

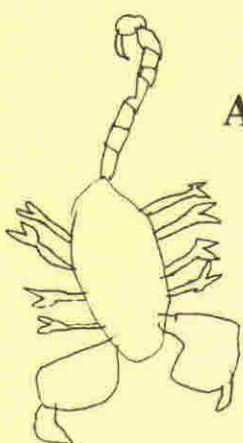
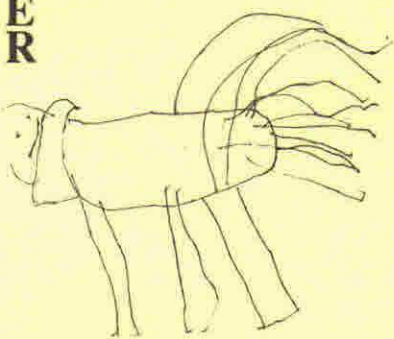


EDUCATION
NEWSLETTER



127

APRIL
'99



THE NEXT ISSUE

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The Deadline for Contributions is:

1st May 1999

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;

Book Reviews

June '99 - deadline 1st May
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Teenagers & EO - exams, college, work experience and all that

August '99 - deadline 1st July
Michael Allen 01792 523965
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Please share your experiences and expertise with other members and send your contributions as soon as possible.

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EDITING THE NEWSLETTER

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**WE CURRENTLY NEED EDITORS
FROM THE
OCTOBER '99 ISSUE ONWARDS.**

EDITORIAL.

Hello E.O. We are Martine, Christopher, Lewis (10), Thymian (8), Jacob (8), and Mirinda (4) (and Maddy and Tigger, the cats) and we have been home educating on and off for nearly eleven years now, with all the older children choosing to spend some time in school. I joined E.O. when Lewis was a baby and have nothing but praise for the support that the newsletter has provided over the years and the reassurance I get from the mere existence of E.O. as an organisation. Here is my chance to say thank you, so **THANK YOU.** Our intention with the special section in this newsletter is to give some practical examples to people who feel that maybe children can run their own education but are surrounded by advice and opinion to the contrary: it does happen and successfully so. My only other plug is to say if anyone out there has considered going to a gathering and chickened out because they don't know anyone or feel too shy, take the plunge and go, because we did and it has been great. To spend time like that with all those children and adults who do the same weird thing that you do can really change your perspective and boost your confidence. Anyway enjoy the newsletter. Best wishes, **Martine Archer, 3, Brookfield, Hampsthwaite, Harrogate, HG3 2EF. 01423 770396.**

Hello! I am co-editor Julie Ridley and I can say with a certain degree of accuracy that Martine has done most of the work on "our" newsletter (*Rubbish*, Martine). I am married to Al Birks and we are lucky to be parents to Sadie (8), Ruby (4 1/2), Casey (2 1/2), and a new little one expected at the beginning of October. Our days are usually spent reading lots of books, watching too much TV, waiting for the rain to stop (in Manchester?!) and wishing we had a car. We do seem to have a lot of "making days": making cakes,

cookies, sculptures, paintings, visits, mud pies, music, messes and memories. Most of the time we have fun. What's the point if you're not enjoying this crazy life? I often forget to relax and enjoy, and then my newsletter comes and reminds me why I'm doing this. I've gotten a lot of support from the people of EO. Hopefully our newsletter will give a little something back. Enjoy!!!!!!!!!!!!

Julie Ridley, 32 Cheltenham Road, Chorlton-cum-Hardy, Manchester, M21 9QN.

FRONT COVER CREDITS (clockwise from top left) Lewis Archer, Umani Langley, Ruby Ridley Birks, Mirinda Archer, Nikki Langley, Thymian Archer and Sadie Ridley Birks.

CONTENTS

Special Section	pages 2 - 17
Articles	pages 18 - 23
Camping	pages 24 - 25
Letters and Contacts	pages 26 - 31
EO Diaries	pages 32 - 33
Archie	page 34
EO Business	pages 35 - 37
Regional Diary	pages 38 - 41
Adverts	pages 42 - 44

☆☆☆

"What children want and need from us is thoughtful attention. They want us to notice them and pay some kind of attention to what they do, to take them seriously, to trust and respect them as human beings." - **John Holt** (from 'Learning all the time')

☆☆☆

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**CHILDREN'S
EXPERIENCES OF SELF-
DIRECTED LEARNING**

The Worries

Last summer, I suffered one of those periodic bouts of worrying EO parents are prone to. This time it was about the lad's handwriting. So, being an organised person (ha ha!), I devised a Cunning Plan and each morning suggested it would be a Good Idea if he found out Something Interesting about Something Interesting, and Wrote It Down. Being wise, enlightened people you have probably spotted the error of my ways and it is true that, while some days writing was forthcoming, most days it hung over us like a Big Black Cloud.

And then he discovered Brian Jacques *Redwall* series. For days on end he was lost in another world as he fought with the cute, furry, vegetarian good guys against the mean, sharp-toothed, sharp-clawed bad guys in endless tales (and tails) of good against evil.

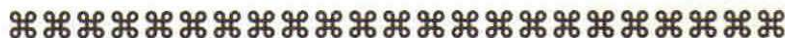
When he finally surfaced, he and his friends were ready to embark on an adventure...combining *Redwall* with *Warhammer* and *Magic - the Gathering* (all on-going crazes). They spent days and days writing loads of rules and cards and character descriptions for an epic role-playing game they were making up.

I still suffer from The Worries - mostly just occasional twinges when the weather is damp. (Meeting

Perfect Parents with Perfect Children who are Doing Really Well At School can cause a terrible relapse...as can bumping into Mrs Well Meaning and Mrs Busy Body - I'm sure you know them well) The best course of treatment is Regular Exercise (of the vocal chords) in the company of other home educators...

The fact is, and we all know this, but just need reminding and reassuring constantly, that children are naturally curious and enjoy figuring things out and being creative. Moreover, their way of thinking is much more free; they are unaware of subject boundaries and can make links and jumps which to the rest of us can seem amazing. Another outcome of the *Redwall* craze has been an urge to build tree-houses and dens - not just one, but several, each different from the last. The first tree-house didn't work too well because the branches it rested on were sloping awkwardly. So another tree was tried. To us mere adults it looked impossible, as the branches were wide apart and the wood off-cuts barely long enough, but the kids figured out a way, and the resulting triangular structure was so strong it survived all the recent gales intact. Now they are planting willow twigs to have a supply of coppice branches for future dens...and some of these willows the lad is bending over and weaving together to make a tunnel willow house.

And if that wasn't enough, this past week, with the help of Granny, he has made himself a pair of trousers (in camouflage material, presumably to help him disappear next time I have a Good Idea) which involved



making a pattern first out of newspaper, and fixing the sewing machine, and working out how much material to buy.

As a home-educator, I suppose I see my role as more than a teacher. I think teaching, and learning together, is important (the recent series *Earth Story* fuelled a huge interest in geology and plate tectonics which I think will be long-lasting) but so is being a facilitator and provider of opportunities. I remember being particularly struck by an ice skater who was asked in an interview how she came to take up skating. As she was black, it was unusual. She said that, as a child, her parents made sure she had the opportunity to try all sorts of different activities, refusing to be bound by the 'norms'.

*"You may give them your love but
not your thoughts,
for they have their own thoughts...
You are the bows from which your
children as living arrows
are sent forth"*

*From 'The Prophet'
by Kahlil Gibran*

Best Wishes,
Marit Tam Lit
Calypso Barn, Boroughbridge Road,
Bishop Monkton, Harrogate,
North Yorkshire HG3 3QN

Would anyone like to make an EO Warhammer or Magic - the gathering club in the Harrogate/York/Leeds area? If so contact Alistair Tam Lit at the above address.

The Shoebox Project

(This was originally written for the edification of my LEA in April 1995 when my son was not quite ten years old. They were unimpressed; but I think it's a lovely example of self directed learning.)

Dan asked for a shoebox to decorate. I provided this, together with old calendars and wildlife magazines as a source of pictures, which he also requested. Glue and scissors were available as a matter of course. When he started to work, he became interested in the competitions (guess-the-animal type) in the magazines, and researched the answers in the magazines themselves (involving careful chronological organisation) and other available material (nature books). He noted links with wildlife documentaries he had watched on TV.

As work progressed, problems were encountered with the moisture in the glue soaking the pictures, causing softening and expansion (which necessitated very delicate treatment) and distortion of the box on drying. The latter was a source of much frustration, eventually overcome by discussion and a co-operative and imaginative use of the radiator, a damp cloth (Mum's suggestion) and a number of weighty tomes which he carefully selected to fit the task.

Dan then wished to classify the spare pictures, and spent some time arranging them in different groups according to a range of criteria relevant to his purposes. He did not feel completely satisfied with the



groupings he arrived at on his own, and requested further discussion with Mum. We talked about the characteristics of the plants and animals in the pictures, the purpose for which he required to classify them, and the most appropriate storage system for the resulting groups. This involved consideration of the variety of life, the difficulties of any system of classification, and appropriate criteria for his purposes. An old Nuffield Biology textbook provided useful background information and, just for fun, a foray into Linnean taxonomy and a brief overview of the criteria used for scientific nomenclature and classification of living organisms.

Dan's eventual decision was to make six groups:

- Plants (including fungi)
- Invertebrates (except Lepidoptera)
- Birds and Lepidoptera (Butterflies and Moths)
- Amphibians and Reptiles
- Mammals with hooves
- Mammals without hooves

It was then necessary to sort out envelopes of suitable dimensions to contain the pictures, while fitting easily within the shoebox, in which he had decided to keep them. Extra supplies would need to be purchased, so he had to balance the financial constraints against the desirability of immaculate presentation. He compromised on good re-used envelopes, with carefully hand-written labels.

The project occupied about two days, although the actual time Dan spent actively working on it was of the order of about 5 hours. In between,

while waiting for things to dry and/or cool, he sawed some logs, washed up, went swimming, played computer games, tended chickens and rabbits and helped me balance my cheque book with the statement. My own involvement probably amounted to around half an hour in total. However, it will be obvious that the activity has involved much that could be labelled "educational" in the fields of Science (biology, properties of materials), Technology (design and construction), Art (decoration and presentation), Maths (time, measurement, money) as well as practical skills. It also provided exercise in problem-solving, decision-making, research and personal development.

All we have to show for it is a collection of magazine cuttings in a pretty shoebox.

Anne Rix, Silver Birch, Firgrove Road, Cross-in-Hand, Heathfield, TN21 0QL





Swimming

When my son first left school aged 5, the one thing he wanted to do was go swimming, so that's what we did. While I potted round the steps with two toddlers, he splashed around and made friends with two men who swam up and down the deep part of the learner pool. To begin with, he swam under water. How far he could swim was governed by how long he could hold his breath. Gradually he got stronger and could swim a few yards on the surface. His stamina increased over several years of regular trips to the baths and now at 10, he can do several lengths on the trot. At 9, he decided to learn to dive, as the pool we went to now had a diving pool. I did some demonstrations and gave a few bits of advice but he mastered it through his own perseverance and courage; now he dives from the 10 foot board (more than I will brave!)

My older daughter, on that first trip refused to leave the steps, 'swimming' along them on her stomach. However, at 5, after a few years of floating around in a rubber ring, she decided to take the plunge. We attended an under-5 fun session at the time and the lifeguard lent her some 'magic muscles' and a float that tied round her middle. She gradually removed the buoyancy aids and swam first a few feet from me to the side, gradually increasing until she could do a width unaided. My only participation was to stand with my arms out to receive her. She didn't like being under water and did not master that until after she could actually swim. Now 8, she does a

length with confidence and is joining her brother in the diving pool, too. They have both extended their skills to include swimming on their backs.

Her twin brother was hampered by his height, not being able to reach the floor of even the learner pool until later than the others. He is currently at the mainly swimming-under-water stage and manages a few yards on the surface. Sometimes we hold hands and do a width under water together, though his favourite is swimming along on my back. My youngest is 4 and gets herself around the pool very well in her froggy arm bands, though she sometimes loves the freedom of walking around the shallow end with nothing to hold her up.

We usually arrive at the poolside as the under-5 swimming class is leaving and I feel sad that all those parents are so disempowered that they do not even feel capable of helping their children learn to swim. Like with so much learning, it seems that they believe it is so hard to do even that the pleasures in life have to be taught by professionals. All I have done is take my children to the pool and have fun with them. The rest has all come naturally.

*Martine Archer
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Choosing How to Learn

(Editor's note: An edited version of the following article appeared in newsletter 123. However, as it is such a good example of children choosing their own way to learn, we thought it should be included in it's entirety here.)

