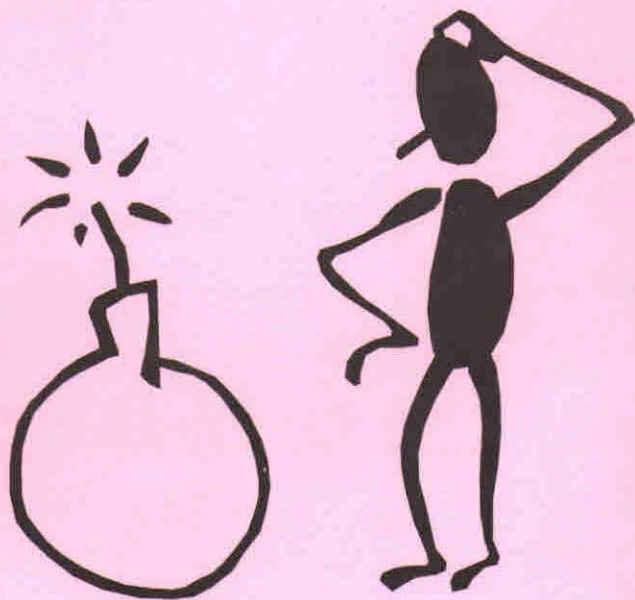


# education otherwise



February 2001

No. 138

**SEND YOUR CONTRIBUTIONS FOR THE APRIL ISSUE OF THE EDUCATION  
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**EO NEWS**  
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**BACK ISSUE SELECTIONS**  
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**LOCAL NEWS (vacant)**

**HOME EDUCATION NEWS**  
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**ACTING NEWSLETTER  
COORDINATOR**  
CHRISTINE ADEY (as above)  
(For information about volunteering for any  
of the jobs on the newsletter contact  
Christine Adey)

Please include your name, address and phone number and mark material 'for publication'.  
Contributions are more likely to be included if they are concise.

**DEADLINE FOR THE APRIL ISSUE IS 1ST MARCH 2001**

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DATABASE SECRETARY (see inside back cover).

## From the Editors...

Our first Newsletter of 2001 boasts a bumper Special Section on Science ... thank you Wendrie for your ingenuity and effort. As Wendrie mentions, most of the contributions are from friends of hers in the United States, since she received very few contributions from EO members. It has been a concern for a while that contributions to the Newsletter are not always abundant, particularly for Articles and the Special Section. Unfortunately, the Problem Page has taken a break due to a lack of response. Any ideas, anyone? If so, contact Sue White, who is happy to continue editing. Surely we can be as creative as our American counterparts? Please, please try to find time to write to the Newsletter, especially if you have something positive to share about your children's learning and experiences, or your ideas about their education at home. It can be inspiring to hear what other families are thinking and doing, and this kind of support is what EO is all about.

EO is run by a lot of people, as Priscilla reminds us in *Doing a Job for EO*, and most have their own children to educate at the same time – just ordinary members. With this in mind, we shall be twisting Council Members' arms over the next few issues to say something in the Newsletter about themselves and their lives. Council Members do not want others to think of them as remote: we're all part of the crowd. Beverley has bravely volunteered to go first!

Congratulations to Ann and Charles Kennedy-Smith and their boys on the safe arrival of baby Eve in December! Ann has still managed to find the time to produce Home Education in the News, featuring a family that has started its own small school, and what's happening to home education in Germany. There are lots of book reviews from Sally, with several ideas for science. There has been no definite volunteer yet for Letters and Articles editor, so, if you think you could help, please contact Christine Adey. And ....

### National Gathering at Featherstone Castle (Northumberland)

24<sup>th</sup> - 31<sup>st</sup> May 2001. For more information, send SAE to:

Keith Charlton, 2 Wiston Road, Newton Harcourt, Leicestershire, LE8 9FT

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**Please write in:** next issue's Special Section is Experiences with your LEA. Good or bad, send your stories to Martine Archer, address opposite.

**Special Section Editors needed for June Issue** (edit in late May/early April) onwards. Please volunteer – phone Christine Adey. **Children's Pages Editors also needed.**

## What is Science?

"Everything !" could be a fair response so, do we as home educators need a formal definition or are we more interested in a wider range of ideas and methods? I went and looked up what Science means in a variety of places, I particularly liked this quote from Grolier's Book of Knowledge:

*Science: is knowledge. Our word "science" comes from an old Latin word, scientia, which means "to know". Everyone knows thousands of facts about the world. We know the names of plants, animals, cities, and states. It takes just a glance for some people to name the makes of cars or to recognise the faces of famous actors, musicians, and sports stars. But simply knowing facts is not science. Knowledge becomes scientific when facts are collected and organized in a way that shows how they are related. Scientists use knowledge about these relationships to discover rules explaining how and why things happen. That knowledge is very powerful. Once we know how and why something happens, we can try to change it.*

According to [www.Dictionary.com](http://www.Dictionary.com): **sci-ence (sns) n. Abbr. sc., sci.**

1.
  - a. The observation, identification, description, experimental investigation, and theoretical explanation of phenomena.
  - b. Such activities restricted to a class of natural phenomena.
  - c. Such activities applied to an object of inquiry or study.
2. Methodological activity, discipline, or study: *I've got packing a suitcase down to a science.*
3. An activity that appears to require study and method: *the science of purchasing.*
4. Knowledge, especially that gained through experience.

[Middle English *knowledge, learning*, from Old French from Latin *scientia*, from *scins*, *cient-*, present participle of *scire*, *to know*; see *skei-* in Indo-European Roots.]

How do we view science in this family? Well, as a sort of overview of the wonders of the creation. It all interweaves with other subjects, and like many tapestries it can be hard to distinguish a single thread.

So how do we "do" science? We talk and explore things that we are interested in and we always seem to do more experiments than I intend to do. There are always ongoing kid-led experiments, usually that have no known end point, but the more controlled ones are ones we do together. I have books of experiments and we are using a curriculum that supplies a list of experiments and a kit with all the necessary bits in!

Experiments can be fun, noisy, short, long and of course edible... Geological Gelatine was a great hit (I took a clear glass trifle bowl, put in layers of different colour jelly, cream and biscuit which represented different types of rocks with candy fossils between the layers as well), a serving was pushed about to show how layers moved and erosion happened with a trickle of water – and then it was eaten eagerly. Growing food from seeds or kitchen scraps is fun. Basically looking at things in an enthusiastic way – usually with a magnifying glass in our house!

As well as books of experiments, we have a large number of books and videos that cover different scientific subjects, several CD Roms and lots of useful bits that we sometimes know what to do with! A Christmas present of a telescope has led to more astronomy discussions, gardening always leads to botany, natural sciences and of course cooking is chemistry in action. Illnesses have lead us to find out about viruses, bacteria, the immune system and so much more. We watch videos, t.v. programmes and subscribe to several science magazines for kids.

On the computer we get Robert Krampf's Experiment of the Week, Thursday's Classroom and other science newsletters and articles sent to us on our computer. No computer? These sites can now be accessed at any public 'net access, for example at the library, and the addresses (or URLs) for loads of sites to try out are included in this issue.

## What is Science?

There was a scarcity of submissions from EOers so I sent out an appeal on the internet home schooling lists that I am on, therefore most contributors are from the US.

### **Kathryn from Leighton Buzzard wrote:**

We have enjoyed 101 Great Science Experiments by Neil Ardley (Dorling Kindersley). Most of the experiments use easily found materials and the success rate is high - I think we have only had one failure out of around 20 experiments we have tried. Here is one of the successes which is quick, easy and gives a satisfyingly effective result.

#### **How to Form Gas**

##### **Materials needed:**

Narrow necked bottle

Vinegar

Bicarbonate of soda

Balloon

Funnel

##### **Method:**

- 1) One-quarter fill the bottle with vinegar.
- 2) Fill the balloon with bicarbonate of soda, using the funnel.
- 3) Place the balloon opening over the top of the bottle, being careful not to tip any of the contents into the bottle as you do so.
- 4) Lift the balloon and tip the bicarbonate of soda into the vinegar.

##### **Result:**

The mixture reacts to produce carbon dioxide, which inflates the balloon. Observe the behaviour of the balloon to find out one of the properties of carbon dioxide [it is heavier than air, so the balloon drops to the floor]

---

### **Chase Burris wrote from New Hampshire:**

Well what about Science?

How do you teach or learn science without going to school? I can only speak from personal experience as a long-term unschooler and the interests my brother and I had growing up. Each child is different so what worked for us may or may not work for your child(ren) but it might give you some ideas of ways to approach it.

When we were really little, under school age we mostly just talked about science, things like how the stars worked, why the moon changes its phases, how the soup cooks. Things like that. It was mostly question lead, as we had questions my parents strove to answer them. Some times when they did not know the answers we would have to wait until they could look it up, or Mom would wait until she could ask Dad. I suppose a lot of our early science comprehension came from trial and error, I think that is how most children come to understand concepts of friction, gravity, and other basic concepts of biology, physics and chemistry.

I was also very interested in space when I was little. I remember Mom would tape all the space shuttle launches and landings and I would watch them glued to the television set starting when I was two years old. I remember wanting to be an astronaut up until the time I was five and saw Challenger explode. That was rather traumatic for a five year old, and for a few years after that, I just wanted to be an astronomer or astrophysicist rather than an astronaut. I knew a lot about the planets and their distances and alignments. I spent hours watching astronomy programs thanks to our public broadcasting network. By the time my brother got interested in it years later I had seen all the television programs out there on it.

## What is Science?

As we got older our questions became more specific and we started getting books out of the library to help answer those questions. But one of the most important things my parents did in terms of scientific instruction was to take us to museums, both the indoor and the outdoor kind. I was old enough that when they took us to see Halley's Comet I remember what it looked like. We went to geology museums, and when I was really little I would go into work with Dad and visit his "dead zoo", a taxidermy museum, that had a lot of stuffed animals, but some live ones as well. I remember being very interested in the monitor lizards that were there.

We also had a book on Science experiments you can eat, we used the chapter on solutions that we used for some basic chemistry. We made rock crystal candy and learned about bases and acids. That was one of Dad's brilliant ideas and did not go over too well with my brother and me. We did the first chapter of the book and then ignored it. I am sure it is a very good book, and it was just a matter of being made to do it rather than wanting to.

As we got older we started visiting some of the better science museums. We visited COSI (Center of Science and Industry) in Columbus, Ohio and spent hours there wandering around and looking at the exhibits. But it was not until I was around 12 and my brother was 9 and we visited the American Science Museum in Oak Ridge, Tennessee that I remember science really taking off. Oak Ridge was part of the Manhattan project which developed the atomic bombs back in the 1940s. It was not even listed on the map for quite a few years. I remember that even the Girl Scout troop girls were only registered by their first names. It was there that I remember first learning about fusion and fission. Because of that interest I went home and got out the only book our small town library had on fusion and read it with a passion. That sparked a life long love of physics, and later in my "high school years" I studied more physics, but backwards, starting with quantum and more experimental physics, and then working back through mechanical physics. I still have a great passion for quantum physics; for some reason string and chaos theories make intrinsic sense to me.

While I was learning about physics my brother got interested in Astronomy, most specifically the space program. He did not just check out biographies on all the astronauts and learned about the early space missions, he also did both the American and Russian sides of the stories. He talked about space for hours at a time and when we finally went to The Kennedy Space Center when he was 14, I think he probably knew more than a lot of the people working there!

In my middle teen years I also got interested in earth science, and spent time reading books about that. Science was always just part of our life growing up. My dad is a microbiologist and because we always heard about that from him I think that is why my brother and I were never too interested in biology except wildlife biology and tended to be attracted to the other sciences.

For my family science was just one of those things that was always there, and we pursued it as we got interested in it rather than because we had a curriculum to follow. We ended up covering most of the basics that most people know and learned a lot more about things that most people have no idea about. I have listed some of the books I remember we used, though this list is by no means inclusive:

*Understanding Physics* by Isaac Asimov

*Science Experiments you can Eat* by Vicki Cobb

*Fusion*

*Relativity Explosion* by Martin Gardner

*The Tao of Physics* by Fritjof Capra

## What is Science?

### **Pamm Kerr wrote:**

As holistic home schoolers, a lot of our learning just happens in the course of our living our lives. That being the case, a lot of anatomy and physiology has been learned as the children have learned to deal with and heal from allergies. For instance, they've learned about how neurotransmitters work in brain synapses when theirs have malfunctioned due to low amino acid levels. One of the children liked learning to fence and play golf more for the physics-in-action than the physical activity. I suspect just about every new home schooler of young children has at least thought about telling someone that baking is chemistry! Sometimes life just happens, but often we highlight an academic aspect of what is happening around and within us.

Ultimately, though, I have no strong feeling for or extensive knowledge of chemistry and physics in particular. What I am lucky to have is a friend who has a PhD in organic chemistry. She agreed to meet with one of the children when that child was ten. After a few weeks of trying to do a few experiments, what turned out best for this child was to talk. Adult and child talked for a couple of hours, once a week, for maybe 60 out of the next 104 weeks. For the last year, they talked about developing a colony on Mars. The chemist kept asking questions about how the child's ideas would work and incorporated information on the theory of physics and chemistry until, by 12, the child had learned all the theory in those two subjects through first year university level. This child chose to go to school for one year at age 14 where Introduction to Physical Sciences was taught. All the basic experiments for physics and chemistry were done and found boring because they didn't come close to illustrating all the theory that was already understood.

The other child has little interest in theory but enjoys learning hands-on, especially as part of a very small group and more often about biology. Science lessons have sometimes been undertaken with the chemist's own children. Currently, talks are underway to incorporate another family into science lesson time and make the learning a more regular part of the children's weeks. We have used mentors and tutors, bartering or paying, whenever a child expressed an interest in something beyond my interest or knowledge or when the other adult's enthusiasm was so apparent that I wanted that good energy and wisdom to influence the children. The chemist is an example of the latter. Neither child ever asked to do science, but they have thoroughly enjoyed learning with a scientist, who happens to be a brilliant teacher who tailors teaching to the interests and abilities of any given student.

Over the 16 years during which I have parented my children at home and out and about in the world, I've found my most important job to be that of a facilitator. I can facilitate learning directly day in and day-out. For most academic subjects, which the children want to explore in depth, my facilitation means finding support people who suit the children's personalities and learning styles. Usually, given the differences in the children's styles, I have had to find different teachers for each of them. The science teacher happens to be one of the most flexible teachers I've ever met, thus she is just about the only teacher the children have had in common. If this hadn't been the case, you'd be reading how I'd found different teachers for each child.

Otherwise, our other resource has been museums. I know lots of children, in school and at home learning, who have taken advantage of museum classes. Since my children aren't interested in many academic classes with others, we have never signed up for these. We don't even go to museums often, probably because we live well away from the cities where the museums are. Still, we've managed to visit over two dozen zoos, aquariums and science museums plus science-oriented children's or general museums in four countries over the years. The older the children get, the more they actually learn, rather than just play when visiting museums. This has allowed the children to augment their biology, chemistry and physics studies as well as learn about geology and archaeology.

