giving him the necessary support keeps Rick and me quite busy. We keep weekends free and John sees his friends who go to school.

The extended family, especially grandparents, are important for their interest and friendship. John's grandma gives him tennis coaching, his grandpa involves him in his garden and painting and they all do huge jigsaw puzzles together. His other granddad takes an interest in his science projects and computing and they enjoy good conversations together. His great-uncle introduces him to some interesting maths and science ideas and gives him the chance to go sailing.

I think it all sounds easier than it is! I do not think that home educating is an easy option. The simple bit is having the knowledge or access to it, certainly during these primary years. The harder part is that it is an isolating occupation and you are inventing your path - there is a lot of trial and error and there is no-one to tell you that you've got it right. There is also never enough time!

I feel that meeting up with other home educators is important and we have made some good friends. It has taken quite a while for our local home educators group to really get off the ground, however, we are now going strong and meeting regularly. We have been able to organise group classes for singing/music, French and pottery. We try to get group rates for trips and also meet for social events. I believe that being a member of such a group may be crucial to the success of continuing home education beyond age eleven. If there is anyone in or near Gloucestershire who would like to join us, please get in touch.

**Rosie Benson-Bunch,  
Basement Flat, 57 Montpellier Terrace, Cheltenham. Tel: 01242 - 526059**

.....  
**'Special Needs'**

Send all contributions for the October edition  
to **Leslie Belgum, 52 Camberley Road,  
Knowle, Bristol, BS4 1SZ.**  
**Tel: 01179 530624.**  
.....



**I am** writing about another type of typical EO family. Although I have to be honest, some days there's no written work done. Sometimes the children watch an educational programme on TV. Someday's I can't motivate them or myself to organise or do written work. We occasionally, although not for a while, go ice-skating with a Berkshire EO group. But having to cycle quite a way or walk if we have no busfare, meant we couldn't go every week. I keep meaning to take them swimming but with our local pools only open to schools, or lessons in the morning, I haven't quite achieved it yet.

My partner is good for my son, mechanically he now knows quite a bit about cars. At nearly eleven he made by himself a scooter out of wood, and it went and worked all up the garden before falling apart. He likes to strip down pushbikes and use bits to make a scooter. My daughter Sophie, who's nine, likes to make a fuss of our four guinea pigs. We also have one dog, one rabbit and three goldfish tanks around the house. Sophie has a penpal she writes to for English. I'd like to start a penpal club for mums and nannies who look after children in EO, if anyone is interested. My children enjoy rollerblading and cycling and are lucky to have children to play with, when they come home from school, in the green where we live.

Most days start around 7-ish and the children watch their favourite daily cartoon, the Turtles. I do some breakfast. At about 8.30 - 9 we all get dressed and the children usually start on schoolwork, either anything from General Knowledge to cooking biscuits or cakes, the oldest child can now do this by himself (I supervise the other), or going on a schooltrip or a walk. Lunchbreak is around twelve after a not wholly organised morning. If the children haven't done one-and-a-half to two hours work in the morning, we do half to one hour's work in the afternoon. Sometimes maybe writing a letter to a penpal in EO for English and so that my daughter can learn about 'school' homework from a child in the same position.

My son loves art work and made a mock computer out of card and a demo disk box out of a tea box. It's amazing how imaginative he's got since leaving mainstream school. My daughter loves playing with her dolls still and is learning through watching me, plus she likes to help with the household chores. I used to juggle my son's day with picking my daughter up from school, it's better now we can go where we want at any time and there's no rush to get home or to the school. Although when they argue it's juggling patience with the need to be firm and keep calm.

It's not always easy but I am closer to the children now and have quality time, and I'm learning more about myself as I am 'teaching' them. We have non 'teaching' days, but I think they learn about travel and the world around them.

Since taking my children out of school and having days when I think, "have I done the right thing?", a definite "yes" resounds when I hear from other mums of children still at the school. They tell of how their children have suffered violent attacks and the school hasn't sufficiently dealt with it. Any mums doubting, have faith, you're doing the right thing.

**Theresa Mercer,**  
23 Northgreen, Bullbrook, Bracknell, Berks. RG12 2NY. Tel: 01344 - 485256

My son, Michael, has been 'home educated' for two years, after one year at secondary school. Are we a 'typical' EO family? I fear not, for I did not withdraw Michael from school because I felt I could provide a 'better' education for him; indeed I was only too aware that the withdrawal from school would not only result in a huge gap in his education, but could also close many doors in the future, something which he might bitterly regret in years to come. However, amongst your readers perhaps there are other families who may empathise with our story.

Michael is the youngest of my five children. The others attended local schools without any notable problems, and I had no reason to expect Michael would be any different.

His first year at secondary school was a nightmare. For reasons I still cannot understand, he became the target of systematic and cruel bullying. His personality changed, and his health began to suffer. The school saw Michael as the problem, and refused to acknowledge the extent of the pain he was experiencing. For a year I watched helplessly, hoping the problems would resolve themselves.

Our GP became increasingly anxious and after a particularly vicious attack referred us to family therapy. Even this went wrong: the therapist would not reassure Michael that the contents of the sessions would not be repeated to the school - and both Michael and I came out of the first session feeling he must somehow be 'odd' if so many other boys were bullying him.

The second serious attack occurred in the first few weeks of his second year. By this time both he and I were so desperate that I promised him he did not have to go back there - ever. But easier said than done. He was at the 'best' of our local comprehensives; he had gradually become the stereotypical victim, and had been attacked in the street by boys from another school in the previous few weeks. I am a single parent, with a full time job, so teaching at home wasn't an option. I explored all local possibilities. The next nearest comprehensive was full, with a long waiting list. The only alternatives offered by the LEA were another school known to have discipline problems or a Guidance Unit. I didn't consider Michael would be safe at either of these. Our local FE college would not accept such a young student. The Educational Welfare Officer came, and told Michael to "pull himself together" and get back to school.

Weeks turned into months. Michael was sitting in his elderly Grandmother's house, getting no formal education at all, and no-body seemed to care. A dear friend, who lived in a neighbouring town offered to give him a few hours maths tuition every week. So once a week Michael took the hour long train journey to her office, where for the first time ever he discovered he could understand maths! This same friend also found an adult education centre which ran an art class which accepted Michael as a student for another couple of hours a week.

And this is how he spent that first year. The art class offered more valuable therapy than the psychologist had done, Michael's confidence began to grow, and he began to read voraciously on the days he spent at his Grandmother's. With help from my friend we found that the adult education provision also offered GCSE classes, so since

September (Michael's year 9) he has attended three GCSE classes, plus the art class again.

Obviously this has not been ideal. Academically, Michael has had a very limited curriculum. He spends two hours a day travelling to the adult centres, and he is working with students much older than himself. It also costs me more than I can comfortably afford. In addition to the train fares, tuition fees have to be paid.

But, the benefits have been enormous! Michael has never regretted leaving school, not for a moment. As his confidence has grown he has gradually shared with me some of the horrendous experiences from his year at school, and I can only regret that we didn't withdraw him earlier. From being a disaffected and unmotivated pupil he has become an enthusiastic and self assured student. He loves his classes, has learnt to mix with people of different ages and backgrounds, and has developed a mature approach to both art and literature.

Most importantly, Michael has taken control of his own education. He is now deciding himself what he would like to do next year - a far cry from the pathetic child I removed from school eighteen months ago.

In conclusion, would I recommend education 'otherwise than at school'? Well probably not. If parents are able to stay at home and deliver/supervise the learning process themselves then all well and good. But most of us have to go to work for a living, this isn't an option. And arranging alternative education is both difficult and costly. However, with bullying on the increase, and schools unwilling or unable to tackle the problem, there will be an increasing number of school refusers. And an increasing number of parents like me, faced with the seemingly impossible task of solving the problem.

Michael and I are not the ideal EO family, but we have proved that however bad things are there is life after school. I do hope that sharing our story will give some hope to other parents or children in the situation we were in. I wish them all well, and hope their stories turn out as satisfactorily as ours.

*I do have Michael and his mum's address but, because of their situation, have agreed not to publish it.*

%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%%

**If there** is such a thing as a typical EO family, we are probably not it, as we live in Hawaii. We are Sara and William, Richard 9, Oliver 7, and Timothy 2. We left England ten years ago and have recently joined EO to find out about home schooling (as we call it) in the UK.

When we moved here seven years ago, Richard attended a Montessori pre-school and it was only when he had to move on from there that we found that none of the available schools appealed to us and we began to consider home schooling. At that time we knew a handful of people who were thinking along similar lines; over the last four years we have become part of a large and growing community of home schoolers,

and home schooling has become a way of life for us rather than merely an alternative to a poor choice of schools.

Dissatisfaction with the local schools, both State and private, has led many families to home school, while other members of the group moved to the Big Island to get away from it all, live off the land, and off the grid, to do their own thing and, naturally, take responsibility for their children's education. We have derived great benefit and support from our fellow home schoolers, sharing activities, experiences and children.

Our group has all shades of home schoolers from the 'school-at-home' types to complete 'unschoolers'. We tend towards the unschooling end of the spectrum in that we have never followed a daily schedule (apart from a few short-lived experiments!) and we have always followed wherever the kids' interests have led.

Living on the Big Island of Hawaii has its own unique advantages and disadvantages educationally speaking, e.g. we are short of museums but have more than our fair share of active volcanoes and beaches. Living in a small community on an island means that we are isolated from the broader range of facilities and activities we would have access to in a larger mainland location. As a result we have a particular incentive to seek out the resources, human and otherwise, which are available to us and discover the talents that friends and neighbours have to offer. Our children have enjoyed and benefited from classes in instrumental music, art, French, science, mime, dance, yoga and chess. They have also been able to take part in a variety of sports as these are largely community-based rather than school-based. This means, for instance, that any five year old can play on a soccer team whose members may be home school-ers or pupils at state or private schools (we would be interested to hear about any equivalent opportunities that are available to home-educated children in Britain. There seems to be little written about sports in the EO newsletter).

Our home computer is much used by all the family. The kids play games, both obviously educational and not-so-educational, but also explore programming, tools such as word processors and spreadsheets, and the wealth of information available on the Internet, a resource which does not discriminate too much against the residents of isolated islands!

To us home schooling is primarily a matter of freedom: the freedom to explore our own interests in our own way and at our own pace, the freedom to choose how we spend our days, to read a book in the hammock, ride our bikes to the library, play with friends or go to the beach. This year Richard chose to forego some of this freedom and attend a new, small school part-time (1 1/2 hours daily). This has been a good, and very flexible arrangement for him, and could perhaps be the subject of another article, possibly subtitled 'why can't all schools be like this?!'

**Sara Rae, P.O. Box 7135, Kamuela, HI 96743, U.S.A.**

**Email: [wlupton@keck.hawaii.edu](mailto:wlupton@keck.hawaii.edu)**

**Copy to: [sara@papai.keck.hawaii.edu](mailto:sara@papai.keck.hawaii.edu)**

\*\*\*\*\*

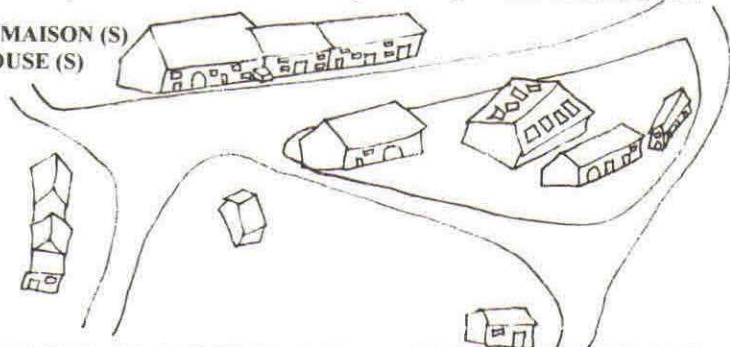
## A Typical E.urO. Family.

**Following** much deliberation, and having sold our house in 1995, we finally embarked upon an open ended journey in a motor home last summer with our three children. Visiting Pembrokeshire, North Devon, France, Andorra, and Spain we finally purchased a property in Burgundy, France (but not before we nearly emigrated to Canada!). We were 'on the road' for about six months and had some excellent experiences, met many friendly people and we all learnt a lot about many things. We referred to ourselves as Old-Age Travellers in a new age style.