Over five years ago, we removed Cassie (then aged four years and 5 months) from school. Intending this to be a temporary measure until a suitable school could be found, we stuck to a very structured routine. We covered maths, English, history, geography and technology using schemes such as Oxford Junior English and Scottish Primary Mathematics. It took between six months and a year before I finally admitted that maybe half a dozen arguments per day with my little girl weren't the answer. By this time, we had also decided that there was no such thing as a suitable school.

By the time Alexander reached the age where education became compulsory, I'd decided that autonomous education was by far superior - for my daughter at any rate. But, once I get an idea in my head, it takes a lot of shifting. For autonomous, I had read unstructured - Alexander had other ideas.

One month before his fifth birthday "Mummy, can I read?" "Yes, sweetheart. What do you want to read? Go and get the book and we'll read it together." "No, Mummy. I want to read it by myself." "Alright - go and get Thomas the Tank Engine - you like reading that one." "No,

Mummy. I know that story. I want to read the words with no cheating."

It finally dawned on me that he wanted to learn to read. I dug out lots of interesting storybooks with bright, colourful pictures. He rejected each one - in favour of Peter and Jane. My son wanted not just a reading scheme, but one that was so structured - I could have wept. I resisted, he demanded. At his insistence, he read a page every day. I was instructed to write down any words he was unsure of and we went through them the following day. He completed the entire scheme in just over ten months. I was amazed that he wanted to learn in this way. It never occurred to me that this was autonomous education.

At about five and a half years, he attempted writing. I was rushing around one day - cleaning, vacuuming, dusting, washing the dishes - anything but looking at what Alexander was doing. "Mummy, how do you spell treats?" I spelled it out for him. "How do you spell biscuits?" Once again, I spelled the word. This continued with jelly, ice cream, crisps and baguette. "Right mummy, I've done the list. Can we do the shopping now?" Considering no one had taught him to write, and although some letters were back to front, it was legible. I'm still trying to understand how he'd worked out how to write, but I could hardly refuse him after all the effort he'd put in - so it cost me a fortune. He didn't bother again until recently.

Now aged six and a half, he frequently asks his Dad to make paper aeroplanes. He colours them



in and writes the names of his friends on the wings. He's decided he needs to practice writing. This is mainly because he wants to be able to write secret letters to his best friend.

I'm not saying that we've always been calm about how much (or little) the children seem to learn but just as I'm starting to worry, they say something which 'soothes the troubled brow'. Thankfully for them, I'm studying full time now, so I don't have the same amount of time available to hassle them about the things they 'ought' to be learning.

Maybe that's the answer - when we get panicky over whether we should be teaching them something useful, we can go out and teach ourselves something we are interested in - leaving the kids to get on with the important job of being kids - learning when, what and how, they want to learn.

*Beverly Young, Lancashire,
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Self-Direction Part I

or

Ain't Life Grand?

I suppose if this piece were really about my children's self direction, then they would be writing it. But I feel that I need to write about this because I need to remind myself why I am doing it and what we have accomplished. It is sometimes hard to realize that anything has been accomplished when there is so little that is tangible to measure.

8 year old Sadie hates "work", ie workbooks. This is probably because when we first decided that we were really going to home educate, we felt the need to teach. Flashcards, spelling books, maths exercises, we've tried them all. After a few months of hostility and confrontation I finally decided to become less instructive. (Funny how that was *my* decision.)

Sadie occasionally does a project of her own. I'm sure that I don't give her as much input as she would like. I remember doing things like helping her make a body book. She had watched a BBC Primary science television program about the body. She wanted to know more so we used the computer to look at pictures of skeletons and the cranium and the brain, which, because she thought of her baby brother and his fontanelle, led to a discussion about how our bodies grow, which led to us getting out loads of photographs of various family members as babies and as adults, which led to a talk about America, where my mother lives and where Sadie was born, which,



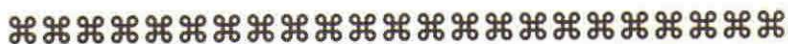
because we had a car while we lived in America, led to a brief discussion about cars and their impact on the environment. We talked about what it was like when I was a baby, and when Grandma was a baby. The whole thing ended up with her making the Body Book with loads of photographs which she wanted to sort out in chronological order. If I were following the National Curriculum, I could have recorded that we covered Technology, Science, Geography, History, Maths, and English. We had something tangible, the Body Book, at the end of the day to show everybody what we were doing. This was a "successful day." Luckily, I've become more relaxed about successful days. (A real success is a day that I can get through without shouting.)

There was another time that she won a free trip to Eureka. It happened about the same time that she was really into learning about Louis Braille (she even changed her name to Abraille for a while and had an Abraille birthday). After the trip to Eureka we made our own Eureka, although the ideas and research were hers. We set up one of the downstairs rooms with stalls on different ways of communicating. There was Morse code and Braille (which is fun to do by writing the symbols and words backwards by poking holes in the paper with a pencil. When you turn the paper over you've got raised Braille.) I think we did Viking runes and maybe Semaphore. I know there was more, I just can't remember what. But we had a great time sorting it out and

inviting her friends round to her own Eureka.

4 1/2 year old Ruby's learning, at the moment, consists of writing her name on every available surface; bathroom wall, bedroom walls, wardrobe, bed linen, and many pieces of paper which are stuck to all the other walls. I love this. I love the fact that I have learned enough from watching Sadie grow to know that I can relax. I'm not saying "Well, Ruby has achieved baseline target number one. Now we must work on baseline target number 2." She's enjoying a few months of pride and pleasure that she can leave her mark on the world (or at least on the wall.) I hate the idea that no matter how much children do, conventional schooling is constantly showing them what they don't know, while spending so little time letting them take pride in what they can do.

Having said this, Ruby loves doing "work". She really enjoys watching some of the schools programs so I actually bought her the activity books for *Rat-a-tat-tat* and *The Number Crew* on Channel 4. Of course, her idea of doing workbooks is to sit down with me, ask me what the directions say and then decide what she really wants to do. But at the top of the page, next to the word Name, it always says Ruby. We photocopy the pages so that she can do them again and again. I'm sure that she loves doing them only because she gets to decide when and what she does. If I wanted to stop her doing workbooks, I would only need to tell her that she had to do them.



I am looking forward to seeing what my lovely children do in the future. (I can't wait for the time when Casey learns for himself that jumping on Ruby is not a good idea.) But, I am learning that I don't have to push them. They don't have to get where they are heading tomorrow. Nor do they have to follow a straight path. And if I can be patient enough to let them choose their own directions, wherever they go, they will be happy.

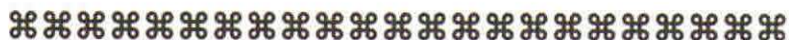
Self Direction Part II
or
The Anxiety Article

Sounds good so far doesn't it? But living in this family means that I live in a family where "I'm going to the loo" is interpreted as "This is a good time to a) sit on my knee, b) climb on my back, c) read you a book, d) discuss the household budget." I'M NEVER ALONE!!! Which, actually, bothers me less than the fact that I rarely get any one-on-one time with my kids.

We have a lot of good phases, when we all seem to get along and have fun and enjoy ourselves. But much of the time is a struggle. A struggle to find time for everybody, to get enough sleep, a struggle for money and especially a struggle to listen to each other's needs, (never mind actually meeting those needs). Casey, at 2 1/2, just wants me. Sadie wants to play Monopoly, Cluedo and card games all the time, which is difficult when I am usually the only person around who can play and there are a

4 year old and a 2 year old asking to play or running off with pieces or beating each other. Sadie is old enough to be completely fed up with younger siblings, but because she is quite introverted and very particular about who she spends time with, is not prepared to go out to any group activities. I am the one with whom she wants to socialize.

Ruby is completely different, she is much more sociable, but at the same time is very needy of me. If she isn't getting enough attention her behaviour is very "naughty," for want of a better word. She *needs* attention and will force you to give her any kind of attention rather than do without. I think that Ruby is calming a bit as she grows. She is actually learning to think and often tells me what thought processes she went through before a certain action. I dread to think what she would be doing, how she would be coping, if she had been in nursery school for the past year. Not thinking, I'm sure. She has had time to grow and realize that a little self-discipline is a good thing rather than being oppressed with rules which would only teach her to behave in a certain way when adults are around. But, I don't do half the things with her that I did with Sadie. The few uninterrupted conversations that we do have are not as "deep" as the conversations that Sadie and I have had. I remember discussing with Sadie at the age of 4, a feminist interpretation of Barbie to the point where, when she finally did get a Barbie she drew on nipples for breast-feeding and body hair. Ruby has been given about a dozen Barbies and she just paints their nails. I keep



telling myself that this doesn't mean that our conversations or her activities are less important. It's just that Ruby's needs and abilities are different. She has the ability to do what she wants, no matter what people think. Unfortunately, this includes me, and I still worry that I am letting her down.

Whereas Ruby has the gift of believing that everything she does is great, Sadie seems to only want to do great things. To her, doing nothing is pointless, and content is significant. This is probably why she gets so much out of doing the projects that were mentioned in Part I. Although, as I said before, there are fewer and fewer projects. Most of the time she reads and tries on her clothes and make-up but I always feel that she is just occupying herself waiting for me to have time for her. This is probably why I do like to see her do projects. I like to see her motivate herself and to be a part of the process. In spite of the fact that I don't want her to feel that it is necessary to produce things, I still sometimes feel sad that there aren't more projects. This is because I think the whole point of them was that we did them together, and I seem to have less and less time to do things. Even though I no longer feel the need to have something to show, it is lovely to share a goal and work towards it together. And it is wonderful when the ideas are all hers because then I know that she is really interested in what is happening.

Sadie has taught me a lot. Watching her grow is making it easier for me to give all of the children more freedom. Of course, now that I am

more relaxed, I sometimes worry that I've gone the other way and am just plain lazy. I rarely think of anything special to do. Even if the kids think of something to do then half the time it doesn't get done. Either we can't get the money, or the transport, or the energy. One of us is bound to be miserable, Casey's too young or Sadie's too old or I'm too tired. Being the youngest and the loudest, Casey and his needs usually dictate what we do during the day. And since there aren't really bedtimes in our house, we can't leave things until little ones are in bed. We are always together and nothing ever gets done. As I watch them grow, though, I realize, it's just a matter of time. Our family is very young and still growing and our goals are quite long term. What I am really struggling with in the mean time, I suppose, is not that their self direction is leading them places that I don't want them to go, rather that they are all going in different directions at the same time, and all want me to go with them.

*Julie Ridley, 32 Cheltenham Road,
Chorlton, Manchester, M21 9QN*

Learning Doesn't Stop When Teaching Does

When finding myself severely limited by ME three years ago, I became very concerned at how I was going to cope with teaching our sons Oliver, then 6, and in his time his brother Oscar, 3. Since then my ME has continued to take a nose dive and limit me even more to the point



where I spend most days in or on the bed. This has meant that Oliver, who is now 9, and Oscar, 6 1/2, have sometimes been left to their own devices. Sit down lessons have their place and are done on my bed. They are an important part of learning but not the only type of learning and sometimes not the most effective.

Lightening up and letting the boys have access to wood and nails, for instance, has meant that since a young age, Oliver has been able to hammer nails into wood without hitting his thumb. When friends or family visited and "freaked out" because there were nails and screws about, two year old Oliver couldn't understand the fuss...I mean why would he want to put a nail in his mouth? Nails were for hammering in wood?! Any holes around the house, mainly in our stripped pine doors, were filled with the right size screw, courtesy of Oliver.

Nowadays, Oliver enjoys using scraps of wood and making "spaceships" in the shed. Oliver can use a saw, hammer and nails, screwdriver and screws, all useful and practical. Of course, as with everything there is a down side. The down side being having to put the bookcase together again after Oliver removed the screws!!! The plus side is that he can help take his bed, etc., apart when we move house, which is frequently due to us renting houses.

Oscar's skills and interests are completely different. Left to his own devices, with paper, pens and scissors, he has made his side of the bed into a shop. He has made price

tags and paper money as well as an Open/Closed sign on the door.

Now, I have been accused on a number of occasions by my hubby, Paul, of being "over protective." But imagine my mind racing when given a jelly for 'afters' one tea time. Then to be told proudly by Oliver that he and Oscar had made it earlier that day. They'd copied what they'd seen me do when I made jelly. Not knowing what 3/4 pint was, after reading it on the packet, they used the measuring jug and matched the 3/4 pint on the jug. Logical I suppose, but I was impressed. I have to add that other jellies have been made since, and Oliver thinking that more water means more jelly. Needless to say that they soon discovered that the jelly didn't set!!

So what's the point of all this? Well, I no longer feel guilty when I'm unable to "teach." I remember that play is just as important. Especially in a practical way: sorting out arguments, compromising, communicating with each other, bribery - normally Oliver bribing Oscar!!? But all needed for everyday life, particularly in dealing with others.

