

# EDUCATION OTHERWISE



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## The Next Issue

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The Deadline for Contributions is:

**1st March 1998**

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;

**The LEA Guidelines**

April '98

**Wide Games and Games**

Suzie Griffith, Lilacs, 12 Love Lane,  
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June '98, deadline, 1st May

**Autonomous Education**

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August '98, deadline, 1st July

Please share your experiences and expertise with other members and send your contributions as soon as possible to the relevant address.

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### Editing the Newsletter

The Newsletter is edited by volunteers. If you would like to know more, please contact the Newsletter Coordinator. We currently need Editors from the **June '99** issue onwards.

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



## SPECIAL SECTION: LEARNING A FOREIGN LANGUAGE.

### Teaching Foreign Languages.

#### *Who are we?*

Me (Alan), my wife Elspeth and our six children - eleven years down to three months.

#### *When did we start?*

I started teaching my children French as they reached five. I started with small groups of four or five, with other friends' children. There was also a time when I was charging for this, as part of our overall family income.

#### *My own abilities*

I did have the advantage of speaking French well, although the text books I used provided a good structure for me and I am sure anyone with a basic level of school French could follow it.

#### *What do we use?*

For the younger children (up to age 8) I have used the Usborne Language Guide 'French for Beginners'. This has been used less as a text book, more as an ideas generator. As such, it has worked well. It is a full-colour book (48 pages, sorry, don't remember the cost) with attractive pictures for us to talk about.

I have used a Year Seven level textbook for my two oldest sons, once they were at the point where they could read English competently. The series I used was 'Hexagone' published by Oxford. We have followed this as a text book and it does lend itself very well to this, i.e. suggestions for oral exercises, text to read together, etc.

Published in 1983, some of the pictures in 'Hexagone' are a little anachronistic (alarming fashions etc) but we do have a good laugh at the line drawings. We have also used another series, the 1993 published 'Route National' (RN). It is interesting to observe the change in text book style over those ten years. RN is just about all in French, all the instructions are in French . . . and I think this is good. As an amateur teacher there are some short phrases that I don't know - or have forgotten - and the instructions in French for each exercise are good memory joggers for me. However, RN does suffer, in my opinion, from being too 'busy': each page has so much going on and it bears little resemblance to a traditional text book. Now I do appreciate that some people might find that attractive and that might be an appropriate style for them and their children.

Our eleven year old has just started school and he is using RN in his French lessons at school. However, at home we continue to do 'Hexagone' for just fifteen minutes a week. He chose that over RN, partly I think because we have a joke about the funny drawings.

### *When do we do it?*

We have designated one evening a week as 'French evening' and I do, in total, one hour with our three oldest children. These are usually one-on-one sessions and are hard work for all concerned!

### *What has happened?*

Our eleven year old speaks French well for his age. His still-at-home nine year old brother has found it less easy, but there is progress. Our six year old at-home daughter is making reasonable progress.

One advantage of teaching French is that I, as a working father, do get to do some formal teaching so that I realise more first hand what my wife puts up with every day (!).

### *Recommendation*

Do try it, you will learn something yourself as a teacher and there is no pressure to deliver a certain curriculum. I suggest Usborne to start with, moving to Route Nationale at about age eight with a fairly bright child.

### *Contacts*

I am happy to discuss issues about anything raised here, phone us on 0171 474 9601 or email me on [alan.bright@virgin.net](mailto:alan.bright@virgin.net) Alan Bright, London.

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## **Franglais at the Breakfast Table.**

I returned home from a trip to Scandinavia, inspired by everyone's proficiency in languages and fired with enthusiasm to start my children learning a foreign language. Languages are low on the priorities of schools here (in the States) but I found plenty of homeschoolers who welcomed the opportunity to learn one. I had previously tried to start learning Spanish with my kids but we had got nowhere with it. This time I decided to try French, which I had studied myself for many years at school (in Britain). This meant that I could answer their "how do you say ...?" questions to some extent and we have made much better progress.

We started in September 1996, meeting for an hour once a week with a group of parents and children, aged 4 and 10. Some weeks there were more than twenty people, but fortunately the numbers dwindled to a more manageable size after a few weeks. In some cases, families stopped coming because not all their children were interested. Some of these families tried sending the interested kids on their own but this did not prove very successful: if the parent wasn't learning too they had no back-up or practice from one week to the next and soon fell by the wayside.

To start with we had two other French-speaking adults in the group: an American former French teacher; and a French woman. Obviously a native speaker is a great resource and she taught us songs, read stories and was available to answer all those "how do you say ...?" questions, but she also had her own teaching style which didn't suit our kids too well. They thrive on and learn from plenty of games and fun activities. For a while she brought her own two boys, aged 4 and 6, which I thought would be great for our kids, but they were reluctant to speak French to English-speaking people

(Incidentally, the older one, at the age of 7, had to keep up with the French National Curriculum by Correspondence course while living in the States and attending full-time school here!).

In the first year we worked on basic vocabulary covering themes such as numbers, colours, food (plenty of scope for practical activities), animals, parts of the body, clothes, parts of the house, etc. The kids' all-time favourite activity was performing plays. We adapted the story of The Three Pigs into a play which they performed many times with great delight. Phrases they used in these plays were remembered months later. We also found many games that could be easily played in French, such as Bingo, Twister, Lingo (a UNICEF game about food), Simon Says, and treasure hunts. We have also done a certain amount of drill question-and-answer work, which is effective, but has to be done in small doses.

We concluded our year with a Bastille Day Party. Now we are in our second year, down to seven children and working on sentence structure and verbs. I learned French at school with a lot of emphasis on grammar and written work, which suited me, and I tend to try to pass that on to the children. That method doesn't work for all of them of course. They all have their own learning styles so a variety of activities work best.

The materials we have used include:

- \* Usborne Books:
  - \* First Thousand Words
  - \* First French Series
  - \* First Fun with French video
- \* Phrase-a-Day French (a colouring book with tapes - kids tend to get too absorbed in the colouring aspect!)
- \* A good dictionary
- \* Software:
  - \* All-in-One Language Fun (simple games in English, French, German, Spanish and Japanese)
  - \* Triple-Play Plus French (includes microphone and speech recognition; huge potential but at present the kids always do the same one activity)

I don't know how many of these are available in Britain, but I would be happy to provide more details to anyone who is interested.

I would also like to teach Latin to my children at some point, but in the meantime we have done some work with a great book called *English from the Roots Up* by Joegil Lundquist. This teaches 100 Greek and Latin words and their derivatives, introducing children to Greek and Latin roots without formal study of the language. It increases their vocabulary, improves spelling and helps them to understand unfamiliar words. It works well for mixed age groups. Highly recommended!

Just in case I've given the impression that our children now speak fluent French, here is an example of Franglais at the breakfast table: "Passe-moi le sauce de cow, s'il te plait", Oliver, age 8!

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## Learning an Indigenous Language.

We live in a village where about 40% of the people speak Welsh. Learning Welsh is a political issue. We wanted to learn because we didn't want to be representatives of a colonial power, but it has been a bit harder than we expected. One reason is that it's very difficult to find a Welsh speaker who doesn't switch to English when a learner can't think of the word. In this area too, a lot of Welsh speakers feel their Welsh isn't 'good enough' and won't expose their dialect in front of a learner whose speaking is stilted by grammatically correct Welsh. And of course there are very few people who don't speak English at all.

Our Welsh learning has also tailed off over the last couple of years because of our ambiguity about staying in Wales. If we move away, then what use is Welsh?

Welsh is a political issue regarding home education as well. Schooling in this village is entirely in Welsh up to the age of seven, then English is introduced. There are families who transport their children to other schools to avoid a Welsh education, and almost everyone assumes that the reason we don't send our children to school is so that they don't learn Welsh. So I have to explain over and over again that the only good thing I can see about the school is a better chance of learning Welsh. I find that as EO co-ordinator a few members make the same assumption, and I find it difficult to deal with them in an even handed manner as I feel quite angry with English people who move to Wales and then expect the natives to change languages for them. Learning Welsh

has been a rewarding process. I attended an evening class for a year, and since then we've all been going to weekend events called 'Sadwrnau Siarad' which have classes and games for adults and activities for children, and even the tea breaks are in Welsh. Usually the creche leaders are very sensitive, but don't speak English unless a child is distressed. They respond to a child's English statements in Welsh. If a child doesn't understand, they'll say it in a different way, point or mime, and the children learn in their own time, no pressure.

The Welsh learning community is very lively. If you live in Welsh speaking Wales and are involved in campaigning about social or environmental issues, it might seem odd that most of the people involved are English incomers, but when you learn Welsh you realise that a lot of radical energy goes into strengthening the language.

We are at the autonomous end of the EO spectrum and have never tried to sit down and teach our children Welsh. We use a few key phrases. Sometimes I speak Welsh to the children and it becomes a guessing game trying to work out what I'm talking about. We read stories in Welsh (it's an easy language to read as everything is phonetic) and we sing songs. We haven't got a TV, but that might be a good way of learning as pictures reinforce the words. We have the radio on Radio Cymru quite a lot.

The result of all this is that I can hold simple conversations without having to translate in my head, but I reach the limits of my vocabulary if I try

something more involved, and I can't manage all the subtleties of tenses. Richard (Dad) is not so good at talking but understands a bit more.