We were not trying to be greedy but have ended up with a small hamlet of two houses, seven other substantial buildings, fifteen acres of untreated-treated agricultural land, two acres of woodland and a natural spring. Literally within a two minute walk is a breathtaking view of a local beauty spot known as 'The End of the World'. It has not taken us long to decide that we have too much land and too many buildings for one family. Are there any like minded EO families who might like to join in? We are open to any ideas for alternate life styles, food production and home-education. Equally we would welcome a visit by any EO family on holiday. Our children are now busy studying English, Maths, Fossils and Crystals, playing the guitar, growing vegetables, developing computer skills and want to know all about farming. We are secluded, close to a cliff top but the nearest shops are only three miles away in the valley. The altitude is five hundred plus metres, the air fresh and the general ambience is peaceful.

Our initial reason for leaving the education system was to live as a family with a flexible life style that was not determined by 'term times' and 'time-tables' - but when our daughter started at secondary school it soon became apparent that she was developing school phobia and frequently complained of 'feeling sick'. The problem was that she just could not cope with the amount of school work even though the teachers thought she was doing fine - but they did not see how upset she was. We visited other EO families in Cams. and Pems. and by the time we began the aforementioned journey we had no problems with how to fit in with school times. We were now a fully fledged EO family with no restrictions. It was a great feeling ..... BE SEEING YOU.

NOTRE MAISON (S)  
OUR HOUSE (S)



For further information please telephone: Chris and Kate Tel: 00 333 80 21 74 59  
(Chris and Kate don't want their address printed as they are unsure of their home-educating status in France at present).

**I am** a single mother with very strong views on schools and their inadequacy to produce healthy, confident individuals. My school days were a nightmare and the school had worsened by the time my niece attended it. I can imagine what it's like today. My son spent two hours at a nursery school on a trial basis and that helped me make my decision to join EO.

There is a lot of misjudgement, psychological damage and 'stiff competition' that a youngster has little or no experience in, being fairly new to the world and its differences in society, that is present or occurs in schools. Children should only be learning to compete with themselves at that age.

I'm quite confident with my son's abilities and learning at home, although occasionally concern creeps in regarding his speed of progress. I question where exactly my son should be in his lessons at five years of age? My son struggles a bit with reading and maths, but he is able to read and write/spell his name, some three letter words, and is very good with numbers/counting, etc. He speaks very well and has a high interest for learning, which he is exposed to all day and night. He socialised frequently and enjoys home education as much as I do. My son, Shayne, has already expressed an interest in careers, which I don't expect to last, but at the moment he enjoys singing and the outdoors, expressing an interest for landscaping and writing. All and all my son is happy, helpful, interested and confident within himself which, as a result, means that I'm achieving what I set out to do.

**Lee Paris,**

**'Highbury', 25 Frith Avenue, Delamere, Northwich, Cheshire, CW8 2JB.**

.....  
**Friday** morning and it's six o'clock, Dafydd and I have half an hour to ourselves, a rarity. I then get on with sewing sequins onto waistcoats for next week's dance show. I suspect Abi (12) is awake and dressed and pottering in her room. The younger two - Hannah (9), (always) curled up with a library book and Deborah (7), are still in bed when I say good-bye before going to work as a nanny for Adam (5) and Deborah (2). Esther (13) has her nose in a book which she wants to finish before getting up.

I am back home soon after nine, little Deborah in tow, having taken Adam to school. Dafydd has gone to work and my girls have had their breakfast and are sat round the dining table working. Esther is finishing some letters before tackling a GCSE English text book which she has been finding challenging. Abi is considering whether Julius Caesar was a popular emperor and with whom. Hannah and Deborah both have English workbooks out.

As it is fine weather we let the older two have some peace and quiet while we go to the local park to go pond dipping. Back at home we decide to dig a pond, a small one. Hannah and Deborah are left to dig, overseen by little Deborah who would rather watch. This gives me time to hang the laundry and help Ali.

Our Brazilian lodgers return from their morning classes at language school and are soon dragged outside to be informed about the new pond.

After lunch Hannah gets down the lego and Deborah writes (with plenty of help and encouragement from Esther) to her first EO pen pal. Abi and little Deborah go off to play in Abi's room which is full of stuffed toys.

Time to fetch Adam from school. Hannah and both Deborahs accompany me after which we go to Adam and Deborah's house. Deborah finishes her penpal letter while

Hannah flits from reading to playing with Adam. My girls help to bath Adam and Deborah and get them ready for bed between setting up an obstacle course and dancing to international folk songs.

Before returning home I need to check on some of the language students' houses - to make sure everything is ship shape. Hannah and Deborah enjoy Brazilian biscuits and lots of hugs.

Home at last. Esther and Abi are in the process of making pancakes for their pudding. They had sorted out their own dinner as well.

The rest of the evening was spent reading and sewing more sequins. Thus ended a fairly typical day except that the day before we spent most of the day shopping and at the library. Wednesday we did more formal 'work', Tuesday was spent swimming and socialising with other EOers, whereas tomorrow it's dance all morning. Every day the 'typical' routine can be different.

**Judith Morgan, 13 Avenue Road, Southall, Middx. UB1 3BL**

.....

We are the Emmanuel-Blake family. Parents Bill and Kate, Huw age 11, Lizzie and Jenny aged 9 and 7. We are celebrating having home educated since September. Although bright, Huw did not feel confident about his work and would not attempt any. Elizabeth wrote profusely and totally unintelligibly. I trusted the school to teach her how to spell her own language but did not realise policies had changed. Jennifer had bouts of vomiting and appetite loss. Our worst time of the day was the morning rush 'hurry hurry!' to get to school on time. When they came home, often tired and irritable, trying to 'catch up' took more time and energy. All had experienced bullying, whether physical or verbal, kicks to the head or 'lips too red', or 'the wrong kind of shoes'.

In September we took advantage of a late booking cheap offer of camping and explored Belgium and France and even climbed to the Eiger's foot in Switzerland. Jennifer began to feel well again. We enjoyed being together, why ever go back? I had 'taught' them all basic skills and read to them from birth to age five, why must I believe that only professionals could do so from then on?

We decided to use the ACE curriculum, because of its Christian basis and individualised learning. The children work at their desks from nine until twelve, with breaks, on English, Maths, Word building, Social Studies, Science, Bible reading, Animal Science and Literature. Rewards are given for effort and achievement, the whole family congratulates test results together. When the structured part of the day is over the children play. Often they will choose to write a story, make something, read (choice guided by me), cycle, rollerskate, skip or do IT - I note it down as PE. We encourage them to do their share of housework, to help with the cooking and gardening, mending jobs etc., to give them a sense of reality and responsibility - learning how to live. Art and music are very popular. I try to keep a good supply of materials, a BIG scrap bag of fabric is free for their use. So far they have had so many ideas that I have not had to organise an art lesson - I am not sure I would have the energy. We go swimming as often as possible, where they play and occasionally I show them formal strokes and encourage distances. Maybe one day we will encourage them to take a 'badge certificate' - for now confidence and enjoyment are enough. They are active and curious. It takes a little longer to share a skill and pass knowledge on, but I see it as equipping them for life. Where their questions go past our knowledge the

library is full of information. We also teach them precepts from the Bible - about how God wishes us to relate to him through Jesus, and all the guidelines for living spiritually healthy lives. Our aim is to equip them to walk with God, to be able to form a stable family and use their God-given talents. With this vision I can honestly say that home-schooling is NEVER a burden, but a joy.

This year has been an interesting time of change for us as parents. The television went out - our attitude towards leisure and entertainment has changed from passive watching to active, discerning choice. Bill was made redundant in September, to our joy, and now he is free to find out where he is meant to be. Self employment is becoming a more attractive option to 'selling' himself to a company. We are shopping differently too, asking: Can I sew these clothes instead? Can we build it (our own home and farm one day soon), grow it or breed it ourselves (we have turned half the garden over to goats, chickens, rabbits and a fruit and veg patch)? Basically we no longer simply do what 'EVERYONE' else does without questioning. We are individuals starting to experience freedom from a lot of assumptions and we thank God for it and for the way the children have relaxed and improved in their studies, and for our family's increased unity.

**Kate Emmanuel-Blake, 3 Yare Avenue, Witham, Essex, CM8 1TR.**

+++++

**We are** Mark and Sue Hutchin. Between us we have 4 children. Adam(13) and Ruth(11) are from Mark's first marriage, live with their mum in Devizes during term time and with us in the holidays. Alex(13) is Sue's from her first marriage, is home educated, lives with us and often visits his dad at weekends, and Scarlett(8), is home educated and the only one who doesn't have to play musical parents.

We live in a three bedroom bungalow, set in 14 acres of our own glorious broadleaf woodland in the middle of a forest. We have 2 dogs, 3 cats, 4 chickens, 2 gerbils, a chinchilla, a corn snake, a pc and no telly.

Mark earns all the money. He is a Registered Osteopath and works at home in a beautiful wooden building. He also does all the building work (he completely built his own surgery and is now starting on the house), makes lots of our clothes, does the tree felling and logging needed to keep our three woodburners going. In his spare time he is a soloist with an African percussion band.

Sue is mostly responsible for education which she does in fits and starts, and more in the winter. She also does all of the cooking and housework (well, all the housework that gets done anyway), grows all the veggies, looks after the huge garden and does the decorating. She has a reasonably time consuming job with EO but sadly doesn't get paid for it, and plays drums and writes music for the band.

Alex works on a maths GCSE course every morning for an hour with his mum. He is really good at maths and hopes to take the exam next June. He also loves his computer and reading but he hates writing and doesn't voluntarily do any 'school work' unless the inspector is coming. He has to wash up the breakfast dishes, keep the log baskets full, collect kindling and chase the hens off the flower beds. He is constantly nagged by his mother for not being busy enough.

Scarlett does not like being taught and even the threat of the inspector is not persuading her to do handwriting practice. She likes to read, especially poetry which she recites aloud, and is fascinated by the natural world. She is in charge of egg collecting and is supposed to wash up after lunch (hardly anything) but this often takes her all afternoon. She has a wonderful stage outfit, made by Mark, and loves dancing at performances.

Adam and Ruth go on a lot of exotic holidays which probably makes up for having to go to school. Adam does moan about school, but would be loath to give up his busy social life, Ruth wishes her mum didn't work. The four children love being together and everyone is always very sad at the end of the holidays. The house seems very quiet when they have gone.

Our daily routine does not change much. At 9 o'clock Alex works for about an hour at maths. We are not using a correspondence course or tutors, *Stanley Thorne's 'Mathematics to Level 10'* by *Bostock and Chandler* seems to cover everything. This is the only school type text book we have ever used. We have found suggesting 'educational' activities to the children to be generally unrewarding and have largely given it up. Education in recent months has included, chemistry experiments, reading *The Tempest*, painting stained glass windows, reading poetry, Alex's 'novel', the ever popular computer, and trying to learn German. Every evening, after dinner, Sue reads to the whole family. Usually fiction, but most recently a fantastic history of the discovery of the chemical elements.

Alex's dad no longer has a problem with Alex being home educated, although he was very unsure at first. He never asks to see Alex's work (a good thing in the circumstances) or questions him about what he has been doing. He seems much less anxious about his son's academic progress than Mark and his mother are.

I am not aware of many step-families in EO but am sure that we cannot be the only one. We adapt to our fluctuating family with no more than the usual share of troubles. At weekends, if Alex is at his dad's, we tend to give more individual attention to Scarlett. During the week, we are a normal home educating family, and in the holidays, I abandon all hope of any educational activities, leave them all to it and get on with the gardening.

**Sue Hutchin,**

**Oakwood, Sparrow Hatch Lane, Bethersden, Ashford, Kent, TN26 3ED.**

.....

Thank you to everyone who sent in a contribution to this edition's 'special supplement'. Unfortunately, due to restrictions of space, some articles had to be edited - so apologies to everyone who had their work reduced. Don't forget the December Issue's supplement is 'Book Reviews' so set pen to paper and tell me all about your favourite, or most useful, book. It doesn't matter if it's fact or fiction, educational or just fun. If you've enjoyed it, or want to warn others not to waste their money on it, let me know now. *Mike Allen, 71 Belgrave Road, Loughor, Swansea, SA4 6RF.*

.....

# COMPUTING NEWS AND VIEWS

---

---

## Worldwide Web Competition

An annual contest challenges students, aged 12 to 19, to use the Internet to create Web based educational tools and materials that make learning fun and contagious.

Teams do not need to be from a single location as they can be connected electronically and home schoolers are welcome to take part. You can win cash for the students and their teachers.