*Rachael Carter, 6 Lady Lodge Drive,
Orton Waterville, Peterborough,
Cams, PE2 5EP*

*Why should I clean my
house when the world
is in such a mess?*



*The following article has been reprinted with kind permission from the Mar/Apr 1999 issue of **natural parent** magazine.*

Tales of Natural Learning

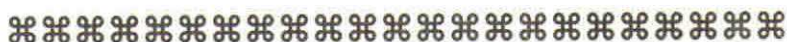
One of the delights of the children learning at home is we never know what they are going to do next or what they end up learning. For example, I heard a lot of banging outside in the garden one day and saw William, our 10-year-old, hammering, and thought no more of it. A day or two later he came to show me a penknife in bits, saying: "I know how penknives are assembled and I might be able to add two more attachments to my own one now".

I know that there is nothing unique in what he is doing but the big difference now for me is I value it in a different way - it is real learning, his own learning, and not something that I can set out for him in a curriculum. He is using his mind to work out how something is put together and in so doing he is using analysis, maths, science, design, technology and so forth.

Another example of this type of natural learning occurred while on holiday. William wanted to fly his father's flexifoil kite. It actually needed to be mended first which involved a bit of sewing. He then went out for a few attempts to fly it rather unsuccessfully only to find that he broke the control bar. Naturally this was upsetting but we helped him to unravel the string and found a suitable bit of metal reinforcement and taped it to the

splintered wood and off he went again. The next time I saw him flying it, he had gathered a few spectators on the beach. Eventually I saw one of them flying it for him, and really well too. William looked on admiringly but was watching every movement that was being made in order to improve his own skills and it was after this that he started to succeed. There was no stopping him. Once again there is nothing unique in what he is doing but because I have been shown by others, especially through John Holt's book *How Children Learn*, that I value this kind of activity far more and realise that I must allow more of it to happen, but it is not something that can be planned. Before coming across this, I would have simply thought he was amusing himself and would have probably told him it was too wet or windy to be out, and to make sure he came in for lunch when I called him, and, in so doing, I could have impeded his own learning unwittingly. (I probably still do at times - I have a long way to go!)

Natural learning also encourages autonomy or self-motivation and self-targeting. So when I saw the children doing a puzzle, I was very encouraged to see that rather than competing with each other about who could do it quicker, they each timed themselves to see how long it took them to make and then tried to better their own record. The youngest, Alexander, 8, took two hours the first time and found that, when he timed himself the second time, he forgot and went to look out of the window or started doing something else and then suddenly remembered, and was quite annoyed



with himself. But, in doing so, he learnt to be more focused in his timing the next time and he eventually got the puzzle done in 45 minutes. If I am to evaluate this, I know that puzzles encourage finger dexterity as well as mental skill and that using both hands activates both sides of the brain plus neural pathways which will be needed forever. If I had the imagination to think up this exercise and suggested that they do it, I am sure they could have done so, but it would have lost all the natural spontaneity, fun and sense of achievement.

Sophie, 13, has been helping me with my tax returns, logging in all my invoices for the last year and organising them in the correct order. It is always a long job and not something I relish! However, by having her help, it not only makes it more enjoyable for me, but she is learning about the tax system and using maths and accounting skills as well, and by doing real work like this, she not only feels that she is using her time productively, but is also learning. I try to include the children more and more so that they are exposed to all sorts of things in daily living. Sometimes we run into a few crises. There was one occasion when I was tied up seeing patients, and we needed some shopping. She went down to our nearest supermarket of her own initiative with a list. I hadn't got any cash but she knew she could withdraw cash from her own account, only to find that it was a limited amount. So when she came to paying at the check-out, she didn't have enough money. She had to deduct a number of items in order to reduce the total.

All in all, it was quite an experience! We have both learnt a lot from this experience, and I know that she is able to meet some exceptional challenges.

Vivien Clere Green

natural parent

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"Above all, it seems to me that some of the qualities that we adults most cherish in life are democracy, personal freedom and the ability to make choices according to our own will. These are not aspirations which are considered subversive or undesirable - quite the opposite - so why should there be disapproval when a parent encourages autonomy in their children."

Jane Newson, 50 Cedar Rd, Bedford.
(From an article too late to be included in full)



Learning Comes from Within

Hornick's study (cited in Meighan, 1998) on science in home educated families found that the parents did not teach science to the teenagers but the latter taught themselves. The students performed as real scientists in exploring phenomenon, making hypotheses, designing and carrying out tests and analysing and evaluating results. Parents facilitated learning by taking advantage of the teaching moments. I found this to be true in my experience of science in a home education environment. My son, Adam, is 6, and acts as a true scientist in his testing even though he has had no training in the way a scientist 'should' conduct tests.

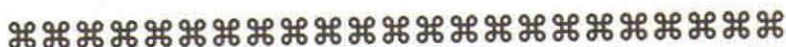
For example, when it snowed he independently decided to do 'tests' on the snow. He brought it inside, observed its physical qualities, touched it, then tested his hypotheses by finding out what will melt it and how effective it was as an ice rink for his toys! He wasn't content with one lot of tests but to my amazement went outside again to get more snow and conduct further tests. I questioned Adam regarding the outcomes of his tests and he seemed to have a genuine understanding of his results. He does this often with different ideas. It is always totally self-directed and surprises me as it is such a logical order to his learning. Adam also enjoys making up his own creative stories. I feel that his rich learning environment has enhanced his creativity, such as lots of very imaginative play, listening to stories, playing outside and just spending

time being himself. Children have an instinctive desire to learn and progress. (I do feel that this natural curiosity and desire to learn can be dulled by too much television.) Adam has learned many things autonomously, such as using a hammer and nails, drawing, story creating, etc. With a little encouragement from me he will channel himself to develop his talents and work on new areas.

John Holt points out in *Learning All the Time* that we need to be open to our children, to follow their needs and direction, because a child learns much better if he feels he is in charge of his own development. This is where it is important to share decision making with our children on the things they want to learn. In my quest to find the most appropriate education for Adam, I realise that I need to follow my own path, my own inner prompting. The path taken may be rugged, yet I notice the neglected foliage as fresh and new. Each path we take may be a challenge but we must still trust our own ways.

*Angela Greenhalgh
North end Farmhouse, Kent Ave,
Mabelthorpe, Lincs LN12 1QF*





Taking Children Seriously and Home Education

I am a writer and speaker, the editor of *Taking Children Seriously*, the journal (see ads page), and founder of the TCS list on the internet, and of the TCS movement.

For me, home education is not a matter of principle in itself. If my children wanted to go to school, I should do everything in my power to support their choice to go to school and to help them get whatever they wanted from the experience. And if they were to try school for a day and then decide that that was quite enough of that, then I would not be saying spitefully, "I told you so." Or "Well now you have started going you will have to stay in school until the end of the term." Home education should not be compulsory, any more than school should be.

Because we are a TCS (Taking Children Seriously) family, home education is, for us, not an end in itself but merely the current choice of the children themselves. For me, that is not a minor issue. It is of central importance. If one rides roughshod over the children's own wishes in regard to their own lives, in what sense is one taking them seriously?

What I personally am aiming for in my relationships with my children, is mutual consent. When we have a disagreement, we try to find a solution to the problem which we all agree is better than any of our initial ideas on the matter. At first sight, such an outcome may appear

impossible. How can individuals who are each fighting their corner come up with a solution that each prefers to what they had wanted originally? The answer is by improving their understanding of each other's needs and the surrounding circumstances and by generating brand new ideas to meet those needs under the circumstances.

This requires a great deal of goodwill and patience. But solving problems this way gets easier the more it is practised. This is because it depends on building up a large reservoir of trust. Only when people are truly convinced that their needs and desires will not be lightly overridden are they prepared to treat their own most strongly felt demands as negotiable.

The main practical difficulty is that the consent-based approach to family decision making is incompatible with the retaining of parental control. If children feel that in testing moments, their most cherished goals are liable to be unceremoniously pushed aside, they have little reason to trust in consent. After all, if parents reserve the right to have the last word, then they themselves manifestly do not trust in consent.

So the idea is to try to work towards non-coercion. I do not think that children ever deserve or need coercion. I believe that every act of coercion on my part is not evidence of the children's need or wickedness, but merely of a fault - a hang-up or irrationality - in my own psychological makeup. Such faults are to be expected, and I am not insulted by being accused of having



one. Nor am I suffused with guilt, for it is no part of the TCS scheme of things to believe or pretend that I am perfect. Like Karl Popper, I believe that error is inevitable in every human undertaking, but also that every particular error is in principle correctable. So I am keen to locate such irrationalities in myself and try to resolve them.

Everyone striving for non-coercive relationships has conflicts of this type: non-coercive education and parenting is *difficult*. It will take generations to get even remotely close to perfectly non-coercive relationships.

Fortunately, perfection is not necessary. What *is* necessary is an unswerving commitment to the principle of consent as opposed to control. And there is a world-wide community of TCS families, all trying to do this, all supporting one another in this endeavour.

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To subscribe (no charge!) to the Taking Children Seriously discussion/support list on the internet, send "subscribe TCS-digest *your-first-name your-last-name*" (without the quotes) to listserv@listserv.aol.com.



But how will the LEA like this self-directed learning?

Having had the dreaded call early last summer, I thought I could share some advice and my experience. My main piece of advice is to let the inspector know in advance what to expect. Ours had never met an unstructured family before so it can be a bit of a shock for them, too. Explain your philosophy as to the way you see your children learning and don't allow them to dictate to you the kind of evidence you can produce. Have some examples of your activities that will impress, it really shuts them up; the woman who came was completely bowled over by the idea I had read 'Lord of the Flies' to my children. So, just how do you explain this informal style of learning to the 'Doubting Thomas' at the inspection department of your LEA? My approach is to play them at their own game, blind them with science and couch it in their own terms:

"Dear Mr Inspector,

In our home, we see education as encouraging the children to explore the world on their own terms and develop their own understanding through solving the problems that arise in everyday life. Their interests lead them to cover many areas of knowledge and inquiry. Currently, the older children are conducting an experiment in nocturnal living (*staying up very late and sleeping in all morning*). Our literary interests are concentrated on fantasy and have been for some time (*we've been reading Redwall books for months*), though they also have a passion for



science fiction, experienced through an audio-visual medium (*lost count of how many times they have watched that Star Trek video*). All the children, with several friends, have been investigating different building material and testing their suitability for creating dwellings (*they had a great time making an igloo, and build endless dens with their bedding and bits of furniture*). My daughter spent some time learning about design and production techniques in soft toy accessories (*she made jewellery and clothes for cuddlies*). They have all been working hard at developing their physical fitness, stamina and co-ordination (*they run and jump and climb and swing, all the time*). We regularly visit a local site to study wind erosion and rock formation (*Brimhan Rocks is our favourite outing*). We conducted some experiments into the wave patterns of Tsunamis (*had fun making waves in the paddling pool*). We have done quite an extensive study on erosion and deposition using our local river (*they spent ages trying to change the course of a small stream running across the bank into the river*). Last summer we looked in detail at the flags, currencies and languages of a wide variety of countries (*wasn't the World Cup brilliant?*) My son developed a passion for domestic science which continued for several weeks (*he was mad about griddle scones and I'd got sick of making them*). We all took part in a historical reconstruction at a local world Heritage site (*we dressed up as monks for the day at Fountains Abbey*). The children enjoy a rich and varied learning environment (*our home and the world we live in*) and I feel sure we provide them with

an education that prepares them for whatever challenges life may throw at them.

Yours sincerely,
M/S Home Educator"

(For my efforts, I got a 'tick' in their satisfactory box and now I'll never have to do it again.)

My daughter's end of year school report included the phrase "she has taken an active part in the planning and setting up of an investigation" (*they buried some rubbish in the school garden to see which bits decayed; to my knowledge, they were never dug up again!*) And that was all the science she did all year. I rest my case.

Martine Archer, 3 Brookfield,
Hampsthwaite, Harrogate, HG3 2EF

In 10 years time, nobody will remember what your house looks like today. But they will know how your kids turned out.





ARTICLES.

HOME IS WHERE MY HORSE IS...OR WAS (3)

Flashback: the Grant family, parents David and Kate, Torcuil (now 19), Eilidh (now 17), and Fionn (now 14) left the UK in 1990 in an attempt to circle the globe by horse-drawn caravan. Articles about their travel appeared in Newsletter 88 and Newsletter 107. By the end of the account in the latter, they were about to leave China for Japan. Now, more than a year after their return David Grant concludes their story.

The Japanese were most welcoming, and we enjoyed our stay there. Crossing the Pacific from Japan was difficult, because no shipping line was prepared to carry our horse and two dogs. Also, their export to the USA was surrounded by a forest of regulations. However at the end of 1995 we reached California, and wintered at Bolinas, a small coastal village north of San Francisco.