Other than what we've chosen to do, there are other ways for children to learn science away from school. I have known children to gather together with one home schooling parent and a purchased

## What is Science?

curriculum and supplies to do biology and chemistry labs at the secondary school level. Quite a number of teenagers take advantage of the community college in the U.S. for lab science courses which may well be available at technical colleges in other countries. As an advocate of learning when the time is right, rather than at a predetermined age, I have no trouble with the idea of waiting until children are in their teens to learn more formal lab science subjects.

Having been told that the frontal lobes of our brains don't completely develop until age 21, I am convinced that some of the more detailed learning in the sciences is better done as adults anyway. Still, I know many home learners who go to weekend park programs or ask environmental scientists at parks and preserves to run special programs for children during the week. Friends have organised programs on fossil-hunting, hiking and wilderness survival training, pond and stream ecology and the like. Possibilities are limitless if one is willing to explore who exists in one's locality. I've found that people are often pleased to be asked to share their expertise. If not, they'll often make a good referral, so I've very infrequently wasted my time reaching out for support.

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### Leslie Montemayor wrote:

Well my older son learns most of his science from a text book, but my girls (9&5) and I do nature walks. Whatever strikes their fancy as we are walking is usually what we end up doing lessons on.

Example: We went out to gather Fall leaves to make sun catchers with. After we brought the leaves back in they wanted to know what kind of leaves they were. So out came our trusty North American Trees Identified by Leaf, Bark and Seed (ISBN#0-7611-1204-9). We identified all the leaves and then talked about photosynthesis and why the leaves change colour etc.

My 9 yr old also keeps a nature journal... she draws things we see in nature and writes things about them. She also takes classes through 4-H, like this summer she did a Bug Camp. She made a real scientific bug collection. The lady that gave the camp has her masters in entomology. Just some examples of how we do science. Hope it helps.

Leslie

*The difference between genius and stupidity is genius has its limits.*

---

NASA have several neat sites as well as newsletters. One is Thursdays Classroom: <http://www.thursdaysclassroom.com/> They have searchable archives, offer different levels of activities and answer questions if you get stuck! It is also linked to the main NASA site.

From their site:

**Teachers & Parents:** The aim of Thursday's Classroom is to provide a lasting connection between NASA's latest research and the classroom environment. We would appreciate your feedback about how we might make this a more useful resource. We also hope you'll become a regular weekly customer by subscribing to our Express News email service! If you're looking for an old episode or a schedule of upcoming lessons, please visit our archive. -- *Dr. Tony Phillips, Production Editor*

Inform  
Inspire  
Involve  
**Science@NASA**  
<http://spacescience.com>



## What is Science?

### The Ant Project:

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

By the time we had had our "Ant Town" sitting on the shelf for over a year, I had come to think of it as yet another of those things that, as a home educating Mum, you buy on the spur of the moment thinking that this is a brilliant idea, but of course the kids just never got around to using. On this occasion, however, it turned out to be just the brilliant idea that I had hoped it would be.



We found our ants quite by accident. Lewis was messing around in the field behind the house and came across a nest of baby mice (quite another story), but happened to notice that there were a lot of ants running about. He went back a little later and dug up the ground a bit and brought back a cup full of mud and ants. Getting them into the "Ant Town" was a bit tricky, it is a fairly flat structure, designed so you can see their tunnels and stuff, and quite a few of them escaped. However, when it

was all finally in place, with all the exits securely blocked, and they began to explore, we found that not only did we have ants but mixed with the mud we had both eggs and larvae too (the eggs are too small to see but we must have had some since we had hatchlings for so long afterwards).

Over the next few days they built their tunnels and looked after their larvae, while we all sat around the kitchen table and watched. The little booklets suggested various experiments such as covering one of the units with black or coloured paper to see how they react, feeding them different kind of food, putting in sand instead of soil, all of which we tried over the next few weeks. Although they did like sugar (as you would anticipate) they were definitely meat eaters and their favourite food



was dead flies, which we collected for them from the windowsills around the house. We watched them cut up and remove a dead daddy-long-legs with complete fascination, although they wouldn't touch the dead wasp!



Although they moved the larvae from time to time they soon had a settled nest with everything in order. We watched the larvae grow bigger and then turn into young ants (you could easily distinguish them as they were pale in colour when newly hatched). New larvae appeared, presumably hatched from the minute eggs stored somewhere in the nest, the process went on and on for several months. At one

point, much to the horror of my daughter, I introduced a wood louse to see what they would do. They crowded round it but seemed unable to tackle such a large intruder so in the end I took it out again.

Just when we were beginning to wonder how the colony would manage when all the eggs ran out we got a queen. She was noticeably larger than the others and had wings. Also we got what was presumably two males, also winged but not so large. It was brilliant, because we assumed that this would mean the colony would be self-perpetuating. However, despite our best efforts the ants began to die. They continued to be very orderly and neat, piling the bodies up in one



specific place and looking after the remaining larvae. At the most busy point, we probably had about 50 or 60, when they got down to less than a dozen we decided to release them. The whole project lasted for over six months and we certainly got endless interest from having them there and would spend time every day just watching their activities.

We've moved on to "Sea Monkeys" this year, nearly as much fun, and at least they don't all try and escape when you take the top off.



## What is Science?

Bristol University have a "Molecule of the Month" site:

<http://www.bris.ac.uk/Depts/Chemistry/MOTM/motm.htm> The following is snipped from their site, we used it when we were doing a lot of gardening and wanted to know about Chlorophyll.



Chlorophyll is the green coloration in leaves.

Photosynthesis: In 1780, the famous English chemist Joseph Priestley found that plants could "restore air which has been injured by the burning of candles." He used a mint plant, and placed it into an upturned glass jar in a vessel of water for several days. He then found that *"the air would neither extinguish a candle, nor was it all inconvenient to a mouse which I put into it"*. In other words, he discovered that plants produce oxygen.

A few years later, in 1794, the French chemist (and Monarchist sympathiser), Antoine Lavoisier discovered the concept of oxidation, and for his efforts was promptly executed during the French Revolution. The judge who pronounced sentence said *"The Republic has no need for scientists"*.

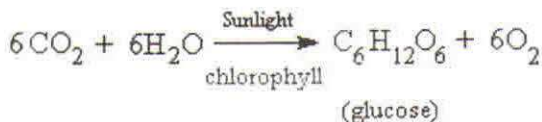
So it fell to a Dutchman, Jan Ingenhousz, who was court physician to the Austrian empress, to make the next major contribution to the mechanism of photosynthesis. He had heard of Priestley's experiments, and a few years later spent a summer near London doing over 500 experiments, in which he discovered that light plays a major role in photosynthesis.

*"I observed that plants not only have the faculty to correct bad air in six to ten days, by growing in it...but that they perform this important office in a complete manner in a few hours; that this wonderful operation is by no means owing to the vegetation of the plant, but to the influence of light of the sun upon the plant"*.

Very soon after, more pieces of the puzzle were found by two chemists working in Geneva. Jean Senebier, a swiss pastor, found that "fixed air" (CO<sub>2</sub>) was taken up during photosynthesis, and Theodore de Saussure discovered that the other reactant necessary was water. The final contribution to the story came from a German surgeon, Julius Robert Mayer, who recognised that plants convert solar energy into chemical energy. He said:

*"Nature has put itself the problem of how to catch in flight light streaming to the Earth and to store the most elusive of all powers in rigid form. The plants take in one form of power, light; and produce another power, chemical difference."*

The actual chemical equation which takes place is the reaction between carbon dioxide and water, catalysed by sunlight, to produce glucose and a waste product, oxygen. The glucose sugar is either directly used as an energy source by the plant for metabolism or growth, or is polymerised to form starch, so it can be stored until needed. The waste oxygen is excreted into the atmosphere, where it is made use of by plants and animals for respiration.



There is more to this article. For a very impressive list of molecules and articles (with lots more pictures and diagrams) do visit the site!

## What is Science?

### Internet Sites that we use or that have been recommended by others:

I often find that if I download the page or find something I want to kids to look at and then call them over they are more interested. They don't like waiting!

The BBC: <http://www.bbc.co.uk/science>. The BBC have a wonderfully rich and interesting site that we have fun browsing. Lots of great links as well to other sites.

The Science museum: [http://www.nmsi.ac.uk/science\\_museum\\_fr.htm](http://www.nmsi.ac.uk/science_museum_fr.htm)

<http://www.krampf.com/> Robert Krampf supplies you with Experiment of the Week. He also has a huge list of science and related sites on his link page. The experiments are usually easy to do and he gives great explanations, one was included last issue – did you try it?

Magic School bus books and television shows (Channel 4 – often Sunday mornings) present science in a fun way. There are games & activities, and things to try at home at: <http://scholastic.com/MagicSchoolBus>. Scholastic also has Harry Potter stuff on their site as they publish the books in the US.

**The Learning Kingdom:** This site has several emails lists that you can sign up for – giving you historical, science and inspirational snippets on a daily basis. Or you can search their archive for particular subjects that you are interested in. One example is given here:

### What planet has the most tilted axis of rotation?

In our solar system, the planet whose axis is most tilted to its orbit is Uranus, a distant, blue-green gas giant. Its extreme tilt of 97.86 degrees means that each pole of the planet faces the Sun directly for about one quarter of its 84-year orbit.

No one knows how Uranus got tipped so far out of alignment with the rest of the solar system. One theory is that an encounter with another large planet twisted its spin billions of years ago. That other planet was, perhaps, flung out of the system in the encounter.

Because of its extreme tilt, Uranus also has the most extreme seasons. It is now early spring in the northern hemisphere, and gigantic storms have just been seen for the first time in the planet's thick atmosphere. As big as continents on Earth, these huge storms are the first of a number of weather changes that will occur as Uranus enters its next long, slow season.

The most tilted planet: <http://library.thinkquest.org/18652/uranus.html>

View mpeg animations of spring storms on Uranus:

<http://oposite.stsci.edu/pubinfo/pr/1999/11/animations.html>

Mars also has interesting seasons:

<http://features.LearningKingdom.com/fact/archive/2000/04/10.html>

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Free gift subscriptions: <http://lists.LearningKingdom.com/giftsub/>

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A message from Psam Orderner, home educating parent in Texas: Enjoy!

ChemMystery: <http://library.thinkquest.org/3659/>

GeoScience: <http://www.cuug.ab.ca:8001/~johnstos/geosci.html>

Cool Science for Curious Kids: <http://www.hhmi.org/coolscience/>

Science Alive!: <http://www.sfu.ca/science-alive/>

Science Toys You Can Build: <http://www.netroglycerine.com/~net4kids.html>

Chemistry for Kids: <http://www.chem4kids.com/>

## What is Science?

Science Spiders (source for kits, etc.):

<http://www.sciencespiders.com/TheScienceSpiders/default.htm>

and, of course, The Why Files: <http://whyfiles.org/index.html>

A message from Karen Gibson (editor of HELM a home educating magazine):

"These came through on another list today - I've looked some of them over and they appear to be quite interesting. Definitely a couple I'm going to make sure my kids take a look at! Everything from chemistry, optics, neurology, astronomy, earth science, etc ...

<http://www.hhmi.org/coolscience/>

<http://faculty.washington.edu/chudler/neurok.html>

<http://www.spartechsoftware.com/reeko/>

<http://kids.earth.nasa.gov/>

<http://science.nasa.gov/>

<http://spacekids.hq.nasa.gov/>

<http://kids.msfc.nasa.gov/>

<http://www.ars.usda.gov/is/kids/>

<http://www.opticalres.com/kidoptx.html>

<http://www.dustbunny.com/afk/>

<http://www.nsf.gov/home/menus/k12.htm>

<http://www.sciencemadesimple.com/>

<http://www.unl.edu/agnicpls/pskids.html>

<http://www.nwf.org/kids/>

<http://kids.science.miningco.com/kids/kidscience/>

<http://www.healthwindows.org/>

Karen M. Gibson <mailto:wdkmg@pipeline.com>, ICQ# 2152628, AIM – KadachMom

<http://www.pipeline.com/~wdkmg/homeschool/unschool.htm>

HELM (Home Education Learning Magazine) <http://www.helmonline.com> - Jan/Feb 2001 issue - Special Mathematics issue - "Let's Play! Math Made Fun" by Kathy Wentz, Reviews of "Algebra Survival Guide" & "Calvert Math," "Mathematics: Mirage Vs. Mastery" by Karen Gibson, & "Of Moonbeams & Starfish."

"Discoveries are made by not following instructions."

There are several Science Magazines that we have enjoyed using (they make great Christmas presents from Grandparents we have found!), National Geographic is widely available and has a great site: <http://www.nationalgeographic.com>. The Bear Cam, a camera that shows bears fishing for Salmon was a great hit. There are also maps of course and articles that we have used for other subjects – the Underground Railroad site was one that my kids still talk about. They also do a junior magazine called "World" which several people have recommended to us, however, we haven't tried it yet.

Specifically Science Magazines for Kids: Click is for much younger children 4 – 7s but is great for a starting point, MUSE for 8 – 14s is published in partnership with the Smithsonian. Even if you don't buy the magazines the books, links and projects should give you quite a bit to get on with!

<http://www.musemag.com> or <http://www.cobblestonepub.com/index.html> Cobblestones also do neat historical stuff.

A quick look in the library or at a book shop should supply you with any number of science related books, Dorling Kindersley of course have the Eyewitness Guides but they have also teamed up with Carol Vordemon to produce workbooks that say they cover all key skills as listed in the National Curriculum. <http://www.dk.com/uk/> Some science books we have enjoyed that haven't been listed elsewhere have been by Janice VanCleave, Usborne and Kingfisher both produce good science books – try them out at the library.

## What is Science?

### What sorts of things can you find on these web sites we've been talking about?

Well, you can find articles, pictures or line drawings just as you would in a reference book. But you can also find "lesson" plans or activities that link with science shows, exhibits in museums around the world some of which you can actually view parts through video clips or live action "web cams" whilst you are on the internet. One of the sites that we really enjoyed when both of my children got into flight in a big way was at National Aeronautics and Space Museum – here is an activity and the URL.

### How things Fly!: Look Mom, No Wings!

<http://www.nasm.edu/galleries/gal109/NEWHTF/HTF030.HTM>

#### Activities you can do at home

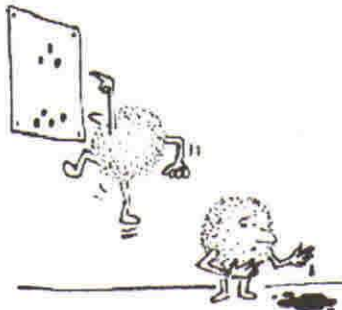
Do you ever dream of being able to fly? The good news is, you probably can! The bad news is that you can't fly very high or stay up very long.