Details can be found at

<http://io.advanced.org/thinkquest/contents.html>

You can find this and a host of other Web links at my home page:

<http://members.aol.com/dmoran5000/>

*Duncan Moran*  
DMoran5000@aol.com

---

---

## Internet Chat

The EO Website now has a Chat facility. Chatterbox is experimental and is open to anyone. You can hold on-line conversations, for the cost of a local UK phone call, with two or more people at a pre-arranged time. If you have a net connection, you might like to give it a whirl.

[http://www.netlink.co.uk/users/e\\_o/chat/](http://www.netlink.co.uk/users/e_o/chat/)

*Malcolm Muckle*  
fireflies@easynet.co.uk

---

---

## Internet Mailing List for UK Home Education

There is now a free open channel of communication between potentially all home educators in the UK by the simple and efficient medium of electronic mail. So far it has seen lively debate about LEAs, confidence has been raised and people have been helped. An EO discussion document to be sent to LEAs has also been discussed at length, and suggestions forwarded to its author. You will also find networking for people wanting to know what's going on in specific areas; fascinating contacts with home educators in other countries; an inspiring maths discussion with lots of good ideas shared. All kinds of information is asked for and given, too numerous to mention. There is some really good humour too.

All you need is a computer, a modem (a telephone a computer can use) and an Internet service provider (ISP). You do not need a full interactive Internet connection; an email only connection, such as may be available free through work or university to some, is all that you need.

Once you have the above, you send a simple one line message to a machine on the Internet, and from there on you can read everything that anyone writes to the list, and anything you write to it can be read by everyone else. 'Delivery' times are measured in minutes rather than snail mail days, so the progress of a conversation or debate can be much livelier and more immediate than through any other medium.

There has been email for as long as there have been computers, so it follows that it doesn't really matter how old or 'slow'

your computer is. Connected to an ISP through a modem running software compatible with your machine, an old IBM XT (given away for £50 max) is at no meaningful disadvantage compared with the latest multimedia Pentium costing four figures.

However, if you are contemplating buying a computer, buy the best you can afford. A secondhand 386 with a VGA screen is the minimum you need to use the free connect disks from most ISPs. The newsletter for Oct 96 contains an article by Maggie Harnew that gives fuller advice about purchasing a computer.

A perfectly adequate modem can be had for little more than the cost of a modest telephone handset.

As a home educator, you may be able to persuade a local college to give you a free email connection. A local 'Bulletin Board' (BBS) may be free or only a few pounds a year. Commercial ISP connection charges start at £4 to £5 per month.

The time spent online just to exchange email can usually fit into the minimum 5p local rate connection charge even at daytime rate, so phone bills don't have to run away with you. Many emails can be sent and received

in one go, making this much better value than a postage stamp. Fax send and receive capability is thrown in for good measure!

If you experience any difficulty, you can contact me. If you write, please enclose an SAE.

*Neil Taylor*

NeilSGT@aol.com

31 Hepleswell, Two Mile Ash  
Milton Keynes MK8 8LU

## Email Newsletter

We're in the process of reorganizing our website information and will add your site to our list of international organizations which help homeschooling families.

If you're not familiar with us, we produce a weekly online newsletter for homeschool families, free to anyone with access to e-mail.

Please feel free to explore our website and tell us if we can be of any assistance to your organization.

<http://www.olywa.net/flex>

*Janie Levine Hellyer*

Family Learning Exchange (FLEX)  
PO Box 5629, Lacey, WA 98509-5629, USA  
FmlyLrngEx@aol.com

## How to Subscribe to the Home Education Mailing List

Send an email to: [LISTSERV@LISTSERV.AOL.COM](mailto:LISTSERV@LISTSERV.AOL.COM)

The address contains no spaces.

The message area must contain only: `SUBSCRIBE UK-HOME-ED <your name>`

It may contain only three spaces.

Example message line: `SUBSCRIBE UK-HOME-ED John Smith`

An email will ask you to confirm within 48 hours that the list can send to you.

## Internet Newsgroup for UK Home Education

After considerable opposition from non-home-educators who tried to stop the group being created because they didn't have the chance to vote to call it 'home-schooling' – they seemed to get major comprehension problems when they were told that this is not a generic term – we finally got the group! Its name is `uk.education.home-education`.

### What is it?

Although it sounds like something you join, an Internet newsgroup is an electronic notice-board which anyone can look at and post to. There are 20 000 such groups and the number is growing. Messages ('posts') put up over the last week or two are all there at once – how long they stay up depends on where you get your Net access – and you try to judge by the titles whether or not they would be worth having a look at.

Some posts are not replied to, or do not need to be, but most are, and as many as several dozen can be linked together in a 'thread'. If someone wishes to answer a specific query, or join a discussion, they attach a reply to a message. Other people – or perhaps the original poster – can then reply to that reply, and so on and so forth.

### How do I get access?

Assuming you already have Net access, you need to use a news program or 'newsreader'. This should be available from your internet company. (The jargon

is 'How do I access Usenet?' or alternatively 'Network News'). Programs are also available free from the Net itself via 'FTP' (a way of transferring files, including programs). The Demon site at `ftp.demon.co.uk` has newsreaders available and you can access it regardless of whether you are a Demon customer. If you haven't used FTP before or haven't got the software to do so, call the company which sells you Net access and ask them for assistance. Remember: if 'full Net access' is what they are selling, then this is not just the Web plus e-mail, it also includes news access and FTP (plus a few other things).

You can also access news by means of a web browser. If you have visited any websites then you have already got one of these, almost certainly either Netscape or Internet Explorer. This method does not give you as many options.

Once you've got the news software up and running, there will then be a way of listing all groups alphabetically, so you shouldn't have a problem finding `uk.education.home-education`.

Finally, news access is pretty standard on public-access on-line machines, so if there is one at the local library there will probably be news access there too. New messages appear on the newsgroup within a few minutes, so there should be time to see if you have succeeded in posting something.

*Neil Fernandez*  
`neil@borve.demon.co.uk`

## CHILD JAILS

The Howard League for Penal Reform (the Howard League) has sent the following information about Secure Training Units for 12-14 year old persistent offenders.

The buildings are to be built around an inner courtyard, and all exercise will be taken within this courtyard. The windows will be of reinforced frosted glass and the young people will be unable to see out. This will make the units very like prison.

I also believe that the children will not be allowed out, even to go for a walk, until just before their release.

Young people who become persistent offenders are children who have been damaged by events in their lives. A disproportionate number of them have been brought up in care institutions and have not known a stable family background. A disproportionate number of them have suffered loss, such as bereavement, and many of them have suffered abuse, physical, sexual, or emotional.

Such children need skilled, supportive care, if they are to overcome the damage done to them in the past and become responsible people. They should be supervised by people with experience of dealing with severely-damaged children. The proposed Secure Training Units are to be staffed with people who have had virtually no training for dealing with normal children, never mind children with such severe problems. They will have no idea how to deal with such

disturbed children.

There is no reference to children's needs, welfare, or rights, and the Secure Units are exempt from the Children Act.

This is yet another privatised enterprise that will be funded by taxpayers' money. It may cost as much as £5000 per week to keep a child in a Secure Training Unit. This is a child jail running for profit.

When these units were first mooted two years ago, the Howard League sought a judicial review, but was told that this was not possible until contracts had been signed. Unfortunately, in March 1997 the Home Secretary signed the contract with a Group 4-Tarmac consortium to build and manage, for profit, the first Secure Unit in Cockham Wood, Kent.

You can contact the Howard League at 708 Holloway Road, London, N19 3NL.

*Patricia Knox*

7Pen Llywenan, Bodedern, Holyhead

### EO Newsletter

There are no more editors for the newsletter.

Volunteers are urgently needed if there is to be a December issue.

Please phone the Newsletter Co-ordinator for a chat if you would like to know more.

Sue Hutchin 01233 820008

# EO FAMILY DIARY

## The Bunn Family

Got fed up with the cry of "where's all my money gone?" so have taught basic accounting. This has worked quite well; the girls keep weekly accounts which show how much they've been wasting. So far they've cut down on sweets and have actually started to save a little.

Em has started a fortnightly family newsletter with Jess contributing cartoons and Meg writing a serial.

The weather has been great so we've spent a lot of time out mostly at the beach where we collected a range of samples to study under the microscope (bought from Early Learning Centre - hand held microscope also a pen micro/telescope).

I've put The Guardian on order for Tuesdays because of the excellent education supplement on that day. Have also been buying TechnoQuest; Big Issue; Greenleaf and various other alternative magazines.

We watch 15-1 and Countdown, they prefer 15-1 even though they are better at Countdown.

Em's maths tutor is proving herself to be a real slave driver, she can't understand why Em doesn't love the subject as much as she does. I've got to get her to cut down on the amount of work they are doing, Em doesn't seem to have time for anything else. This means I have to confront her and stand up for myself, something I'm not very good at.

This was rammed home to me last week when we received a summons to attend an attendance hearing. Apparently my letter to the Grammar School expressing my intention to home educate Emily wasn't official enough and so Em hadn't been removed from the register. With Jess and Meg the LEA came to us but this time they expected us to seek their permission.

We prepared ourselves well but, once there, things didn't work well. They had obviously reached a decision beforehand and we were treated with disdain and, in one case, derision. There were eight people in the room, none of whom introduced themselves. They demanded that Em return to school despite our fears and said they would review her attendance in four weeks. If she didn't return we would be committing an offence and would have to go to court.

At home I tried to get in touch with the local EO council members with no luck so rang EO adult support. Catherine McKillop was great, very supportive. She also gave me the number for the Child Law Centre in Glasgow; the information I received from them scared me witless!

Next I rang the LEA to see if we could speed the process up (4-6 weeks we were told at the hearing). I reached Chris Shirley - what a nice man! - he was offended by our treatment and said

that he'd sort out everything; all he needed was a signature, which we gave him that day.

Don't you just hate it when officialdom tries to make you stick to their petty rules?

Anyway, we're going to the Peak camp next week. I'm really looking forward to meeting other EOers (but not the 500ish mile drive.)

Sharon Bunn

16 Berryburn, Kames by Tighnabruaich Argyll,  
PA21 2BQ  
01700 811 714

---

## The Fortune-Wood Family

It seems ages since we wrote our introductory page and it was quite interesting to read back over it and see how we have moved on, even in just a few months.

Writing this diary has given us an opportunity to reflect more on what we are doing and it is clear that one of the areas that has been important to us, as we have developed as a home educating family, has been support. It's odd how things come together at times to enable us to make leaps forward in our lives, and this has been our experience recently. Three arenas of support have combined to push us forward as a home educating family.

*FIRSTLY, a supportive network of diverse families who have home educating in common*

We spent our first three years of home educating in Swindon. The initial contact with EO was very helpful and the newsletter was a lifeline, but we were otherwise isolated and the children rarely met up with other home educated children. We're not really very 'formal' as a family, but with school as our only

model of education and little contact with other EO families our horizons were probably rather limited and we certainly played at schools for a while, which was a struggle because it wasn't natural to us.

Moving to Birmingham widened our support base overnight. The West Midlands Co-ordinator lives on our doorstep and the group here is much more active. In the last six months that activity level has rocketed – five meetings and weekly swimming sessions, plus extra trips and workshops are on offer every month. The children have developed some very important relationships for themselves and Mike and I have a support base which has been a catalyst in freeing us to just do it our way. It's not that the other families are all necessarily like minded or have the same approach to education or family life as we do. The West Midlands group covers all sorts of philosophies and life-styles, but the regular exposure to such variety in a non judgmental and supportive forum is, we have discovered, a very good environment in which to relax and become ourselves

with confidence.

*SECONDLY networks of like minded people discussing issues of importance to us – particularly networks of support that enable us to be ourselves and develop a more consistently autonomous approach to education*

We seem to have spent a lot of the last two months out and about. One of our visits was to The Natural Nurturing Network's Open Day at Ryton Gardens (advertised in the April Newsletter). We had a wonderful day and joined the network. It has been good to read their newsletter and find other families' stories of carrying children, co-sleeping, long term breast-feeding and treating children as people to be respected in their own right reflecting some of our own experience. We also picked up literature from the Libertarian Family Network and I enjoyed reading their newsletter and particularly their concepts for nurturing children and respecting their human rights.

*THIRDLY Internet networks which we have found thought provoking and through which we have been able to enter in to ongoing discussions which have really stimulated our thinking and helped us to focus on our practice*

At the moment we are on three lists: a UK home-educator's list which is both informative and supportive; a list related to the journal 'Taking Children Seriously' which discusses issues of raising children without coercion, and an international list which is largely American and very 'schooly' in feel, but

which has been interesting to observe. The whole thing has just given us the feel that there are a lot of people out there and that we have a forum for discussing issues daily if we so need or desire.