It was a complete culture shock, especially for the children. After years of limited food in impoverished countries, here you could buy anything and prosperity positively shrieked at us. Fionn put on pounds and spent most of his time boogie-boarding (surfing on a short board), while Eilidh found her services in demand for exercising horses. Torcuil, always interested in birds, became an expert under the tuition of ornithologist-artist Keith Hansen. Kate and I were able to relax completely for a little, after the strenuous preceding years.

In the spring of 1996 we headed north-east through California, across the Sierra Nevada range and into a deserted corner of Nevada, where there was little else but sagebrush, cattle and antelope. On into

Oregon, briefly, and Idaho, where we followed the Snake River almost to Wyoming. For much of this year we followed the old pioneering trails in reverse, sometimes seeing the imprint of covered wagon tracks, so deeply had they been carved years ago. Wyoming was huge and sparsely populated.

Our last winter - the worst on record in South Dakota - was spent in the small town of Mobridge, on the Missouri. There, the worst disaster of the journey befell: our beloved Traceur died, from a cholestomeata, a growth on the brain. We still miss him. We started our final year on the road with Bertha, a Belgian mare. In June, having crossed Minnesota, Wisconsin and Michigan, we reached Canada.

We drove along Highway 17, through Ontario to Quebec, jogged along the banks of the St Lawrence down to Rimouski, turned southerly for New Brunswick and at last reached Nova Scotia. On 9th November, in damp and fog all too reminiscent of home, we reached Halifax, the Atlantic and the end of our land journey.

Our return home and subsequent months were awkward. We had sold our house to underwrite the trip and now had neither accommodation nor money, because of trouble in Mongolia and China and two ocean crossings had entailed spending more than expected. Was it worth it? the short answer is, yes and yes and yes, in a myriad of ways, but only time will show all the benefits.

The results from seven years unconventional schooling should encourage all home educators - and bear in mind there was no opportunity to sit exams. Torcuil did a catch-up course at



Angus College and is now doing an HND in applied ecology there. If he does well he will go on to university. Eilidh, set on a career with horses since she first sat on one aged five, said fiercely: "I don't need exams for what I want to do - and if I do I'll do them." And is fully capable of doing just that. Perhaps most interestingly, Fionn, who had had one year in primary before we left, opted to return to school. Uncertain where to place him, the school gave him a test - and told us they had never had a better result. He has just begun his GCSE years and is consistently in the top half-dozen in the class.

At the outset, I worried that perhaps we were about to wreck our children's futures. Now, I am inclined to believe the National Curriculum would have been much more dangerous! All three are strong characters, capable of following whatever paths they want. In other ways they are remarkably normal and balanced, mix well socially when they want to or have to, and have avoided the pitfalls too often associated with schools these days: peer pressures, exposure to drinking, drugs and smoking, rudeness and hooliganism.

People thinking about embarking on similar ventures have asked us if, in the light of our experience, we would advise them to.. I always reply, "Yes. If it's your cup of tea - and it is certainly not everyone's - and you really long to, go right ahead. The advantages are huge, the drawbacks few and you will never regret going."

We are far richer than when we left, despite what the bank statements show. If you want to know more, either Kate or I should be happy to talk to you. One of our few regrets is that we have almost outgrown EO. The fact that it existed was

always a great support. Although unable to play an active part in the organisation, wherever we were the Newsletters were seized upon eagerly. Thank you to all those who, over the years, have made it happen.

David R Grant, 2, The Stables, Rudston, Driffield YO25 4JE.

(The book about the journey, to be published in June by Simon and Schuster, is called *The Seven Year Hitch*.)

NATURAL LEARNING by Ron Dultz.

Natural learning is the learning people do every day of their lives. It is usually taken for granted by educators. Most educators assume it will occur of its own accord regardless of whatever else happens in a person's life; and that, in any event, it is not their province or responsibility. However, natural learning is so vital to a person's growth and happiness that it should never be taken for granted by educators, by parents or by anyone concerned about the growth and development of people.

More than any other type of learning, natural learning determines a person's character, identity, values and morals, personality, thinking skills, living skills, overall perspective and overall development as a human being. Natural learning provides the foundation for all the other learning a person engages in, and thus is a vital part of it. Before academic learning (learning prescribed by a school or school teacher) was even conceived of, the people of the world were being educated by the process of natural learning. Natural learning is, and will always remain, the most important form of learning.

Natural learning differs from academic learning, and from other forms of mandated, required or prescribed learning,





in that it is done solely to please the learner. It is not done to please teachers, employers, parents, society, friends, family or anyone other than the learner.

Natural learning is the learning people do voluntarily to satisfy their curiosity, to increase their awareness and understanding, to develop their skills and abilities, to grow and mature, or for personal gratification or personal fulfilment. Natural learning often occurs as a by-product of simply living one's life, but it can also be the result of a conscious effort to learn.

Natural learning is invigorating because the learner feels a strong personal connection to what is being learned, is ripe for it and has selected it. Things that are learned naturally are overflowing with personal relevance and personal significance. Whereas other types of learning are often dead affairs which the learner is not committed to or interested in. There is often a revulsion connected with them because they did not occur out of choice. The connection between the learner and the thing learned is often poor at best.

Natural learning is almost always in harmony with a person's needs, wants, circumstances and natural inclinations. It occurs when a person is ready for it to occur, and not before. It is an extremely personal process in terms of its content, timing and method. It is idiosyncratic and unique for each person. It is of the person and for the person. It accommodates the person's self-development.

Natural learning is a very complex form of learning because it fits the person as well as a finely tailored suit or perfectly crafted dentures. It fits one's mind, personality, developmental needs, life circumstances,

preferences, moods and inclinations. This type of learning cannot be supervised by anyone other than the learner because no one other than the learner can know what he or she needs to learn from day to day, or what method of learning would be most suitable.

Natural learning could consist of reading, observing, thinking, interacting, experiencing, reacting, initiating an activity, experimenting, expressing oneself and so forth. It could consist of going for a walk to contemplate an idea. It could consist of challenging a professor's thinking or an expert's opinions. It could consist of reading one page of a book and mulling over that page for one year before reading any more of the book. It may consist of thinking about your life and avoid reading books altogether for five years, then reading voraciously every day for the next five years. Natural learning could consist of learning through extensive socialising with people, or through working at many different jobs, or through pursuing an unusual hobby with great zeal and intensity. There are so many ways in which to learn naturally that it would be foolish to attempt to identify all of them. One can learn naturally by getting in touch with their feelings, by learning to be more objective, or through developing a special relationship with a friend. All of these types of natural learning and many others weave themselves into a complex fabric which ends up making up the mind and emotions of a person.

Natural learning is a logical and synchronised progression of a person's thinking, feeling, skills, awareness, personality, identity, overall perspective, and overall relationship to the world. As an ice skater improves her stamina, muscular strength, agility, technical skill and mental



attitude in a logical and synchronised progression from the simple and easy to the more complex and difficult, natural learning occurs in a logical and synchronised progression from the simple and easy to the more complex and difficult.

The way a tree grows serves perfectly to describe the path of natural learning. Just as the trunk of a tree must precede the branches, and the lower branches must precede the upper branches, and the branches must precede the leaves, the natural learner learns in stages based upon the person's entire readiness and does not attempt to learn things the whole person cannot accommodate.

Natural learning requires appropriate conditions and circumstances to occur in an optimal way. If educators are going to be concerned with the development of the whole person, one of their jobs should be to determine what those optimal conditions and circumstances are.

Natural learning can be thwarted, blocked or undermined. If educators are going to be concerned with the development of the whole person, one of their jobs should be to determine how and when natural learning is thwarted, blocked or undermined.

Just as a person cannot be in different places at the same time, the human mind commonly cannot attend adequately to both the natural learning it needs to be doing and the academic learning prescribed by educators. When there is a conflict between the natural learning people need to be doing and the academic learning prescribed by educators, the educator concerned about the development of the whole person will

favour the natural learning that needs to be done.

Even though academic learning provides an important avenue of professional advancement and skill development in the education of adults, it should not occur at the expense of their natural learning. Because all youngsters are immersed in sensitive, complex and critical patterns of self-development, and because their learning is without value if it interferes with their natural development, youngsters should not be educated by means of a regimented or pre established course of instruction. Since natural learning has provided the basis for humankind's development for thousands of years, and is ideal for safeguarding the sensitive, complex and often fragile minds of youth, educators and parents can best serve youngsters by becoming partners in their natural learning instead of devising a burdensome, demanding or incompatible curriculum for them which they all too often do not need or want.

(This essay is excerpted from a 168 page book entitled *Educating the Entire Person* by Ron Dultz copyright 1998. Price of the book is \$10, which includes free shipping. Copies of the book can be obtained by writing to: **Ron Dultz, Box 370985, Reseda, CA 91337, U.S.A.**)

Ron Dultz is a writer working in the areas of educational theory and popular psychology. He would welcome comments on his essay.



"Childhood is that state which ends the moment a puddle is first viewed as an obstacle instead of an opportunity" - **Kathy Williams.**





Hope Knight gives her answers to some over-asked questions;

"What about socialisation? How are your children going to learn to mix with others?" - I agree, it's good for children to sometimes be together. At school they usually form their own small group of friends. As a home educator, I am aware that my children need friends and I make provision for this. They can meet with and benefit from a much broader age range without the restrictions of gender and age differences which seem to be so important at school.

"Why aren't you educating your children in the same way as everybody else?" - Many people find school a convenient way to educate their children. EO is not about disgruntled parents withdrawing their children from school in a negative sense but about being proactive in giving them the best start. I choose to home educate because I believe it does give my children the best start in life. I can have a more flexible approach and our lives are not controlled in the same way as they would be if the children were at school. For example; much school work is non-contextual. I can be more practical by taking them to experience what we are studying rather than having it brought into a classroom.

"Do you need teaching qualifications?" - Teachers need qualifications because they are dealing with 30 or so children from different backgrounds with different personalities. If you want to learn something, you don't need a qualification to teach yourself. Children have a natural curiosity which is their qualification for learning. I aim to feed that natural curiosity in a confidence building environment. If I need it, I have the same access as teachers to government sponsored literature such as the National Curriculum. However good methods of

teaching are at school, there will always be some who fall behind because the resources are not there to give every child one to one attention. At home I can give 100% attention. I know the needs of my children and I can tailor my approach to their individual needs.

School is all about comparing. Children at home don't need to compare, they just need to feel that they are doing well in themselves.

Mrs H. Knight, 5, South Cliffe, Lewes, Sussex BN7 2BZ.



"There is no single effort more radical in its potential for saving the world than a transformation of the way we raise our children" - **Marianne Williamson.**



IDEAS FOR GCSE TEXTBOOKS

Our daughter, Naomi, is studying for a number of GCSEs at the moment, which has involved a fair amount of research into what books are available. She will probably take the Cambridge IGCSEs, and so avoid course work, even though the standard is generally a little higher than for GCSEs. We have found that, where a subject has not been formally learnt before, a good way to get into studying at GCSE level is to start by reading fairly quickly a foundation level book in the subject. More serious studying of a higher level text book and other materials then seems less daunting, since the ideas and information being presented are not entirely new. Perhaps we could start a list of recommended textbooks that could be available to members? Here are some we have found useful:

LATIN

Foundation and higher level "Cambridge Latin Course" Publisher: Cambridge



University Press. (This is a series of textbooks that start at beginner level and progress to GCSE level.)

MATHS

Higher level "London GCSE Mathematics Higher Course" Publisher: Heinemann; ISBN 0435 53204 9; Approx. £14. (You do have to enter the London board exam to use this book. It is very comprehensive, with lots of exercises (some may be omitted if necessary), has good explanations and, most importantly, includes an answer section.)

SCIENCE

PHYSICS - foundation level. "Physics for You" by Keith Johnson. publisher; Stanley Thornes; ISBN: 0 7487 2761 2; approx. £14. (This is quite pictorial. The book claims that you can get by at higher level, but is, I think, designed for lower level.)

Higher level "GCSE Physics" 3rd edition by Tom Duncan. Publisher John Murray; ISBN: 0 7195 5301 6; approx. £12. (A comprehensive book, described as "firmly established as the leading course for students preparing for GCSE".)

CHEMISTRY - foundation level "Chemistry for You" is in the same series as "Physics for You" described above. A "Biology for You" is also available.

ENGLISH

You have to decide on the exam board and syllabus first, as exam boards often recommend their own list of books. You can take English language and literature separately or joint English. A friend of mine who is an English examiner recommends that the SEG board (now known as AQA) is fairly easy for home educated children, who are external candidates, to enter. Just ask about their joint English GCSE. If you would like some written language practice, which covers both higher and foundation levels, there is "NEAB GCSE English" by Imelda Pilgrim.

Publisher: Heinemann; ISBN 0 435 10132 3; approx. £10.

GEOGRAPHY.