#### How High Can You Fly?

How high do you think you can you jump? Get some of your friends together to find out. Tape a large piece of paper to the wall. (Brown wrapping paper or sheets of newspaper will do.) The shortest person in your group should be able to reach the bottom of the paper without standing on tiptoes. Dip one finger in dirt or ink. While standing with your feet flat on the floor, stretch your arm as far as you can and mark the highest point you can reach on the paper. Now jump and mark the paper by touching it at the top of your jump. Try it a few times and challenge your friends to jump higher. (Label each person's marks with initials or have each person use a different color ink or dirt.)

Measure the difference in height between your standing and jumping marks. This is how high you can jump. Surprised?

- \* large sheet of paper
- \* tape
- \* dirt or stamp pad
- \* ruler



#### How Long Can You Fly?

How long can you stay in the air when you jump? Ask someone to time you with a stopwatch or a watch with a second hand. (It won't be easy!) You can also time jumping athletes who are playing basketball or volleyball.

- \* one helper
- \* stopwatch or watch with second hand

#### Think About It

These jumpers can jump higher and longer than you can. What are they doing that makes a difference? What else could you do to jump higher or make your jump last longer?



## What is Science?

### What's Going On?

You probably noticed that taller kids didn't necessarily have higher jumps. Remember, you measured the jump height from your reach and not the ground. The best jumpers in the world can clear heights up to 2.4 meters (8 feet), but they only lift their centre of mass considerably less than that. Did you have a hard time measuring your time in the air? You're not alone. Even the best jumper remains airborne for less than one second. Still, you can compare your airborne time with those of your friends by using the table below. Look down the first column for your jump height and read across to find your time.

Jump Height centimetres/inches		Time in Air seconds
25	10	0.4
50	20	0.6
75	30	0.8
100	39	0.9

But is jumping really flying? Yes and no. Some things like rockets, cannonballs, and baseballs fly like jumping kids, they are pushed into the air by engines or muscles. But what about aeroplanes? It's true they are pushed forward by engines, but air is what pushes and holds them up.

*Thrust, drag, weight, and lift* are the four forces that usually work together to make things fly. You already know something about each of them, although you might not have called them by their names. If you thought that having stronger muscles or springy shoes or a rocket booster might help your jump, then you were thinking about **thrust** (the "muscle" that pushes you during flight). If you thought that a slick suit or helmet would make you jump higher or that a parachute would keep you in the air longer, then you were thinking about **drag** (the way air tends to slow things that fly). Obviously **weight** is important - if you could lose weight by changing clothes, dieting, or visiting the Moon, you would probably jump higher.

Most people have experienced how thrust, drag, and weight can help them jump higher or "fly," but few people are familiar with **lift**. **Lift** is a push that comes from the air. You were thinking about this force if you decided that wearing wings or holding helium balloons would help you jump higher. Planes and birds have to be moving to get enough of this push to fly; hot-air balloons are light enough for their size that the air will lift them up whether or not the balloon is moving. You may want to find out more about this key force to better understand how things fly.

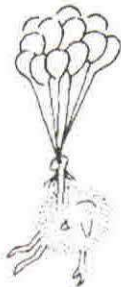
Does everything that flies use all four forces? Nope. Only two forces - weight and thrust - help spacecraft fly. Lift and drag won't help spacecraft flying in space, where no air exists.

This was a quick overview of the forces of flight. Don't stop here, though - look for more information about how high you can fly.

### Balloon Ride

Imagine grabbing a bunch of birthday balloons and flying into the sky. How many balloons would you need? Here's one way to figure that out: Put small metal paper clips on the balloon's string, one by one, to find out how many the balloon can lift. (A small metal paper clip weighs 0.25 grams or 0.01 ounces.) Now weigh yourself. (If you need to convert pounds to kilograms, multiply by 0.45.) Using this information, you can figure out how many balloons you'll need.

- \* helium balloon
- \* string
- \* small metal paper clips



There are more flight activities on this site - which is wonderful and on \*our\* (well the UK's) Science Museum site as well.

## What is Science?

One Science thing that we do every year is watch the Royal Institute Lectures at Christmas – this year was on Robots. There are activities on-line if you go to their site: We haven't tried this one yet but I plan to next week when our washing machine is mended!

### Jelly Time

It is simple to demonstrate the piezoelectric property of quartz and show how the size and shape of quartz effects its vibration. Make two jellies of slightly different size and see how the frequency of their vibrations compare.

### Quartz Clocks

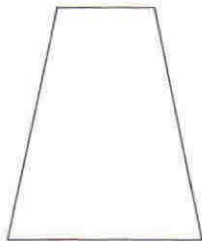
Not all watches and clocks have gears, pendulums or cogs. In the 1930's and 1940's watches and clocks started to use very thin wavers of quartz to measure the time. Passing an electric current through the quartz makes it vibrate. This is called the piezoelectric property of quartz, and is how a watch tells the time. The watch literally counts the number of vibrations the quartz makes, does a simple calculation and works out what a second is.

The vibration of quartz is affected by the size and cut of the crystal, so the accuracy of the time depends on how well the quartz is cut. No two quartz crystals are exactly alike with the same frequency, which limits the accuracy of these clocks. Their performance has been surpassed by atomic clocks that measure the vibrations of atoms.

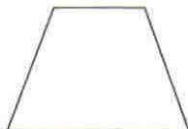
### Materials

- 2 packets of jelly
- 2 jelly moulds (one small, one large)
- 2.5 pints of water
- 2 plates
- Spin drier/washing machine on spin cycle!
- 1 tea-towel

Make two separate jellies, but make them different consistencies by dissolving the jelly chunks in different quantities of water. Mix one packet of jelly with  $\frac{3}{4}$  of a pint of water for the small jelly and mix the remaining packet of jelly with  $1\frac{1}{2}$  pints of water for the large jelly. Place the jellies in the fridge and allow to set over night.



When set, dip the jelly moulds into hot water for 30 seconds and turn out each jelly onto a plate, refrigerate again for one hour. When the jellies are completely set, remove them from the fridge and place both plates on a tea-towel, on the surface of a spin drier or washing machine.



Set to spin cycle (take care that the plates don't wobble off the vibrating surface!) and watch the jellies vibrate.

You should notice the larger jelly wobbling slower than the smaller jelly. The difference in the frequencies of their vibrations illustrates how quartz crystals of different sizes produce different vibration frequencies.

I hope you have been inspired by some of the wonderful resources and ideas that have been sent in. Please do send things into the newsletter – either in an envelope or by email. Tell us what you have enjoyed – would you like more experiments and activities?

## Book Reviews and Resources

### Science Now, Datafiles Series (Discovery Channel)

I did wonder if this new series would prove difficult for Keith but quickly discovered that it has something for all ages. We found it extremely interesting with lots of unusual graphics, photographs, maps and charts. From the discussions and comments throughout it was clear that Keith really enjoyed learning about the secrets of the world around him with an introduction to the latest inventions, discoveries and scientific breakthroughs. The format is unusual in that it is spiral bound with different coloured dividers to break up the sections. The sections include an overview; in focus (an introduction to computers, robots, genetics, medicine, atoms, energy, nanotechnology, materials and many other fascinating subjects); frequently asked questions (answers to those questions you always wanted to ask); job file (what it's like to be a scientist complete with interviews) and a fact file (facts and figures about atoms, powers of ten, useful plants, timelines and a useful glossary). It gives a basic introduction to a very wide range of scientific subjects. We all learned a lot. Discuss the latest inventions, super computers, artificial intelligence and our favourite, nanotechnology which is all about machines that are smaller than specks of dust that could become microscopic factories or even robots that swim through the human bloodstream doing repair work!

Keith and Sally Hall with Keith Junior (7)  
£8.99 ISBN 9 781840 283570 Marshall Publishing Ltd (020 7291 8222)

### Young Scientist

This is described as 'science with the fun bits left in'. It is a magazine written specially for children and is full of fun characters, interesting facts, games, experiments, jokes and cartoons – all with a big emphasis on 'fun' but covering a diverse range of science topics. It is very colourful with lots of photos and illustrations. The features are all well illustrated and succinct, usually covering not more than 2 pages per subject. I am sure it would interest

even the reluctant 'scientist'. A topical free gift is included with each issue (eg litmus paper strips, magnets, prism, flick book).

Sally Hall with Keith (7)  
£15.00 for 6 issues Educational Publishing International Ltd (01938 559111) www.youngscientist.co.uk

### Science Experiments with Water

by S Nankivell-Ashton and D Jackson

We thought this a very good book for primary age children. It is clearly set out with good illustrations and uses everyday objects around the home, so we could set to and complete several experiments without buying anything. Lucy and Sophie both enjoyed filling balloons and then freezing them to compare the circumferences before and after freezing. They also enjoyed making a scene in a bowl and then making it 'rain'. What is also good is the way all the experiments are related to the world around us. All in all, a book we'd recommend.

Anne Pope with Lucy (7), Sophie (4) and Rupert (2)  
£10.99 ISBN 0 7496 3305 0 Watts Publishing (020 7739 2929) www.wattspub.co.uk

### Kidstown CD Rom

Aimed at 4-6 year olds and claims to teach numbers, counting, ABC, letter sounds, time and calendar concepts, creativity, following directions, problem solving and memory skills. Lucy had never used a computer before and so I was curious to see if this would hold her attention. It did and it does! Each activity is located within a separate building in the town. A friendly monkey jumps out of a pothole and urges you to click on a building to start. My favourite is the failure-proof spelling game. A child can make 3 letter words, one letter at a time, with only the letters leading to a correctly spelt word being displayed after the first and second letters have been selected. Then a friendly voice tells you what you've spelt. Lucy (and her older sisters) like the picture-lotto type game, but instead of pairing pictures, the computer speaks half a sentence and you have to find which square the other half sentence is under. The time telling is slightly frustrating as the mouse in the clock asks you to pass him something, such as a book for bedtime and expects you to click the item into his window rather than into his hands. Lucy finds this illogical and the shape sorting too (depicted as

parcels in a sorting office). In real life a small triangular parcel would fit through a large triangular hole, but not in Kidstown where it must go through a small triangular hole! Lucy did not like this. These are only minor irritations though from a CD Rom we have great fun playing with. It seems well targeted at its intended age groups. Some things that Lucy doesn't use much at the moment, such as the calendar/diary activity, I feel she will grow into, I remain unconvinced about the necessity of computers for tiny children, but like any educational toy, they can be great fun and this piece of software certainly is.

Vivienne Hughes with Lucy (4)

£ 9.99 each from software retailers. *Mattel Interactive* (01293 651 710) [www.mattelinteractive.co.uk](http://www.mattelinteractive.co.uk)

## **The Midnight Clowns**

by Robert Dodds

It starts off when the parents go out for the night and Claire and Ben are fed up because they want to go to the circus. They then sneak out without the babysitter noticing. At the entrance, Stella (the person selling the circus tickets) warns them not to take anything from the clowns. So when Ben is picked from the audience and asked to drink a blue potion, the story becomes more sinister. Then Claire shouts "Don't drink it Ben". Then they run off. The following night the clowns get their revenge and try and trick the children into drinking the fizzy blue potion ..... This book was scary for me which was surprising because I'm used to more complicated books like *The Last Battle* by C S Lewis and I thought it would just be about clowns who perform at midnight. I found it very exciting and would like to read more like it.

Kit Freisleben (7)

£3.99 ISBN 0 86264 993 5 *Andersen Press* (020 7840 8701) [www.andersenpress.co.uk](http://www.andersenpress.co.uk)

## **Marinetta at the Ballet**

by Elaine Mills

This is a delightful picture book about Marinetta who lives in a dolls' house which is in Toytown rather than in a nursery. Dolls go about their everyday lives much as we do, and with much the same dreams and aspirations. With hard work and the determination to take advantage of a lucky break, Marinetta achieves

her dream of dancing in real ballets with her idol. We all enjoyed this lovely book – there was enough in the story and the pictures to interest the older two (who, incidentally, both do ballet) as well as Lucy. I think this will be a favourite for some time to come.

Vivienne Hughes with Lucy (4), Claudia (7) and Stephanie (8)  
£9.99 ISBN 0 86264 942 0 *Andersen Press* (020 7840 8701) [www.andersenpress.co.uk](http://www.andersenpress.co.uk)

## **Goodbye Marianne by Irene Watts**

This is a book about a girl called Marianne. She was a Jewish girl before the 2<sup>nd</sup> world war. She lived in Germany. The Germans did not like the Jews. She lived with her mother, Mutti. Her father had been captured by the Germans because he had books that he shouldn't have had so he had to run around and hide in different places so he did not get caught again. Marianne got thrown out of school because she was a Jew. That wasn't fair. She wasn't allowed into all the public places like the park, or to sit on benches. The Gestapo came in her house and spoiled things and broke lots of things. She did make a friend, but they had an argument because she was a Jew. In the end they made friends again and he gave her a motor horn that he got off his grandfather's car. The Jewish children were going to England and two of them got measles so Marianne was offered one of their spaces. Her mother and father did not go to England and I don't know what happened to them. I liked the book but it made me sad about the Jews. I enjoyed reading it and I learnt a lot.

Molly Whitehall (7)

£4.99 ISBN 0 86315 330 5 *Floris Books* (0131 229 6800)

## **The Mouse and His Child**

by Russell Hoban

This book is extremely interesting and thought provoking. It involves infinitesimal dogs, warlike shrews, a dangerous theatre group and lots more. The mouse (and his child) is a clockwork toy who has many adventures that are exciting and often include the toy being smashed and mended again. My favourite adventure is when they go to see a musk rat who might be able to help them become self windable but they end up chopping down a big tree because the musk rat thinks it will lead to

self winding. Another is when they go to a dump and are captured by an evil rat called Manny Rat, who makes them forage for things in the dump because he wants to sell them. Because they are clockwork, Manny Rat can make them go wherever he wants them to. I think that it is interesting that the toys can speak to real animals, but not to humans. It is an excellent and action packed adventure book.

Emma Whitehall (10)

£4.99 ISBN 0 571 20222 5 *Faber Children's Classics* (020 7465 7573)

## The Children of Green Knowe

by Lucy M Boston

This is one of the great children's classic, first published in 1954 and published again last year by Faber. It is a lovely story and one which we both really enjoyed. It is very well written with lots of vivid descriptions and a magical story. Tolly is a young lad who went to stay with his great grandmother at her old house 'Green Knowe'. No ordinary house, this beautiful old property which is based on the author's own house and garden, is full of memories and the ghosts of the past children who lived there. Tolly is never lonely as he has these children and his great grandmother who knows all the secrets and tells him stories about the children of the past. We loved the descriptions of the garden and the trees that are shaped like animals. Green Noah, an ancient tree shaped as Noah, was cursed in the past and is now so overgrown it is a frightening sight. The ghost children are frightened of it but the youngest chants 'Green Noah, demon tree, evil fingers can't catch me!'. Tolly sees the tree destroyed for ever when it is hit by lightning. A timeless classic for all ages. Sally Hall with Keith (7)

£4.99 ISBN 0 571 20202 0 *Faber Children's Classics* (020 7465 7573)

## The River at Green Knowe

by Lucy M Boston

This is another in the Green Knowe series but very different from *The Children of Green Knowe* as described above. This time the house rarely gets a mention but instead this is a story about three children who come to stay with two people who have rented the house. All the characters are quite unique and the text is again wonderfully descriptive. The children have their independence

and come and go as they please. They have some wonderful adventures along the river, made even more special by their vivid imaginations. Recommended reading for all ages.