Tom (9) wanted to go to school at seven and a half and I was amazed that he could speak Welsh almost as well as some children who had been taught entirely in Welsh for three years. Parental support seems to make a vast difference, so if parents don't approve of their child learning Welsh the child will probably fail. Tom had heard Welsh at home but never spoken more than the odd word. He must have done the passive absorbing of sounds and patterns that babies do with their first language, so his fluency came very rapidly. Now that he has left school again we are trying to find a Welsh language club for him to join - not easy as most 'Urdd' groups seem to be attached to schools.

Holly (7) hasn't the patience for Welsh books or trying to understand me, though she wishes she could speak Welsh. She 'collects' words she knows rather than learning sentence

structures, and is proud that her 'list' includes words some of Tom's school friends don't know.

Bridget (4 1/2) learns in an uncomplicated way repeating the ends of sentences and answering yes to questions even if she's not sure what the question means (could get her into trouble!).

There is one benefit to learning Welsh even if we do move away - I can now speak Welsh better than I ever spoke French after five years of daily school lessons. Maybe I'm not as hopeless at languages as school made me feel. Now I can be thinking about what language I and the children could learn next, prior to travelling abroad. It opens up a whole new world.

#### Useful Welsh phrases.

Dw i ddim yu mynd i'r ysgol  
I don't go to school.

Dw i'n dysgu gartref  
I learn at home.

**Sue Hagerty, 4 Eclipse Terrace, Five Roads, Llanelli, SA15 5YS**

### **Try Esperanto!**

We are a family of five, which has passed through the various stages of home educating and is beginning to emerge at the other end, having negotiated the sticky GCSE period and the "getting into sixth form" problems, and this is a personal view of one part of our home education down the years. Our elder daughter is now seventeen and has just started A-level courses in French, German, English and Latin at a local state school. From her choice of A-levels it is obvious that she is interested in foreign languages, as are our other two children. For us, languages are important because with a knowledge of language one can communicate across boundaries and cultures, which leads to greater understanding and tolerance.

I began with snippets of French when the children were quite young because I had trained as a French teacher and felt confident with the language. My husband who is French but did not know any English when he came to England, had to spend time learning it, and then studied at University, so speaking French with the children at home was never really a realistic option for us. I made up my own materials, games and activities to teach the children basic vocabulary and based my teaching methods on those of Maria Montessori.

I had always wanted to introduce the children to another language and came across Esperanto when the eldest was nine. It seemed to me at the time to be the perfect language for learning together at home. Its spelling and grammar are regular and it is spoken the world over. It has its roots in several - mostly European - languages, and I saw it as an ideal opportunity for talking about other languages and cultures. That was eight years ago and, with hindsight, it is possible to say that if there is one language I would recommend that young children learn, it would be Esperanto. By all means move on to learning other languages later, as we did, but start with Esperanto. Using Esperanto as an "apprentice" language has amazing benefits. Besides learning Esperanto and French we have gone on to explore together German and Latin, and have just started Japanese. All of us learnt the other languages with considerable ease and increased understanding. If anything new - grammar or vocabulary - cropped up we were able to relate it back to the Esperanto and draw comparisons.

The children now have penfriends all over the world and recently took part in a week long international children's congress where sixty children from twenty-four different countries were gathered together all communicating with one another, using Esperanto as a common language. We tune in to radio stations from Poland, Austria and Italy and hear news at first hand, we receive periodicals from around the world and can read the viewpoints of the ordinary people who live in those countries. Knowledge of Geography and other cultures has increased enormously, and knowing the language has opened up the vast literary treasure houses that don't yet exist in English translation.

When our son was nine he was diagnosed as dyslexic, and the only thing that I clearly remember from the interview that followed the assessment was that the assessor told me quite firmly not to teach him foreign languages, it would only confuse him. I didn't like to tell him that we had already been dabbling, in case he blamed me for having confused him already! But I reasoned that Matthew was bright, and even if he couldn't write the languages very accurately he could read, understand and speak them (his dyslexia affects spelling and maths - but not reading). Esperanto became the first language that he could write correctly because it has a phonic correlation between sound and letter - what you hear you write, and he was soon sending letters abroad and getting answers in a second language with no problems at all. This boosted his self-confidence enormously and heightened awareness of language in general. It soon became obvious that I could teach him English grammar through Esperanto. Grammar in Esperanto is "flagged" at the ends of words: all nouns end in O which means that it became easy to spot a noun in a sentence, adjectives end in A and adverbs in E, the accusative ending is shown by an N, plurals take a J. Grammar was learnt almost effortlessly and it was a simple matter to transfer the knowledge to English.

A turning point came for Matthew when he was twelve. The GCSE in Esperanto was to be scrapped because there were not sufficient people sitting the exam, so we entered as a family to try and give something back to a movement that had already given us so much. Matthew succeeded with a good grade - and knew then that he was as good as anyone else. He has always fervently refused to go to school because he feared being treated as though he were an idiot; spelling and maths matter so much to teachers at school and setting in forms is usually done on how well the child can achieve in these subjects. Next year, he too, is set to follow languages at A level, with a range of GCSE's behind him.

Learning languages at home is often seen to be a problem, but I would strongly recommend trying Esperanto first, if only for a year, before embarking on the study of another language. You will cut subsequent language learning time considerably, will increase motivation and confidence, and have a great deal of fun.

The Esperanto Teacher's Association is currently producing a correspondence course especially designed for young children to learn Esperanto as an apprentice language. It comprises children's workbooks, cassettes and Parent's Notes - including lists showing the comparisons between Esperanto and other, mainly European, languages, games, memory maps and Activity cards. Of course, tutor support is provided by correspondence.

A free information pack is available from: ETA (reg. charity no: 268847), 1 Regent Avenue, Skipton, BD23 1AZ. Please include a second class stamp.

**Angela Tellier, "Marstel", 10, Marina Gardens, Felixstowe, Suffolk, IP11 8HW**

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## **Esperanto (2)**

On the subject of languages I would like to say a few words on the virtues of Esperanto. Esperanto is an international language that has been around for over 100 years. It's principal features are simplicity of pronunciation, vocabulary and grammar which make for very fast learning. Once the basics are mastered the world is your oyster since not only is it a language, it is also an international movement with members in practically every country. You can stick to pen-friends or you can add your name to the 'Pasporta Servo' which will bring you visitors from around the world and allow you to visit in return. My husband is the speaker in our house, though I have a basic grasp, and we use it as a private code sometimes. The children have made intermittent attempts to learn and have a grasp of basic words. Over the years we have had visitors from Poland, Portugal, Hungary and Germany, all of whom have been very interesting and likeable, as well as having long term contact with a family in Poland.

You can get a course of free lessons from *The Esperanto-Centro, 140 Holland Park Avenue, London, W11 4UF. Tel: 0171 - 727 - 7821*. The Teach Yourself series does a book and tape which are widely available, although the book is a little dry. Better ones are: *Saluton!* by Audrey Childs-Mee, which is a direct method, no English in the book but lots of pictures; *Esperanto for Hope* by Maire Mullarney (a long term home educator as well) which is a history of the movement and grammar book, very readable, which starts in English and gradually introduces words, then sentences, then





## INTERNATIONAL CERTIFICATE OF EDUCATION

One seemingly little known option open to home educators of teenage children is the International Certificate of Education (ICE) offered by the Cambridge University Board. This certificate is based on achieving seven International GCSEs, selected from a number of broad categories. Its advantage to home educators is twofold.

Firstly, the Cambridge Board offers the ICE on the basis of its being a "balanced curriculum across a wide range of subjects and skills", thus quelling any criticism, particularly from LEA inspectors who are usually unwilling to contest the matter with Cambridge University, that you are depriving your child of access to future education/training/employment (it may quell your own doubts as well!).

Secondly, many of the subjects are accessible through examination only. In other words, coursework and its assessment through school or college attendance is not an essential component. Our children have successfully taken IGCSE Biology and Physics, opting for 'Alternative to Coursework' papers, thereby obtaining IGCSEs in these subjects without having ever set foot in a laboratory. GCSEs in these subjects are no longer an option for external private candidates.

Most IGCSE subjects are offered at two levels - core or extended - and, depending on the levels achieved, the final ICE certificate is awarded at either pass, merit or distinction grades. This provides considerable flexibility and the opportunity to find the level at which your child can operate happily. Syllabus booklets, clearly setting out course objectives, and past exam papers are readily available from the Cambridge Board. For anyone interested, I have a number of introductory leaflets available (please send an A3 s.a.e.) or these can be obtained from U.C.L.E.S., 1 Hills Road, Cambridge.

Footnote: Due to the problems many people are experiencing in actually registering for exams, we are currently looking into the possibilities of establishing a small open centre. This would provide home educated children with the opportunity of sitting IGCSE exams in a small, unintimidating centre along with other similarly home-educated children. If anyone is interested in this idea or if any qualified teachers could help (especially French teachers with orals), we'd like very much to hear from you.

Yours sincerely, *Jenny Morton, Little Arthur Farm, St. Martin's,  
Isles of Scilly, Cornwall, TR25 0QL  
Tel. 01720 422457*

## **EDUCATION - What's it all about, really?**

It was only after reading an article in the late eighties about E.O. and how to deregister a child from the local authority register that I finally plucked up the courage to take the step of home educating my 6 year old daughter Anna and 7<sup>1</sup>/<sub>2</sub> year old son Patrick. I have never really believed in the logic of sending children to school. Forced learning. All day. Every day.