Foundation level "Key Geography for GCSE Books 1 and 2" 2nd edition by Waugh and Bushell. Publisher: Stanley Thornes; ISBN: Book 1- 0 7487 3603 4, Book 2- 0 7487 3649 2; approx. £8 each. (Although this book does not say it is for foundation level, I do think that it lacks the depth of the book we use for higher level, and so, would use it where the higher grades were not being sought. There are, however, some good examples of geographical case studies in book 2, which are vital for a good grade. It might be useful to have book 2 even if you decide to buy the higher level book.)

Higher level "The Wider World" by David Waugh. Publisher: Nelson; ISBN: 0 1743 4309 4; approx. £12. (Described as "the UK's leading geography text book" and "the one volume GCSE course".)

FRENCH

Foundation level "Francoscope" by David Sprake. Publisher: Oxford University Press; ISBN: 0 19 912081 1; approx. £10 for the book, £35 for 2 cassette tapes. (The tapes give lots of listening practice.)

Higher level "Toutes Directions" by Elizabeth Smith. Publisher: Oxford University Press; ISBN: 0 19 9120579; approx. £10 for the book, £15 for 1 cassette. **Christine Adey, Dunbury Cottage, Milton Abbas, Dorset. 01258 880355.**



"We have a cultural notion that if children were not engineered, if we did not manipulate them, they would grow up as beasts in the field. This is the wildest fallacy in the world." - **Joseph Chiltern Pearce.**





CAMPING?

Back in October 1987 Andy (of HES Fes and 'Choice in Education' fame) came along to our local group and announced that he was going to organise a weekend camp at the Seaside in Dorset in May. I though fine if you like that sort of thing, my last experience of camping had been on a wet and windy Cornish cliff top, in a two-man tent. I had no desire to repeat the experience.

For the next 5 months Andy tried to talk me, my husband and the children into going to the camp. I was not keen, we did not have any equipment and above all I thought that at 44 I was a bit too long in the tooth to start camping again, my knees ache when its damp.

All my protests fell on deaf ears, Andy insisted that the weather would be dry and warm (he was right), offered to lend us a tent, another friend loaned us a cooker, someone else a top box. So we gave in, with the proviso that if any of the family hated it we would never go again and if it was really dire we would come home early or retreat to a caravan park.

So it was with mixed feelings that we packed vast amounts woolies, wellies, waterproofs, and just a couple of T-shirts each and the tent into the car and set off for Dorset. Of course we had the normal "Are we nearly there?" before we have left the M25, but an otherwise uneventful journey.

Anyway we had a wonderful time, made loads of friends from all over the country, and the wet weather gear was not used. We were hooked. We went to the Kent Camp and had a couple of weekends away after buying our own second hand equipment. Our main holiday was a

camping trip to Northumberland and Yorkshire (yes, it did rain) in September to tie in with the EO Council meeting and gathering at beautiful Featherstone Castle.

If any of you feel like giving camping a go there are several events this year.

HES Fes 99 13th - 18th May. Dorset. Caravans are also available for hire. EO stall with leaflets, info and EO T- shirts for sale.

The Libertarian Family Network's Summer Camp. End June.

Kent Camp July 1st - 5th.

Full details of the above camps can be found elsewhere in this newsletter.

Many groups have small local camps, or organise your own. It's a great way to talk to lots of HE families and the children love it. Lots of workshops and things to do. Modern tents are very easy to put up. There is usually a communal campfire, which can be used for cooking. Everyone tends to help each other out. I look forward to meeting any of you who make it to Dorset.

Angie Pullin. West Kent Co-ordinator Sidcup, Kent.

0181 300 7236

email: apullin@btinternet.com

CAMPSCENE DIRECTORY 1999

The only complete listing and info on all alternative/wholistic/green/new age/spiritual camps this summer.

For free copy send an SAE to:

**Crissie, Cirenor, Wells in the Field,
Whitchurch, Hants. RG28 7NG.**

**LIBERTARIAN FAMILY NETWORK
SUMMER CAMP**

JUNE 28th - JULY 4th 1999

Are there any folks who are looking at all the wonderful, exciting and challenging issues that help us with the everyday living of being libertarian and giving our young people a voice in the direction of their lives. If you are those people, come and join us in our idyllic field overlooking the sea, share baked potatoes and beans over the fire, chat until the embers fade and our children play and swim and run and jump and explore and...

For info contact; **Belinda Harris Reid,
The Old House, Station Rd,
Buckfastleigh, Devon TQ11 0BU
01364 643343. bline@compuserve.com**

N.B. Not all the camps listed here are EO events.

HES Fes '99 The Home Educators Seaside Festival, Monkton Wylde, Dorset

Thurs 13th to Tues 18th May

Lots of free workshops, activities, games and music. All in 15 acre field, 3 miles from beach. Excellent camping facilities, free hot showers. Full disabled facilities. Cheap vegan meals available throughout the week. 3 miles from mainline station and half mile from A35. Cost per family: £32 if booking, £40 at event. Caravans available for hire. For programme booklet and booking form send A5 SAE to:

**HES Fes'99, PO Box 20284, London
NW1 3WY**

Tel/fax Andy 0171 813 5907

hesfes@choiceineducation.co.uk
www.choiceineducation.co.uk

PEAK CAMP '99

9th - 18th July

**Barracks Farm, Beresford Dale,
Hartington, nr Buxton**

(grid ref. 123 586)

The gathering is on a basic site with two large fields for tents and tourers, also toilets, showers, washing facilities and small shop. Beautiful, peaceful setting close to River Dove and Peak Park cycle tracks. Original Peak Camp spirit continues; no meeting(!), do-it-yourself entertainment (especially music) and a responsibility to enjoy yourself!

For more details and map send SAE to:
**Gary Podmore, 77, Norton Lees Road,
Sheffield S8 9BX. 0114 258 5702**

EO CAMP in KENT

1st - 5th July

**A long weekend packed with crafts,
games and performance.**

African drumming & dance, volley ball, drama, metal work, problem solving, lanterns, sculpture, fire staffs, KungFu, bonfire, marquees, cafe, very cheap food, beautiful field, £30 per family.

Send SAE to: **Sue Hutchin, Oakwood,
Sparrow Hatch Lane, Bethersden,
Ashford, Kent TN26 3ED. 01233 820008**
e-mail Sue@oak-wood.freeserve.co.uk

****ALL ACTIVITIES INCLUDED IN
THE PRICE** limited places!!!**

GWERSYLL DEWISANT

**Pembrokeshire summer EO Family
Camp**

Thurs 17th - Thurs 24th June 1999

In the Pembrokeshire Coastal National Park, close to St. Davids, N. Wales. Campsite with showers and shop, some caravans available. 200m to beach, surfing, RSPB reserves, leisure park, castles.

For details send SAE with 50p in loose stamps for admin. to:

**Yvette Hartley, 17, Maes Ingli, Newport,
Pembrokeshire, SA42 0TE
01239 820968**

LETTERS AND CONTACTS.

Dear EO Folks,

I would like to share with you a response that I received by e-mail about the article in the last EO newsletter re. autonomous life/education that I wrote. Thank you to Lucy Newman who has kindly allowed me to have it printed here. Dear Lucy,

>Hi, my name is Lucy and I'm 15. I thought what you said in the February newsletter about your children doing nothing was really bad.<

Doing nothing ummm. I'm sorry you think that allowing my children the freedom to choose what they do is bad. My philosophies are based around the premise that I am allowed to do what I want, my partner chooses what he wants to do - so why can't my children? They are people too! Are you allowed to choose what to do, when, how, if at all? I do appreciate that sometimes we all have to compromise, juggle the different needs of the family - but somehow we seem to muddle through!

>I am taking my GCSEs next year and I was wondering will your children be doing anything like that. I use books and courses. <

Exams! Exams! - Maybe they will decide to take exams and maybe they will not. I think they will prefer to work with adults who are actually in the field that they choose to work in when they are eventually adults - who knows. But if they think that exams are important I will encourage them and support them in their choice. Do they use course books, you ask? Not at the moment. But again, who knows in the future what they will do.

>In a way you said that you don't care what they do and you let them do what they want.<

Gosh!....I really, really care - I want them to have freedom, freedom to choose the way they would like their lives to unfold....I love them very much. I watch them grow. Grow too fast really - I wish I had listened to them more, looked at their Lego models

- really looked!! - when they were excited to show me, taken them on more adventures, read to them more, hadn't nagged them so much about making magic potions out of the food ingredients, oh well. Ho hum, life goes on!

I think it is sad that young people don't have a bigger say in their lives. Hopefully one day children will be given the respect they deserve. I just have to walk out of my front door and there will be big folks shouting at their kids, hitting their kids, humiliating their kids, expecting their children to 'Behave and Be quiet', to do as they are told - this is what society feels is acceptable. Parents need to be looking at the reasons why these children are manifesting such behaviour. And when parents give their children more rights, more say, a bigger voice - then maybe the kids will change!!

>From what you said in your article it sounds as if they are on permanent holiday.<

I hope their whole life is like a holiday! Wow, what fun!! Then I will have done my 'job' properly!

>I hope this doesn't sound like I am having a go at you but this is the way I feel.<

Thank you for taking the time to write - I wish more young people would. Good-luck with your exams - I hope you get A+++++ for all of them.

Best wishes to you all. **Belinda Harris Reid, The Old House, 13 Station Road, Buckfastleigh, Devon TQ11 0BU.**

(I am a founder member of the Libertarian Family network - a national organisation supporting families who are trying to follow a libertarian approach to being with their children and for people embracing the thinking and doing and being non-schooling, autonomous and libertarian. if you would like a copy of our concepts, or to know more, please contact Sammy and Nick Vidal-Hall (01548 830716) or myself (01364 643343).)

LETTERS AND CONTACTS.

Dear EO,

I wonder, are there any parents who, like me, feel passionate and excited about freedom for their children? If so, I would love to hear your stories and experiences. I am a newly liberated (yes!) mother of Nikki (10), James (8), Chris (7) and Richard (5 1/2) who have recently put pressure on me to let them off school, and succeeded! A rebel at heart, I have longed for freedom, and known about my children's longing for it too. However, I hadn't dared take the plunge until last Christmas, when the kids rebelliousness finally got through to me. A period of groping in the dark followed. How, what to do next? Belinda Harris Reid's article about libertarian home education in the February newsletter (page 16) hit me like a flash of lightning. Thank you Belinda - I applaud your decision to uphold your children's right to direct themselves - it has inspired me to do the same. Yes, I will trust my youngsters' life process; yes, I will honour their right choose what they want to do in life (not at age 16 or 21, but HERE AND NOW!) and their right to be happily themselves!

Why haven't I done it before? I guess it was a fear of ensuing havoc, of losing the predictable world of schooling, where the kids were baby-sat from 9 to 3 each day; an anxiety about letting go of control over their destinies (what control anyway?!); a lack of confidence in my own ability to handle their freedom, to live free with my kids. Yes, that was the bottom line.

Having looked at these fears, I feel stronger and happier than ever. Suddenly the battle is over; a sense of relaxation and peace is beginning to settle over our household. Mum has given up trying to 'make something' of her children, she is on

their side. Yes, kids, I love you. I want to respect your right to be children, to make a mess, to do nothing, to play, to feel your power, to sing your own songs, to experiment with life and be happy instead of trying to be 'good' for my sake. I don't know where you are going in life - and perhaps I don't need to know. It gives me great joy to see your happiness shine here and now. And that's how I know that we are 'on course'.

Parents! If you can relate to this, please contact me so that we can share stories and concerns and encourage each other on this unpredictable, exciting path. I look forward to hearing from you.
**Unmani Langley, 39, Wells Road,
Glastonbury, Somerset BA6 9BZ.
01458 835449.**

☆☆☆

" We don't yet know, above all, what the world might be like if children were to grow up without being subjected to humiliation, if parents would respect them and take them seriously as people." - **Alice Miller.**

☆☆☆

Dear EO,

I am writing this in the hope that other parents who have had similar difficulties might contact me.

I joined Education Otherwise several months ago when my daughter was diagnosed as suffering from depression caused by her school. She is still seeing a psychologist and the depression seems to have lifted but there is still a form of school phobia.

Her problems started 14 months ago and the LEA offered her alternative education at a hospital school catering for pupils who have been absent through illness. However, this was still school and

LETTERS AND CONTACTS.

she could not bring herself to attend. The psychologist recommended a home tutor and we have been pressing for this for around six months but have been told there are no funds available to finance this.

I have long been considering home education but thought it might be difficult as one of the problems for my daughter is that she is very isolated and does not have any friends, although she will come out with me. For some reason my daughter and her friends grew apart and she was spending lunch time and break times on her own - this led to her depression.