Sally Hall with Keith (6)

£4.99 ISBN 0 571 20227 6 *Faber Children's Classics* (020 7465 7573)

## Balloon House by Brian Keaney

I liked this story because it is an interesting story. It is about a girl called Neve, whose father works for the government. He is away a lot and doesn't turn up at many events that Neve goes to and she would like him to be there. At the beginning of each chapter and the end of the book there is a parallel story about a balloon house. It is a story that Neve's father used to tell her when she was younger, which is significant to the main story and ties in very well. Neve's parents get divorced and Neve lives with her mother. Her father remarries Yvonne, who he meets in France and is also divorced with a son called Zeb. He is the same age as Neve and they both have a new stepbrother called Daniel. A really exciting bit is when Neve, Yvonne and Daniel are held hostage by gunmen. When Neve's father rings, Neve answers and talks to him while being held at gunpoint. In their conversation, Neve says "the unfathomable word" from the Balloon House story, "Meeonissibar" meaning "danger". Her father then realises they are in trouble and contacts the police, who help to rescue them. He gets shot in the leg, but not badly. Everything turns out all right and Neve's father promises her that he will not miss any of the things that she would like him to go to again. The story is also interesting in that it discusses family relations, such as how the main character, Neve, got on with her father and how she coped with her parent's divorce. She tries to develop a better relationship with her father, and even though she is frustrated with him, she still loves him. The book has only 5 chapters but they are quite long. It is a story that I would easily read again and I think other children from the age of 8 and over might like it as well. Freyja Steenman-Clark (8)

£4.99 ISBN 1 84121 437 X *Orchard Books* (020 7739 2929) [www.wattspub.co.uk](http://www.wattspub.co.uk)

### **If Wishes were Fishes** by Rose Impy

Jem writes 'I really liked these stories. The old women in the vinegar bottle gets what she deserves! But the first story is the funniest. The people wish for things by mistake and use up all their wishes, but they can still eat one of their wishes and are very happy anyway. The pictures make it even funnier.' Kirsten writes 'This is the first time Jem has read a book which looks like a 'proper' one ie like a thin novel. It has increased his reading confidence a lot, though he did find the conversational style difficult to take as he couldn't anticipate which words might come next. "Well, enough was enough, and he and she sat talking, cosy-like". We'll be getting more of this series (Twice upon a Time) from the library, but the stories aren't substantial enough to want to read over and over, for us anyway.'

Kirsten with Jem Freisleben (6)

£3.99 ISBN 1 86039 958 4 Orchard Books (020 7739 2929) [www.wattspub.co.uk](http://www.wattspub.co.uk)

### **The Birdman**

by Ruth Brown and Melvin Burgess

This story is aimed at older children, although it is quite short. It is about a man who has captured wild birds and put them in a cage to sell. A boy called Jarvis comes along and pleads with the man to set the birds free. He ends up buying a robin with the intention of setting it free. However, he is entranced with the bird's song and keeps it longer and longer. He does, after an uncomfortable dream, eventually let it go. Lucy did not like the book at all. The illustrations are haunting, the story seems cruel and I fail to see the point in that. Lucy was upset about the birds being in cages and says that she can just imagine some people really doing that. Not one for bedtime reading, if you want a peaceful night's sleep.

Anne Pope with Lucy (7)

£9.99 ISBN 0 86264 976 5 Andersen Press (020 7840 8701) [www.andersenpress.co.uk](http://www.andersenpress.co.uk)

### **The Girl with Golden Fingers and The Girl who Lived Under the Sea** by Pomme Clayton and Tony Ross

This is one of a series of books telling exciting myths from around the world, all about 'girls with attitude' in simple, read-alone type text.

However, the unappealing, somewhat gruesome line drawings did nothing to stimulate anyone's interest, so I read it aloud to all three girls. In the first story, the heroine is thrown off a cliff by a jealous witch and two rocks pierce her eyes. This was greeted with cries of 'Oh yuk!' and the happy ending did not fully offset the horror. The second story was worse. A drowning girl is trying to cling to a boat and has her fingers broken off by her brothers as they repeatedly bring their paddles down on her hands. The bits of fingers turn into seals, fishes, whales and so on. This is supposedly how the creatures of the sea came into being. It was all too much for Stephanie, Claudia and Lucy and put them off their lunch! The stories are well written and fast moving and might work well with a less squeamish family!

Vivienne Hughes with Stephanie (8), Claudia (7) & Lucy (4)  
£3.99 ISBN 1 86039 865 0 Orchard Books (020 7739 2929) [www.wattspub.co.uk](http://www.wattspub.co.uk)

### **Hermes Tricks the Gods and Other Greek Myths** by Geraldine McCaughrean

*Hermes Tricks the Gods* is the first (and longest) of three Greek myths in this little book, the others being *Two Loves of Apollo* (the tale of the hyacinth growing from Hyacinthus' blood) and *Halcyon Days* (Halcyon and her husband being turned into kingfishers). Each page had some sort of black and white drawing which pleased Tricia and Thomas; the pictures are quite cartoonish and amusing (especially of Hermes hiding cows up trees, down holes and under bushes!). The tales are also told in an amusing, friendly way, though I felt the humour occasionally fell flat (but then I am a jaded adult!). Thomas said the stories weren't as exciting as he had expected but Hermes was a funny baby and Tricia thought they were fun but couldn't be true (this led to a discussion about why people would tell these stories). Neither requested further readings of any tale or mentioned them afterwards. There is no introduction to Ancient Greece, myths, gods or mortals – I made up my own (the first sentence is "The gods never grow old" and it seemed helpful to have some idea what an immortal was). This book is one of four from Orchard and was originally published in the form of a

gift collection called *The Orchard Book of Greek Gods and Goddesses* with different illustrations by Emma Chichester Clark. *Hermes* is probably the best read after finding out a little more about Ancient Greece; otherwise I'd choose one which explained the characters and background more. A pleasant book that I would happily borrow from the library; but it hasn't toppled *Thomas the Tank Engine* and *Teddy Robinson* from the most read list in our house!

Sue Onions with Tricia (8) and Thomas (5)  
£6.99 ISBN 1 84121 897 9 *Orchard Books* (020 7739 2929) [www.wattspub.co.uk](http://www.wattspub.co.uk)

## The Curse of the Darkling Mill

by **Otfried Preussler**

As soon as I saw the title and the front cover of this book, I knew I would love it! It was a nice, easy read, but very descriptive, it grabbed my attention immediately. This book is based around a mill, where they teach the black arts, unbeknown to Kroat, the new apprentice. Kroat spends three years at the mill (equivalent to nine of our years), during which time he regularly gets turned into a raven. His close and trusted friends meet with mysterious endings, get beaten up by the strict master and get caught up in the supernatural goings on! Everything comes to a peak when Kroat falls in love with a girl from the village. This is against his master's rules and leads to an unexpected ending, where it all falls into place.

Megan Whiteman (10)  
£4.99 ISBN 0 86315 329 1 *Floris Books* (0131 229 6800)

## Boris the Beetle Who Wouldn't Stay Down

by **Hiawyn Oram and Tony Ross**

This is a story of a family of beetles who live at the bottom of a pond. Boris and Ben decide they want to go up to the surface to see what it is like. They meet other pond creatures on the way up. Having got to the surface, Ben decides to go back down to tell their mother about their adventures. Boris, however, is determined to join the Toptoads and in the end succeeds. Lucy says "It is very funny because Boris is an underwater beetle, but he wants to stay on top of the water." Sophie says "I don't like the Toptoads". Personally I found this story a bit long winded, al-

though amusing with cartoon-style illustrations.

Anne Pope with Lucy (7) and Sophie (4)  
£9.99 ISBN 0 86264 977 3 *Andersen Press* (020 7840 8701) [www.andersenpress.co.uk](http://www.andersenpress.co.uk)

## Two Hungry Bears

by **Linda Cornwell and Jane Chapman**

This is a story of a small bear and large bear who live together. This was very popular in our house. They both become ravenous and each go out for food, but eat and eat before returning home and settling down to sleep for the winter. Lovely warm illustrations which our 2 year old enjoyed as well as our 7 and 4 year old. Sophie says "I like all of it".

Anne Pope with Lucy (7), Sophie (4) and Rupert (2)  
£8.99 ISBN 1 85430 667 7 *Little Tiger Press* (020 7385 6333)

## You and Me by Giovanni Manna

This is a beautiful and unusual book. The enjoyment of diversity is explored with a girl and boy who turn into contrasting animals and objects and even become adjectives. It is a book of the imagination. The illustrations are superb and there is a sense of 'flowing' movement in them. The children have lovely expressions and the animals are full of character. The borders reflect the main picture, for instance in the "I'm wild", "You're tame" double page spread, the girl is a wild cat with a border showing lions, tigers and leopards, whilst the boy is a domestic cat with a border depicting plain, stripey and spotty cats. The text is very simple and young children can easily copy the pattern, Natasha and Anthea tried to read it almost as soon as I showed it to them. This is the sort of book that can be picked up and gazed at time and time again  
Clare Crane with Natasha (6) and Anthea (4)  
£9.99 ISBN 1 84148 262 5 *Barefoot Books* (020 7704 6492) [www.barefoot-books.com](http://www.barefoot-books.com)

## Titus's Troublesome Tooth

by **Linda Jennings and Gwyneth Williamson**

Titus is a goat who has toothache. The other animals on the farm try to help him but he keeps running away until it is made better when he crashes into a gate and his tooth falls out. Eoghan really enjoyed this story and could

read some of it himself. The text is short and easy to follow, with repetitions to help with development in younger readers and the illustrations are bright, colourful and fun. It is a lovely book for younger children, especially early readers. The story moves along quickly enough to keep them interested and, of course, for Titus the goat there is a happy ending.

Eileen Steenman-Clark with Eoghan (4)

£8.99 ISBN 1 85430 671 5 Little Tiger Press (01480 212666)

## The Curse of the Dolphins

by Beth Swinnerton

This is a most delightful book, which could either be a bedtime story or a read oneself book. It is a story about 2 boys from different homes. Jack has 5 brothers and sisters, Olly is an only child. They are the best of friends. It follows the wonderful adventures of a misunderstanding to do with the school's environmental prize, a silver dolphin, and how Jack and Olly try to rescue it, lose it and how they try to find it, or will they never find it. Some of the jokes are a bit schooly, references to teacher's attitudes, homework and stuff, but we all found it very funny all the way through. It was a really fun read that we could not get enough of. It is Beth Swinnerton's first children's novel (I don't know if she has done adult fiction, but we will be looking) and we are very eager to find out if she is going to do another.

Diane Cromie with Ben (9) and Tabitha (7)

£3.99 ISBN 0 86264 973 0 Andersen Press (020 7840 8701) [www.andersenpress.co.uk](http://www.andersenpress.co.uk)

## The Girl who Married a Bear

by Pomme Clayton/Tony Ross

This is a re-working of an original Norwegian story. It is in much the same vein as many folk or fairy tales, and this one reminds me most of Rumpelstiltskin. A princess wants a ring and the only way to have it is to marry a bear, so this she does! The bear is a man at night but the girl never sees his face. The bear asks the girl to trust him, so when she tries to look, the harm is done and because he is under a spell, the bear rushes off to marry the Troll Hag! There then ensues a fantastic and improbable adventure. The princess is an amazing heroine who in her adventures meets three women with incredibly long noses, three girls with magic scissors, cups and cloths, as well as trolls. It is illustrated with attractive line drawings and the bear is particu-

larly nice. Natasha and Anthea did not really know what to make of the book. It is so far fetched and the plot is almost exhausting. However, the ending is of the 'and they lived happily ever after' type which was a great relief to them. It is a good story for an early reader looking for a short book.

Clare Crane with Natasha (6) and Anthea (4)

£3.99 ISBN 1 86039 863 4 Orchard Books (020 7739 2929) [www.wattspub.co.uk](http://www.wattspub.co.uk)

## TITLES RECOMMENDED BY EO'ers

### A First Myths Story Book – Myths and Legends from Around the World for the Very Young Stories re-told by Mary Hoffman

This book has fourteen stories from all around the world. At the beginning it explains that myths are stories invented by people thousands of years ago to explain what they could see around them. My favourite story is *The Golden Touch* about a greedy king called Midas. He wished that everything he touched turned to gold and when it did he couldn't eat or drink anything. There are lots of colour pictures for every page. At the back of the book there's a page that tells you where the myths come from (eg Greece, Australia and Egypt) and suggests other books that have more. There's also a "Who's Who" of people in the stories. I like the book a lot.

Tricia Onions (8)

£7.99 (but we got it from County Bookshops for £1.99!) ISBN 0 7513 5889 4 Dordling Kindersley

*Keep sending in your favourite titles and or let me know if you would like to review new books or software. Write to me, Sally Hall, at Nant-y-Garreg Farm, Saron, Llandysul, Carmarthenshire SA44 5EJ or e-mail [sally@aecb.net](mailto:sally@aecb.net)*

## Home Education in the News

### HOME NEWS

With the end of the year came the end of the BBC-controlled exercise in communal living on the island of Taransay, filmed as the series *Castaway 2000*. The adults there might have had mixed views of the demands of communal living on a remote island, but for the children the experiment was undoubtedly a success. The island had its own 'schoolhouse' in an idyllic setting overlooking the beach but the timetable was flexible and the children took full advantage of the learning opportunities offered by the island itself. Many of the adults there, with or without children of their own, spent time helping with the children's education and they too were enthusiastic about the rewards of adults and children working together. The chance to home-educate in such a setting was one of the things that had attracted the Stephenson family to the island, and having watched their children become happy and enthusiastic learners, they are keen to continue educating their children at home on their return. We wish them the very best of luck.

It may not be home education, but setting up a small school of their own, even if not on an island in the Outer Hebrides, is something many home-educating families think about at least once. The last issue of the newsletter featured some of the alternatives to mainstream schooling. The following article, taken from the *Guardian*, tells the story of how one such school was established.

#### **A victory for pupils**

An academy that caters closely to its pupils' needs? Easy, when the parents have set it up themselves. By Alan Combes  
The desire of Wendy and Les Hutton to found the Victory Academy was born out of their dyslexic son Nathan's miserable experiences at state school. "If a child is learning but unhappy at school, you can address that. If he is happy but not learning, then you can provide support. But if the child is unhappy and not

learning, then his schooling is nothing more than an elaborate baby-sitting service that's not working," says Wendy. During Nathan's primary school days in inner Leeds, things had been promising, with a dedicated teacher and a reasonable environment, but transfer to secondary school proved to be a different matter. Wendy says: "It took them two terms to assess his needs and then all he was offered was an hour a week during English and some help at lunchtime. He got a scholarship for performing arts, but he was upset at making no academic progress."