"Aren't they very well?" people asked sympathetically when they saw us in the street.

"Is it school holidays?" kindly shopkeepers enquired.

The more surprised they were at our alternative lifestyle the more concerned I grew about the education system. A system which misleads parents into thinking that school is compulsory. A system which robs many children of their childhood. Constant abuse from teachers who without any regard or respect for their pupils' work use that blood-red pen to trample with rage and anger across the pages of their exercise books. Then comes the Education Welfare Officer seething because someone who has no formal qualifications has the audacity not only to question but to reject the system.

The whole scenario was like a scene from "Chitty Chitty Bang Bang". "Lock up your children!" the people of Bulgaria shout, "the child catcher is on his way".

The following year my marriage broke up and after holidaying in the west of Ireland where my grandmother came from I decided to buy a little cottage and move there with the children. Life was wonderful for them. Living in such a small community meant they were free to move around outside the home without the fear and anxiety of "staying safe". They grew up very happy and carefree. Our cottage was tiny and sometimes, to escape from the noise, Patrick (who was a keen reader) spent many hours in the back seat of our Maestro in the front garden as he pored over Clive Barker and Stephen King novels.

In 1992 I had a book published. Just as it was about to go on the shelves, my elder sister Cathy, who was 44, died from Cancer. The only certainty in life as that we're all going to die and yet the news of my sister's death traumatised me. Over the next year I began seriously to question the life I had made for the children. What if I got Cancer? What would happen to my children so far away from their family? All these questions and many more kept me awake at night. In the end it was no good. I decided to return to England where they would be more secure if I became ill.

My son Patrick, who was then 13 $\frac{1}{2}$ , started to attend a Comprehensive school. Luckily he had no problem settling down to the schoolwork and looked forward to going each day. He has always been a very good mixer and is quite a self-assured boy who will do anything for anybody. However, having started school at such a late stage and having no visible cracks did not sit too comfortably with some of his peers. Some nights he'd come home and ask me to wash the spit out of his hair and as time went on, rather than become the victim he began to fight back. School was no longer a place for learning - it had become a place for surviving. It had become a jungle.

When Patrick's English teacher told them to learn a poem with the instructions, "I want you to be so quiet that I'll be able to hear a fairy fart" that was when I came to my senses. Leaving Ireland for this? Security for my children? Who was I kidding? Soon afterwards we returned to our little cottage and settled down to our familiar life.

Two years passed. Then in August 1977, just two weeks before Patrick's 16th birthday, he flew from Knock to Manchester for an interview at a Further Education College, to be assessed for either the Foundation or the GCSE course. This had always been Patrick's intention and I was happy to go along with his plan: to be educated in an environment where there is mutual respect. The assessment went well and Patrick was to live with my sister whilst he studied at the local college for his GCSEs.

However, within five minutes of his return flight from Manchester to Knock taking off, the plane ran into difficulties more serious than anybody imagined. Waiting at the airport in Ireland were many friends and families. When the plane was almost an hour late people began to feel really anxious and there was much to-ing and fro-ing to the information desk. We were then told that due to technical difficulties BA7725 had returned to Manchester Airport. But it hadn't. The airport staff had not wanted to alarm us. The plane was actually circling the sky over Liverpool trying to burn off the tankfull of fuel in preparation for a crash landing on one wheel because the other had jammed on take off.

I cannot imagine what it is like being on a plane that is preparing to crash land. For three hours they circled the sky and many attempts were made to try to loosen the wheel. Patrick tells me at one point the co-pilot came out of the cockpit, pulled back some carpet and lifted up part of the floor in an effort to loosen the wheel manually. That didn't work. Time went on and the atmosphere was tense. The stewards started moving elderly people to the back of the plane and Patrick realised he was probably going to die. He said he was not frightened but was concerned that we'd think he'd died in agony, and he wanted to get some kind of message to us. In his pocket he had a scrap of paper, 2 $\frac{1}{2}$  x 2 $\frac{1}{2}$  inches. He borrowed a pen from his fellow passenger and wrote the following:

" The Plane 3-8-97.  
Just in case the worst  
happens I want everyone  
to know I've had a cool life  
and regret nothing. I owe  
you all so much. No-one's  
panicking. Don't worry.  
Love Patrick."

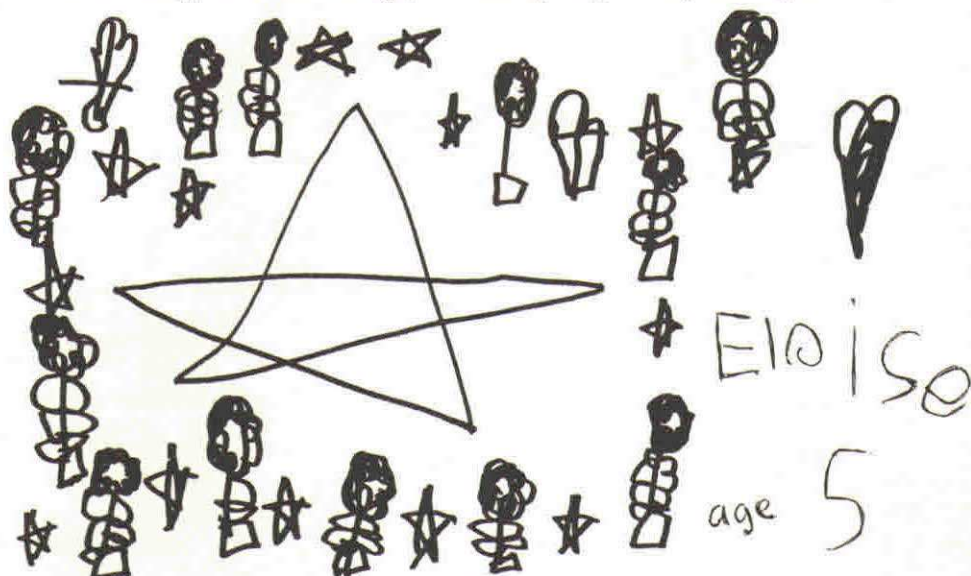
Thanks to the skill of the pilot and a little help from God the plane, which became known as the miracle flight, finally landed on the runway at Manchester Airport.

Being a parent is a privilege. It is also a huge responsibility. We do the best we can with what little we have. We make many mistakes but none of us are perfect and hopefully we learn from them. My son was alive and well. I was so proud with the way he coped when he thought he was going to die. It made me realise how strong he is. People are so surprised when they find out my children have had hardly any schooling and then I explain that if I'd sent them to school it would have got in the way of their education!

We must continue to listen to our children, to treat them with dignity and respect, because in the end we reap what we sow.

Best wishes and a Happy New Year to you all.

*Michelle Daly, The Blue Cottage, Drimbane, Ballyhaunis, Co. Mayo.*



## E.O. FAMILY DIARY - THE FORTUNE-WOOD FAMILY

Well, Christmas has just gone and New Year is upon us. It has certainly been good to have a time without the usual round of classes and an easier work load for a week or so (even if just doing the basics means sick visits and funerals!) So what have we done with all that time?

One thing we've done a lot of is cooking - I only seem to get the time (or make the time) to cook at Christmas (Mike does most of it the rest of the year) but it has been fun to cook with the children. We made sweets and biscuits; pies, strudels and sauces. I notice that the more input the children have into the whole process of getting and preparing the food the more adventurous they are in their tastes and the less stressful the whole eating business becomes. Even if they don't like the individual dish we're working on they still feel more positive about food in general.

Noticing this and having a bit of extra time gave us the impetus to become even more relaxed about when food is eaten. Although we had technically already done this, in practice there tended to be three meal times each day. It's a lot less stressful to cook a bowl of pasta at 10 pm for one nine year old than it is to have an unhappy nine year old who doesn't know what she wants at 5.30!

Education? Well, Mike and I are learning all the time - children are great teachers. Rowan, Tamsyn, Cottia and Seth are learning not only how to cook, but that they have control over their lives and that they can each be in tune with their own body's messages.

We also watched lots of films (mostly on video) together over the Christmas/New Year period - so many that we took the mammoth financial decision of investing in an extra TV and video during the sales. Lots of our home-ed friends don't have TVs and a few don't have videos either. I have certainly had that fear that children with unlimited access to this medium will "do nothing else" or that somehow their

creativity and time will all be sapped away, but the more I have let go of my irrational fear the more I have been proved wrong.

The things the children watch spark off stories, art work, incredibly complicated fantasy games and some of our best and most profound discussions. Films have a way of raising issues that make the children ask questions and ignite their curiosity. The same topics would seem cold, dry and artificial if just introduced by Mike or me without any context.

We also played lots of games (well, actually I have a severe allergy to board games, but I joined in when it was basketball), read lots of stories and spent lots of time on the computer. All of that took very long days and it seemed that during this relaxed time everyone found their optimum sleep patterns. We haven't had bedtime in this house for many years, but it was interesting to watch Rowan and Tamsyn getting later and later (well after midnight) though Tamsyn still gets up before nine in the morning whereas Rowan has a rather later surfacing time. The lovely thing about having such long evenings is that even when I'm working at full stretch again and not finishing till 10 pm there will still be time together before bed.