But now the LEA are wielding the big stick and saying they want to ease her back into school, although she has now turned 15. They will consider any alternative and are threatening to take us to court to achieve this - despite a recommendation from the psychologist for a home tutor. She understood there were groups of three or four being taught by a home tutor - ideal for my daughter.

I am now seeking legal advice but wonder if other EO parents withdrew their children from school for a similar reason. Also if there are any 15-year-olds who would consider corresponding with my daughter. Yours sincerely **Liz Gledhill, 12 Wren Garth, Sandal, Wakefield, West Yorkshire WF2 6SL 01924 255910.**

☆☆☆

"Every stage in a child's life is there for a purpose. If we can respect and respond to her needs fully during each stage of her life, she can be done with that stage and move on." **Naomi Aldort.**

☆☆☆

Dear EO,

We are writing to express our concern over the inclusion, in the Children's Pages in the February EO Newsletter, of an insulting anti-Irish limerick. It would have been unpleasant in any circumstances; but since EO is open to families from all cultures, to publish something stereotyping and ridiculing a section of the membership is not only offensive, but potentially harmful to EO.

Yours sincerely, **Hudson Pace and Celia Till, 20 St Mary's Avenue, Teddington, Middlesex TW11 0HZ.**

(I have received several responses expressing similar concerns which I passed on to the editor of the previous Children's Pages. I direct your attention to an apology which has been included in this month's Children's Pages. Editor.)

Calling all EOers in Portsmouth and the surrounding areas. We are starting a group - currently 7 members in 2 households - aiming to organise activities such as: swimming, ice-skating, rambles, picnics, museum/theatre trips, music/craft/computer workshops, cooking, gardening and having fun☺. We need more families to join us. If you are interested, please ring Julie on Portsmouth 640242 or email karenfill@aol.com.

EO Publications and Merchandise (T-shirts, postcards etc) are now available to buy at The Children's Store, 11 The Oaks Shopping Centre, High Street, Acton London W3. Telephone 0181 992 3581 for information and directions. Please note that this address is for 'in person' purchases only and is not a mailing address. **Janet Wilkinson, 58 Brindley Close, Wembley, London HA0 1BS.**



LETTERS AND CONTACTS.

Central Scotland: We are a small but lively group who meet up on a regular basis, particularly at the local Young Archaeologists Group which meets at the Smith Museum in Stirling. We home educators form about 20% of the regular members!

We are fortunate in this area that there are so many groups such as Young Ornithologists, drama groups and dance groups. Home educated children can and do participate in them.

My son has recently persuaded me to take tennis lessons, as he does, at the University. Subsequently I have discovered that they have special rates for midday use and that they often have free coaching sessions for children and adults who are willing to be guinea pigs. This is a great opportunity for us home educators. Perhaps other local universities have similar programmes.

If anyone would like more information on general activities in this area, please contact Karen Strang on 01786 473702 or email kstrang@stirmargrev.demon.co.uk

Karen Strang, 36 Pelstream Av, St. Ninians, Stirling, FK7 0BE.

☆☆☆

"It is, in fact, nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of enquiry; for this delicate little plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wreck and ruin without fail. It is a very grave mistake to think that the enjoyment of seeing and searching can be promoted by means of coercion and a sense of duty."

Albert Einstein.

☆☆☆

Doing it Their Way: The Theory and Practice of Autonomous Education.

I am currently doing some research for a book which will be published by Educational Heretics Press. If you home educate in an autonomous style and would be interested in helping by answering some questions, please contact me by snail or electronic mail.

Any material that is used will not compromise the privacy of children or families who have contributed.

Thanks in advance.

Jan Fortune-Wood, St. Barnabas Vicarage, Overgreen Drive, Kingshurst, Birmingham B37 6EY.

Jan.FW@btinternet.com

NOT QUITE DEVON.

Unfortunately our move to Devon hasn't happened yet because my partner, Paul, who suffers with acute bronchial asthma, has not felt well enough to cope with such a big move. He was starting to improve but winter has set him back a lot. We feel that when we are in better health we may do a smaller move first, possibly to Sudbury (Suffolk), but who knows? Life is full of surprises.

In the mean time we would still love to hear from others, especially those who parent intuitively and have interests in shamanism, self-healing, self-empowerment etc. With love, light and warmth. **Karen Mann, Paul Walsh and Rachael, Flat 2, School Court, East Street, Harwich, Essex CO12 3AS.**

We are two home educating families in the **Merseyside/E. Lancs area** wanting to contact other families for outings and get-togethers. **Margaret Richardson 01695 421724 and Karen Lever 01704 840904.**



LETTERS AND CONTACTS.

(From the Home Ed List)

Hello, I've just joined this list as I am considering taking my nine year old son out of school. He's bright and keen to learn, his reading and writing are excellent. He doesn't like school because he feels it 'unfair', he doesn't like the structured lessons and rules that are imposed upon him, the school's requirement for unquestioning obedience etc. He also suffers from bullying at school and the values of his peers and the school are very different from those we have at home. Because of this he often has days off school and learns at home. He decides for himself what he'd like to learn about and when, for how long he 'works'. He has also developed a keen interest in cookery and has cooked a few family meals with a little help and supervision.

I've started to gather information about home education and it seems like it might be the right thing for us. A few questions I'd like to raise are:

- 1) What if he decides in the future he'd like to return to school - will this be possible for him if he's not been following the National Curriculum?
- 2) I think it will be great to home educate for the next few years while he is still young and keen to learn, and I am confident in my ability to teach him the basics, but will this still be true when he gets to those dreaded teenage years ?(!)
- 3) I assume that the problems/benefits of home education will be different for a child who has attended school first, to those for a child who has always been home educated. Will it be more difficult to start home education after he has become accustomed to the 'conventional' methods of learning?
- 4) I would like to find out if any 'alternative' learning/teaching resources -

anarchistic/environmental/etc. - are available.

Any advice or experience anyone could offer would be very much appreciated. Thanks, *Sophie Kempin, 2 Brunswick Cottages, Western Row, Worthing, W. Sussex BN11 3LZ.*
sophie@worthing.eco-action.org

Are you in the South Devon Area and (thinking of) home educating?

I am a single parent of a 4 1/2 year old and am looking to home educate. **My vision** is to form a small group of families living relatively locally so that we can support each other, provide social interaction for our children and share resources. I am looking for other people who want to meet up regularly and allow their children to be self-directive (I have been particularly influenced by John Holt and the Creative Parenting Group run by Helena Eastwood). **I would like to create** a fun, creative, sugar/sweet-free environment for both us as parents/guardians and our children: share our skills, enjoy ourselves, choose what we want to do and learn, stay healthy.

I am planning to move soon somewhere still in the South Devon area where I find support. If this sounds interesting to you, please phone Penny, Bovey Tracey, Devon 01626 836747.

NEW LOCAL GROUPS

I still have funds available to help members set up new local groups, or perhaps to expand their existing ones. Don't let your ideas die for lack of funding. Apply to **Pricilla Park Weir (Treasurer)** 01276 22735.

LETTERS AND CONTACTS.

Dear EO,

We are Lorraine Jessop (single parent) and William Jessop (only son) and are seeking regular contact with other home educators in Bacup and/or surrounding areas. William is five years old and enjoys socialising, physical play, pretend games, reading and dinky toys (amongst other things). My own interests tend to veer the opposite way (and have been described as complementary to Williams', although there are occasions when I would dispute that!) The one thing we do have in common, however, is our interest in reading. But I tend to read a great deal more non-fiction titles than he does. These include "The Aquarian Gospel of Jesus the Christ" by Levi, "A Course in Miracles", "The Nature of Personal Reality" by Jane Roberts, "A Question of Guidance" by Ruth White, "Opening to Channel" by Packer/Roman, and so on. Penfriends also welcome. Even if we have nothing in common and you would like to make contact, we would love to hear from you.

Lorraine Jessop, 12, Wright Street, Weir, Bacup, Lancs OL13 8QQ. 01706 879424 .

Dear EO,

After several life changing experiences, not least of all my husband's death, my son and I were in desperate need of a holiday. After scanning several holiday brochures it seemed that even the most basic holiday was beyond our reach financially until I discovered H.E.L.P. (Holiday Endeavour For Lone Parents).

H.E.L.P. made it possible for us to enjoy a wonderful holiday in Devon, seeing many of the sights and discovering at first hand the effects of weathering and erosion of the beautiful Devon cliffs, subjects we had studied as part of our home education.

If anyone else would like to benefit from this excellent charity they can be contacted at: 57, Owston Rd, Carcroft, Doncaster, S. Yorks. DN6 8DA.

Enclose a 9" by 6" self addressed envelope with 2 first class stamps.

Pam Simone, 71, Wheatlands, Stevenage, Herts.

"In the end, the secret to learning is so simple: forget about it. Think only about whatever you love. Follow it, do it, dream about it. One day, you will glance up at your collection of Japanese literature, or trip over the solar oven you built, and it will hit you: learning was there all the time, happening by itself." **Grace Llewelyn.**

Dear EO,

After many years of indecision (with an earlier period when Selwyn was withdrawn) we have decided to make a positive decision not to send our son to school. He has Asperger's Syndrome and is a highly stressed little boy (aged 9), the final straw was his coming home and hitting himself around the head while hurling abuse simultaneously.

We would like to hear from any members who have experience with Asperger Syndrome and home education.
Margot and Dave Carter, 138, Old Church Road, St.Leonards on Sea, East Sussex, TN38 9HD.

All quotations in this main section are reprinted with kind permission of **The Natural Child Project**, a web site on 'parenting and education that respects children'. www.naturalchild.com



expectations even if they can't quite get their minds round alternative lifestyles.

Jan Fortune-Wood, St. Barnabus Vicarage, Overgreen Dr. Kingshurst, Birmingham B37 6EY.
jan.mike@fortunewood.force9.co.uk

THE BUNN FAMILY.

Sharon Bunn, due to family circumstances, is unable to continue with her family diary for the time being. She wishes to thank all the people who have written and apologises for being unable to reply to them all. On behalf of EO I would like to thank her for her contributions to the newsletter and wish her well for the future. (Editor)

CONTACT REQUEST

We have just moved to the Oval/Camberwell area of London (SE5), and are very keen to meet up with other families. We are **Richard and Juliette (Grassby-Lewis)**, our three year old son, Rupert, and we are expecting our second child in July. Please give us a ring on 0171 793 0754 or 0402 346 764.
We shall look forward to hearing from you.

☆☆☆☆

"Learning is not the product of teaching...kids are born learning. They learn how to walk, how to talk. They're basically little scientists. If we don't stop that process, it will continue." - **Grace Llewellyn.**

☆☆☆☆

Never been to a national gathering before? Wondering what happens at council meetings? Want to put faces to names in the newsletter? Here's your chance. Come and share the fun, meet other EO families from all over the country, with many different ideas and interests.

EO NATIONAL GATHERING

21- 24 May 1999

staying in converted building with the option of on site camping/self-catering
at Stokes Barn, Wenlock Edge, Shropshire

Wenlock Edge is an ancient coral reef full of fossils, good walks and rare species; near to Ironbridge (cradle of the Industrial Revolution), Wroxeter Roman City and Caer Caradoc Iron Age Hill Fort.

Don't delay! Send SAE for details today.

To Lucy Charlton, 2 Wiston Rd, Newton Harcourt, Leics LE8 9FT

All booking must be in by end of April.

There will be an **Open Council Meeting** at Stokes Barn on **Saturday 22nd of May at 10am**

All EO members are welcome to attend. Please send items for the agenda to Lucy Charlton (General Secretary) in good time.

Future Gatherings

Featherstone Castle, 9-16 September 1999, Manorbier Youth Hostel, 27-30 January 2000

Help is needed with the organising of all these gatherings

EDUCATING ARCHIE

by SEG 

LIBRARY



Archie decides on a simple way out for once



FOR KAI CHANNA NINA XXX





EDUCATION OTHERWISE BUSINESS

Report on the Open Council Meeting and AGM, Kingfisher Barn, Abingdon, Oxon, on 6th February 1999.

The meeting took place during a very pleasant gathering at this excellent new venue. Thanks to Jude Ashley-Walker, Pam Bellingier and everyone else who helped it to run so smoothly. Kingfisher Barn is to be booked again for February 2001.

The main points were as follows:

- ♦ Priscilla Park-Weir reported that our finances are healthy and that **Education Otherwise Trading Ltd.** has been set up to handle all the sales of books, videos, postcards etc.
- ♦ The contract has now been signed for the **Home Education Video** produced with the help of EO families, and it has won a prize. It will soon be available to buy.
- ♦ 3 versions of **leaflets for LEAs** were brought to the meeting. After much discussion and a break for lunch it was agreed that the 'Summary of the Law' produced by Jill Fisher should be sent to all LEAs, having first been circulated to all members for comment with the last N/L.
- ♦ A secretarial agency is now opening all the PO Box post and dealing with simple enquiries. The possibility of new members forms being returned to the PO Box to be forwarded to the right regional membership secretary is being looked into. Pam Bellingier is still looking for a **new membership secretary** to cover the London region.
- ♦ Sue Hutchin put forward proposals relating to **local groups** and a working group will develop the ideas.
- ♦ Malcolm Muckle reported that there are still plenty of tickets for his exciting **HE conference** in April.