Then there was the trouble on the bus home, even with a teacher on board: fighting, swearing, torn coats, threats with broken bottles. The Huttons began to seriously consider educating both their son and 10-year-old daughter from home. "We weren't starting from nothing as we had friends who had home-schooled their kids as well as some American connections, and did some net surfing to improve our knowledge," says Wendy. They talked over their intentions and two other Leeds families said they, too, were unhappy at their youngsters' progress in the conventional schooling system and could they join the project? That made eight children from three families in all, and by the education department's definition, more than five children is a school, provided they are from more than one family. As anyone who has ventured along this road knows, there are four basic requirements: children, premises, teachers and curriculum. This last was a tricky problem, in that they did not want to concoct more of the same dull brew that was already associated with failure for their children.

"There were lots of good schemes like English for seven-year-olds and science for key stage 2, but we didn't want something like a patchwork quilt," says Wendy. "We wanted something that put minimum bureaucratic pressure on the teachers. The main possibilities were North American and we eventually settled on the School for Tomorrow curriculum, which is used by 7,000 schools internationally". For the £650 initial contract, the school receives manuals, literature and one

week's residential training for five people. "What the parents liked best," says Les Hutton, "was the diagnostic testing we were able to carry out on our pupils after this training. We looked at five basic subjects and some people were shocked to find their youngster was up to four years behind". Rosemary Foster, a friend of the Huttons, had been a special needs co-ordinator at a state school before retiring in December 1998. Having seen what the Huttons had managed thus far, she offered her services for free as their principal teacher, and she and her husband John offered their house in central Leeds as a base for the school. "At first the plan was to convert the living room to a classroom for our eight pupils, but as people heard of our progress, the eight went up to 12," Foster says.

By the time the Fosters went away for a week's holiday last summer, the school's roll had grown to 17 pupils, now housed in two bedrooms and the living room. For those seven days the house was like a set of Changing Rooms, as parents and grandparents set about the conversion financed by £3,600 of the Huttons' money and a favourable deal with MDF for building materials. "None of these are well-off parents," Wendy Hutton remarks. "They are making huge sacrifices to make sure the school works." As it reaches the end of its second term, the Victory Academy has seen an HMI visit (encouraging words in January but as yet no written report) and its staffing capacity has risen to one full-time and three part-time teachers, working for free. "Yes, we need a science lab, an art room and a drama studio, but these are matters which will be addressed when we have a new building, hopefully an old pub, church or hall sited on the route of the inner-city circular bus," Wendy Hutton says. In the US funding follows the child, but in the UK it is different. The funding for these 17 pupils goes to their neighbourhood schools even though the places have not been taken up. The Huttons' only hope is that some benefactor who recognises the experimental value of what the academy is doing will magically appear.

"We need £50 a week per child to cover the cost of the building and one teacher, but the only hope we can see is in the nursery voucher system, where the £1,000 per child might extend into our school."

And what of the children themselves and the quality of learning? The uniform is a yellow sweatshirt and each pupil has an individual office that they are free to customise.

One of the mothers is a doctor and she teaches practical science on Tuesday afternoons. PE is focusing on swimming this term, but there are also generous helpings of horticulture, textile crafts and even library visits. No wonder there is now a waiting list of 34 pupils, including the two children of the newly arrived next-door neighbour.

From age five to 15, the children mark their own work in an organised and impressive manner, knowing exactly how to access the answer books in the filing system. No two pupils are doing the same work simultaneously except cooperatively during afternoon group sessions (when the individual offices ingeniously convert into joint working space).

"I'm just so much happier than I was in my other school a year ago," Kelly says, "more relaxed with my friends." I asked James if he missed the company of other 15-year-olds now he was in a four- to-16 school. "No", he answers without any edge, "all that fighting and swearing I got into at that school doesn't happen now. But best of all, I understand what I'm doing and how to improve."

In a week when Summerhill School was fighting for its experimental life and reputation in the courts, perhaps the last word should fall to Les Hutton, formerly a builder and now an ordained minister. "There are two important issues. First, it's amazing to see what the programme of individualised learning has done for these kids, how it has given them responsibility and control of their studies. Second, the merit system. You should see the kids on a Friday afternoon when the merits are added and they can win things like a trip to Pizza Hut or time out. Other schools have merit systems, I know, but the question is "does it buzz the kids? Ours does."

## HOME EDUCATION ABROAD

In countries such as Germany and Spain, setting up your own private school is often the only way to get around laws which insist on school attendance. But even in these countries individual families have fought for and won the right to educate in their own way, as is the recent case with the Becker family. Dorothee Becker and her family had returned from a long overseas posting and settled back in their home town in southern Germany, only to find that their children were not adapting to the German school system. The following article from the *Times Educational Supplement* describes their struggle to home-educate, in which the Beckers had the support of their local community.

### German pupils stay at home

HOME schooling in Germany is growing fast in defiance of Europe's toughest school attendance laws. A recent ruling by a court in Baden-Wurttemberg has pit the family and youth authority responsible for the welfare of the child against the schools authority, which says there can be no exceptions to compulsory schooling. The family authorities are beginning to allow exemptions in the interests of the child.

Late last year the court in the small southern German town of Emmendingen dismissed a case against the Becker family for educating their four children aged 15, 12, 11 and 7 at home since returning from abroad in 1997. The Beckers refused to pay a fine levied by the authorities for breaking the schools law. Cases against four more homeschooling families nearby were dismissed. "The court has shown that it is on the side of the children and supports the parents," said Dorothee Becker, the mother, who now runs a support group for home-schooling parents. There are now 70

families openly teaching their children at home in the state.

The ruling has forced families, many who home school for religious reasons or because they have seen it in action while working abroad, to come out into the open. However the vast majority continue in secret. "It is like the Bible groups that had to operate underground in China, only we are a democracy," said one mother who is teaching her two children aged seven and nine in the Berlin area. She tells the schools authority that the two, who are asthmatic, are too sick to go to school. Official attitudes vary from state to state and court to court. In North Rhine Westfalia a judge recently ruled for children to be taken into care, although this has since been overturned.

The case of Renate Leuffen in 1994 has frightened many parents. Leuffen educated her gifted son at home for religious as well as academic and social reasons. However a German court removed her parental right over his education, appointing an educational supervisor to enforce her son's attendance at school. She was also sentenced to two months' prison, suspended while she took her case to the European Court in Strasbourg. When the Strasbourg judges ruled that the woman's own local law had precedence, she fled with her son to London where she continued to home-school him and where the Haringey education authority provided a glowing report of the boy's education.

Yojana Sherman, *The Times Educational Supplement*, 7 July, 2000 (c) *Times Supplements Limited*

The Becker family's website (mostly in German) can be found at <http://homeschool.de>. For more information on the legal situation for home educators in Europe and beyond, see Amanda Petrie's excellent website: <http://www.worldzone.net/lifestyles/homeducation/index2.html>

Ann Kennedy Smith

## What is an Educated Person?

When you are asked to provide evidence that you are educating your child the words 'efficient' and 'suitable' crop up. School is very inefficient. Time is wasted getting there, moving from lesson to lesson, relearning things already understood, being asked to learn things of no interest to the child at that moment just because it happens to be 10.15 on a Tuesday in Year 6 .....

Home education is far more likely to be suitable for a particular child's aptitude since the content and style of presentation can be altered to follow the changing needs of the child. Schools have almost no flexibility. But what actually is 'education'? The result of education should be an 'educated person' so I think an educated person:-

1. Is someone with a high genuine self-esteem who does not need to get qualifications to justify their existence. Those who feel that they do not have the right to exist if they fail to gain the highest grades cannot be described as educated.
2. Has no need for others to agree with them, They can allow others to have different views and not bully them into changing their minds.
3. Has no need to control others.
4. Behaves appropriately when wanting/needing to learn anything.
5. Is able to admit mistakes and learn from them.
6. Has no need to judge others and is not prejudiced.
7. Is able to seek out new areas of interest.
8. Asks questions.
9. Knows how to find answers.
10. Understands the source and meaning of and can appropriately use the full range of emotions, anger, hate, sadness, fear, love, envy .....
11. Is open to all life possibilities and has the self-knowledge and confidence to select what is appropriate for them.
12. Assesses risks realistically, takes some risks with confidence but does not overstep their own limit by getting involved with excess drink, drugs, damaging relationships, dangerous activities.
13. Can make decisions based on true self-knowledge of needs and understanding of the relevant information.
14. Is responsible, that is, able to respond appropriately to the events in their lives.
15. Does not need to wait for direction - can see what needs to be done and has the confidence to do it.
16. Can look at childhood events realistically. Can remember the joys and pain. Would neither idealise their parent nor treat their parent with contempt.
17. Can accept that all humans are fallible. Can forgive, especially one-self. Does not dwell on past mistakes after learning from them.
18. Knows that they have the right to be themselves but do not have the right to adversely interfere with anyone else.
19. Looks for the true source of happiness / the source of true happiness.
20. Is good to know.

*Isobel Bogucki, West Sussex*

## Education and Learning

There are cycles of intellectual and emotional growth. What children learn depends on how they learn. Long-lasting outcomes of education are more complex than the acquisition of measurable knowledge. They depend on the individual's attitude towards learning and his/her ability to apply what is learned to new material. Learning to think must be encouraged and maybe needs to be learned. While nearly all children have the capacity to learn, not all make, or are enabled to make, equal use of it. Learning is a ceaseless process that results in no visible outcome, and yet it affects everything else. Learning is both constant and changeable; it depends on moods and on general attitudes; it changes according to emotions; it functions at a variety of levels. The difference between intense concentration on a task and a mind wandering over various associations, as in daydreaming, is clear but both are forms of learning. Studying books is rarely the most influential way of learning.

Children are intelligent learners from birth, or even before. Adults are not especially 'clever'. One of the misunderstandings about learning is that children are not very rational and that cleverness only arrives with maturity. Children do have the ability to think deeply. Wisdom is not a result of maturity. Thinking is not a purely cerebral process. We do not practise real thinking very often. Emotions, prejudices, self-deception and illogically is strong in adults and will remain so. The normal adult uses information to support his chosen point of view. He dislikes changing his mind and may resent being asked to consider completely alien ideas. The goal of learning is wisdom and self-knowledge, but the process of learning takes place all the time, and rarely so intensely as in the earliest formative years. The use that children make of their minds in trying to make sense of the world they are in is often more constant and demanding than in adults.

One misunderstanding about learning is that it consists of information processing: that the mind analyses, organises, stores and remembers material at one, testable level. While this is the function of the mind that can be measured, it is not the most important part of it. Learning is an active process, a constant engagement with the environment and with other people. It depends on all kinds of relationships including the relationship with oneself. It can develop or decay. It is necessary but never automatic. To understand how children learn is to understand something about the excitement and curiosity of being human.

Many children learn not to learn - it is too threatening. Many people use 'unlearning' that is the discarding or ignoring of evidence in order to support their point of view. Sometimes it is important to be prepared to unlearn when it is clear that our point of view has actually been mistaken. After a period of intense concentration the overtaxed mind uses a defence mechanism. A trance-like look may appear. Even the most committed of us cannot concentrate for more than about 20 minutes. Whatever we are trying to learn, we will be given either too much or too little

information. Children particularly can become exhausted through their response to new information. Children also need to learn how much to respond to in their relationships. They can suffer from overload or from being ignored. The information given can be of the wrong kind. False impressions can remain uncorrected. There is no controlling the inner lives of children, and yet their future depends on all these fragile experiences. Children will say, "I don't know" to avoid answering a question that does not interest them.

Understanding of information means concentrating on the important parts and ignoring the rest. To some extent we all anticipate what is coming next in order to understand it but this can sometimes lead to confusion and ambiguity. 'The man put the straw..... on the pile' or 'the man put the straw ..... in the drink' depends on what kind of straw is being discussed.

Schools are a comparatively recent institution seen in the 19th century as compensation for, as well as refuges from, the ills of industrial society. It was more for social engineering than educational purposes. Schools are a world apart. In school few questions put to children demand individual thought. The questions are nearly all 'closed'. Much more time is spent on writing than on the spoken word. There is very little individual attention. Much of the work being carried out is misunderstood and ill-matched to the needs of the pupils. Many set tasks are meaningless in the eyes of the children: they never connect in any practical way with all that the children wish to know. A fair proportion of children's mental energy in school is spent trying to guess what is being demanded of them, in anticipating and avoiding those demands and in attempting to understand the ethos and implicit expectations of the school. Children's desire to conform, to fit into a firm framework means that they do not acquiesce unthinkingly to all that goes on, but make more effort to try to understand what is required of them. Despite this much of what takes place remains obscure to children. The language spoken commands rather than persuades; it fills space rather than communicates; although not usually directed at individuals the series of statements, closed questions and commands might suddenly be directed at an individual, at you - the trick of survival is to anticipate this. Children try to make sense of this insecure territory. They may realise that if you keep quiet you are assumed to be working diligently. If you do not conform you are assumed to be backward. They learn how to manipulate teachers and play the system. Children are allowed to 'learn' that some are clever and some are stupid and there is nothing they can do about it. Some children take pleasure in failing and proving their teachers correct. Learning is not geared to the conventional methods of teaching, nor is teaching geared to children's styles of learning.

What is learning for? It is to continue civilisation at its best, at least for a few. The school curriculum rarely suggests that learning might have a personal outcome beyond the accumulation of knowledge. The most important stage of learning is that in which people understand the possibility of other points of view and can make judgements that relate to their own and other people's lives. Learning does not take place without emotion. The importance of attitude and motivation confirms that. Emotion can undermine learning. Private associations are constantly made. The fact that the mind wanders off on other subjects is not just daydreaming but the subconscious forming of new associations and new ideas. One of the most important parts of learning a new subject is the developing attitude towards that subject. The power of inner drives is such that knowledge remains a need rather than a luxury. In almost any learning there is a tendency to avoid certain kinds of information and to be emotionally interested in others. Everything that we learn is tuned to our tastes, changed, obscured or even deliberately obliterated. Much of the avoidance of learning is subconscious. The extent of deliberate or non-deliberate reconstruction of information so that it fits into a personal framework can reach startling proportions.

The personal point of view, the inner world into which all new information must fit, is rarely consistent. The strain of the illogical, and the contradictory, runs throughout learning. It is common for people to hold two sets of beliefs that completely contradict each other. To be remembered easily a fact must fit within the generally established representation of the world that the individual possesses. Propaganda relies on self-deception. The capacity to ignore evidence was shown in the treatment of the Jews in Germany. Many normal, comparatively civilised people were able to act against their better judgement, to ignore uncomfortable facts and also to entertain mutually exclusive beliefs. It is as if the mind can be compartmentalised so much that the associations and consequences of a particular belief cannot be recognised. That is; the human mind avoids thinking. Self-knowledge depends on the clear understanding of the world of other people, and of other people's point of view. The acceptance of a larger framework than one's own, the realisation that there are realms of knowledge outside one's own control, becomes the mainspring of action, and make the crucial difference between the creative and open-minded and the negative and controlling.