It's interesting that as this support has come together over quite a short period so we have had the confidence to stop vacillating between being largely autonomous, but also prone to panics, and the need to formalise things. Our philosophy and practice is becoming less mixed (or confused) and more natural to us as a family.

We have found that trusting our children and taking them seriously works: Rowan is heavily into story writing at the moment; Tamsyn has taught herself maths tables (no idea why!); Cottia is gaining reading skills and the creative output from all is just enormous. Seth is benefiting from being in a more relaxed environment and never ceases to amaze us with his wit, determination and energy.

Now we are looking forward to a long relaxed summer with lots of camping and visitors. We'll keep you posted.

*Jan Fortune-Wood*

St. Barnabas Vicarage, Overgreen Drive Kingshurst, Birmingham, B37 6EY  
D0158237@infotrade.co.uk

## OTHER WHY'S

Isn't he beautiful  
What did he weigh?  
Is his name down for Eton?  
Better do it today

Hello little man  
What is your name?  
No nursery today?  
Oh, what a shame

You really should send him  
To learn how to mix  
He'll not cope at school  
'less he learns all the tricks

Ooh hasn't he grown  
How old is he now?  
Soon be going to school  
Looking forward no doubt

Our Daniel's just started  
He's only just four  
He doesn't cry much.....  
Once he's got past the door

That's three ninety-nine  
Shall I wrap it as well?  
Not at school today, son?  
Don't you feel very well?

What d'you mean.. you don't go?  
It's not half-term yet  
You're pulling my leg  
Playing truant I'll bet

Home-Education...What's that?  
Is it legal?...You sure?  
How d'you cope?...You a teacher?  
D'you do maths?...What a bore

OK, So the lessons  
Are sorted I see  
But the boy needs his peer group  
To mix socially

He won't last in the real world  
If he don't learn to cope  
With the teachers and bullies,  
He'll not have a hope

Besides aren't you desperate  
To get rid for some time?  
When mine leave for school  
I have time to unwind

Doesn't he drive you quite mad  
Getting under your feet  
All day every day  
With no school for relief?

You get out and about?  
You enjoy it...it's fun?  
You meet lots of people?  
You're good friends.....with your son?

He's learning much more  
Than school boys of his age?  
He's keen to get learning  
As soon as he wakes?

It sounds really great  
I want to hear more  
But why didn't you tell me  
About it before????????

*Clare Murton*

Clare,  
Please send me your address.  
Sarah Guthrie  
01379 783678

## LOOKING BACK ON HOME EDUCATION

Here I am, surrounded by my college work on my half-term break, and I have decided to write down my experiences of home education.

I spent the last hour reading through one of my Mum's 'Round Robins' [a circular letter written in exercise books, sent round a group of families who share interests in La Leche League and home education] and the scrapbook she keeps of our activities, and I have come out feeling very positive. I'd like to share this feeling with other people.

I came out of school after nine years with three years to go (aged 13). I was joined by my brother who is four school years behind me (he was 9). I had always had a hard time going to school ever since I was four. [She wasn't happy at playgroup either.] Looking back I feel that it was the atmosphere of pressurised learning. In school you have to learn what the teacher says, where and when she says. This didn't make sense to me and I don't think it ever will.

When my mother offered me an alternative to what I saw as daily torture I very readily accepted it, even though it meant sacrificing a dream holiday with the school. I felt that another year of school (a condition set by Mum – come out now or go for the holiday and finish the year) was just too much.

The first year was very frustrating for my mum, who, while trying to be liberal and let me sort out my own learning, still felt the need for some formal work. I used this first year to get school and all

the harm it had done out of my system. This involved lying around the house, watching telly and reading extensively (trashy romances instead of the novels that my mum would have preferred!).

When the second year rolled around, Mum not so gently suggested doing a couple of GCSEs. I gave in in the end and I worked for my English and Maths through Open Learning courses from the local FE college, which I now attend full time. I took the exams in June 1995 without stressing out too much, much to my astonishment (I have always hated exams and turn green at the mention of them)! I ended up with two C's. I would like to point out that a whole lot of hard work on my mother's part led to these results, not so much on the academic side, but through encouragement (gentle and not so gentle). Without her, I never would have completed all the necessary work. Thanks Mum, I owe you one!

After passing these exams I felt the best I have ever felt about myself. My self esteem was high and my confidence had never been better. I felt like I could take on the world. I realised around about the time I got my results that I wasn't only doing the exams for my own benefit but that I was also doing them to prove a point to everyone else in this world. I was out to prove that I could achieve decent grades at GCSE, even though I was home educated, and that I could do it a year early. I think that doing those two exams early was one of the best decisions that I have made, as people always look at me with respect when

they hear about them.

The following year I took three more subjects using Open Learning courses (geography, biology and sociology), music with my keyboard teacher, and I resat part of my maths exam to try and improve my grade to one I thought I deserved. Again I worked hard, but Mum still had to gently prod me along. I sat the exams in 1996 and gained two B's, a C and a D, and upgraded my maths to a B. This time I wasn't so excited as I'd seen it all before! I was still on a high for about two weeks though! When comparing results with everyone else I know, I often felt strange as I had only six GCSE's under my belt whereas everyone else had nine or ten. I haven't let this get to me and I am now pleased that I did less as the workload and stress were considerably lower than that of my friends, and I still had time for my other interests, such as reading, riding and Girls' Brigade.

Before the results were out I went for an interview at the college (Rugby), and was offered a place on the GNVQ Advanced Business course, on the strength of my first two GCSE's and the interview (they often ask for four or five GCSE grade A-C's).

I have since started this course and when my parents attended a recent parents' evening they were told that I was fitting in nicely "despite being home educated"! I have had a number of comments like: "She is very outgoing for a child who hasn't attended school

for some time." and "You don't seem to mind the class situation which I thought you'd find a problem due to your home education." People can't understand when I say it's because of, not despite, my home education that I'm outgoing and able to cope with group situations. Having to learn to work by myself has also prepared me better for college, and university, to which I hope to go on.

My only regret about home education is that I didn't come out of school sooner! The home educated years were the best of my 'school life'.

I would encourage anyone thinking of home education to give it a go. I know it won't suit everyone, but I just want to share my brilliant experiences with everyone else.

I now definitely intend to home educate my children and to try and spread knowledge of the option to other people. I have made some very good friends through EO and I intend to keep in touch with them for a very long time.

Thanks for taking the time to read about my experiences. I hope they can help someone else out there.

*Kate Cardus (16)*

22 Pinewood Drive, Binley Woods  
Coventry, CV3 2BX  
01203 543801

Turn over for Kate's  
Mum's comments!

**Comments from Kate's Mum**

After sixteen years as a mother I have become convinced that most modern, conventional ways of caring for children are totally inappropriate. But it was my stubborn eldest child who forced me to rethink. She refused: to be weaned; to stay asleep in a cot; to be happy when separated from me, for years and years. It took lots of struggles and tears, and help from La Leche League friends, to make me see that she was right and I (and most of society) was wrong. So she weaned late, was carried in a sling, slept in our bed until she was ready to move into her own, took Mum with her to parties until she was 7, refused all group activities until 9 and never slept away from her family until she was 11.

The one convention we did get stuck on was school, however. I listened to all those voices that said she **MUST** go, and, even though Kate was never truly happy at school (and often very unhappy) AND I knew about the legality of home educating, I just couldn't bring myself to step so far outside society as that.

I kept hoping that a change of teacher or school, as she moved up through the system, would make her happier. It never did, and I finally grew angry enough to rebel. How dare **THEY** take my daughter's childhood and turn it into this mean, anxiety-ridden, fearful travesty of a life? There were only three years left – I must give her a chance to taste freedom.

**BUT**, of course, child of convention that I am, I still couldn't truly let go. I was like a ship without a rudder in uncharted waters. I kept trying, unsuccessfully, to steer to an old, familiar shore instead of enjoying the adventure of being swept away to a new and exciting land. I'd hated seeing Kate drag herself off to the school bus at 7:30, but I also hated seeing her lying in bed half the morning.

I'd hated the intrusion of all that homework, but now I hated all the TV watching and trashy novel reading. I'd hated the over-importance attached to academic work and exams, yet here I was desperate for her to *write something* (anything!) and to get on with some GCSEs.

In the end, of course, it was a compromise. Kate did some formal courses to please me, but actually felt pretty good about them herself in the end. It certainly made it easier to talk to old school friends when she was sharing the 'coursework/exam' experience and she still had lots of time for her own interests. It certainly made it easier for me to answer when people asked "And how's Kate getting on?".

On a practical front, the local college were pretty good at supporting us through the courses and actually, Kate did well with surprisingly little work. She only really started working on the second four GCSEs after Christmas 1995 before taking the exams in June 96. At school she would have taken more subjects and probably got higher grades, but at what cost to her, emotionally?

On a final note, she has now almost completed her first year at FE college and is doing very well – top in her course and the only one to pass the end-of-year exams. She also works as a part-time cashier at a local cinema, belongs to various youth groups and is **HAPPY** because she is doing what **SHE** wants.

I hope now that I will have sufficient faith to let my three home educated sons be self educated and live their lives in their own ways; something that was denied to Kate for so long. The Inspector is due next week, and I hope I can convince him!

## MORE MEMORIES

I first heard of EO in 1977 after it was formed. At the time I was interested as my daughter Melanie (then aged 6) was not too happy at school. Also I'd never felt comfortable with schools in general in the first place. So, I was prepared to take her out of school and give EO a chance but then we moved to Wales and she decided to try the local school. She ended up attending school apart from a few months based at home, aged 9 and 13. She then moved to Holland and continued her education there.

Meanwhile I had three other children. It was never our intention to send them to school. We wanted them to retain and develop their individuality and feared that school would squash this. Also, we enjoyed being free of that rigid term time routine that school imposes.

I thought it was important that they should be literate and numerate and beyond that we helped them to follow their particular interests and also brought them into interesting life situations.

We'd EOd in a fairly isolated situation for a number of years, sometimes travelling a long way to meet other EO people. We were always very clear that school didn't feel like a good option when they were young and as they never asked to go, that was fine.

We moved to the edge of Bristol when they were 10, 7 and 4, which felt good: plenty going on, more accessible to an EO group, and they could start travelling to things on their own.

After a couple of years I thought it would benefit Jack, the eldest of the 3, to attend the Bristol Waldorf School. He wasn't keen on the idea but gave it a try, having two very enjoyable years there. He would have stayed longer, had there been an 'upper' school there. He then had a year off, followed by a couple of years at college, doing 4 GCSEs the first year and a GNVQ in Leisure and Tourism the next. He's now working as a postman (for the time being!).

Meanwhile, over the past year, the rest of us have moved to a community in rural Dorset. I suspect if we hadn't, the girls would have remained home educated for a good few years longer. But the girls decided to start school when we moved to avoid isolation, make friends etc. Grace started aged 14, going straight in and choosing her GCSE options. Alice started at the beginning of secondary school, aged 11. For Alice it's been a very smooth transition. Grace has tended to challenge some of the pettiness but is otherwise well settled and generally likes it.

EO has been a very satisfactory option for our family. I'm really pleased that 3 of our children escaped so many years schooling. I think we achieved for them what we hoped to achieve with it, and enjoyed the freedom it afforded us all.

For the past 16 years we've publicised EO at fairs and festivals and this will continue despite them now attending school!

*Habiba Willow*  
Monkton Wyid, Dorset

## INTERNATIONAL LINKS

Education Otherwise is now a member of the Spanish organisation Crecer Sin Escuela (Growing Without School). I believe that the organisation is in its infancy and that the newsletter I have received is the first one. It appears that there is considerable confusion over the law in Spain, as you can see in the article I have translated. Social pressure to conform seems greater than in the UK.

I will be holding copies of the newsletters. If you would like to see them, please contact me.

*Paula Fielding-Bell*

1 Hill Top Cottages, Knott Hill Lane, Delph, Lancashire, OL3 5RJ

01457 872 946

P.J.Rothermel@durham.ac.uk

### CAN PARENTS REFUSE TO TAKE THEIR CHILDREN TO SCHOOL?

El Mundo, 29th March 1995

#### THE JUDGES AND ADMINISTRATION CANNOT AGREE WHETHER SUCH REFUSAL SHOULD BE PUNISHED

Although the law states that education is obligatory, some judges and lawyers doubt that refusing to take a child to school is a criminal offence. On the other hand, the education authorities believe that the parents should be prosecuted and even lose guardianship of their children.