♦ There has been lots of **press, radio and TV coverage** of home education recently. Beverley Young still urgently needs **help** with this at all levels.

♦ **Future gatherings/meetings** have been arranged as follows; Stokes Barn, Wenlock Edge, Salop, for 21-24 May 1999; Featherstone Castle, Haltwhistle, Northumberland, for 9-16 September 1999; Manorbier Youth Hostel, Pembrokeshire, for 27-30 January 2000. Help is needed with organising all of these.

♦ Thanks go to **Valerie Gomon and Andy Archer** who have resigned from the council after having served for 3 years. **Gwen Baldock** (N. Yorks), **Jenny Stevens** (W. Sussex) and **Geraldine Adams** (N. London) were elected onto the council; Gwen was appointed Chair in place of Eleanor Stapleton who will now be Vice-Chair.

Full minutes can be obtained by sending an A5 SAE to the General Secretary (see inside back cover of the newsletter).

VIDEO FOR SALE.

Education Otherwise - an alternative to school.
a documentary by Tim Dalby/Cormac Faulkner/Jon McGregor - Square Eye Productions.

We now have copies of this award winning video made by 3 Bradford University students about home education. This 30 minute video would be useful to show to family and friends to give them an idea about how widespread and acceptable HE is, or to show to families considering HE.

£6 for members (£7 non-members) plus £1 p&p. Cheques/PO payable to "Education Otherwise Trading Ltd" to **Education Otherwise (CAM), "By The Way", Mongoose Vale, Truro, Cornwall. TR4 8BY**

EDUCATION OTHERWISE BUSINESS

Special Educational Needs and Home Education.

I am hoping to edit a leaflet for the EO Information Leaflet Series with the above title. I envisage it having the details of the legal position for parents of children with special educational needs who are, or wish to be, home educating, as well as practical and resources information and a support group list.

I would appreciate input from anyone who feels they have anything useful to contribute to such a leaflet. You may just have one small idea or lots of ideas, whatever it is please do take a few moments to let me know, preferably in writing so that I have a ready record, but a phone call would be okay too. Please check that the info you supply me with is up to date if it includes addresses, phone numbers etc. Don't leave it thinking "Someone else is bound to have mentioned that", they are probably thinking the same as you.

Thanks in advance, **Clare Murton**,
"By The Way", Mongoose Vale, Truro,
Cornwall TR4 8BY. 01209 890778.
e-mail camurton@compuserve.com

Attention all Hoarders!

Do you have EO publications gathering dust? They could be 'recycled' to new members if you send them to me, **Chris Harper** (address for Publications inside back cover). Old newsletters particularly welcome!

Does HE give you time on your hands?

Many thanks to those who offered to help with publications distribution some time ago. But for my convenience I am still hoping for someone within 50 miles of me

(Malvern, Worcs). So if you would like to share the job of sending out publications to would-be HEers, give me, **Chris Harper**, a ring on 01886 884740.

Postcards.

With this edition of the newsletter we are sending each of you one of our new postcards and hope you will find somewhere to display the card; perhaps the children's section of the local library, a swimming pool notice board or a local shop. If you point out it is for a charity some shops will put it up for free. There is also a version of the postcard available for co-ordinators to put their contact number on. Please send for more of these cards so that as many people as possible learn that home education is legal. Contact **Jenny Paddon**, 63, Doyle road, Bolton, Lancs.

Publicity.

Come on.....let's put home education on the map. Who has ideas on publicising the fact that it is legal and acceptable to home educate? I have the money if you have the pizzazz to turn your ideas into reality. Contact **Pricilla Park Weir (Treasurer)** 212 Gordon Avenue, Camberley, Surrey GU15 2NT. 01276 22735.

Articles for the EO web site.

Anyone interested in contributing articles, or any other items of interest to the EO web site should please contact **Kathie Kingsley-Hughes**, 15 Gors Goch, Menai Bridge, LL59 5LF. 01248 716994. e-mail **kathie@dolwar.demon.co.uk** Thanks in advance.

CO-ORDINATORS UPDATE.

We are considering renaming this role. Maybe Local Contact, Area Contact, County Contact... Opinions please.

Resignations:

Merseyside **Chris Lloyd**.

New Acting Co-ordinators:

East Yorks/Humberside: **Alison Houston**
01757 638238.

Gwynedd: **Kathy Kingsley-Hughes**
01248 716994

Cheshire: **Nicky Forster**
01625 869719

West Midlands: **Penny Clarke**
01922 745465 (except Birmingham)

West Midlands; **Joy Beasley**
new phone number to follow
Birmingham only: **Jackie and Alan Harley**
01212 438242

Merseyside: **Ann Stevenson** 0151 7078146
has offered to replace Chris but if anyone else
would like to become involved please contact
Isobel.

Derbyshire: **Steve Stanford** 01298 83819
has expressed an interest but is fairly new to
EO and hopes someone with more
experience may come forward.

Areas needing a co-ordinator:

Derbyshire, South Gloucestershire,
Grampian, Hertfordshire, Isle of Man,
London East, Strathclyde and
Gloucestershire.

Why not find out more about the role from:
Isobel Bogucki 01403 261178
E-mail Isobelb@cheerful.com

CO-ORDINATOR'S CORNER.

Dear EO's of East Yorkshire,

My name is Alison Houston and I am your new co-ordinator. I am married to Paul who is a food technologist and I have two children, Kingsley age 7 and Alex age 5. I am expecting another baby in June. The children have never been to 'proper' school although Kingsley did attend the Human Scale Education School in Airmyn for a while when he was 4. We are not registered with the LEA. I do some formal teaching with the children but I also spend a lot of time out in the garden or playing my violin, so the children have to amuse themselves quite a lot.

I would like to hear from you all with suggestions for social gatherings, educational outings etc, as the events in Hull last year were not very well attended. Anyway, to start with how about getting together for some spring walks.

Saturday 24th April, Humber Bridge Country Park, meet by the old windmill, 2pm.

Saturday 8th May, Wolds Way, heading north, meet outside the Londesborough Arms Hotel, Market Weighton, 2pm.

Saturday 22nd May, Eastrington Common Nature Reserve, meet in the car park, 2pm.

Alison Houston, Airmyn Hall, 31 High Street, Airmyn, Goole, E. Yorkshire DN14 8LF. 01405 769902.

Bankers Orders.

Did you make out a bankers order to EO more than 5 years ago? Some of you are still paying only £12.50 or even less, at £10. Please, please check with your bank and ask them to raise it to £15.



REGIONAL DIARY.

EVENTS ORGANISERS PLEASE REMEMBER, WHEN GIVING FULL DETAILS OF ACTIVITIES, THAT THE NEWSLETTER CAN BE READ BY PEOPLE WHO ARE NOT MEMBERS OF EO.

All regular meetings listed below will now be automatically included in every issue. Please notify the Newsletter Co-ordinator of any changes.

New members, attending their first meeting, should phone to check it has not been cancelled.

BATH

Hedgehogs meet for a wide variety of outings and events.

Contact: Jo Ball & Andy Hannen,
25 Larkhall Place BA1 6SF
Ros 01225 471253

BERKSHIRE

Wednesdays - Ice skating at John Nike Leisure Centre, Bracknell, 2pm - 4pm £1.50 including lesson & skate hire. Show EO card at reception.

Fridays - Indoor and outdoor activities at Woodford Park, 1.30pm - 4pm,

Contact: Pat Connor 0118 9662123
2, Whitegates Lane, Reading
RG6 1ED

Home Learners Group every Monday for visits, walks, picnics etc & alternate Thursdays at Legoland

Contact: Liz 01344 420235

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)

Fortnightly meetings for crafts, activities, play, speakers, drama, trips to museums, theatre etc.

Contact: Trish 01494 783 398
Dorothy 01494 782864

CAMBRIDGE

Regular monthly meetings at St Matthews Church Hall, nr Grafton Centre.

Fridays 5-8 yrs, French group (Alliance Francaise £3.50), shared lunch, music group (£2.50)

Contact: Penny 01223 322703

Monthly at Alconbury, activities run by Christian group. All welcome Contact: Audrey Hill 01480 219881

CLEVELAND & DURHAM

Last Wednesday of the month

Contact: Pauline 01642 55 628

CORNWALL

Thursdays - outings and events. Quarterly NL with events, resources, ideas etc, send 4 SAEs for 1999.

Contact: Anna Wheeler

Cambrose Farm, Redruth
TR16 4HT. 01209 890378
AJWheeler_Mineng@
compuserve.com

CORNWALL EAST/DEVON WEST

Events and news. Send SAE to Jane Clements, 23 Church Lane, Calstock, Cornwall PL18 9QH

DERBYSHIRE

Wednesdays - 11am-3pm.

1st Wed Watermeadows, Mansfield (swimming), 2nd Wed, Atlow nr Ashbourne, 3rd Wed, Matlock area, 4th Wed Long Eaton area.

Contact: Trevor Denyer 01629 56609



DEVON

Contact: *Sammy & Nick Vidal-Hall*
01548 830716
Linda & Paul Hitchman
01392 660216

DEVON PLYMOUTH

Alternate Wednesdays/Thursdays.
Swimming & ice skating, 12 noon
£1.50/person/child (under 5s free)
Contact: *Sandra* 01752 408362
Kim 01752 223906
Debbie 01752 480901

DEVON EAST/DORSET WEST

Fortnightly meetings at Monkton Wyld
Court. Activities + grounds to play in. For
activities list

Contact: *Habiba* 01297 561070
Lisa 01297 445685

Fortnightly meetings at Bridport Leisure
Centre, Fridays 10.30-12.30
£2.50 per family

Contact: *Helen Rotherary* 01297 631108
3 Coup Cotts, Lyme Rd, Axminster

DORSET (BOURNEMOUTH)

Weekly meetings and visits.

Contact: *David Dowland* 01425 672237
Peppercorns, Sopley
Christchurch, BH23 7BB

DORSET

Regular meetings, keep in touch.

Contact: *Christine Adey* 01258 880355
Rosemary Newton 01474 853593

ESSEX

Essex Epicycle gives details of all events.
£2.50 for 4 issues.

Contact: *Sandie Cottee* 01268 73325
17 south View Rd, Rettendon,
Chelmsford CM3 8DX

FIFE

Outings & get togethers

Contact: *Karen Spy* 01334 655361

HEREFORD AND WORCESTER

Second Wednesday of each month

at Yvonne Rowse's house, near
Kidderminster.

Last Wednesday, Jane Charles and Chris
Harper's house near Malvern.

Contact: *Yvonne Rowse* 01209 400750

HERTFORDSHIRE

Fortnightly Thursdays in Hatfield

Contact: *Jeffrey Bengé* 0181 442 7528

ISLE OF WIGHT

Weekly activities (photography, crafts,
green activities) in members' homes. Age
range presently 1 - 12 years, more boys
needed !!

Contact: *Sharra* 01983 822965
Alison 01983 810862

KENT

Regular meetings & activities:

Canterbury -

Contact: *Janet* 01227 454309

Bishopsbourne -

Contact: *Sarah* 01304 812859

Barming -

Contact: *Jean* 01622 820206

Dartford -

Contact: *Angie* 0181 3007238

Kington "Young Explorers" parent led
lessons, activities

Contact: *Teresa* 01843 850389

Events list available.

Contact: *Send sae to Amanda Mackenzie*
16, Brambletree Cotts, Borstal
Rochester, ME1 3TN.

LANCASHIRE

Monthly in Bolton, St Johns Hall,
Darwen.

Contact: *Angelika Walter* 01254 603 497
108 Tockholes Rd, Darwen
BB3 1LL (SAE please)



LEICESTERSHIRE

Monthly meetings at Friends Meeting House, Leicester plus meetings at homes, visits, newsletter etc.

Contact: Lucy Charlton 0116 2592118

LONDON

CHOICE - newsletter covering events, info, views in London & SE £4.50pa

Contact: PO Box 5, Belvedere DA17 52U

Angie 0181 300 7236

Andy 0181 306 0168

<http://choice.memail.com>

<seochoice@memail.com>

Tuesdays - 11am Chissold Park playground.

Contact: Charlotte 0171 254 0419

Wednesdays - Honor Oak playground.

Contact: Keith Hertog 0181 776 859

Central London, new group meets Wednesdays for support & activities.