Of course all of this marvellous flexibility is only possible because of home education, which gives us the freedom from artificial school structures that dictate sleeping and eating and even energy levels. So our New Year's resolution has to be more of the same - more of what each one of us wants to do in a gloriously chaotic mix of times and styles with learning taking place every waking second, but never compartmentalised into little educational boxes.

*Jan Fortune-Wood, St. Barnabas Vicarage,  
Overgreen Dr., Kingshurst, Birmingham,  
B37 6EY. Tel. 0121 770 3972  
Email: Jan.MikeFW@btinternet.com*

## E.O. FAMILY DIARY - THE BUNN FAMILY

It is getting increasingly difficult to know what to say in this diary. I had thought about giving you a day to day account of a typical week but, as I'm sure most of you will agree, there is no such thing as a typical week. And have you noticed how things never go to plan? I'd started to make lesson plans again because the girls have decided that they prefer some structure, but nearly every time we agree on a time-table for the next day something happens. For example, Andy's work depends a lot on the weather: if it rains heavily he can't work. On these days we usually take the opportunity to do things together or go somewhere in the van. The west coast of Scotland can be very wet at this time of year (well, at any time actually) and so we've been going out quite a lot. So far we've been to see the geese arrive, taken wax crayon rubbings of cup and ring markings, had tomato soup on the beach (yes, in the rain), collected tree seeds and watched seals playing around the fish farm.

The bird table is proving to be a magnet for wildlife. Not only does it attract birds but field mice and shrews too, which gives the cat something to do. We've had coal tits, goldfinches, yellowhammers - and a female sparrowhawk has made our garden a regular hunting spot; but the highlight has to have been seeing the hen harrier riding the wind. It has also shown itself to be an excellent educational aide: for example, Jess and Meg were the first to spot the yellowhammers and, without any prompting, used several books to make an accurate identification, exhibiting (1) ability to use reference material, (2) observational skills, (3) collection of data, (4) initiative, (5) independence, etc. etc. - all neatly labelled for the L.E.A.

What else have we been doing? Well, we helped run an under 14s disco in aid

of the local Community Festival Fund, made paper chains and glittery things to decorate with and of course we've been making presents. Andy made a brilliant chest for Em out of a box and *papier mache*, and rescued a metal one from a charity shop for Jess (cleaned and painted black with gold studs it looked amazing), so they now have somewhere to lock away their secrets.

Andy and I believe that music is an important part of life and so this year we bought a keyboard. We are trying to build up a diverse supply of instruments (we have guitars and some percussion) to keep the girls interested. We are looking for things to blow for next year if you have any ideas.

I expect their use of the keyboard to be similar to their magazine reading: Em will stick with it until she learns to play, Jess will flick through the effects until she finds one that amuses her and Meg will have the odd prat about until she either loses interest or takes it up. Someone is offering keyboard tuition through the L.E.T.S. so we might give them a try. Also, I've found someone fairly like-minded who will take care of Meri during the day for a couple of hours so I thought we might take advantage of some of the day classes in the village. I.T. is something the girls are missing out on and luckily there's a course held in the village hall which is just around the corner.

I'm trying to encourage them to write more letters too. They did find pen-pals through the Talking Wall, but were very bad at replying. However they do still keep in touch with some friends from our home town and Em writes (occasionally) to Amanda from Yorkshire who we met at the peak camp. I've promised that if they can keep up a regular correspondence this year I will send off the UNICEF pen-pal list. The prospect



### Some bits about the EO Web site

EO has two internet 'addresses', one at: [http://www.netlink.co.uk/users/e\\_o/](http://www.netlink.co.uk/users/e_o/) and the other at: <http://www.education-otherwise.org> which in reality, redirects people to the first one; the second is a fully registered 'domain name' which means that nobody else can use it, just EO!

In an average week, about 120 people look at the various pages of information on the site. About 50 are revisiting the site, and 70 are probably looking at it for the first time, having found EO on the web via a 'search-engine' (i.e. a computerised index of information held on the internet). Of that 70, perhaps 40 look at the first page - which tells them what EO is, and where - and don't explore further; the thirty remaining, some will be looking for where to get more (conventionally published) information from, for legal information, links to other home-ed. related web-sites, browsing the 'Frequently Asked Questions' page, or suggesting web-links of their own; some will have a bit of fun looking at random quotes to do with home-ed., the 20th Birthday articles or whatever else is on the site of a less serious nature. About half a dozen people will look specifically at the pages containing details of how to join EO, and a similar number will look at EO's contact address and at the telephone emergency contact no.

Email sent to EO varies greatly in point of origin, and in the age of the sender. At one end of the age range, there have been enquiries from children looking for pen-pals, and at the other, from well-established professional people relocating to Europe from the US, looking for information as to the legality of home education outside their home territory. Enquiries have come from as far afield as Australia, New Zealand, and Hawaii.

There are also enquiries from UK people thinking about following an 'otherwise' path for their children, but who would like to discuss the issues with someone, preferably living close to them geographically; there are varying responses that I give to these, depending on their circumstances. I always encourage the enquirer to join EO, if possible find an EO contact for them to talk to, and also ask them to consider joining the UK-home-education email discussion list which was started by the Taylor family.

Unlike the internet 'newsgroups' which are often infamous for their lack of content, the UK-home-ed.list is a 'closed' list; this means that you have to subscribe to the list, even though it is free, so that email to the list is sent to the list-members only, (unlike newsgroup 'postings' which can be read by anyone with access to the Internet). Email messages are sent to the computer that runs the list, and are re-broadcast to all the (100+) members on the list. The list is open to anyone with an interest in home-ed. in the UK, and recently it has been really great to see some younger people using some 'bandwidth' and not letting the 'oldies' have the only voice! (If you are interested, follow the link from the EO Main Index web-page).

Recently I have started an area on the web-site for EO members only; this will hold, for example, copies of articles that should not be available on the main site (for copyright reasons), and a discussion area; maybe in the future there will also be a notice-board, and copies of public-domain software that people have found useful.

If you have access to the Internet from the office only, but can't, or don't want to, use it for bookmarking interesting sites you have discovered, then it is still possible for the EO site to be useful; a page can be made available for you that only you can access, using a password, to which you can add information as you see fit.

The EO web-site is still a fairly 'young' venture; it will be interesting to see how it develops in the future. If you have any ideas as to how you would like to see it develop, let me know....

*Malcolm Muckle, 10 Warner Road, London N8 7HD Tel. 0181 341 0621*

## Book Reviews

### The computer nut By Betsy Byars

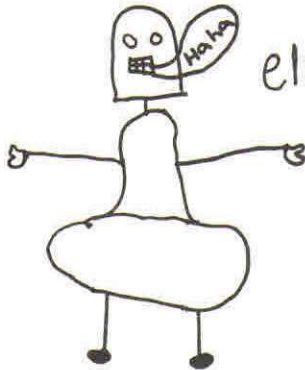
'The computer nut' is a very interesting science fiction book. The main character is a girl named Kate. She is drawing a self portrait of herself when a message appears on the screen from an alien (BB9) who likes telling jokes. BB9 has a robot (Elmer) and BB9 has trained Elmer to say "ha ha". Then Kate and her friends Linda and Willie try to find out what's going on. Linda and Willie think somebody is playing a trick on Kate on her dad's computer, but little do they know that there really is a BB9.

The good thing about this book is that some of the alien's jokes are really good, like this one: What does a hundred-pound cabrigilion canary say? Answer: Here, kitty, kitty. I recommend this book for about 7 to 12 year olds.

Remember to look out for lights in the sky at night!

Review by Rebecca harison

The Computer nut is published by Puffin Books 1986



elmer

BB9



18 Clark St North Coburg  
Vic 3058 Australia

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### HORRIBLE HISTORIES

BY TERRY DEARY & PETER HEPPLWHITE

ILLUSTRATED BY MARTIN BROWN

Published by Scholastic Publications Ltd

I was given some books from this series for Christmas. They are history with all the horror stories, hilarious stories and gory details left in - the bits adults usually don't tell you but which make it really fascinating (except perhaps for little children). My mum says I've learned more history from them than she ever did at school - she was so bored she used to draw horses all through history lessons. **Horrible History** is not boring! I have read **The AWESOME EGYPTIANS, The Groovy Greeks, The Rotten Romans, The Cut-Throat Celts** and **The Vicious Vikings** .... There are lots more, right up to the 20th Century. I think other people around my age (12<sup>1</sup>/<sub>2</sub>) would enjoy them too.

Daniel Stace, Silver Birch, Firgrove Road, Cross-in-Hand, Heathfield, TN21 0QL

## LETTERS

Dear E.O.

Some good ideas I've found for days out and brilliant experiences for children I've done are:

Writing to the police station near you and asking for a tour to see how the police station is run. The children had great fun learning how fingerprints are done, getting copies of theirs done and keeping them, also seeing the cells, seeing mum breathalised after using an alcoholic mouthwash which, much to the police lady's and man's amusement, I gargled round my mouth. My son had his name and number written with chalk of a black piece of card. We learnt about C.I.D. and saw the cells and how an interview is conducted and taped. It was very interesting.

We also had a tour of the Post Office and they provided forms for the children to fill in while being shown round, after which they were given a huge P.O. lolly, a Christmas cracker and an advent calendar. They learnt all about how the post gets from A to B.