Education at home or with tutors hired for that end was, in the past, attributed to noble and rich families. During recent centuries, the right of all to an education is deemed, by supporters of progressive ideas, one of the conquests necessary to do away with social inequality.

In Spain, we have to look back to the end of the past century to the Ley Moyano (Moyano Law). This is the first legal text that recognised the right to an education as something for which the State should be responsible. Today, when this right appears guaranteed, some say that [ . . . ] it is only the State, or whoever the State authorises to perform that duty, that can provide an education for children. Contrary to other

countries, such as the USA, where it is calculated that there are some 300,000 homeschooling families, in our country the courts do not yet know of any cases of objection to the school system.

The Zaragoza Public Prosecutor for Minors knows of gypsy families who argue over sending their children to school owing to the threat that this presents to their way of life, and it seems logical to think that the growth of the immigrant population will fuel this debate. There appears to be certain jurisprudence over families who live on the margins of society and who have been prosecuted by tribunals for not taking their children to school. But in these cases, it is not the school system that is under debate, but children's truancy as a result of parents' lack of guidance. In all such cases, the judges have condemned the failure of parents to carry out the duties inherent in parental authority, according to article 584 of the Penal Code; that is to say, the duty to assist children materially, affectively and educationally.

The first conviction for not sending a child to school was in 1993. A judge in Malaga ordered ten parents to pay fines between

25,000 and 75,000 pesetas (£125-375) after holding them under arrest in their homes for a week. Last year a judge representing the Provincial Audience of Almeria, Luis Columna, placed almost 150 parents under house arrest for allowing their children to be absent from school. More recently, ten marginalised families from Zaragoza, were convicted for the same reason.

#### OBJECTION TO THE SYSTEM

In Spain, the Constitution, the Law of Minors and the Organic Law of the Right to an Education establish that basic education is obligatory and free between 6 and [ . . . ] 16 years of age [ . . . ]. However, objection to the school system is not a crime and administrative procedure has not been established for prosecuting parents who fail to comply with the law.

The Ministry of Education, when it comes across a case of school absenteeism, [ . . . ] intervenes initially by pressuring the parents to change their stance. If they are unsuccessful, they bring legal action, but, as the Zaragoza Public Prosecutor for Minors points out, the public powers do not state clearly the obligation to educate.

Luis Columna, the same judge who convicted 150 parents for school absenteeism, observed that cases where objections to school lead to conflict should be judged individually. He doubted the

existence of penal responsibility for such a case where the parents have not abandoned their obligations to their children but believe that what they are doing is for the best. He opined that there is no reason to withdraw parental authority from such parents.

However, the sub-director from the Juridical Regimen of the Ministry for Education, Maria Delores Molina, said that parents cannot refuse to send their children to school. The right to an education is made clear in our legislation as a responsibility and parents could be prosecuted. Molina categorised traditional home education as an illegal activity; the regulations state that centres from which compulsory education is imparted are authorised by the Ministry of Education and Science; if someone wants to teach their child at home they should convert their house to a centre and solicit authorisation.

It appears to be difficult enough to evade the educational system in our country. More so, bearing in mind that children cannot be examined independently. Molina considers that if a child is deprived of the chance to obtain the school leaving certificate, which permits the child to pursue university studies, the parents are not procuring an adequate education and, therefore, are not complying with the duties of parental authorisation.

## Do You Know . . .

If you or your family have been corresponding with the Davies family (John, Cathy, Samantha (15), Benjamin (12), Melody (9), and Kimberley (5)) of Rumania (now Hungary), please contact me.

*Anne Wade*

Child Protection and Information Group, 0181 904 7155

# RESEARCH

## Times Education Supplement Journalist

I am a freelance journalist preparing some articles on home schooling. I am particularly interested in the impact of Information Technology. If you are using IT, then please send me your experiences. I need replies by the beginning of September.

Which software has been particularly useful?

Is Email useful?

Do you give children unrestricted access to the Internet?

How do you ensure that you are up to date with technological developments?

Will IT and the Internet mean that home schoolers will grow in numbers?

What do you wish that you had access to?

In IT terms what does a home schooler need?

What skills should a child possess?

*Jack Kenny*

jackenny@rmplc.co.uk

---

## Finding Studies of Home Education in the UK

Any book that has drawn upon work by other people should include a bibliography.

You can order any of the works mentioned there from your local library, by giving them the title of the work you would like to see and a note of where you found the reference. Libraries usually charge for ordering items and pricing policies differ. Ordering is not fast but papers do arrive eventually. They may come on paper, microfilm, or microfiche. Readers for

microfilm and microfiche are available at most local libraries.

University students and staff have access to databases that contain notes about journals and research. If you want information, ask such a person if they can obtain it for you.

*Paula Fielding-Bell*

1 Hill Top Cottages, Knott Hill Lane, Delph  
Lancashire, OL3 5RJ  
01457 872 946

---

## A List to Get You Started

BROWN, C. (1978) *Education Otherwise: A Sociological Case-study of One Alternative to State Schooling*, unpublished MEd thesis, University of Birmingham

MAIDEN, J. (1982) *Without Schools: An Investigation of Otherwise Education*, un-published MA thesis, University of East Anglia

PETRIE, A., (1992) *Home education and the local education authority: from conflict to co-operation*, Ph.D. thesis, University of Liverpool

LOWDEN, S., (1993) *The Scope and Implications of Home-based Education*, PhD thesis, University of Nottingham

WEBB, J. (1990) *Children learning at Home*. Brighton: Falmer press

## Re: Questionnaire in the February 1997 Newsletter

I would like to thank yet again all those who have replied to the questionnaire that accompanied February's newsletter and all those who continue to send in their completed questionnaires.

If you have not returned the questionnaire or written to me, please do so.

Research is not everyone's cup of tea, but when new laws are introduced that may affect home educators, or court actions arise from a family's decision to home educate, then reference is made to research and what it has said about home education. However, reference can only be made, if such research exists. The article on home education in Spain may suggest ways in which evidence from home education research could be useful.

I am seeking to present findings from as wide as possible a cross-section of the home education community. I am also

hoping for replies from home educators who are not members of Education Otherwise. If you can pass on a copy of the questionnaire, on my behalf, to any other home educators, please do so.

Several people have requested questionnaires and I hope that others will continue to do so. The main thrust of the study looks at children under the age of 11 years, but I am interested in questionnaire returns from home educating families with children of any age.

Analysis is a long process and I am slowly writing to those respondents who have asked me specific questions. My interest in home education research stems entirely from our family membership of Education Otherwise and choice to home educate.

*Paula Fielding-Bell*

1 Hill Top Cottages, Knott Hill Lane, Delph  
Lancashire, OL3 5RJ  
01457 872 946 P.J.Rothermel@durham.ac.uk

## CHESS FOR YOUNG BEGINNERS

William T McLeod and Ronald Mongredien, pub Collins (1975)  
ISBN: 0 00 106244-1 (hardback) 0 00 106245-X (paperback)

We (or rather, I) borrowed this book from the library, but I fully intend to go and buy a copy - at least when our library renew limit is reached. I just hope it is still in print!

I know how to play Chess, but have not played for years and I was unable to imagine how to start with a 5 year old (although I know people do). This book gives you a good starting-point, and gently leads you through to a full game. It introduces each piece one at a time (starting with pawns) and teaches you a game to reinforce the lesson.

*Shena M Deuchars*

206 Lavender Avenue, Mitcham, CR4 3HP

deuchar@bcs.org.uk 0181 395 0209

## Book Reviews

The following books have been sent to me for review by Tarquin Publications. Tarquin publish a range of imaginative and inexpensive 'educational' books. We have enjoyed making bird mobiles and a pop-up book of Ancient Egypt.

### **The Chemical Elements**

This is a truly wonderful book which I have been reading to the whole family (age range 8 to 38). It starts with the story of Karl Scheele, the apothecary's assistant who discovered oxygen, and Humphrey Davy, the son of a woodcarver who went on to become a Professor at the Royal Institution, and concludes with quantum mechanics and nuclear science.

I highly recommend this book to home educators for two reasons.

- The science is absolutely fascinating. Reading this is proving a very slow process, because of the constant questions and diversions which it generates. Everything is very carefully explained but without being condescending and so far we have all understood everything and learnt a lot.
- The scientists themselves were remarkable people and are excellent role models for children who do not go to school; many had no formal education and were entirely self taught. We get to know them all as human beings and get a very inspirational insight into the minds of brilliant scientists.

We have found the unfolding story of the discovery of the chemical elements to be as exciting and sometimes unbelievable as a good novel. Do not be put off by the pages of text and few illustrations, this is the most enjoyable and readable work of non-fiction that we have shared.

### **Arithmetic Arithmetic**

Gradually fill in areas to uncover a mystery picture by doing sums (choosing from 2 levels of difficulty). I was surprised how much my then 7 year old daughter enjoyed this. She does not usually like doing lists of sums, and I would not have chosen this book, but the appeal of colouring in the pictures lasted several days.

### **Mathematical Origami**

Construct complex 3D shapes by folding paper. My 12 year old son had no trouble following the instructions and made a Columbus cube and a Rhombic star.

### **Pop-Up ! A Manual of Paper Mechanisms**

This 96 page book contains every conceivable form of pop-up. Mostly intended for greetings cards, they range from the simple to the complex. Although my own children have not used it yet, it looks really good to me.

Sue Hutchin, Oakwood, Bethersden, Kent. Catalogues can be obtained from, Tarquin Publications, Stradbroke, Diss, Norfolk, IP21 5JP

# HELPING THE EDITOR

I know that Sue Hutchin has difficulty getting enough volunteers to edit the newsletter, and I wonder why?

- Don't know what to do?
- Lack of equipment?
- Not enough time?

All of these reasons are fair enough, but I thought that a few words may help to encourage all you potential editors. Don't stop reading, if you merely want to submit articles – some notes to you may make the editor's job easier.

## Knowing What to Do

Sue sends each editor a set of guidelines that are very clear. She is also very helpful on the phone, particularly if you phone her early enough with problems!

## Equipment

Sue says you can do it without a computer, but with typing as bad as mine, I would not do it without one! If you have a computer (and a printer), you do not need any special software. I am using a fancy DTP package (but I am not quite sure why – Word would have done quite as well).

Your favourite word-processor (and plenty of time) is the only tool you need. The newsletter is submitted on A4 paper and reduced to A5 by the printer.

## Time

This is, of course, the big sticking-point. As an editor, you cannot do much about people submitting articles, written in pencil, on the back of three old envelopes, and a week late.

However, if you want to write an article, you can make the editor's job much easier if you want to (if you do not, you may not make it into print, unless there is very little copy).

## Writing the Article

If you can possibly type it (even on a sticky old portable typewriter), then please do so – it is much harder to decipher someone's handwriting than type (even badly spelled and Tippexed type). If you can borrow a PC, even better.

If you are sending hardcopy (paper), then make sure you leave a good margin. If it is too close to the edges of A4, the editor will have to re-type it anyway.

If you have a PC, please do NOT use fancy fonts, add clipart in the margin, or centre the text. It is extremely difficult to read an article which is all centred.

Set the text in a clear font at 12 or 14 point. Before you save the file, please spell check the text, and read it again after you print it.

## Sending the Article to the Editor

If the author and the editor both have email, that is the fastest and cheapest way to get the article in. If you do not have email at home, you may be able to find someone to help (LETS, work, a friend).

The next easiest thing (if you are an editor who hates typing, like me) is to send a floppy disk. Editors with PCs who receive Macintosh disks may like to know that there are utilities (e.g. MACSee) that can let you read those disks.

If you send a typescript, make sure it is clear and uncrumpled. The editor may be able to use it as it is, or have it scanned.

## Conclusion

It is a rather formidable task, to edit a newsletter, but it is also very enjoyable and keeps both the phone and the postman busy for a week or two. You also get to talk to some great people. Why not give it a try?

# CONTACTS

---

---

## Cambridgeshire

I am desperate to make contacts during the summer from EO members in the Cambridgeshire area. I have just returned from an EO gathering at Wetherden and it was suggested to me about putting a notice in the newsletter.

*Dawn Canham*

50 The Causeway, Isleham, Ely, CB7 5SZ

01638 780546

Paul\_Canham@msn.com

---

---

## East Anglia

I am writing in hope to connect with some homeschooling families in East Anglia. My husband is in the Air Force and we have been given notice of transfer to RAF Mildenhall (from California, USA) in May.