There seems to be a huge gap between what the mind is capable of and what we usually achieve. Why do we not make more of our capacities? Learning does not take place at a steady pace. Knowledge is too often dished out at a rate decided by the extent of the curriculum rather than the needs of the children. Mistakes are a crucial part of someone's learning.

The acceptance of any new idea goes through a cycle:

First comes indignant rejection, then reasoned rejection, followed by qualified opposition and tentative acceptance. Afterwards the idea is given qualified endorsement then judicious modification followed by cautious adoption and finally impassioned support. Such a cycle demonstrates the reluctance of people to take on any new idea. It is hard to say exactly why some new assumptions or ideas can rapidly be accepted by whole societies. A new situation is often dealt with by re-organising. This is a wonderful method for creating the illusion of progress, while producing confusion, inefficiency and demoralisation!

### **Children's needs**

Children need conversation, sustained personal dialogues.

Children need to experiment with ideas, people, objects to find out how they can be manipulated and they need to be allowed to make lots of mistakes.

Children need to argue, not only so that they can organise evidence but also so that they can explore their feelings through a point of view.

Children should only learn what they either need to know or that which excites them such that they simply want to know.

Children need space to allow what they have learnt to become fully part of them. Questioning and testing can disturb the sorting and assimilation of their newly acquired learning.

Children need to see adults actively engaged in the excitement of learning new ideas.

Children need to meet new ideas in meaningful settings.

*Isobel Bogucki, West Sussex*

Many paths to knowledge present themselves in a lifetime, and we simply can't expect our kids to follow them all. Doesn't it seem important though, in this age of information overload, to help our children pick and choose the lessons that are truly worth keeping? To make certain that the rare and unexpected gifts found by the wayside aren't lost as we cram their heads full of stuff? It's our job as parents, of course, to see that the homework is done. But the larger lessons in life unfold over the years—and can't be plucked from a work sheet.

So I'm impressed when my middle child stands mysteriously by the window on a cloudy weekday morning, then locates a reference book and identifies the strange bird on our pear tree as a migrating brown creeper. My heart truly swells with pride when he then sits mesmerized by this magical, hopping point of beauty for a good ten minutes more--and is nearly late for school.

*This is a quote submitted by Wendri Heywood from an article in **Family Life** magazine, September 2000, and it's called "What School Doesn't Teach Kids" by Kathryn E. Livingston. The author seems to be ALMOST a homeschooler at heart.*

## Robert Krampf's Experiment of the week

### # 143 The Science of Pizza

Lisa and I have been on the road a lot recently, which means lots of restaurants and lots of fast food ... One of the foods that we seem to eat frequently while on the road is pizza, and if you have ever eaten pizza, you have probably burned your mouth on the cheese. If the crust of the pizza is cool enough for you to hold, why is the cheese still hot enough to burn you? To find out, you will need:

*a freezer; bread; cheese;*

*a thermometer that will register down to below freezing.* If you don't have this, you can still do the experiment.

Cut a one inch cube of cheese and a one inch cube of bread. Instead of heating them, which could cause a burn, we will freeze them. The results will still answer our questions. Place both cubes into the freezer and leave them over night. You want them to both have plenty of time to get very cold.

Before you remove the cubes from the freezer, touch each of them with the bulb of the thermometer. You should see that they are both the same temperature. If you do not have a thermometer, lightly touch each. Do they feel the same? Remove the cubes from the freezer and place one on each of your hands. Does one feel colder? Let them stay there for a minute or two. Do you notice a difference?

You will notice that even though they are the same temperature, from the start the cheese feels colder than the bread. You will also find that the bread warms up and thaws out much faster than the cheese. Why is this? There are two properties that combine to cause this difference. The first is heat conduction. This is how quickly heat will pass through a substance. The cheese conducts heat much faster than the bread. Because it carries heat away from your hand faster, it feels colder.

The second reason that the cheese stays cold (or hot) longer is something called specific heat. This is how much heat it takes to raise an object's temperature. Cheese contains a lot of water, which has a high specific heat. That means that it takes a lot of heat energy to make the cheese warm up. The bread has a low specific heat, which means that it takes a lot less heat energy to make it warm, so it warms up much faster. This also works in reverse. Once they are both hot, the bread will feel cooler and will cool faster. Because the cheese has a high specific heat, it will still be hot enough to burn you long after the crust is comfortable to touch.

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Get the first 100 Experiments in book form! To order, send \$9.95, plus \$3.00 postage and handling to: Robert Krampf, 5 Willard Dr., Suite 610 St. Augustine, FL 32086. Other experiments available by e-mailing [krampf@aol.com](mailto:krampf@aol.com)

## Leaving School ...

*Andrew Riddles has been a secondary school history teacher for six years. Here he explains why he is walking away from the profession to start a new career.*

Last week, a very nice man offered me a job. Not a high ranking job, not a head of department role, not a post with huge responsibilities. In fact I am now to be termed a "junior". To be exact I will be a junior HTML hand-coder, one of these new media careers of which we read so much. It is more grandiose than it sounds, but considering that I am entering this new career with no qualifications or experience I was surprised to be offered a salary which is pretty much the same as the salary I earn now. And this is after six years in the teaching profession. With shares options, bonuses, health care and free soft drinks, I will be better off on my first day in my new career than after dedicating most of my 20s to being a secondary school teacher.

### **Persecution**

Nor can I hope to understand the way in which we treat children. Childhood is meant to be in some way precious and we believe that children need to be protected, whilst having instilled in them a sense of right and wrong and an intellectual basis for their futures. Why is it, then, that I have to tell students - good, hard-working students who are under a huge amount of school-based and external pressure - to go home to change their black socks for white ones to conform to school uniform rules? What do they gain from that?

An appalling number of students I have taught have escaped persecution or war in other countries. Several I know have seen their parents die, violently or otherwise. I can no longer send such children home in disgrace to change their socks.

### **Moral conscience**

This is just one example. The list of ludicrous and bafflingly irrelevant orders I issue to intelligent young people on a daily basis is beyond the number I would expect to come out with whilst chairing a moderately lengthy game of "Simon says". We continually tell children how to behave and how essentially "childish" they are, and then we tell them that they have to take the examinations which determine what they will do for the rest of their lives. Failure is unacceptable. As time has passed I have moved from feeling uneasy with this to feeling morally opposed to it.

And so off I go, into a new career where the workload is probably just as heavy, but where I hope I will not be bullied and will not have to bully anyone else into working. I hope to be able to do my job, and just my job, not spending more time on pointless admin tasks than on my designated role.

I will be paid properly. And best of all, I will be respected.

---

Whiteboard is our space for those involved in education to reflect on how it is going from their perspective. *Reproduced from Bully Online.*

## Profile of a Council Member

It's been suggested that council members each write a short piece about who they are and what they do so that people will feel better acquainted with them. I can't find any more excuses for not doing this so I've decided to give in and say a little about myself.

I'm Beverley Young. I live in Lancashire with my three children: Cassie (12 yrs), Alexander (9 yrs), and Xanthe (4 yrs). Following a seven-year period of home ed, the older two are currently in school and thoroughly enjoying it (for details of the home/school transition, see newsletters 131 and 132). Xanthe could have started school in September 2000 but I chose for her not to go - yet! Don't know if/when she will go, but I figured that at four years old, she's far too young to make that decision for herself.

I'm not the best Mum in the world (now there's an understatement!) but I do try my best to be a good enough Mum - for me this means that I try to have a bit more patience than I can actually manage. I probably shout a bit too much (OK, skip the probably) and I could be a bit more supportive of my children's decision to go to school but on the whole, I do the best I can.

I'm in my final year as a full-time student. I love studying but often find that there aren't enough hours in the day to read all the books and articles I should. For my third year project, I'm looking at school bullying by teachers mainly because I became increasingly aware of this problem when I was one of the EO helpline volunteers and anyway, I couldn't possibly ignore all those years of EO experience when I was given a free choice of what to study.

What do I do for EO? Well, I'm a council member. This means that I'm legally responsible for the running of EO - technically this means that if EO goes down the tubes, I could lose my home (including the leaky roof). Consequently, I take my responsibilities seriously. Now why would I put myself in this position? Well mainly because I believe that EO has an important role to play. Families need to get clear, unambiguous, unbiased advice and information from somewhere and I believe EO fulfils that role particularly well.

Anyway, what else do I do for EO? For my sins, I'm a member of the Complaints group - if you have a complaint or concern about the way that EO is run, please feel free to contact me and I'll do my best to help, put you in touch with the relevant person, or contact them for you.

I'm part of the media team - this means that I try to find families for any newspapers, magazines, radio, or TV stations that contact EO looking for people to interview. Occasionally, I do the odd interview if it's very short notice but I try to avoid hogging the limelight as I think the public would get bored if they only read about one family's experience of home ed (N.B. this is a big hint for YOU to contact me and say "I'd love to talk to the media").

I take calls from new members/ old friends and offer support and legal advice to them. I hope this doesn't sound as if I'm the really efficient type because I'm sure that isn't the impression some people have got when they've phoned to speak to me - phone rings, three children dive to answer it. After some wrestling, eldest child bellows into receiver 'Hello, whose speaking please? Alexander get off. It's my turn. Ouch. Mum - he's hit me. ' I take receiver from eldest child and say, "Hello. Beverley Young speaking. Sorry about that" (through gritted teeth and gesticulating wildly in the direction of bedrooms and looking as if I'm about to hang, draw and quarter the little 'darlings') "kids will be kids." (I swear that is no joke - it really does happen and I would be \*so\* appreciative if people would get in touch to let me know that it happens to them as well)

I suppose I'm saying all this because when I joined EO, I thought that council members (or Company Directors, as they were then known) were terribly important people who ruled on high and couldn't possibly have anything in common with me. After attending a couple of gatherings, I discovered that they're exactly like the rest of us; fallible, human, some even like a drop of 'the old vino' - and it was a pleasant surprise. I'd like to think that you'd feel able to get in touch with me if you are worried/concerned about anything or if you'd like to help out in some way - we could always do with a bit of extra help so that other kids can benefit.

Well that's enough about me. My contact details are in the back cover of the newsletter if you would like to reassure me that my kids aren't the only ones who are unable to answer the phone without turning it into an excuse for a World War III re-enactment. Failing that, you could just come along to a meeting or gathering and say hello.

*Best Wishes, Beverley*

## Those Doing a Job in EO

There are over 80 of you listed as carrying out a named post in EO and many are doing more than one job. The list of jobs and names with contact details now runs to 10 pages. This list does not include the 70+ local contacts. Altogether there are a magnificent 150+ people helping to run EO and many more helping at a grass routes level.

Our policy has been to have teams of volunteers to cover different areas wherever possible to keep the work load down and to have cover. Please have a look at the job vacancies and see if there is some way you can help to empower others.

*Priscilla Park-Weir*

## **E.O. or not E.O? Should it matter?**

Education Otherwise is a mutual support organisation for people who home educate. We offer support to people no matter what their circumstances, philosophical standpoint or any other aspect of their lives. But what about if they are not actually a member? Should we let people attend our local groups without joining the national organisation, or maybe just restrict them to a few visits? Should we ask 'Are you a member?' before being prepared to offer advice about legal rights or share our personal experiences? I have recently heard of some instances like this which seem to me to be against the spirit of what E.O. stands for.

It seems that our society, in recent years particularly, has become one where you don't get 'something for nothing', where you 'get what you pay for' and get 'value for money'. Everything has become a transaction, and exchange, and it is a mentality that slips into everything we do. I would like to think that E.O. was not like that, that what we do is different from the 'exchange' way of thinking. I have stayed a member of E.O. for over 11 years, even during times when my children were attending school, because I feel that what it stands for is worthwhile and something I believe in very strongly. Some people come and join for a year or two, get what they need and then leave, sometimes maybe their children go back to school or their circumstances change, making home education less important. Some people ask for advice in an emergency situation that then resolves itself and they find they don't need us after all. Some people just use us like any other product or service they might need without seeing the 'mutual' side of it. But 'mutual' is not about an obligation, it is about wanting to give something in return because you see the value of what you have been given.

I think it is important that local groups and get-togethers should be open to all who come to them for support, both new and prospective home-educators, and that we do not judge people or put expectations on them, or oblige them (however kindly) to join E.O. before offering anything. I was a member for 8 years, just sitting there getting my newsletter, before I decided it was time to do something for E.O. in return. I don't do it now because I feel obliged, and having got to know many other active people in the last three years I am sure none of them feel like that either. I do it because home education is important to me, getting the message out is important, offering support to new parents and their children who maybe anxious or even afraid of what they are letting themselves in for is important. We can't force people to feel that home education or E.O. is important, but we can be an organisation that is open and welcoming to all comers, unconditionally, members or not, and it is only by creating such an atmosphere that we can be seen as an organisation worth joining and worth having commitment to.

*Martine Archer, North Yorkshire*

# Educating Archie

into 2001

by SEG

Teacher Teach Thyself!

no because it's half of a half, that's why

Well why couldn't you just move the decimal point?

I DON'T KNOW. I JUST DON'T KNOW. IT'S A MYSTERY...



surely you could just multiply by ten?

YES! Would that make it, 2 zeros.

Exactly



so, you halve it and multiply 3, 4... carry 1

I think I get it finally~

they usually DO get it in the end



NEXT TIME - LEGO!

## Letters

*Please include full name and address when writing to newsletter editors. Name and address can be withheld on request. Due to limited space, some editing may occur.*

### LETTER FROM ROME

Here is my experience of home-schooling in Rome, one year after we left school.

My child was hit by other pupils regularly and also by 2 teachers. He was alone in his desk, far from other children, not because he is a naughty boy, but just because he doesn't like schools, he wanted to speak more than he was allowed to do, and teachers hated all my criticism. They hated me, and they hit my child. The inspector came to school, but parents, except me, had no interest in punishing teachers: for some parents what happened was even normal. Anyway, many times parents denounced teachers, but nothing happened: teachers never loose their job in Italy. I have also 3 years' teaching experience: school never helps children, if it is not for the teachers' need. I was obliged to make 3 children repeat 1 year because there were not enough children to fill a class the next year, and 1 teacher would loose his job. I made 2 children repeat 1 year, and I still feel guilty for those 2 children.

We had also problems in Holland, where home-schooling is not allowed. My child, 4 years old, had to repeat school for 2 years; we had to escape. It was just horrible. Let's fight in all Europe to make home-schooling legal!

Let's go to the European Parliament! Now I am home-schooling because I have the permit of the director of the school. Confidentially: I had to find a very good excuse to get the permit; I wrote that we travel a lot because my husband is foreigner. I think I am being controlled by an ex-school friend who works in the social office. She used to call me up every day, saying it was for friendship. I didn't believe her. I don't answer the telephone any more. My child must do an exam every year, just like children who go to private schools. The exam is not nice, because they always tell me that my child needs school to socialise. The director recently even told me that I spoil my child. It is not true. My child is far better now, physically and mentally, since he left school. Thank you E.O.!