Contact: Amy 0171 371 6538

SE London/West Kent, new group being set up in Orpington, Sidcup, Bromley area. For workshops, fun and educational activities,

Contact: Kate 01732 458804

MANCHESTER

Bi-weekly at Peel Moat Sports Centre, Stockport. Sports, games, soft play, gym (over 16's), £1.10 per child.

Monthly Art Classes at Stockport Art Gallery and meeting at Friends Meeting House for older children.

Contact: Gil Wilson 0161 442 8723

Computing Skills, 1st & 2nd Sats at Moore family's home. Limited places.

Contact: Karen 01204 573136

NOTTINGHAM

Weekly meetings for socialising, support and outings. For full list

Contact: Wendy 0115 9114312

Louise 001773 780634

NORFOLK

NEON gives details of all events. £1 plus four large saes.

Contact: Ali Willer 28 Cozens-Hardy Rd
Sprowston, Norwich. NR7 8QF

NORTHAMPTONSHIRE

Tuesdays & Fridays weekly activities and visits including Kingsthorpe Community Centre, Museums, Parks, Wacky Warehouse, factories etc

Contact: see to Mr & Mrs F Benham
4 Pilgrim Way, Wellingborough,
Northants NN8 2A

OXFORD

Weekly meetings - 267 Marston Rd.

Classes in Art, (all ages) Philosophy (over 8's) German, (all ages). **Fortnightly**, Science Theory & Speakers Corner.

Monthly, parents meetings

Contact: Wendy Plested 01865 514973

STAFFORDSHIRE/SOUTH CHESHIRE/NORTH SALOP

Fortnightly meetings in rural location for crafts, drama, music etc

Contact: Patricia 01785 851150

SUFFOLK

Meetings every 3 weeks with grant-aided professional workshops.

Contact: Sarah Guthrie 01379 783678

SURREY

Fridays - Ice skating at the Spectrum 1.30-2.30, £2.35 (+65p for group lesson).

Tuesdays - fortnightly visits, walks etc around Guildford. (SAE please)

Contact: Penny Meader, 11 Thompsons Ct,
Pirbright, Woking GU24 0JG



SUSSEX

There is something happening nearly every day,

Contact: *Isobel Bogucki 01403 261178*

Anne Rix 01435 862794

Tuesday Club at Lindfield

Contact: *Liz Evans 01444 414058*

Monthly Newsletter/ Events List - £8pa or £4 for 6 months, cheques to ESEO please.

Contact: *Lyndon Pugh, The Barn,
Mongers Farm, Barcombe,
Lewes BN8 5BQ*

TAYSIDE

Lots of different activities each month.

Contact: *Catrina Morrison 01382 864930*

TYNESIDE

Monthly meetings, visits, activities etc

Contact: *Linda Robertson 01911 4567007*

WALES

Mondays - Cardigan area, meetings & outings nr Newport

Contact: *Anne Pope 01239 710905*

Monthly meetings in Llanelli/ Swansea area.

Contact: *Sue Haggerty 01269 861902*

Weekly meetings in NE Wales / Borders area.

Contact: *Genny Bove 01978 757489*

*49 Westminster Rd, Moss
Valley, Wrexham LL11 6DH
£2 for a year's listing*

WEST MIDLANDS

Regular meetings throughout the region, something happening most weeks. Full details in our newsletter, HELM, £5.40 per year.

Contact: *Penny Clarke 01922 745465*

Joy Beasley 01922 863115

YORKSHIRE - NORTH & EAST

Regular meetings & visits etc

Contact: *Meraylah Allwood 01904 448643*

jemergram @ zetnet.co.uk

YORKSHIRE - SOUTH

Tuesdays 12-3 term time at Highfield Adventure Playground. Outdoor

equipment plus indoor room for crafts, table tennis etc. Free entry, small contribution for materials only. Off

London Rd/Abbeydale Rd. Turn Up or

Contact: *Annette 0114 2583502*

Fiona 0114 22751142

YORKSHIRE - WEST

Outings & activities.

Contact: *Diane 01484 846946*

First & third 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

Second Friday of the month, 1.00 - 4.00at Moortown Baptist Church, King Lane, Leeds. £2 .50 per family

Contact: *Judith 0113 2265515*

To quote Dr Seuss in 'On fish, two fish, red fish, blue fish':

"Today is gone. Today was fun.

Tommorow is another one.

Every day,

from here to there,

funny things are everywhere."

Doing this newsletter was fun, but I'm glad it's gone, now I had better go and clean the oven. Best wishes Martine.



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

Taking Children Seriously

As home educators we have challenged the idea that school or school-like activities are necessary. We have worked out how to trust and support our children's interests in many ways. But what about the unchallenged ideas we hold about what our children 'should' do, be, say, imitate, own, or aspire for reasons other than their inherent value to their lives at this time and place? TCS provides a *positive* alternative to the prevailing coercive theories of education. It is about how to bring up children in such a way that their learning is motivated entirely by their own interests, and not by externally imposed incentives or penalties. *Taking Children Seriously*, the journal, is edited by Sarah Lawrence, whose articles sometimes appear in the EO newsletter.

To subscribe, send a cheque (payable to TCS) for £8 for 4 issues or £15 for 8 issues to TCS, Ref E, 2 Cedar Close, Teignmouth, Devon TQ14 8UZ. For other rates phone: 01626 776728 info@TCS.ac Web: <http://www.TCS.ac>

OPEN DAY at MICHAEL HOUSE SCHOOL

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Kindergarten to GCSE level. All classes are co-ed and unstreamed. Small classes.

Excellent GCSE results.

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Tel: 01773 718050 Fax: 01773 711784

TO BE FREE

A RADICAL ALTERNATIVE

Do not fear to be eccentric in opinion, for every opinion now accepted as obvious was once eccentric - Bertrand Russel

This journal exists to create a feeling, a knowledge, of both the philosophy and the everyday living of being libertarian and autonomous non-schooling families, to support, exchange and share our understanding of this way of being with our children.

To subscribe for 3 issues: Low income £6, Average income £11, Higher income £15. Cheques payable to To Be Free and sent to

**Vidal-Hall Family, Homecroft,
Brownston St., Modbury, Devon
PL21 0RQ. Tel 01548 830716**

NEWSLETTER FOR JEHOVAH'S WITNESSES WHO HOME EDUCATE THEIR CHILDREN

For a sample copy, please send four
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Louise English
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Magical Valley, off road, 2 acres boarded by beautiful woodland stream. Spring water. 2 cottages, 1 available to rent for family to share semi-communal loveliness near Cardigan, west Wales. £360 pcm.
Call Mark or Helen on 01239 682675.





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H.E.R.O. BOOKS
Home Education Reading
Opportunities

We stock a large selection of home education titles, at a discount where possible, including many from the USA, via mail order. We also offer subscriptions to the American publication 'Home Education Magazine'.

For a catalogue send large SAE to:
**H.E.R.O. Books, 58, Portland Rd,
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[http://www.btinternet.com/~choice
ineducation/hero.htm](http://www.btinternet.com/~choiceineducation/hero.htm)

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children's learning...My daughter (5)
loved the book and would get it out each
night, eager to carry on...A wonderful
mixture of scholarship, wit and fun..."

**Non-stop Books, 26, Lathbury Road,
Oxford, OX2 7AU.**
Tel: 01865 554953
Fax: 01865 553443
e-mail:
100532.1550@compuserve.com

Wise Owl Educational Software

PO Box 334 Abingdon OX14 2YB

 01235 - 529808  wisewowlsw@aol.com

The only UK children's shareware library, specialising in educational programs and games for ages 2-16+. 900+ titles (DOS, Windows 3.1 & 95/98) for all types of PC (XTs, 286, 386, 486, Pentiums). 3½" and 5¼" media. All titles £3 per disk. Free catalogue and advice. Established in 1991, no membership fees.

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Primary Learning Games £6 ♦ Atoms, Bonding, Structure £3 ♦ Fancy Fonts £3

 <http://members.aol.com/wisewowlsw/index.html>

HE Resource List at <http://members.aol.com/wisewowlsw/resource.html>

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**PO BOX 20284 London
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Fax 0171 813 5907

Also available: Truancy
information Cards

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

Holiday in South Devon

We are taking to the caravan again this summer and are offering our home to rent for EO families. Spacious 3 beds, 2 baths Victorian house with garden.
Available late May to end September.

For more details contact:
Nick & Sammy Vidal-Hall
01548 830716

FOR SALE

GCSE human physiology and Health-
NEC course pack- as new £20
GCSE Accounting- NEC course pack- as
new £20
Breakthrough Spanish for Beginners-
book and tapes £15
Philosophy for Children - Book 1 Elfie by
Matthew Lipman suitable for 4-8 yr olds
£15
Elaine Bowyer 01823 335289



Lynda Jackson, Dorling Kindersley FL Advisor. Tel: 01494-725299.
42 Scholars Way, Amersham, Bucks. HP6 6UW.

* DKFL have recently extended their excellent range of CD-Roms for ages 2 -
adult. Please phone for a catalogue. CD-Roms can be posted to you throughout the
country.

* Are you in my area - I am holding a display of New DKFL Products at the above address on
Tuesday 27th April - 9 45 am and 8 30 pm and Wednesday 28th April - 9 45 am and 8.30 pm
Please feel free to bring a friend and could you phone me beforehand to confirm numbers. There
will be SPECIAL DISCOUNT OFFERS at these sales.

* Please also contact me if you are interested in building your own DKFL business

GCSEs

Little Arthur Independent School
offers low priced IGCSE packs & exam
centre facilities in Maths, English,
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'Get you started' courses for parents
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For details send SAE to,
Little Arthur Independent School, St
Martins, Isle of Scilly, Cornwall.
Tel 01720 422457(evenings)

ADVERTISERS PLEASE NOTE

ADVERTS HAVE BEEN GETTING
STEADILY BIGGER. FROM THE NEXT
ISSUE BOX ADVERTS MUST BE NO
LARGER THAN THIS BOX

**THE 50 WORD LIMIT WILL BE
STRICTLY OBSERVED**

To place an advert...

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 newsletter. Advertisers who wish to discuss
larger ads should contact the newsletter co-ordinator.

Chair: Gwen Baldock
6 Villa Grove, Heworth Green, York,
YO31 7TB Tel: 01904 421 982

Vice Chair: Eleanor Stapelton
63 Sweet Bnar Grove, Edmonton,
London N99LU Tel: 0181 8884 1368

General Secretary: Lucy Charlton,
2 Wistow Rd, Newton Harcourt, Leics LE8 0FT
Tel. 0116 2592118

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

Database Secretary: Janet Wilkinson
58 Brindley Close, Wembley, London HA0 1BS
Tel 0181 998 3252
*(subscription renewals, address changes,
newsletter mailing, membership cards etc)*

Publicity Contact: Beverley Young
Tel: 01772 734314

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

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

Single Parent Family Contact: Sarah Martin
Lammas, 34 Cowslip Drive, Little Thetford,
Ely, Camb CB6 3JD

Special Needs: vacant

Research Contact:
Catriona Morrison 93, Blacklock
Crescent, Dundee. Tel: 01382 864930.

School Phobia: Geraldine Adams
Tel: 0171 2263 4922

GCSE Contact: Wendy Plested
Tel: 01865 514973

College Contact: Kathy Chilton
Tel: 01969 623707

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

Membership Secretaries Coordinator:
Pam Bellinger 19 Fortescue Drive,
Chesterton, Bicester Oxon OX6 8UT
Tel. 01869 252701 (252701)

EO Stalls: Lucy Charlton,
2 Wistow Rd, Newton Harcourt, Leics
LE8 0FT Tel 0116 2592118

Stationery: Pam Bellinger *EO stationery, re-
use labels (£2.50 per 100) leaflets, posters,
membership forms, car stickers and are
available from;*
*19 Fortescue Drive, Chesterton, Bicester Oxon OX6
8UT Tel 01869 252701 (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 nearest
council member;*

Geraldine Adams (North London)
Christine Adey (Dorset)
Jude Ashley-Walker (Isle of Wight)
Gwen Baldock (North Yorks)
Pam Bellinger (Oxon)
Isobel Bogucki (Sussex West)
Lucy Charlton (Leics)
Jill Fisher (Leics)
Sue Hutchin (Kent)
Priscilla Park-Weir (Surrey)
Gary Podmore (Yorks)
Eleanor Stapleton (London-North)
Jenny Stevens (West Sussex)
Anne Wade (London Middx)
Bruce Wallace (Highlands)
Janet Wilkinson (Middex)
Beverley Young (Lancs)

IF YOUR NEWSLETTER DOES NOT
ARRIVE, PLEASE CONTACT THE
DATABASE SECRETARY TO CHECK IF
YOU ARE ON THE DATABASE

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 0900 151 8303

(calls charged at 60p per minute at all times. Recorded message,
average call length; 1- 2 minutes)

<http://www.netlink.co.uk/users/e_o/>
<e_o@netlink.co.uk>

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