We have made a decision to homeschool and since this will be our first year in a new country, new area and (for our daughter) a new school. I want to prepare to make this transition as smooth as possible. Is what I call homeschool the same as Education Otherwise? If so, we would be glad to join a local support group and receive more information about different types of programs used in East Anglia: co-op teaching, field trips, group study, curricula . . .

*Geri Meligan*

Early Childhood Educator

Gersy@aol.com

---

---

## New Address

Una MacGregor (Membership Secretary for Scotland and Overseas), Matthew and Mary have moved.

5 Knocknagael Essich Road

Inverness, IV1 2AJ

01463 223954

---

---

## West Midlands HELM

The full colour Home Educators' Local Magazine is published monthly and gives news of local events and trips.

HELM also contains children's pages, jokes, penfriends, rhymes, the wall, puzzles, cartoons, swapshop, etc.

Send an A5 SAE for a complimentary copy. To subscribe, the cost, including postage, is: £1.35 for 3 months, £2.70 for 6 months or £5.40 for a year. Make payments payable to HELM.

*Rod Drury*

5 Haig Road, Dudley, DY2 7QP

01384 233497

---

---

## Overseas Newsletter

We want to start a newsletter for home-educated children living in foreign countries. Would you like to share your experiences? Learn about other cultures? Exchange ideas? Meet new friends?

*Contact:* Tola Cohia Brennan

Apartado 154

2825 Costa da Caparica

Portugal

## Wholefood Cookery

I am a 17 year old homeschooler from the United States. I saw your organization's name and e-mail address in the FLEOnline newsletter, and I was wondering if there was a way to contact born again Christian homeschooling young ladies ages 14-25 who would be interested in sharing healthy recipes with their American peers.

Kingdom Kookers is a non-profit whole foods penpal club which I started in January 1996. There are now 63 members spread across the continental USA, Alaska, and Canada who share recipes using whole grains, whole flours and whole food sweeteners.

These groups include a variety of whole food cooking interests (100% whole grains & flours; allergy; reduced fat; vegetarian; whole food sweeteners):

- Rose of Sharon (ages 18 and above)
- Cybersisters (E-mail Kookers)
- Groups named after the Books of the Bible

These groups focus on sharing specific recipes:

- OverKomers (allergy/candida)
- Kut the Fat (low fat)
- The King's Garden (vegetarian)
- Sweet Counsel (whole food sweeteners)

Members receive a mail packet which includes recipes and letters from 4-7 Kookers.

My hope is that like-minded girls can "meet" each other through letters, and know that there are indeed other young people "out there" who enjoy a culinary diet using natural foods. I especially

want to encourage those who feel isolated or different – odd or "weird" – because of their eating lifestyle.

If you would like more information and a copy of the Kingdom Kooker Guidelines, please write back and let me know.

*Christy Baum*

1415 North Raab Road, Swanton  
Ohio, 43558-9405, USA  
kingdom.kookers@juno.com

---



---

## Vegan Family

We are Nic, Pamela, Lerrin (3½) and Roo (4 months). We are a committed vegan family and our children are not vaccinated.

We would like to contact other vegan, home-educating families, with a view to perhaps meeting up, possibly for weekend activities.

Also, how about a vegan EO camp later this summer?

*Contact:* Nic Newbury and Pamela Troy  
2 Yarmouth Farm Cottages  
Lolworth  
CB3 8HQ  
01954 780790

---



---

## Mums' Penpal Club

Would any other mums like to form a home educators' penpal club? We could write to support and encourage each other.

I have a girl of 9 and a boy of nearly 11. I love reading, animals and children. If

you are interested in a club, send details of children and interests.

*Mrs Theresa Mercer*

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

## Web Guestbook

Great to log-on to e.o. at last. I found the main page surprisingly hard to use. The concept is good and I look forward to seeing this part of our "club" grow over the years to come. The E.O. site is very hard to locate if you don't have the actual URL to hand. Maybe a few more keywords embedded in HTML so the web crawlers hit it more often would help. GREAT efforts by all concerned. Many many thanks.

*Carl Dorothy and Lucas Ainsworth <Turmix@aol.com>  
Redcar, Yorkshire UK - Sunday, May 11*

Hi everyone at EO! I am so thrilled to see all the newbies thinking about home education. I have been schooling at home for six years and find I learn more and more each day along with the children. I have a request for any of you in the UK: I would love to teach my children from your penmanship books. Can anyone email me with information on where to obtain manuals? Good luck on getting the call out to educate your children where there is love and acceptance for who they are!!

*Catherine Walters <walters@montrase.net>  
Norwood, Colorado USA - Friday, May 9*

Found you at last! And Hi to all home schoolers. We are fairly new to this area and would love to meet other EOers around here. We are: Marie, Pete, Steph (11yrs) and Chris (9yrs). Both children are home educated and would love to hear from others of a similar age. Mum would like some adult conversation! All the best, The Salmon Family

*Marie & Pete Salmon <Canoe Mad@aol.com>  
Henfield, West Sussex UK - Monday, April 28*

Nice to see the page. In case anyone didn't know flexischooling is alive and well in North Yorkshire.

*anita.jamal, UK - Tuesday, April 22*

What a wealth of information. It was a delight to read. Also very interesting to see how home education is done. I am a final year student at the University of Central Lancashire and am currently undertaking a Student Initiated Module ( no lectures involved - I'm educating myself at home to ! ) looking at home

schooling - the ethos, reasons for, highs, lows, curriculum development, learning materials, liaison with EA's and so on. If you would like to send me details of your experiences I would be pleased to hear from you.

*Grainne Shiels <g.shiels@uclan.ac.uk>  
Monday, April 21*

Hi! Good to see your great site now I've at long last got Internet access. Good luck with the site and thanks to all the many EO members who have supported our library over the last few years.

*Maggie Harnew from Wise Owl Shareware  
Abingdon, Oxon UK - Saturday, March 01*

My wife has recently started home schooling our children, ages 5 and 6. We do not believe that the Department of Defenses (DoD) provides adequate education methods for our children. Since my wife has initiated the home schooling, my children are learning much faster and understanding more complex matters. I am currently taking a course on public speaking and will be giving a persuasive speech on the benefits of home schooling. If you could provide me with any additional information, it would be greatly appreciated. Thank You.

*Raja & Diana Panchal  
<panchal@39cons.incirltik.af.mil>  
Incirltik AB, Adana Turkey - Tuesday, February 25*

Greetings from Canada!! It's great to see so many people across the world with the same educational philosophies. We are a homeschooling family in Canada and we just started in January. It has been a strange yet fabulous experience so far.

*Janice Hagan <cattfish@foxnet.net>  
Nolalu, Ont. Canada - Sunday, February 16*

The web is an excellent source of support for those very few of us who see schooling for what it is. Not only a good way to provide adults with a 'child free' society so that they can go about their business unhindered, but also an excellent way of slowing down the development of otherwise naturally inquisitive children. As a school teacher myself, I all too often compare the school with a prison where the walls are psychological rather than physical. They have the same effect. Education is not something you do to someone, it is self centred and will always remain that way. Give people the resources they need to educate themselves and the freedom to say no to COMPULSORY schooling.

*Mark <markw@gsat.edu.au>  
Geelong, Victoria Australia - Friday, February 14*

Good to find somewhere specifically for UK

home-educators: good luck with the site!

*Christopher Lawrence Leeds, UK  
Thursday, February 13*

*Gretchen Horton  
Sandpoint, Idaho USA - Saturday, February 08*

Having vaguely considered homeschooling my two boys, now aged 2yrs and 8 months, I finally gave in to all the comments of 'don't you think they'll miss out on socialisation?' and last week registered them with the local primary school. Now here I am suddenly discovering that homeschooling is not only legal, but widespread and well supported. Now I know I can actually do what I'm sure is right for my kids and keep them home. I really can't thank you enough!

*The Garrett Family <garrettg@fastnet.co.uk>  
Brighton, E.Sussex UK - Friday, February 07*

I would be interested in any info. on good cheap service providers

*Mike Fortune Wood <D0158237@infotrade.co.uk>  
Bham, west mid UK - Friday, February 07  
[Responded to by EO - MM]*

We are home educating our five year old Samuel, and hope to do the same for his two younger brothers. This is our first experience of the internet, so it's a new and unknown resource. It is great to find relevant information so easily. We shall come back again no doubt!

*Steve Carter and Helen Burnett  
<106647.2127@compuserve.com>  
Reigate, Surrey UK - Friday, February 07*

I am already an EO member. It's good to see this site

*Alan Bright <abright@bridge.com>  
UK - Thursday, February 06*

Lovely to find a UK site on home education/schooling, and such an impressive one. My husband and I are considering home educating our children, aged 4 and 2, and would like to know if there are any home educators in our area. We are on the Lancashire/Cheshire/Merseyside borders. Thanks.

*Michelle Scott <106547.3726@compuserve.com>  
St. Helens, Lancashire UK - Sunday, February 02*

I have viewed hundreds of sites for homeschooling and have taken my art curriculum to dozens of homeschool shows. You have done a commendable job. I anticipate a great future. Best wishes and congratulations for a job well done! You'll come see me now, 'hea' (that's a TEXAS style invitation)

*Becky Holliday <1hotmama@arn.net>  
Amarillo, Texas USA - Thursday, January 30*

My computer for some reason is unable to copy

the Early Years sampling that you have on the internet. It is printing double and is impossible to read. EO is completely new to me. I am very interested. Please send me whatever you can. My son will be 5 1/2 when I start. He started reading when he was 4 or so. Where do I go from here?

*Pamela Bader <pbader@future.atlcom.net>  
Doraville, Dekalb/GA USA - Thursday, January 23  
[Responded to by EO: sent as plain text - MM]*

Very nice to see EO on the net, and thriving.

*Piers Landmann <plandmann@uk.mdis.com>  
Milton Keynes, Bucks UK - Friday, January 17*

I searched for help and I hope I have found it. I need all the help I can get. I would be grateful if any one got in touch with me. I am seriously considering home education for my children aged 10 and 7. I want the best for my children and they do not get it at their present school.

*Chris Brookes <brookes@mail.enterprise.net.uk>  
Sutton Coldfield, Birmingham UK  
Wednesday, January 15 [Responded to by EO - MM]*

A big hello to Home educators everywhere, especially the UK, USA, and Australia. We've been home educating in the UK for one year and for five years in Australia beforehand. We'd be pleased to hear from anyone about your experiences of home educating.

*Judith Shalkowski <s.shalkowski@leeds.ac.uk>  
Leeds, W. Yorks UK - Friday, January 10*

## COORDINATORS' UPDATE

### Lincolnshire and Cambridgeshire

The new acting coordinator is Julie Truepenney (01406 380045).

### Dyslexia

The new contact is Ruth Durdle (0181 554 5889).

All other areas mentioned in the last newsletter still do not have a named coordinator. If you would like to help new and prospective members, please volunteer.

*Contact: Isobel Bogucki  
Coordinators' Secretary  
20 Rusper Road  
Horsham  
RH12 4BD  
01403 261178*

# CO-ORDINATORS' CORNER

YVONNE ROWSE  
(HEREFORD & WORCESTER)

Hi! I'm Yvonne Rowse. I took over the Co-ordinator's job from Bev Turpin-West over a year ago when she moved out of the county. I have two children, Jack aged seven and Sally aged five.

Sally recently decided to go to school. She started at our local village school in February. She says school is boring but she likes playing with Samuel at playtime.

Sally's reason for starting school highlights the main problem we have in our area; there aren't many families with children out of school. The county is also large and the

Home Educating families are scattered, plus public transport is limited.

Despite this we have started meeting together. We meet the last Wednesday of each month at my house near Kidderminster. The second Wednesday we meet at Jane Charles' and Chris Harper's house near Malvern. Both houses are a little off the beaten track but if people can get to the local stations someone will pick them up. We bring food to share, leave the children to play together, and talk out our problems and our achievements. It's wonderful to be with people who don't look at you oddly because your child is at home, people who understand the down-days. We all have different ideas about educating our children, from those who stick to a formal structure to those who leave the children to it, answering questions and providing opportunities as required. None of us try to impose our views on others although we happily discuss what we are doing and why. Mainly we don't set up structured activities on meeting days; the children seem to need to play together more than do something more obviously educational.

Something we are short on, is activities for the teenagers. Most, though not all, of the children who come to our meetings are under ten. I think it would be useful for the older kids to meet, with or without their adults.