*Anna Costantin, Via Aristobulo 12, Roma 00124 ITALY*

*Email: WIA\_ITALY@hotmail.com*

### THE UPS AND DOWNS

I have been educating my son, Jonathan since 1998, when he was 12. He is 15 this year. Sometimes I've shouted, threatened very temporarily for him to go back to school, seen his old 'school' pals skiving and roaming the streets and thought, at least he's doing 2 hours or even an hour's school work where they're not doing any. I've laughed with him, seen him get more confident, more thoughtful, at home. He's cooked for us, washed up, done chores, made me tear my hair out, made a pool table, fixed cars, made a bike from scrap ones, made a desk for his schoolwork and a shoe box out of unwanted furniture.

## Letters

I wouldn't recommend home education if you're low on self-esteem as I was, but I would recommend it to hear your child say "What would I do without you to home-educate me?"; to build a relationship with your child. They will still be on occasion bolshy, awkward, hair-tearing-teenagers, but I still love him just as much. His mates struggling at school say, "I wish I could be home-educated like you". I do 'worry' slightly about exams, but I know he can do postal ones and pass if he wants to.

My daughter was home-educated for a while and went back to junior school. The Head said she was way behind, but now, after passing her tests at junior school, is on a par with her supposed more clever classmates. She's in a second to top stream at high school.

*Teresa Mercer, 23 Northgreen, Bullbrook, Bracknell, Berks*

### NO NEED FOR EARLY LEARNING

This is how it was for me! Success? I think so. I am happy to look back and thing, "Yeah, I spent years playing cops and robbers and not sitting in lessons". With hindsight, it's obvious to me that I learnt loads; no text books, but information from parents and adults and loads of experiences. I now have qualifications; I decided I wanted them when I was 12. I went to the local sixth form college, which was a wonderful opportunity. I left there at 15 with 2 A levels and 2 GCSEs, returning again at 17 to study English A level. I now have a place to study at university. It will be the first time I have been in education without there being some exceptional

circumstance! I will be the same age as anyone who has taken a gap year.

I saw EO go wrong a few times and I think that the social side of things is vital. That was where I mainly saw problems, although I didn't find that personally. I didn't find the lack of academic study in early years any hindrance to me when I started college. I think I was more motivated, as study had never been a chore or an unavoidable thing. Good luck to everyone out there.

*Martha Orbach, Brithdir Mawr, Cilgwyn Rd, Newport, Pems SA42 0QS*

### DESPERATELY SEEKING EMIL

Over a year ago, a very kind lady from Devon sent me *Emil gets into Mischief* by Astrid Lindgren for my (now) 9 year-old, because these books are out of print and no longer available in our library. He has enjoyed this book so much. Has anyone any other *Emil* titles they would be willing to sell?

*Christine Adey, Dunbury Cottage, Milton Abbas, Dorset DT11 0DH*

### SEEKING CONTACT

We are Madison (36), Beverley (31), Merlin (4) and Medwyn (1) and would dearly love contact with any other home-educating families who are also Pagans. We welcome Pagans of any tradition and also would be happy to hear from you regardless of the age of your children. Our main interests are gardening, art, crafts, DIY and reading.

*The Addams family, 2 Muirhead Farm Cottages, Cromarty, Ross-shire IV11 8XX*

## EDUCATION OTHERWISE BUSINESS

### Education Otherwise Adverts

**STEVE A Story of Home Education** (64 pages incl. valuable index) published under the pseudonym Elizabeth James - is now available from the author, Mrs Margaret Stevens @ £4.50 (+ £1 p&p). Details: **01844 343 928** or order (with cheque made payable to Education Otherwise) from: **High Beech, Lower Rd, Looseley Row, Princes Risborough, Bucks HP27 0NU**

**EDUCATING CHILDREN AT HOME** by Alan Thomas (Cassell 1998) This book covers research into 100 home educating families in delightfully readable format. There are accounts of different methods and lots of quotes from families. Offered to EO members at special price of **£9.50** from: **85 Coleridge Road, London N8 5EG**, cheques payable to Alan Thomas.

### EO Car Stickers

Help us spread the word, please send 50p and a reasonably large new SAE for your sticker to **Ali Willer, 28 Cozens-Hardy Road, Sprowston, Norwich NR7 8QF**.

### RESOURCES BOOKLET

50 page booklet giving information on different curriculum materials available to home educators who are interested in a more structured approach. For a copy please send a **£1 coin to cover printing and postage**, with your address to: **H. Turnbull, Hall Lodge, Biddenden Rd, Headcorn, Ashford, Kent, TN27 9JD**.

Free electronic rtf copy, e-mail me at: [henrietta.turnbull@ntlworld.com](mailto:henrietta.turnbull@ntlworld.com)  
Comments about it include "very useful indeed"; "what a lot of information"; "we really enjoyed reading your booklet"

**Featherstone Castle...**  
**See page 1**

### VACANCIES

Additional help still wanted on the finance team so please get in touch if you have experience or enthusiasm to offer. For more information contact **Priscilla Park Weir. 0845 458 3085**

**Vacancies for Membership Secretaries.** Job involves sending out membership packs to new members. Volunteer needed for the South West. For more information contact Pam Bellinger 01604 686521

**Help Please for Resources Booklet for older children.** Gill Dove has kindly offered to create a booklet on curriculum material for secondary age children along the lines of Henrietta Turnbull's resources for younger children. If you have anything you can contribute to get this off to a good start, please send to: Gill Dove, 392 Lodge Ave, Dagenham RM9 4QU Tel: 020 8595 2760 email: [gillchris@willrich.fsnet.co.uk](mailto:gillchris@willrich.fsnet.co.uk)

### Start Up a Local Group

Do you want to start a local group but can't afford the risk of hiring a room? EO will help with some start up costs, perhaps rent for 2 meetings etc if you have the energy to make it successful. Just ensure your local contact is happy for a group to start in your area and advertise the group in the newsletter! Contact your new treasurer, **Garry Humphries 01205 871 399**

**Volunteer required** to deal with advertising etc which comes to the PO Box. There is an average of 7 bits of "junk" mail a week which comes to the PO Box and rather than pay the post opening people to deal with this a volunteer is needed to pick out anything of interest and ensure it reaches the right person. This post will be redirected to your home and help given with any queries until you know your way around the EO network. Contact **Priscilla Park Weir 01276 22735** [priscilla.park-weir@racalgroup.co.uk](mailto:priscilla.park-weir@racalgroup.co.uk)

## EDUCATION OTHERWISE BUSINESS

### LOCAL CONTACT UPDATE

#### Resignations

Angela Smith	Northumberland
Liz Alderdice	Grampian/Aberdeenshire
Tori Wilmaz	Bedfordshire

#### New Acting Local Contacts

Leicestershire Liz Stevens

**NB Louise Jenson's (Bath LC) correct telephone number is 01225 840735**

#### Areas needing a Local Contact

Bristol, Carmarthanshire, Channel Islands, Cheshire, Dorset, South Gloucestershire, Grampian, Hertfordshire, Isle of Man, Lincolnshire, North Manchester, Powys, Strathclyde, Tayside, N. Yorkshire, Worcestershire

**Isobel Bogucki 01403 261178**

**E-mail: [isobelb@cheerful.com](mailto:isobelb@cheerful.com)**

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**WANTED DESPERATELY: from EOer buried in Paperwork: help with database!!** Volunteer with email needed to process the online membership forms from new members, bank the credit card payments, pass on the details to the membership secretaries and acknowledge receipt of the online form and welcome folks to EO, about 1 hours work a week. Also, volunteer needed in the Reading area or with email who'd be willing to send out batches of newsletters, contact lists and cards occasionally or answer phone queries from members.

**Phone Lynda Hitchman 0118 961 4466 or email: [database@education-otherwise.org](mailto:database@education-otherwise.org)** for more information.

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### You can help spread the EO message in just 10 minutes!

Make a visit to your local public library and complete a reservation card for the video and book package mentioned below.

EO has numbers of valuable resources which need to be out there informing and helping would be members and enquirers. If you could do this, our EO organisation would be saved much time and money with the initial marketing of this useful resource.

Selling this video and book to public libraries is a good start. However, we also wish to market these to colleges of education and education departments within universities, etc. Together the book and video should inform teachers in training and educators of: home education, the law and issues surrounding home education.

If you are aware of any other possible buyers of the video and/or book, such as alternative book shops, educational resource centres, members of the public, please provide them with this information or send their details to us at the following:

**Diane Green, 18, Colne Cres. Warehouse Hill, Marsden, Huddersfield HD7 6AD  
01484 846946**

**Judith Shalkowski on e-mail at [s.shalkowski@leeds.ac.uk](mailto:s.shalkowski@leeds.ac.uk)**

**Name of video: Education Otherwise**

**Video: "An Alternative to School"**

**Editor/Publisher: Square Eye**

**Productions**

**Distributor: Education Otherwise - VIDEO, PO Box 7420, London, Great Britain N9 9SG**

**Publication date: 1998**

**ISBN: 0 9521703 5 3**

**Name of book: School is Not Compulsory Education Otherwise (address as above)**

**Publication date: 1981 (revised 2000)**

**ISBN: 0 9521703 3 7**

**Cost: £15.00 (includes postage/handling)**

## 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.

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

*All regular meetings listed below will now be automatically included in every issue. Please notify changes or any meeting no longer taking place to:*

**Martine Archer, 3 Brookfield, Hampsthwaite, Harrogate HG3 2EF 01423 770396**

### BATH

**H.E.L.P. group** meet regularly for outings and activities.

Contact: Louise Jensen 01225 840735

Louise Verran 01225 859852

### BERKSHIRE

**Mondays** - Swimming at Rivermead, Reading 1.30pm. £1.85

**Tuesdays** - Swimming at Windsor Leisure Centre, noon onwards £2.80

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

Contact: Pat Connor 0118 9662123

**Local newsletter:** Dawn Dingwall 01628 783107  
www.zednetdemo.co.uk/2eddd

### BIRMINGHAM

**Last Wednesday** of the month, Central Library 10.30-1.30 Free monthly newsletter (send SAE).

Contact: Jackie or Alan Harley 0121 243 8242

22, Dantey Grove, Kings Heath, Birmingham B14 6JY birminghameo@lineone.net

http://website.lineone.net/~birminghameo

### 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

**Newsletter for Bucks/Northants,**

Contact: Dawn Waddington 01908 569380

e-mail dawnwaddington@hotmail.com

**South Bucks:** Fortnightly meetings for crafts, activities, play, speakers, drama, trips to museums, theatre etc.

Contact: Jackie 01753 886924 or

Dorothy 01494 782864

### CAMBRIDGESHIRE

**Cambridge** - Regular meetings and outings, Ring for a newsletter.

Contact: Penny 01223 526441

**Monthly at Alconbury**, activities run by

Christian group. All welcome

Contact: Audrey Hill 01480 219881

**Peterborough** - Weekly visits and outings

Contact: Janet Wilkinson 01733 554436

### CHESHIRE

**Cheshire/Stockport Area:** For event information.

Contact: Nicky Forster 01625 869719.

**Or see Manchester or Staffordshire**

### CLEVELAND & DURHAM

Anyone interested in setting up a new group

Contact: Pauline Butterworth 01642 899247

### CORNWALL

**Twice weekly** events all round the county.

**CHEERSS** newsletter. To subscribe or for information:

Contact: Anna Wheeler, Cambrose Farm, Redruth,

TR16 4HT 01209 890378

e-mail anna@wheeler19.fsnet.co.uk

### CUMBRIA

**Informal gatherings** for socialising, support and activities.

**Kendal** - alternate Wednesdays Castle St.

Youth Centre 12.30-3.30

**Penrith** - alternate Tuesdays Castletown

Community Centre 1.30-3.30

Contact: Sarah Cook 01768 896019

### DEVON

Contact: Sammy & Nick Vidal-Hall 01548 830716

**Ice skating** at Plymouth Pavillions Wednesdays at 12pm.

Contact: Pat Stoolman 01626 854592

**South Devon:** meetings every Wednesday

Contact: Corine 01626 361856

Penny 01626 360640

Carole 01364 643956

**Exeter area :**

Fortnightly at Crediton Family Centre

Contact: Ashen 01363 775478

Jo Borthen 01392 679499

**Also fortnightly in Exeter**

Contact: Becca 01404 549479

Jo 01392 679499

**Brixham regular meetings**

Contact: Sally Fisher-Smith 01803 856 862

**Totnes EARTH group meetings & outings**

Totnes area every Monday.

Contact: Bridget 01548 550917

**DEVON EAST/DORSET WEST**

Fortnightly meetings at Monkton Wyld Court.

Activities + grounds to play in. For events list

Contact: Habiba 01297 561070

Lisa 01297 445685

**DORSET**

Regular meetings, keep in touch.

Contact: Christine Adey 01258 880355

Rosemary Newton 01747 853593

**Bournemouth/Pool/Christchurch**, weekly meeting regrouping.

Contact: Wendy 01202 438254

**ESSEX**

**Colchester**- fortnightly meetings, Wednesdays. £2.50 per family.

Contact: Sue Johnston 01206 520284

35 Lethe Grove, Colchester, Essex CO2 8RG

Also monthly meetings in Chelmsford and weekly meetings in Southend.

Essex Epicycle newsletter gives details of all groups, events and meetings in Essex.

Contact: Corinne 07802 630693

epicycle@wavy.org

**FIFE**

Outings & get togethers

Contact: Karen Spy 01334 655361

**GLOUCESTERSHIRE**

1<sup>st</sup> Tuesday in month at Twynning near

Tewkesbury.

Every Thursday swimming and trampolining.

Other outings every month- play areas, ice skating, bowling, climbing, picnics, crafts etc.

Contact: Rob or Fiona Brookes 01684 290087

brookes@openhorizons.screaming.net

**HAMPSHIRE**

**Portsmouth EO** Play, Learn, Enjoy. Warm and welcoming group with kids 5-15 meet Fridays for art, craft, music and chat, also local outings.

Contact: Julie Chappell 023 92 640242

**ACTIVEO** meet 3 times a week within 20 mile radius of Petersfield. All welcome.

For introductory newsletter send SAE:

ACTIVEO c/o 30 Spring Rd, Sarisbury Green, Hants SO30 7FH kaydaywest@dircon.co.uk

Chichester 01243 528508

**Christian Group** Fareham, Gosport area

Contact: Gayle Joubert 023 92 553842

.email gaylie@btinternet.com

**Southampton:** New club for teenagers and older kids. Friendly and welcoming. Fortnightly, next meeting Fri. 13th October 10am-1pm

Contact: Anita 023 8049 8840

**HANTS/WEST SUSSEX**

**Teenager Day:** every 2nd Thursday of the month. Activities planned by the group, for any home educators 12+. Chichester area.