We also did a tour of a toiletries factory to see how shampoos, bubblebaths, etc. are produced and packaged. The children were given a carrier bag of goodies each on departure.

I thoroughly recommend all three ideas and hope they are of interest to readers.

Yours sincerely, *Theresa Mercer*  
*23 Northgreen, Bullbrook, Bracknell, Berkshire, RG12 2NY*

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### BBC EDUCATION INFORMATION

BBC Education has recently been giving CD-roms to schools, to celebrate 75 years of broadcasting. Home education groups are also eligible for this - we received ours recently and it's very good! The CD has samples of all kinds of TV and radio programmes, and is a useful and interesting addition to 20th century history resources.

Tel. BBC Education Information on 0181 746 1111

While on the subject of BBC resources, I would like to recommend the tapes they produce of Radio 3 'broadcasts for schools'. We have used 'Let's Move' and 'Let's Make a Story' tapes on (younger) E.O. days, with great success.

A free catalogue of broadcasts and resources is available from the above telephone number.

*Meraylah Allwood, 1 Link Hall Cottages,  
Crockey Hill, York, YO1 4SQ*

### Aspects of Officialdom?

Dear EO

It's nice to see that I am not the only one who has encountered petty minded so-called "educated" people. I have recently started to educate my son at home, and it highlighted that I needed to brush up on my basic education if my son is to make good progress.

I contacted my local Community School (I include a copy of their reply). I explained to them what my intentions were and that Daniel will have to accompany me at the lessons as there is no one to look after him during the lessons (Daniel was 13 years old). As you can see for yourself the tone of the letter (from the Maths department) is not what one would call polite, and as to the English department, they informed me by 'phone that I am not welcome to their lessons if I bring my son, as the lessons are for adults only and would be inappropriate for a child of this age (so I guess they have lessons on how to read the Karma Sutra or suchlike to make them inappropriate).

Not to be beaten, I then contacted the local College; not only did they make me welcome - they made my son welcome as well. We are now doing City & Guilds in Maths and English; but they have given us something that no one has thought of, and that is a dyslexic tutor\* as well.

Yours sincerely, Richard Attwood, 85 Yeolands Drive, Clevedon, BS21 7YT

*\* (Mr Attwood informs me that both he and his son are dyslexic. The text of the letter from the school is reproduced below - ed.)*

Dear Mr Attwood

CLEVEDON COMMUNITY SCHOOL

As a teacher myself, I would not dream of trying to prepare my own children for the demands of GCSE in all their subjects.

Therefore, I suggest that you enrol your son at school or contact North Somerset Education Department at the Town Hall, Weston super Mare.

Yours sincerely, Eric Dolling, Headteacher

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*(The following letter extract was written in response to EO literature supplied - ed):*

"ADOPTION UK" EDITOR

Dear Margaret,

Thank you for sending the edition of Education Otherwise to be forwarded to Kate\*.... This has now been done. You left the letter unsealed for us to "check" the contents, and since I am always looking for information helpful to parents, I did have a look! I'm very glad I did, since Education Otherwise appears to be a useful organisation and I have decided to include a notice about it in our February edition (I have copied the information on the back cover). This way we can let our members know of its existence and allow them to get in touch direct if they want to....

With best wishes, Patricia Swanton

\* Kate's 14 year old son had been threatened, by the LEA, that his parents would be prosecuted if he did not return to school, and they were given the ultimatum that all children must attend school, so you can understand my anger and distress at such a misrepresentation ...However, as you will see from the letter I received, some good is coming out of this wicked situation.

*Margaret Parsons, 242 Spring Road, Ipswich, Suffolk.*

## **TWO OPPOSED SYSTEMS - forget the common ground**

My experience over the past years with State schooling makes me doubt whether there is any possibility of real accommodation between State education and home education which does not imitate the procedures of schools fairly closely. I am in the anomalous position of being a secondary teacher by day, and or following a fairly libertarian approach to home education the rest of the time. My main problem with this is not that of adapting to different approaches in different contexts. It is rather due to the absolute certainties of school orthodoxy conflicting with the tentative, experimental openness of home education. There are fixed (and unsound) notions in school about how children learn, which are very antagonistic, both in theory and in practice, to home education.

Schools are still mastered by a belief in the lesson's measured dose. "Every child, by the end of this lesson, will have learnt that ..." These doses are called "learning outcomes" in the trade. A course of doses adds up to a curriculum. The first doses lay the foundations, then concepts are introduced at an appropriate stage. Educational theory, inspectors' reports, are full of a language in which children are full participants in their own education; but the theory behind the burgeoning of curricula in the past 10 years is that children are, more than ever, little pitchers needing to be filled with education.

Central to this approach is teacher control. As a teacher, you are allowed a number of hours to build the mental edifice within a number of infant brains. If pupils want to contribute building material, fine; but you as teacher have to incorporate them in the preconceived edifice. This is called "drawing on pupil experience". If pupils are interested and committed, that is an added bonus; but, even for good teachers with classes that which are enthusiastic, it can never become the substance of education. That substance, in factual subjects particularly, has been predetermined for all teachers by the state. The curriculum rules, and demands that certain areas have to be covered. Covering those areas, not interest or enthusiasm, has become the principal goal for primary and secondary teachers; the anxiety that the curriculum has been covered inadequately is one of the major staffroom anxieties. To talk with advisers (those who are the primary propagators of curricula in the State system) about being unmoved by curricular concerns, is to utter educational heresy. Advisers are not even teachers; interest shown by pupils is not even on their agenda. They are the last people, in an unsympathetic system, to show sympathy for home education.

A common phrase used by advisers is "getting the foundations right". You must start from the bottom up, so that the edifice in the child's mind is soundly constructed. What is remarkable about the approach is that it does not work. A child is taught in school that s/he must write extensively, to use just one example. "Extensive" means just that. I have just finished work with the second years, where the standard set by my



# Appearance, Reality and Education Law

## Sarah Lawrence

Some EOsers have recently become rather worked up about the landmark case of Phillips v Brown (20 June 1980, unreported, Divisional Court). They have even considered telephoning Lord Donaldson to complain about his 'bad judgment'! What is all the fuss about?

School is not compulsory. Education is, and until Phillips v Brown there was an unresolved contradiction in the duties of LEAs under the relevant legislation. On the one hand, they must ensure that each child receives suitable education (then s 37(1) of the 1944 Education Act, now s 437(1) of the 1996 Act); on the other hand, the Act entitles them to take action only 'if it appears' that the child isn't receiving a suitable education. But how can they 'ensure' anything without taking any action?

A home educating father, Phillips, had refused to give the LEA any information when they contacted him and argued in court that since they therefore knew nothing about his son's education, it could not have 'appeared to them' that he was in breach of his s 36 duty (now section 7 of the 1996 Act) to cause his child to receive suitable education.

Interpreting terms in a commonsense way, one cannot logically fault Phillips' argument. But law does not always give the same meanings to terms as everyday English – and whatever Judge Donaldson had decided, he would have had to re-interpret something. For instance, if Phillips' argument had succeeded, anyone wishing to evade their legal duty to educate could have merely refused to give any information to the LEA and the LEA would have been unable to do their 'ensuring' duty. In effect, education would no longer have been compulsory.

Do I hear you all shouting 'hooray'? I sympathise, but I think that would be a mistake. To avoid confusion, let me stress that I am implacably opposed to compulsory education, whether at school or otherwise (which is why I founded *Taking Children Seriously*). Nevertheless, universal compulsory education currently has overwhelming popular support as well as endorsement from almost every sphere of intellectual life.

Every Education Act since 1870 has clearly intended to place upon parents a substantive duty to educate their children. Therefore, if it were ever found that some legal loophole made that duty vacuous or unenforceable, Parliament would rush to plug the loophole before you can say 'tough love'. And it is hard to imagine how legislation with such an intention could possibly make life easier for home educators.

Donaldson's masterful judgment in Phillips v Brown spared us that necessity. On the one hand, he laid down clear limits to LEA powers which are extremely positive for home educators, giving a list of three things the parent can do – either provide evidence 'that it could not have appeared to the LEA that the parent was in breach of his s 36 duty, or ... that it was expedient that the child should attend school...'; or they could bring evidence to show that the child *is* being properly educated. And the court is entitled to override the LEA's judgement about this, even though the Act refers to how 'it appears' to the LEA. On the other hand, Donaldson reinterpreted 'if it appears' so that it no longer contradicts LEAs' other duty. He said that even if there is no evidence, an LEA is entitled to write to a parent informally asking for information. If they do not receive any, they may (but need not) regard that as evidence that the education is insufficient. So now parents can't use Phillips' tactic of just refusing to provide evidence. But the judgment could hardly have been *better* for home educators and still be consistent with the political imperative that education be compulsory.

You can read more about this and other significant cases for home educators in *Home Education and the Law*, which is available from TCS. (See below.) □

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**Sarah Lawrence is editor of the journal *Taking Children Seriously*. To subscribe,**

**see advertisement on page 36 of this publication.**

SL@ENTERPRISE.NET ☎ 01865 761817

## CONTACTS

Hello,

We are looking for an English correspondent, and exchange, for our daughter. We are a French family living in south of France ("Cote d'Azur"). Our daughter Lucille is home-schooling, she is 8 years old. She starts learning English, she is a very beginner but likes it a lot. We would like to find an English girl of similar age to correspond with her, with the idea to come and spend some time with us in exchange of inviting her in England.