I have been pleased to find the LEA are passing on information about EO. I have had a number of phone calls from people given my number by the LEA. I'm not really sure of the structure of our LEA, especially with the County being restructured, but I am going to use the opportunity of our next inspection visit to pick the brains of our

Inspector. Overall the LEA is quite helpful though not always. Some of their communications can feel quite frightening and I intend to tackle them about this in the near future. When I complained about the tone of a letter I received, I was told no one else had complained. Having been the Co-ordinator for a while now, I can say that a fair number of people have suffered similar anxiety.

I'm still learning the job as I go along. My knowledge of the law relating to educating otherwise has greatly increased over the last year. I haven't managed to contact everyone in the area but I keep trying. If you're in my area and I haven't talked to you, I'd appreciate it if you'd give me a call. We would welcome you at meetings. We'd also like to see people from surrounding areas. If anyone wants directions, call me. If anyone wants to talk, also give me a call. There aren't many of us. I'd like them to be more.

My number is 01299 - 400750 or you can write to me at:  
"Evergreen", Halls Farm Lane, Trimpley, nr Bewsey, DY12 1NP.

# EDUCATING ARCHIE by SEU

Deep in the forest, an EO Summer Gathering is taking place o o o o



# SCHOOLHOUSE HOME EDUCATION ASSOCIATION

Schoolhouse was founded last year as an information and support organisation for those who wish to make active and informed choices about their children's education. Some of the founders are full-time home educators and some are members of EO. We support families in their choice of education but do not actively promote one choice over another. We aim to foster co-operation and skill-sharing among home educators, and to promote positive relationships between home educators and education authorities. Thanks to positive publicity and good PR, we have received enquiries from outwith our immediate area, and we offer support on a Scotland-wide basis to anyone who contacts us.

Some families are unaware of the implications of the Education (Scotland) Act 1980 and many are surprised to find that they must obtain the local authority's consent prior to withdrawing a child who is registered at school.

Council reorganisation in Scotland has presented other problems. Whilst many of the new councils have simply taken on board the policies of the former regional councils, a significant number have become hostile to home education. Some, in fact, have adopted bully boy tactics and show little respect for the spirit of the law. Schoolhouse has begun to gather information on the new policies and procedures and to compile a list of contact officials. On a positive note, many councils in Scotland do not put obstacles in the way of home education. We aim to educate the misguided few and inform their policies.

You may be wondering who funds us to do all this! The short answer is - nobody, yet!! We run on voluntary donations, goodwill

and the energy of our management committee and members. However, we have recently submitted an application to the Scottish Office to fund a project to support home-based education in Scotland. This submission was the result of a long and arduous process which involved writing many papers and letters, discussions with policy advisers and politicians, and relied heavily on input from two other parties who share our commitment to educational choice. Our ideas have evolved over a long period and we have set key tasks and targets for the two-year project. We are willing to share these ideas with interested parties.

There is, of course, no guarantee of Scottish Office funding and we are actively seeking sponsorship from other sources. We consider proper accountability to be necessary and entirely appropriate in the case of any funded initiative, and none of us feels that it would in any way compromise the independence of home educating families.

Schoolhouse invites home educators and other interested parties in Scotland to send us information on their local council's policy and procedures, and details of local initiatives.

If you are interested in joining Schoolhouse or participating in our activities, send an SAE to receive a membership form and leaflet. Meanwhile, we will continue to promote membership of EO and pass on information about other initiatives to our enquirers in Scotland.

*Alison Preuss & Catriona Morrison*

Schoolhouse Home Education Association  
93 Blacklock Crescent, Dundee, DD4 BEE  
Tel: (01382) 864930 or 646964 Fax: 01382 640472  
E-mail: cem27@cosy.ac.uk

# EO NEEDS YOU!

---

## Co-ordinators' Corner

Send in your articles today! If you send it to me, I'll keep them in a similar style and format and forward them to the next editor on a first-come, first-served basis.

Please send them by the 21st of the month preceding deadline.

Contact: Rod Drury  
5 Haig Road  
Dudley  
DY2 7QP  
01384 233497

---

## National Gatherings

EO is looking for suitable venues for national gatherings. If you have any ideas, please send them to me. Send an SAE for a list of criteria.

Contact: Beverley Young  
91 Lyndhurst Drive  
Preston  
PR2 1TB

---

## Diary Events

If you have ideas for events or gatherings, or want an entry in the Regional Diary for events of interest to EOers, please contact me.

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

---

## Freebies

Please let me know of free or discounted entry to places of interest.

Contact: Beverley Young

---

## Articles and Recordings

Please send me newspaper and magazine articles and recordings of TV or radio programmes. I am trying to keep an EO library of them.

Contact: Beverley Young

---

## RAISING PUBLIC AWARENESS

Buy an extra copy of *School is Not Compulsory* and donate it to your local library. It only costs £3 and you could share the cost with other members in your locality.

If you know of a good home education book, such as *You Don't Have to Send Your Child to School* or *School's Out* or even *School is Not Compulsory*, order it from your local library. If they don't have a copy, they will more than likely buy one and it

will be available to everyone who uses the library in future. Ordering usually costs around 60p.

Put a publicity poster in the local library, doctor or dentist surgery, community centre, newsagent, nursery, etc.

All of these things help to raise awareness, which in turns helps people in difficulty and increases local membership, which has numerous benefits for all.

Clare Murton

# EO BUSINESS

## ADVANCE NOTICE OF SEPTEMBER EO MEETING/GATHERING

Weekend of Friday 5th - Sunday 7th September

at Caldecotte Centre, Milton Keynes

Sleeping for 30 (beds)

Plenty of camping space

Watersports instruction available

For more info see to:

Pam and John Bellinger

The Inn at Greatworth

Chapel Road

Greatworth

Banbury, OX17 2DT

An

## OPEN COUNCIL MEETING

of Education Otherwise will be held at

Caldecotte Centre, Milton Keynes

on Saturday 6 September 1997, at 10:00 a.m.

All EO members are welcome to attend. If you have an item which you feel should be included on the agenda, please let me know in good time.

For further details of the weekend gathering, please see the box above.

*Rob Wade Meetings Secretary*  
19 Perkin Close, Wembley, Middlesex, HA0 2LY  
0181 904 7155  
[rob.wade@tvu.ac.uk](mailto:rob.wade@tvu.ac.uk)

## LEA Guidelines

I am awaiting the result of our Lottery application. I applied for money to print and send out guidelines to all the LEAs in the UK.

I have also been co-ordinating the adaptation of the guidelines. If we receive the grant, we will be able to print good quality leaflets and send 20-30 to each LEA. If not, I hope to send one leaflet that can be photocopied to each LEA.

Printing should take place at the beginning of September, with the leaflets sent out at the end of the month. If we get a grant, we will need to monitor the effect of the guidelines, so if you receive an LEA visit in October, November, or December, please ask if they have seen the EO guidelines.

*Priscilla Park Weir*

### Stop Press

We will not hear about the progress of our lottery application until September.

## Single Parents

I am in touch with the appropriate authorities about the impact of the Back to Work initiative on home-educating families. I hope to include an update in the next newsletter.

*Sarah Martin*

## Special Needs

Due to other commitments, Susan Godsland has had to resign from the Special Needs (dyslexia) helpline.

## Fund-Raising

Over the past couple of years, we have raised enough funds from subscriptions to cover our running costs. However, we do not have spare funds for the extra things we may like to do.

It is easier to raise funds effectively if you have a particular project in mind.

Do you have a specific project you would like to see come to fruition under the EO umbrella?

Are you willing to do some fund-raising?

I have a number of ideas about where we may get money from - other charities, the Lottery, lapsed members - but I do not have time to pursue these things.

You can offer to help as much, or as little, as you like. You could raise funds for your local group, or detail and cost a plan you would like to see EO carry out, or part of one of these jobs.

Please contact me with suggestions and offers.

*Priscilla Park Weir*

212 Gordon Avenue, Camberley, GU15 2NT  
01276 22735

## REGIONAL DIARY

---

---

### Bristol and District

#### Alternate Mondays

Ice-skating, Bristol

#### Alternate Tuesdays, 1:30–2:30

Swimming at Bishopsworth pool, Bristol

#### Fridays, 10:45–2:00 (term-time only)

Totterdown YMCA, Bristol

*Contact:* Kathy Nott on 0117 966 8265

---

---

### Cleveland and Durham

#### Last Wednesday of each month

*Contact:* Pauline Butterworth  
01642 550628

---

---

### Dorset (Bournemouth)

Fortnightly meetings to make friends, share support, swap ideas, participate in lots of interesting activities, and enjoy outings. All ages welcome

#### 28th Aug – Vegetarian BBQ

**11th Sept** – Visit to Roman Villa guided by a Roman Legionnaire (not to be missed!)

**25th Sept** – Roman afternoon making shields and doing as the Romans did!

**9th Oct** – Computer afternoon: an opportunity to try out computer games and educational programs.

*Contact:* Send an SAE for a list of activities  
Sue North on 01202 525011  
Quince Cottage, 30 Oswald Road  
Moordown  
Bournemouth, BH9 2QT

---

---

### Hereford and Worcester

**Second Wednesday** of each month, Yvonne Rowse's house, near Kidderminster

**Last Wednesday** of each month, Jane Charles's and Chris Harper's house near Malvern

*Contact:* Yvonne Rowse on 01299 400750

---

---

### Kent

All welcome at various events:

**14th Aug** – Romney Sands Beach Day

**9th Sept** – Reculver Country Park

**25th Sept** – Chiddingstone Castle

*Contact:* Send SAE for events list to:

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

---

---

### Manchester—Bolton

Monthly at the Excel Sports Centre for sports and games

*Contact:* Karen Moore on 01204 573136  
or send SAE to  
24 Darley Avenue  
Farnworth  
Bolton  
BL4 7RU

---

---

### Suffolk

Wetherden group starts again mid-September with, we hope, a season of grant-aided professional workshops.

*Contact:* Sarah Guthrie on 01379 783678

## Sussex

There is something happening nearly every day. Details are in the local newsletter.

Contact: Isobel Bogucki on 01403 261178

## West Midlands

### Birmingham

**Alternate Mondays**, from 10 a.m. until 4 p.m. at St Paul's Venture, Malvern Street (off Moseley Road, see A-Z pg 90, 2B)

Grassed playground; urban farm; football pitch; indoor space

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.

Contact: Paula Turner on 0121 603 8673

**Last Wednesday** of the month, from 10:30 a.m. until 12:30 p.m. at the Centre for the Child, Central Library.

Three multimedia computers

Contact: Rod Drury on 01384 233497

### Coventry

Monthly meeting proposed; if you are interested, or have ideas for venues,

Contact: Sue Cardus on 01203 543801  
Rod Drury on 01384 233497

## Yorkshire—North and East Central York

First Tuesday of the month at Anita Jamal's

Contact: Anita on 01904 645659 for times and details

### Dudley—Wolverhampton

**Third Friday** of the month, 10:30 to 3:30, at Cotwall End Nature Centre, Catholic Lane, Sedgley, Dudley (A-Z pg 41 5H)

Twenty-acre site with walks, play areas, stream, ponds, wildlife; heated room above the Craft Centre

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.

Contact: Rod Drury on 01384 233497

### Walsall

**Second Thursday** of the month, 1:30 until 3:30

**14th Aug** - 67 Cope St, Leamore (Julie Gibson - 01922 666700)

**11th Sept** - 5 Ridge Way, Aldridge (Penny Clarke - 01922 745465)

### Younger Age-Group

We have started to meet for crafts, music, dancing, festivals, etc, in York/Goole area. Please ring for details.

Contact: Meraylah Allwood on 01904 448643

Anne Mills is the contact for all other activities in Yorkshire, especially Oaklands Resource Centre. You can contact her on 01405 720894 or at Oaklands, High Street, Near Goole, DN14 8LF

### Oaklands, near Goole

Every Wednesday, 11 a.m. until 4 p.m., cost £2-£5

Bring lunch to share and ideas for activities. Please ring before you come.

**27th Aug** – Juggling and circus skills

**24th Sept** – Musical activities: bring instruments, music, voice, dancing shoes.

### Friday Outings

**29th Aug** – 11 a.m. Dalty Forest BBQ; meet Sneverdale picnic area

**12th Sept** – 11 a.m. York Railway Museum, north entrance by Great Hall; interactive exhibition of railway toys and games; free entry with EO card.

**10th Oct** – 11 a.m. Knaresborough swimming pool, picnic and play area

### Weekend Sleepovers

**New!** 11 on Saturday until 6 on Sunday, date to be decided; ring Anne for details

### Yorkshire—West

It is always a good idea to confirm the day before that the meetings are still on. There are also regular outings in the West Yorkshire area. Check in the local WYNOT newsletter or contact local coordinator Diane 01484 846946.

#### Bradford

Third Friday of each month at the Community Arts Centre, Chapel Street

This is a social gathering for adults and children and there is usually at least one workshop.

*Contact:* Trish on 01274 788938

#### Hebden Bridge

First and third Wednesday of every month, 10:30 a.m. until 1 p.m. at the Ground Floor Centre (next to the Post Office)

Local activities arranged other weeks.

*Contact:* Katherine 01422 844459

#### Huddersfield

Last Thursday of every month, 11 a.m. until 1:30 p.m. at the Civic Centre (close to bus station)

We organise activities and trips, chat, share ideas, make friends and welcome and support new members. If crowded we may move on to Greenhead Park in good weather.

*Contact:* Diane 01484 846946  
Clare 0113 2690061

**Leeds**

Second Friday of every month, 1p.m. until 4 p.m. at Moortown Baptist Church, King Lane, Leeds 17

A meeting place for activities, workshops, support and friendships. £2 per family initially, though we hope that fund raising will soon cover this.

Contact: Judith 0113 2265515  
Clare 0113 2690061

**Shipley**

Swimming every Tuesday morning from 10:30 during term time

Contact: Julia 01274 487182

---

## CONCESSIONS IN LEEDS

**Royal Armouries Museum**

You can now receive a concessionary rate on production of your membership card. The museum is not over-generous, but it is a saving on the usual entry rates.

- Adults £5.95 (usually £6.95)
- Children 4-15 yrs £3.50 (usually £4.25)
- Children under 4 yrs free (as usual)

Note that anyone can go to the museum within two hours of closing time for reduced rates: adults £4.95 and children £2.95.

If you have any difficulty getting reduced entry rates, the contact is Deborah Hickinson, Education Bookings Officer.

**Thackray Medical Museum**

This museum, next to St James's Hospital, Beckett Street, Leeds, also offers a concessionary entry rate for EO members, similar to that they offer schools.

On production of a valid membership card, the fee is £2.35 per child, regardless of the number in party, and free entry for one accompanying parent/membership card.

Coming Soon!  
The Best of Archie  
Watch this space

# ADVERTISEMENTS

---

---

## Resource Guide

The Resource Guide is growing, although it is far from comprehensive (21 as opposed to 300 pages). It answers such questions as – what have you really enjoyed or found useful?

For a copy please send £3.

*Contact:* Barbara Edwards  
12 Oxford Road  
Guildford  
Surrey  
GU1 3RP

---

---

## Worksheets

The best exercise and practice media for children working at home; English, Mathematics and Science for children from 6–13; written by an experienced educationist; parallel with the National Curriculum.

*Contact:* Send an SAE to  
Pemberton Publishing  
25 Hunters Rise  
Barnsley  
S75 2JX

---

---

## International

### Umbrian Farm Holiday

Friendly EO family (girls, 14 and 20, and boy, 16) offer holiday space all year on farm.

*Contact:* Pratale, 06020 Scritto, Pg, Italy

---

---

## French Language Courses

**En Famille in France** is a small family-run organisation dedicated to providing French language courses in a home environment. We offer individually tailored one to one courses for all ages and abilities, whilst living with a French family, and self-catering accommodation with tuition.

*Contact:* Mrs A Buckley  
115 Rothesay Road  
Gosport  
PO12 4PX  
01705 502382

---

---

## Centro Giacomo Leopardi

This centre (authorized by the Italian Ministry of Education and sponsored by the State University of Camerino) offers 300 scholarships covering the cost of a course in Italian language and culture. The scholarships will go to the first 300 applicants.

*Contact:* Malcolm Muckle  
e\_o@netlink.co.uk

Dr Carmelo A. Manetta, Director  
Centro di Lingua e Cultura Italiana  
Giacomo Leopardi

Via Mattei 75, I-62022 Via Castello, I-61020  
Castelraimondo (MC) Belforte all'Isauro (PS)  
Tel: +39 737 641299 Tel: +39 722 721622  
Fax: +39 737 642182 Fax: +39 722 721845

Email: [centroleopardi@wnt.it](mailto:centroleopardi@wnt.it)  
URL: <http://www.italian.org>

---

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

## EO Communities

### Avon

The house is a huge Grade 2 listed mansion, 1 mile from Bradford on Avon and 7 miles from Bath. Five families are already resident (10 adults and 10 children). Nine of the children, aged from 3 to 11, do not go to school.

Each family has a large self contained unit with kitchen, bathroom, bedrooms, study, living room, separate central heating. We are all equal shareholders and do not actually own our own accommodation. Outside there is a swimming pool, tennis court, 14 acres, poly-tunnels, organic/permaculture gardening ideas, theatre/stage room, 4-6 communal rooms, workshops, art-room, laundry, orangery, rose-garden etc.

### Home Tutor

*Creative writing to Cookery and Craft to Dance to Dinosaurs*

Fun home tutor with 5 years' experience teaching children 3-12 offers committed programme of diverse educational activities and trips: tailored to the needs of each child; flexible hours.

Oxford BA Hons (Zoology with Psychology); extensive resources; excellent references

Contact: Madeline Solomon  
317 Mare Street  
E8 1EJ  
London  
0181 986 9827

Decision making is by consensus or 80%. The cost is about £55,000 (according to value of the property) per adult to buy in (a minimum £10,000 plus rent or mortgage to service the balance).

If interested, write in something about yourselves and we can arrange a visit.

Contact: David Michael  
Frankleigh House  
Bradford on Avon  
BA15 2PF  
dmichael@compuserve.com

### Norfolk

Gometra Housing Co-op has found a property in North Norfolk on which it is applying for a co-op mortgage. We are now looking for more families to join us in this venture which will provide 7 living units. Interested?

Contact: Carol Martin  
% Living Green  
0171 837 1661 (Phone and fax)

### Moccasins and Mitts

Do you want moccasins and mitts to fit you and your family perfectly?

I make them by hand using your hand and foot templates.

Hayley Walton  
90 Rochester Way  
Crowborough  
TN6 2DU

01892 665471

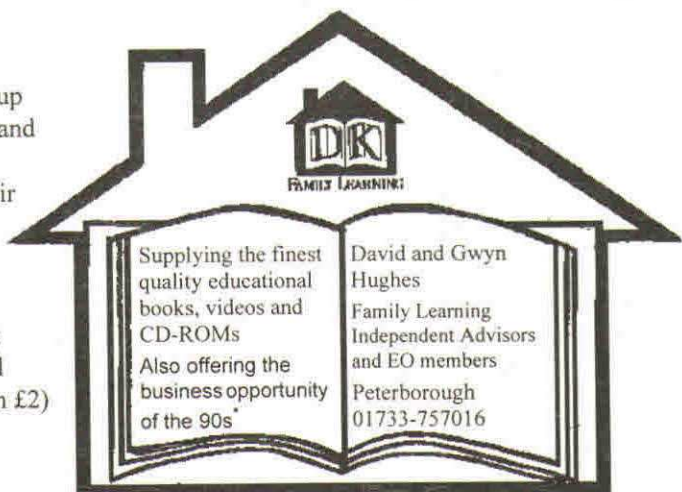
SERVICES AND PRODUCTS ADVERTISED HERE HAVE NOT BEEN ENDORSED  
BY EDUCATION OTHERWISE

### Happy Families

A nationwide support group for gay, lesbian, bisexual and transgendered parents, or would-be parents, and their families.

Contact with other like-minded people; penpal schemes in UK and USA; monthly newsletter (small monthly subscription, min £2)

Send an SAE to  
Happy Families  
PO Box 1060  
Askern  
Doncaster  
DN6 9QE



Supplying the finest quality educational books, videos and CD-ROMs  
Also offering the business opportunity of the 90s\*

David and Gwyn Hughes  
Family Learning Independent Advisors and EO members  
Peterborough  
01733-757016

\* As a DKFL Independent Advisor, you could be running a flexible, fast growing, information age, home-based business.

### Jehovah's Witnesses

Newsletter for Jehovah's Witnesses who home educate their children

For a sample copy, please send four 20p stamps and your address to:

Louise English  
41 Queens Road  
Horley  
Surrey, RH6 7AH

### NEWS fortnightly REVIEW for schools

A news/worksheet covering three topics each fortnight, with notes and maps

18 issues in the school year  
Excellent for General Studies

*Ideal for parents wishing to help children*

Scott Publications  
Moulton  
Northampton  
NN3 7SH

### 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 who wish to send artwork should contact the newsletter co-ordinator.

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

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

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

**General Secretary:** Lucy Charlton, Church  
Lane Cottages, Newton Harcourt, Leics,  
LE8 0FT Tel. 0116 2592118

**Treasurer:** Priscilla Park-Weir, 212 Gordon  
Avenue, Camberley, Surrey, GU15 2NT  
Tel. 01276 22735

**Publicity Group:**

Anita Jamal: 01904 645659  
Wendy Knight: 01359 231890  
Beverley Young: 01772 492245

**Newsletter Coordinator:** Sue Hutchin,  
Oakwood, Snoad Hill, Bethersden, Ashford,  
Kent.TN26 3ED Tel/fax. 01233 820008

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

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

**Special Needs (acting):** Maggie Swatridge,  
32 Carey Park, Polperro, Looe, Cornwall PL13  
2JP Tel. 01503 272087

**Research Secretary (acting):**

Paula Fielding-Bell 1 Hill Top Cottages,  
Knott Hill Lane, Delph, Lancs. OL3 5RJ  
01457 872946, P.J.Rothermel@durham.ac.uk  
Catriona Morrison: 93, Blacklock  
Crescent, Dundee. Tel: 01382 864930

**Database Secretary: (subscription  
renewals, address changes, membership  
cards etc)** Barbara Edwards, 12 Oxford Rd,  
Guildford, Surrey, GU1 3RP Tel 01483 832250

**School Phobia, Young People's Support:**

Angela White:  
Tel: 01203 312461

**Adult Support:**

Catherine McKillop: Scotland  
Tel: 01631 565551

**GCSE Contact:**

Wendy Plested, Tel 01865 514973

**College Contact:**

Valerie Gommon, Tel 01908 511247

**Enquiries Secretaries Coordinator:**

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

**Membership Secretaries Coordinator:**

Pam Bellinger: The Inn, Chapel Rd, Great  
Worth, Banbury, OX17 2DT Tel 01295 710976

**EO Stalls:** Lucy Charlton, Church Lane  
Cottages, Newton Harcourt, Leics  
LE8 0FT Tel 0116 2592118

**Stationery**

EO stationery, re-use labels (£2.50 per 100)  
leaflets, posters, membership forms, car  
stickers and are available from;  
Pam Bellinger: The Inn, Chapel Rd, Great  
Worth, Banbury OX17 2DT  
(Donations towards postage & printing welcomed)

**Publications:** Chris Harper,

For details of EO publications, information  
leaflets and back issues of newsletters, send a  
SAE to:  
Badgers Holt, Birchwood, Storrige, Malvern,  
Worcs. WR13 5HA ( 01886 884740);  
*If you have had your publications list for a  
while, ring Chris to check on the availability of  
the items you want before ordering.*

**Council Members**

*If you have a problem, contact your local  
council member;*

Andy Archer (Leics)  
Jude Ashley-Walker (Isle of Wight)  
Gwen Baldock (Yorks -North)  
Pam Bellinger (Oxon)  
Isobel Bogucki (Sussex West)  
Lucy Charlton (Leics)  
Barbara Edwards (Surrey)  
Jill Fisher (Leics)  
Val Gommon (Bucks)  
Maxine Griffith (Yorks-South)  
Sue Hutchin (Kent)  
Pien Maltz-Klaar (London-North)  
Priscilla Park-Wier (Surrey)  
Eleanor Stapleton (London-North)  
Anne Wade (London Middx)  
Bruce Wallace (Highlands)  
Beverley Young (Lancs)

# 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 50p per minute at all times. Recorded message, average call length; 1- 2 minutes)

<[http://www.netlink.co.uk/users/e\\_o/](http://www.netlink.co.uk/users/e_o/)>  
<[e\\_o@netlink.co.uk](mailto:e_o@netlink.co.uk)>