Lucille is very excited with this idea. She likes playing outside, or making things in cardboard and paper, Lego ... We spend a few hours every morning on school work. We live in a big house with a big garden, have two other children (13 and 3 1/2), we do not smoke, and speak English rather fluently. A family living not too far from London would permit direct flights with Nice. We wish a nice and welcoming (Lucille is quite shy), non-smoking family. Many thanks.

Famille Waterkeyn  
474 chemin de Font Cuberte  
06560 Valbonne, FRANCE  
tel (33) 4.93. 12.93.49

\*\*\*\*\*

Hi,

My name is Sue. I'm married to Garth. We have two sons, George aged 4 1/2 and Corey aged 1 1/2 years. We have recently returned to Bracknell and would like to meet up with other non-smoking home educating families in the Berkshire/Buckinghamshire/ Surrey areas.

We'd like to meet up regularly for walks, picnics, outings, parks, socialising, etc. etc. (Anyone interested in meeting up as a little group, 2 or 3 times a week, maybe 3 or 4 families??) If we get a big enough response, maybe we could think of hiring a village/ church hall one day a week, as well!!!

Please contact us at 9 Radnor Road, Martins Heron, Bracknell, Berkshire, RG12 9FD.  
Tel. 01344 411484

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### PENPAL CLUB

Good News, if you crave adult conversation and correspondence with other educating mums and dads then join my penpal club. Make lots of friends and share experiences and joys, also hangups of teaching our lovely children at home. I look forward to hearing from you. Please enclose a stamped, self-addressed envelope. Penpals in England and Europe already - more welcome. I have 2 children myself whom I educate at home, a daughter aged 9 and a boy of 11 years. All religions welcome.

Mrs Teresa Mercer, 23 Northgreen,  
Bullbrook, Bracknell, Berks. RG12 2NY

\*\*\*\*\*

Hello,

My name is Nina and I would like a penfriend. I am 6 years old. I like dancing and music and writing and reading. Please write to me. Nina Kouzarides  
23 Mawson Road, Cambridge, CB1 2DZ.

\*\*\*\*\*

### DYSLEXIA

I would like to make contact with other families who have children with school phobia and/or dyslexia and are home educating. I would also like to hear from anyone with experience of working with children with these problems.

Any information on help with getting a PC for my son's use would be appreciated.

Carole Young, 26 Thornhill, Leigh on Sea,  
Essex, SS9 4JS. Tel 01702 523092

\*\*\*\*\*

### TAKING CHILDREN SERIOUSLY

The TCS list is a spin-off from the journal, and is a lively internet discussion group. To subscribe send "SUBSCRIBE TCS-DIGEST *your-first-name your-last-name*" to [listserv@listserv.aol.com](mailto:listserv@listserv.aol.com).

The TCS WWW site can be found at <http://www.eeng.dcu.ie/~tcs/index.html>

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## CONTACTS

### LIVERPOOL STEINER INITIATIVE

PUTTING CHILDHOOD BACK INTO EDUCATION  
A group has been formed in Liverpool, committing itself to the formation of a Steiner School on Merseyside. If any members are interested or could help in any way, would they contact Anne and Chris Norman on 01 0151. 639.5776 or Lorraine on 01 0151 263.4117.

\*\*\*\*\*

### HOLIDAY EXCHANGE

Would anyone like to swap houses with us for a holiday? We live in a rural area, on a bus route and 5 miles from the sea. We would like to spend a few days in London or another big city.

Sue Hagerty, 4 Eclipse Terrace, Five Roads, Llanelli, Carmarthenshire, SA15 5YS  
Tel. 01269 861902

\*\*\*\*\*

### WEST MIDLANDS & WARWICKSHIRE

The HELM is the colour newsletter for E.O. members and other Home Educators in this region. It is published monthly and gives all the local, up-to-date news on the Home Education scene in the West Midlands.

There's news every month from the local E.O. Co-ordinators, local meetings, trips, gatherings and events. Children's pages, jokes and jests, penfriends, rhyme and (no) reason, the wall, crosswords, wordsearches, puzzles, interesting articles, things in the pipeline, ideas, notices, swap shop, controversial cartoons, information of all sorts and now digital photographs, in colour! If you live in these or neighbouring counties and would like a complimentary copy, send an A5 s.a.e. to the address below. If you wish to subscribe, it costs 25p a copy. Including postage, it's £1.35 for 3 months, £2.70 for 6 months or £5.40 for 12 months. Please make payments payable to H.E.L.M. and send to: Rod Drury, 5 Haig Road, Dudley, W. Midlands DY2 7QP.  
Tel. 01384 233497

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**DEVON - Please read this Notice**  
*regarding E.O./The Libertarian Family Network/To Be Free newsletter.*

A week before Christmas, we had a dreadful fire which has left us physically fine but emotionally drained. The top part of our house has been gutted and, along with everything else, many papers have been damaged.

We're aware that some of the E.O. yellow membership forms, which we receive as Co-ordinator for Devon, might have been lost in the fire - so, to any new families who we haven't yet contacted, please phone us if you need to talk about anything E.O.

With regard to the Libertarian Family Network and the newsletter To Be Free, I know that two letters and cheques have been burnt. The first was from Emma Jackson - thank you so much for your letter and cheque - please telephone us or write and send another cheque. The second was from another E.O. family but I've forgot- ten their name - blue writing on lined paper and a cheque for £5 received about two weeks before Christmas. Please contact us again. We think that all the details and cheques of everyone else who contacted us about the newsletter and the group are safe and accounted for.

The newsletter To Be Free is late because some weeks before the fire our computer's power supply went down. The repair people have tried and tried to restore it but in vain and now we are trying to put together another computer and retrieve all our data, which includes the almost completed newsletter. Since the power supply going down, the fire has destroyed our screen, keyboard and printer. So please bear with us as we try to sort all this out.

Lastly, to Neil who is working on the E.O. guidelines, we hope this explains why we haven't sent the disc we were going to send. Hope the guidelines are going well - we'll be in contact again when we've restored some balance in our lives.

Best wishes and a peaceful and fruitful New Year to everybody in E.O.

Sammy Vidal-Hall  
Homecraft, Brownston St., Modbury, Devon  
Tel. 01548 830716



# EDUCATING ARCHIE *by SGL*

SPECIAL PULL-OUT SHEET TO PIN TO YOUR KITCHEN WALL! \*

## HOW TO DEAL WITH A VISIT FROM THE LEA, part 2, 461

Oi! We did MATHS on Tuesday

DO give them a chance to get out of the car

and made a model of a VIKING SHIP yesterday & then went to WOODCRAFT

don't bellow information at them as they approach the house

went swimming made paper did science watched birds acted in play wrote story knitted scarf fed stick insects

shut UP!

be careful not to overload

oh dear!

for Jenny + Simon Roe 1/98

ALWAYS end on a cheerful note

your hair looks nice

HAPPY 1998

\* OR ANY WALL YOU LIKE

CHILDREN'S PAGES

Next time: KNIT YOUR OWN EDUCATIONAL ADVISER!

## Scottish Home Educators' Day Conference

Cowane Centre, Stirling

Saturday, 28th March 1998, 10am to 4pm

Home educators in Scotland have to cope with geographical dispersal, wildly diverging policies from the local authorities which replaced the old regions in 1996, and also the prospect of educational legislation by the new Scottish Assembly. We therefore need to build our networks of mutual support. The day conference is intended to start that process.

The conference is not being called under the auspices of any one organisation. All people practicing or considering home education are invited to attend. Media representatives and local authority officials, or people wishing to debate against home education are not invited to this event.

The Soft Play Room adjacent to the meeting room will be available to younger children from 10am to noon. In the afternoon, we can explore Stirling Castle, weather permitting.

At an opening discussion session we can describe our experiences as home educators, both in terms of the successes and failures of local networking and relative to any problems with the education authorities.

A series of smaller groups can then discuss more particular topics (e.g. learning to read, special needs, withdrawal from school, older children and certificate study, Scots law guidelines).

A final session can summarise how we can take things forward in a more cohesive way.

Food: Fruit juice should be available free, but everyone will be asked to bring packed lunches, which can be eaten at the Castle or in the meeting room.

Registration: Pre-registration can be done by post or through the web page. It will help ensure that we don't run into capacity problems.

Cost: Donations can be made to help cover costs, but the intention is to leave this entirely voluntary.

Further Info: A. Dickson, 36 Pelstream Ave, Stirling, FK7 0BE (tel. 01786 473702, email [hemeet@stirmargrev.demon.co.uk](mailto:hemeet@stirmargrev.demon.co.uk))

A web page at <[www.stirmargrev.demon.co.uk/hemeet/hemeet.htm](http://www.stirmargrev.demon.co.uk/hemeet/hemeet.htm)> will incorporate revisions as they develop.

## The EO by the Seaside Weekend Camp 1998

Monkton Wyld Farm, Charmouth, Dorset - Friday 15th to Sunday 17th May

This is a beautiful site just three miles from a lovely beach at a quiet and secluded spot amongst 200 acres, with playground, free hot showers, toilets and launderette, 1½ miles from the A35 and 3 miles from a mainline train station.

Events planned include beach games with a Bar-B-Q and get-together with local EO members at Monkton Wyld Court.

**£13 per family**

For information pack and booking form, please send a stamped A5 s.a.e. to:

Andy Blewett, 69 Ripley Road, Belvedere, Kent, DA17 5AH.

Tel. 0181 306 9999

[aannd@mcmail.com](mailto:aannd@mcmail.com)

Advance Notice

## EO National Gathering in Kent, 26th - 28th June

Loads of workshops and activities, beautiful site, inexpensive, full details next issue. Any offers of help or suggestions, contact Sue Hutchin 01233 820008

## CO-ORDINATORS' CORNER

**Cambridge** - I have volunteered to be acting co-ordinator for Cambridgeshire as I feel there is a need for the opportunity for homeschool families to meet one another. I have booked two dates for meetings (*see regional diary - ed*) at The Bath House on the corner of Gwydir Street and Mill Road in Cambridge. This has plenty of parking and is a short walk from both the bus and train stations. The main purpose will be for families to meet and have a chat and play. There is a small playground outside and I will organise some simple activities inside for the children. We will split the cost of the hall hire between the families attending, which should be less than £1 per family. Please come and meet other home school families in your area.

I see my role as co-ordinator rather than organiser, as we have been homeschooling for just one term and feel I need most of my time and energy for my own family. If you have any ideas for events I'd be happy to help arrange a venue and advertise the event. If you need any information or have any comments, don't hesitate to call me on 01223 322703.

We look forward to meeting you.

Penny Kouzarides, 23 Mawson Road, Cambridge, CB1 2DZ

### Co-ordinators Update

The following are offering themselves as new acting co-ordinators:-

Julia Noble            0181 9710024            London SW

Geraldine Adams    0171 2634922            London N, NW & Enfield

Future new members would be very grateful if those holding the contact lists could indicate the above information in some way.

### Areas Seeking a Co-ordinator

Bristol; Cambridgeshire; Cheshire; Hertfordshire; Isle of Man; Nottinghamshire; Warwickshire; West Midlands and Wiltshire in England.  
Argyle & Bute and Grampian in Scotland.  
Cardiganshire; Glamorganshire; Pembrokeshire in Wales.

N.B. I still have some 4th edition SINC's for co-ordinators who have not yet requested them. I will send them on receipt of a 55p SAE.

Please contact me if you are interested in finding out more about the role of co-ordinator, or if I have failed to do anything that I said I would, for example, sending you the guidelines!

Isobel Bogucki (Co-ordinators Secretary)

### EXTRACT FROM AN LEA LETTER

**'AT THE END OF EACH TERM YOU WILL ALSO BE ASKED TO CERTIFY THAT ..... HAS COMPLETED THE PLANNED PROGRAMME OF STUDY AND GIVE DETAILS OF ANY DAYS WHEN HE MAY NOT HAVE BEEN ABLE TO STUDY AS A RESULT OF ILL HEALTH OR OTHER REASONS'**

The letter also said that the 'application to educate ..... at home had been approved'. An updated curriculum plan at the end of each term plus, at the end of the academic year a report of progress should be submitted.

Suggested witty responses to the next newsletter please!

## LEA GUIDELINES

It is intended to publish a provisional final draft of the EO legal guidelines for England and Wales LEAs in the April newsletter. Priscilla Park-Weir, Catriona Morrison and Alison Preuss will be working on a Scottish version. This project has been delayed by the raising of fundamental points of legal interpretation, and the final document is likely to result in a shift, at least in emphasis, in our collective understanding of our legal rights. Priscilla has managed to obtain £1000 of lottery money for the printing in A5 booklet form of both versions, and their distribution to all LEAs in quantity for internal distribution to relevant officers.

The very existence of this initiative, never systematically undertaken before, has raised a lot of interest as well as anxiety from many quarters. It is for this reason that the relatively unusual step of publishing a provisional draft in the newsletter has been taken. This will give everyone the opportunity to voice their concerns and bid for changes to the document. As editor of this now multi-authored document, I hope to hear from all interested parties and will try my best to incorporate concerns and ideas expressed in a final revision to be sent to council members for approval before publication.

To date, a number of co-ordinators, sometimes at the request of their LEAs, have written individual LEA guidelines. Useful as these have been, these documents do not always present a consistent picture, or represent the legal position accurately. Some have carried statements, contentious to some people, implying value laden statements about types of education, and desirable inspection procedures.

It is hoped that this national initiative will ensure a more even playing field around the country for home educators, and make everyone's life easier through universal access to a concise and clear description of the legal rights and duties of LEAs and parents. The need for this is self evident to most of us!

The SAEs which some of you sent (not my initiative!), have not gone into a black hole, and will be returned with the provisional draft as soon as it is ready; but if others of you can bear to wait for the April newsletter, this would be preferable.

If you have access to email, there is a core group (not an elite he adds hastily!) who have already done a lot of work on this document by corresponding through the free 'UK Home Education Support' internet mailing list.

If you would like to join in this and/or other discussions, just send the following line in the message area of an email: SUBSCRIBE UK-HOME-ED Your Name (substituting your name for 'Your Name') and send this to: [LISTSERV@LISTSERV.AOL.COM](mailto:LISTSERV@LISTSERV.AOL.COM). You will be asked to confirm your subscription within 48 hours of sending the message, and then receive our 'Welcome' explaining everything. There are currently 109 subscriptions to this list, steadily growing all the time.

A PC formatted diskette with SAE is acceptable as a means by which to take part in the online discussions, albeit less immediate.

Please contact us regarding any of the above either by post, phone (01908 562451) or email: [neilsqt@nildram.co.uk](mailto:neilsqt@nildram.co.uk)  
Neil Taylor, 31 Hepleswell, Two Mile Ash, Milton Keynes. MK8 8LU

## REGIONAL DIARY

All regular meetings listed below will now be automatically included in every issue. Please notify the Newsletter Co-ordinator of any changes/errors, and the editor of special events.

### ENGLAND

#### **BATH**

**Hedgehogs** meet every **Tuesday** and **Friday** for a wide variety of outings and events.

Contact: *Jo Ball & Andy Hannen*,  
25 Larkhall Place BA1 6SF  
or tel. *Ros* on 01225 471253

#### **BERKSHIRE**

**Wednesdays** - Ice skating at John Nike Leisure Centre, Bracknell, 1pm - 4pm. lesson 1.30 - 2pm. Cost including skate hire and lesson, £1.50. Easily reached from the M4 and A329M.

**Fridays** - various activities at Woodford Park, Woodley, Reading, 1.30 - 4 pm. The park is on east side of Reading just off the A4 and near A329M & M4.

**Windsor Castle**, 23 or 24 March (check date with Pat). £4 per person (normally £5.60 per child, £9.80 per adult). Meet at 10.30 am for changing of guard, 11 - 11.30. Advance deposit required by castle. Contact: *Pat Connor*  
2 Whitegates Lane, Earley, Reading,  
RG6 1ED 0118 966 2123

**PRE-SCHOOL GROUP** - now join us at Woodford Park on Fridays.  
Contact: *Paula Rice* 0118 973 5219

#### **BRISTOL**

**Alternate Mondays** - Ice skating

**Alternate Tuesdays** - Swimming at Bishopsworth Pool, 1.30 - 2.30.

**Fridays**, Totterdown YMCA, 10.45 - 2.00, term time only.

Contact: *Kathy Nott* 0117 966 8265

#### **BUCKS (SOUTH) - New!!!**

Home educating families get together once a fortnight for an afternoon in a church hall. We have refreshments, crafts and other activities. Cost £2 per session. Come and join us! For more information, please call.

Contact: *Trish*, 01494 783398

#### **CAMBRIDGE - New!!!**

**Thurs 26 Feb & Wed 25 March**

Meet at The Bath House, corner of Gwydir St and Mill Road, Cambridge, 11-12 for chat and play. Small outside playground, plenty of parking and short walk from bus and train stations. Cost of hall hire to be split between families attending, should be under £1. Ideas for future events welcome. For details, information and comments

Contact: *Penny Kouzarides*  
01223 322703

#### **CLEVELAND & DURHAM**

**Last Wednesday of the month**

Contact: *Pauline* 01642 550628

#### **CORNWALL**

Contact: *Anna Wheeler* 01209 890378

#### **DERBYSHIRE**

**Wednesdays** - 11am - 3pm.

1st Wed Watermeadows, Mansfield (swimming),

2nd Wed, Atlow nr Ashbourne,

3rd Wed, Matlock area,

4th Wed Long Eaton area.

Bring food to share. There may be a small charge for some events. Full events list/further information from:

Contact: *Trevor Denyer* 01629 56609

#### **DEVON**

Contact: *Sammy & Nick Vidal-Hall*  
01548 830716

#### **DORSET (BOURNEMOUTH)**

The S.E. Dorset Home Education Group (SEDHEG) meets weekly for friendship, support, interesting activities, outings.

All welcome. SAE for current events list.

Contact: *Sue North* 01202 525011

"Quince Cottage", 30 Oswald Rd,  
Moordown, Bournemouth, BH9 2TQ

## REGIONAL DIARY

### ESSEX

**Essex Epicycle** gives details of all events.

£2.50 for 4 issues.

Contact: *Sandie Cottee 01268 733259*

17 South View Rd,

Rettendon, Chelmsford CM3 8DX

### HEREFORD AND WORCESTER

**2nd Wednesday each month** at Yvonne

Rowse's house, near Kidderminster

**Last Wednesday of each month** at Jane

Charles' and Chris Harper's house near

Malvern.

Contact: *Yvonne Rowse 01299 400750*

### ISLE OF WIGHT

**2nd Saturday each month**, gathering/  
workshop.

**Fortnightly Friday Club** at Newport

Youth Club 10am - 1pm.

Contact *Rachel 01983 872997,*

*Jude 53160 or Alison 563862*

### KENT

Events list available.

Contact: *Send sae to Jean Searle*

*Barn Hill Oast, Barn Hill, Hunton ME15 0QT*

**Fortnightly meetings** in Canterbury.

Table tennis etc plus outdoor activities

Contact: *Anita Bennett 01227 722140*

### LEICESTERSHIRE

**Monthly meetings** at Friends Meeting

House, Leicester, plus meetings at

homes, visits, newsletter etc.

Contact: *Lucy Charlton 0116 259 2118*

### LONDON

**CHOICE**, newsletter covering London events

Contact: *Andy Blewett 0181 306 9999*

*email anwett@vossnet.co.uk*

*69 Ripley Rd, Belvedere, Kent.*

**Tuesdays** - 11am Clissold Park playground.

Contact: *Charlotte 0171 254 0419*

**Wednesdays** - Honor Oak adventure playground.

Contact: *Keith Hertog 0181 776 8597*

### SE LONDON / N KENT

**Mondays (alternate)** 11am - 2 pm, get

together at Hubert House, Temple Hill,

Dartford, Kent - About 10 mins walk from

Dartford Station. Playing, games and

projects, enclosed garden, hall & art room.

Contact *Angie 0181 300 7236 or*

*Andy 0181 306 9999*

### MANCHESTER

**Monthly** at Excel Sports Centre, Bolton  
for sports and games.

Contact: *Karen Moore 01204 573136*

24 Darley Ave, Farnworth, Bolton

BL4 7RU (SAE please)

### NORFOLK

**NEON** gives details of all events.

£1 plus four large SAEs please.

Contact: *Ali Willer 28 Cozens-Hardy*

*Road, Sprowston, Norwich. NR7 8QF*

### OXFORD

**Fortnightly meetings** - St Margaret's

Institute, Polstead Rd, 11am - 3pm.

Philosophy for over 9s & French.

Contact: *Wendy Plested 01865 514973*

### SUFFOLK

**Meetings every 3 weeks** with grant-  
aided professional workshops.

Contact: *Sarah Guthrie 01379 783678*

### SURREY - GUILDFORD

**Fridays** - Ice skating at the Spectrum

1.30-2.30, £2.25 (+50p for group lesson).

**Fortnightly meetings** around Guildford.

Contact: *Penny Meader,*

*11 Thompsons Close, Pirbright,*

*Woking GU24 0JG. (sae please)*

### SUSSEX - EAST and WEST

Something happening nearly every day.

For local monthly newsletter/Events list

send sub. to Lyndon Pugh, The Barn,

Monger's Farm, Barcombe, Lewes,

BN8 5BQ (£8 p.a. or £4 for 6 months,

cheque to "E.S.E.O" please).

Regular Tuesday Club at Lindfield,

Details, Liz Evans, 01444 414058.

Contact: *Anne Rix, 01435 862794*

*or Isobel Bogucki, 01403 261178*

### TAYSIDE

Lots of different activities each month.

Contact: *Catrina Morrison 01382 864930*

## REGIONAL DIARY

### WEST MIDLANDS

#### • Birmingham

##### **1st & 3rd Mondays (usually)**

10.30 - 3.30, St Paul's Venture, Malvern St, Clifton Road, off Moseley Road, Moseley, Birmingham (A-Z. p90, 2B). Heated building for indoor activities, kitchen, toilets. Grassed playground, urban farm, football pitch. £1 per family plus 50p per child. Drinks (tea, coffee, squash) provided, bring packed lunch. Well attended (around 20 adults and 40 home-ed children), very friendly.

Contact: Paula Turner 0121 603 8673

**Last Wednesday** of each month 10.30 - 12.30, Centre for the Child. Central Library. Three multimedia computers. Museum, Art Gallery, etc. close by.

Contact: Jackie Harley 0121 243 8242

#### • Coventry - City Farm

Clarence St., off King William St. (A-Z p116, 4C) **2nd Tuesday** each month, 10.30-3.30. Real farmyard feel, range of animals and their young, adventure playground, wildlife garden and pond. Refreshments all day, £1 per family plus 50p per child.

Contact: Sue Cardus 01203 543801

#### • Dudley - Wolverhampton

**3rd Friday** of each month, 10.30 - 3.30, Cotwall End Nature Centre, Dudley (A-Z p41 5H). 20 acre site with walks, ponds, play areas, heated room. £1 per family plus 50p per child. Drinks provided (tea, coffee, squash), bring packed lunch.

Contact: Rod Drury 01384 233497

#### • Walsall

**2nd Thursday** of each month 10.30-3.30. The Mess/School Rm, Walsall Arboretum. 80 acre mature park, lake with ducks, sports facilities. £1 per family plus 50p per child. Drinks provided (tea, coffee, squash), bring packed lunch.

Contact: Penny Clarke 01922 745465  
or Joy Beasley 01922 863115

### YORKSHIRE, NORTH & EAST

**1st Tuesday** of each month at Anita's.  
Contact: Anita Jamal 01904 645659

#### Friday Outings

Contact: Anne Mills 01405 720894

**Wednesdays 18 Feb & 25 March** - At Meraylah, Graham & Jenny's house: Link Hall, Crockey Hill, Nr York, 11 am, bring packed lunch (+ wellies?!) music, stories, walk in the woods, etc. (mainly younger children, but all welcome)

Other events organised more spontaneously. If you would like to be informed of events, please contact Meraylah Allwood 01904 448643 or e-mail: jemergam@zetnet.co.uk

### YORKSHIRE - WEST

**3rd Friday** of each month at Community Arts Centre, Chapel St, Bradford.

Contact: Trish 01274 788938

**1st & 3rd Wednesdays** 10.30 - 1.00, Ground Floor Centre, Hebden Bridge. Other activities arranged.

Contact: Katherine 01422 844459

**Last Thursday** of each month 11.00 - 1.30 at the Civic Centre, Huddersfield.

Contact: Diane 01484 846946

Clare 0113 2690061

**2nd Friday** of the month, 1.00 - 4.00 at Moortown Baptist Church, King Lane, Leeds. £2 per family.

Contact: Judith 0113 2265515

Clare 0113 2690061

**Tuesdays** 10.30 (term time) swimming, Shipley. Contact: Julia 01274 487182



## ADVERTISEMENTS

*Services and products advertised on these pages have not been endorsed by Education Otherwise*

### FOR SALE:

Millstream's weekly ideas guide for **maths**, key stages 1 & 2, covers all primary. Very thorough. Cost £40. Offers?

Also, Open School, good practice guide, level best **English & Maths**. Again, covers primary. Lots of ideas, resource lists, etc. Will sell Maths and English separately. Offers?  
Phone 01205 871615 for more details.

\*\*\*\*\*

**SMALL SCHOOL** for 7 - 18 year-olds just opened in the **Isles of Scilly**.

Specialises in Ecological Studies, Organic Husbandry, Crafts (including shoe-making and spinning) and working towards **International GCSEs**. Welcomes short or long term students, Parent and child s.c. accommodation available locally.

**Little Arthur Independent School**, St. Martins, TR25 0QL. Tel: 01720 422457

\*\*\*\*\*

### IMPERIAL WAR MUSEUM

**Educational Resources**. Document packs reproduced from the Museum's archives, posters, video and audio tapes, Covering First and Second World Wars to comply with National Curriculum.

Available by mail order. For Leaflet/ order form contact Marketing Officer, Imperial War Museum, Lambeth Road, London SE1 6HZ. Tel. 0171 416 5000

\*\*\*\*\*

**Draw a Poem. 1997** - Children 5-11 years (including some EO members) have contributed poems to this pilot scheme in the Hastings area. Next year we intend (depending on future funding) to release a book from the Rother area also. If anyone wants to send poems they are very welcome. Copies available by mail order from: **HAPPY HOUSE**, 3b Castledown Avenue, Hastings, TR34 3RJ for £3.50 incl. p&p.

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### WANT TO LEARN OR IMPROVE YOUR SEWING SKILLS?

The **JSTS SEWING COURSES** are ideal for every level of skill and all age groups including the home student. Each course is compiled by a qualified **CITY AND GUILDS** sewing tutor, and includes fabrics. A personal tutor is assigned to every student.

Our wide range of **SEWING BOOKLETS** are ideal for the sewer who needs extra information in specific areas.

For more information about our various courses and booklets contact:

Just Sew Tuition Service, Dept. EO,  
8 Woodstock Road, London NW11 8ER, UK

### 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

**Taking Children Seriously** - Journal of an educational philosophy that holds (*inter alia*) that children are entitled to the same rights, respect and control over their lives as adults. UK subscription costs £8 for 4 issues, £15 for 8 issues, cheques payable to TCS. Send to TCS, 46 Latimer Grange, Latimer Road, Oxford, OX3 7PH including current date, name, address, number of issues required. For other rates, back issues, etc. tel. 01865 761817 or e-mail us at [sl@enterprise.net](mailto:sl@enterprise.net)

**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)>