Contact: Edward 01243 528508

ed@bevmat.demon.co.uk

**Activities and support**, all welcome Solent Area EO (S.A.E.O.)

Contact: Sally Andrews 01794 368821 or

Bernadette Bury 01243 264837

**ISLE OF WIGHT**

**Fridays** - picnics, BBQs, swimming, photography. All ages welcome.

Contact: Jude 01983 531680

Jackie 01983 530378

**Isle of Wight Learning Zone** has workshops, social events and regular newsletter.

Contact: Shara 01983 822965

Alison 01983 810862

**KENT**

Regular meetings & activities:

**Canterbury** -

Contact: Irene Judd 01227 709570

**Medway towns** -

Contact: Bridget Becci 01634 234938

**Tunbridge Wells** -

Contact: Kim Dale 01892 863941

For theatre outings and events listing send sae

to: Amanda Mackenzie 16, Brambletree Cott, Borstal Rochester, ME1 3TN,

**Bromley** New group starting the first Tuesday in September 12-3

Contact: Claire Wade 0181 460 7347

claire@wadefamily99.freeserve.co.uk

**LANCASHIRE**

Regular meeting, please ring.

Contact: Angelika Walter 01254 603 497

**Outings and Get-togethers**, for information

Contact: Brenda or Diana 01254 389673

**LEICESTERSHIRE**

**Frequent meetings** for play, crafts, walks, hanging out, singing, swimming, science, skating and much more.

Contact: Lise 0116 242 5802

## LINCOLNSHIRE

**1st and 3rd Monday** of the month (including bank holidays and school holidays) 1pm -3pm. Meeting in Cleethorpes in church hall.

Contact: *Caroline: 01472 690738*

**Informal group** for chatting and playing, Boston/Spalding/Sleaford area.

*If this group is still happening could Chris Stevens contact me with current phone number, thanks.*

## LONDON

**Tuesdays** - Clissold Park for socialising and support. Current ages 1-8 yrs but all welcome.  
Contact: *Charlotte 0207 254 0419*

**Wednesdays** - Honor Oak playground.

Contact: *Steve 8680 2933*

**Thursdays** - Lee 11am- 1pm

Contact: *Clare 8333 9455*

**Thursdays** Fortnightly rollerblading Kidbrooke.

Contact: *Fiona 8852 9756*

**Fridays** fortnightly Sydenham 11.30 - 2.30

Bring an activity 1st and 15th Dec +12th Jan.

Contact: *Chrystia and Keith 8776 8597*

**Fridays** alternate fortnight Forest Hill Nature Reserve 11.30am

Contact: *Dave 8692 4080*

**NEW Bromley group** Fridays once a month.

Contact: *Claire 8460 7347*

**NW London Otherwise Club**

Contact: *Leslie 0181 969 0893*

**Middlesex Harrow Leisure Centre** 1-2pm probably fortnightly meetings.

Contact: *Karen Clarke 0181 907 7797*

**W.London HE Group** - every Thursday in Ealing/Richmond area for fun and activities.

Contact: *Kate 020 8568 4792*

**Lewisham EO meeting:** All ages. Thursdays weekly.

Contact: *Clare Troy 8333 9455*

## MANCHESTER

**Bi-weekly** at Peel Moat Sports Centre, Stockport. Sports, games, all ages welcome £1.40 per child. **Monthly** formal art classes at Stockport Art Gallery. £1 per child

Contact: *Gil Wilson 0161 442 8723*

**Anyone from 10+ age group** wanting to get together for activities, any suggestions?

Contact: *Gil Wilson 0161 442 8723*

**Computing Skills, 1<sup>st</sup> & 2<sup>nd</sup> Sats** at Moore family's home. Limited places.

Contact: *Karen 01204 573136*

**Manley Park Autonomous Ed Group** meeting wednesday once a month, to be arranged.

Contact: *Julie 0161 860 7589*

**Also monthly reading group** for over 10's

Contact: *Julie 0161 860 7589*

**MADCOW** news-sheet Free. Send stamped addressed envelopes to *Gill Wilson, 20 BrookRoad, Heaton Chapel, Stockport SK4 5BZ.*

## NORFOLK

**NEON** gives details of all events. £1.50 plus four large saes.

Contact: *Steve Williams, North Cottage,*

*Croxtwick, Norwich NR12 7BD*

**Workshops/social meetings** every 1st and 3rd

Thursday plus many other activities.

Contact: *Sue Robinson 01603 738 494*

## NORFOLK/SUFFOLK BORDER

**Diss area** - new group aiming to meet bi-monthly

Contact: *Judith Tooth 01379 890622*

**Lowestoft area** -meeting to start new group

Contact: *Lin Walker 01502 741097*

## NORTHAMPTONSHIRE

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

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

## NOTTINGHAM

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

Contact: *Wendy 0115 9114312*

*Louise 001773 780634*

**East Midlands Christian Home Educators** 1st

Tuesday of the month 10am-2pm Stapleford

Baptist Church, Stapleford, Nottingham. Fun, support and group activities.

Contact: *Jo Dunn 0115 8770281*

*Julia Terry 0115 8494083*

## 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 Pledsted 01865 514973*

## SCOTLAND

**Central Scotland:** Sale of secondhand educational books for all ages. Great bargains!

Contact: *Penny Veitch 01786 825171*

*veitchfamily@compuserve.com*

**Irvine:** weekly drama workshops Fridays, for ages 5-9 and 9+.

Contact: Rhona 01294 273644

**Ayr:** Bead craft workshop, over 10's

Contact: Anne 01292 441060

**Monthly activities** at Eglinton Country Park, Wednesday afternoons under 10's

Contact: Shirley 01563 540063

**Kilmarnock/Irvine Geology** indoor activities in February.

**Kelburn 'Mythology of Trees'** walk in April

Contact: Rhona Cathcart 01294 273644

Contact: Vivien 01563 537428

**Other visits coming up in the new year so watch this space or**

Contact: Vivien 01563 537428

### **SHROPSHIRE**

**Visits:** Royal Airforce Museum 18th January, Jackfield Tile Museum (tile decorating workshop) 15th February,

Hoo Farm Animal Kingdom 29th March.

For more details and other activities

Contact: Val Higgins 01952 502225

### **STAFFORDSHIRE/SOUTH**

### **CHESHIRE/NORTH SALOP**

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

Contact: Patricia 01785 851150

**Stafford:** Every 2nd and 4th Wednesday meeting in village hall for crafts, games etc. 12-3.30pm.

Contact: Nicola 01785 612410

**Alsager:** 1st Wednesday of month at Y.P.C.C. for crafts, music, drama, games and chat.

Contact: Caroline 01270 875 633

Sue 01270 88 39 78. [Suedavies@tesco.net](mailto:Suedavies@tesco.net)

### **SUFFOLK**

**Meetings every 3 weeks** with professional workshops.

Contact: Sarah Guthrie 01379 783678

### **SURREY**

**Fridays** - Ice skating at Guilford Spectrum 1.30-4.00, £2.35 (+75p for group lesson).

**Tuesdays/Thursdays** - weekly meetings in and around Guildford.

Contact: Lynne Sowden, 25 Tychbourne Drive, Guilford GU4 7DH (£1.50 for 3 events lists)

### **SUSSEX**

**Monthly Newsletter/Events list** - £8 pa or £4 for 6 months, cheques payable to 'ESEO' please, to Sarah Raine, 6 The Diggers, Golf Drive, Brighton, BN1 7LB

Contact: Bo Howard 01580 201681 (East Sussex)

Isobel Bogucki 01403 261178 (West Sussex)

### **Friday EO Club at Lindfield**

Contact: Liz Evans 01444 414058

**There have been many teenagers** starting on home education in the area recently. What activity or event would appeal to you? Ring Jan 01273 514528 with your suggestions.

**Home Educators Hastings Area** New group meeting first Monday and third Thursday of the month, plus other outings and day trips.

Contact: Ali Hudson 01424 814175

### **TYNESIDE**

**Monthly meetings, visits, activities etc**

Contact: Linda Robertson 01911 4567007

**For regular outings and monthly get-togethers**

Contact: Wendy Field 0191 5489 470

### **WALES**

**Cardigan area** Social meetings and outings on Mondays.

Contact: Yvette Hartley 01239 820 968

**Swansea** monthly meetings in Llanelli/ area.

Contact: Sue Haggerty 01269 861902

**NE Wales / Borders** - gym/ trampolining in

Wrexham (Thurs), meetings in Oswestry area

(Tues), W. Cheshire/NE Wales (Mon or Fri)

Contact: Jenny Bove 01978 757489

49 Westminster Rd, Moss Valley, Wrexham LL11

6DH £2 for a year's listing

**North West Wales** has lots of members.

Anyone interested in hosting/organising an event contact Jenny Bove as above

**Glamorganshire - Regular group meetings** planned once or twice a month. Suggestions and new families,

Contact: Celia McDonaugh 01633 669104

**South Wales** regular events + newsletter £3 pa

Contact Dawn 01495 303468, Melanie 01792

428126 or Cathy 029 20460203

**Gwynedd** - Mondays swimming at Bangor

Contact: Lousia 01248 361254

Friday swimming at Porth Madog

Monthly meetings at Tremadog

Contact: Jo Tuffnell 01766 512330

### **WARWICKSHIRE**

**Coventry and Warwickshire area meetings** usually 2 Thursdays a month. Activity meetings at Binley Woods and variety of outings, plus famous Christmas Party. See HELM newsletter

Contact: Sue Cardus 024 7654 3801

[suecardus@aol.com](mailto:suecardus@aol.com)

## WEST MIDLANDS

**Fortnightly meetings** at Coseley with a planned calendar of activities and workshops e.g. music & drama. Monthly Science Club (BAYS), resource centre, time for discussion, socialising and support. All home educators welcome.

Contact: Penny Clarke 01922 745465

pennyclarke@homeschoolfreeserve.co.uk

Joy Beasley 0121 585 6450

JoyBeasley@b-bunch.freeserve.co.uk

**Regular meetings and events** throughout the region. Full details in our newsletter, HELM £7.20 per year.

**New regular meeting** Halesowen library 2nd

Thursday meet in the coffee lounge 11-3pm

Contact: Joy Beasley 0121 585 6450

## WILTS/DORSET/HAMPS

**Outings and visits** every Tuesday pm

Lower Street Hall, off Netherhampton Rd,

Salisbury. 2-5pm every 1st Tuesday.

Contact: Vicky Slater 01722 324863

Sam Moody 01794 342041

## WORCESTERSHIRE

**Regular activity meetings and outings** in the north Worcestershire area,

Contact: Gail Tatcher 01562 822034,

email gail@tqmi.co.uk

**Weekly meetings** Worcestershire area

Contact: Pat 01527 876184

## YORKSHIRE - NORTH

**Regular meetings & visits** etc Please send two second class stamps for quarterly news-sheet, or your e-mail address.

Contact: Sarah Mellord-Wollny 01904 750324

e-mail sarah@wollny.org.uk

## YORKSHIRE - EAST

**Regular meetings and visits** etc. Please send two second class stamps for quarterly news-sheet.

Contact: Alison Houston 01405 769902

## 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/Abbeyle Rd. Turn up or

Contact: Annette 0114 2583502

Fiona 0114 22751142

**Thursday** - weekly informal social meetings.

All South Yorkshire members welcome.

Contact: Angie Targett 0114 2817466

**Swimming** fortnightly, 2nd Tuesday at Hillsborough Leisure Centre 12pm and 4th Wednesday at Barnsley Metrodome 12.30

Contact: Ian Bennett 0114 2817466

## YORKSHIRE - WEST

**Outings & activities.**

Contact: Eva 01535 274520

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

Contact: Tracey 01484 317176

**Second Friday** of the month, 1.00 - 4.00at Moortown Baptist Church, King Lane, Leeds.

£2.50 per family

Contact: Eva 01535 274520 Susan 0113 268 1137

**Swimming** (term time, occasionally, phone first), Tuesdays at Bradford

Contact: Eva 1535 274520

Huddersfield Sports Centre

Contact: Tracey 01484 317176

**Skating** Fridays (except the week of the Leeds meeting)

Contact: Francis 01274 884750

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**Please help to keep this diary reliable and phone me with any changes or meetings no longer taking place. Thanks Martine 01423 770396**

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## **ADVERTISEMENT**

### **HOME EXCHANGE**

Family of three will be travelling to the UK in Sept/Oct. 2001 would like to do a home exchange with another family. Our Calgary Alberta Canada home is smoke, pet, and carpet free. We live next to a beautiful park, one block from a swimming pool and one block from main bus routes to the inner city, zoo etc.. **ALSO:**

Pen pal required for one home-schooling seventeen year old girl from Canada. My daughter will be travelling to London and Scotland in Sept. 2001 and would like to correspond with, and hopefully meet her pen-pal during her holiday.

**Contact: The Warren Family  
entomology@home.com**

## ADVERTISEMENTS

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### **HES FES 2001**

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[http://members.aol.com/wiseowlsw/  
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HE Resource List <http://members.aol.com/wiseowlsw/resource.htm>

### **Wanted**

2nd-hand reasonably priced Oxford  
Reading Tree books.

Mrs D.K. Hackett

12 Chedworth Close, Claverlon Down,  
Bath BA2 7AF

Tel: 01225 837760

### **Human Scale Education**

One day workshops on 'Setting up a  
Small School or Learning Centre'.

Sat 24th February 2001 - London

Sat. 24th March 2001 - Bristol

Sat. 12th May 2001 - Edinburgh

10am - 6pm Cost £45

For further details from : HSE,  
96 Carlingcott, Bath BA2 8AW

Tel/Fax 01275 332516

[hse@clara.net](mailto:hse@clara.net)

[www.hse.org.uk](http://www.hse.org.uk)

The 'UK Home Education Support' e-mail  
list provides mutual support for UK-based home  
educators and those interested in home education,  
to allow the sharing of knowledge and experience  
between established and prospective home  
educators and providing a forum for free  
discussion of home education issues. **E-mail**  
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**AOL.COM** for info

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### **For Sale**

National Extension College packs

GCSE English

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£20 each + postage

Contact: Elaine Bowyer

01823 335289

### **The Leas Beach Park**

Small EO family run static caravan site with  
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sandy beach. Local shops, restaurants and  
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20% home educators discount,

£5 donation to EO.

For price list and information contact:-  
Tony and Jos Underhill, The Leas, Beach

Park, Mill Lane, Bacton

Norwich, NR12 0HS

01692 652115

[www.theleasbeachpark.co.uk](http://www.theleasbeachpark.co.uk)

## ADVERTISEMENTS

**Maths Tuition, aged 6 to A level**, and help for parents. Exam based courses and ones for those who have the freedom to learn in any way they like. If you have two telephone lines and internet access, I provide telephone voice and whiteboard tuition. Special low rates during school hours and two bursary places. Two booklets, **NutCrack Algebra** and **NutCrack Numeracy**. Totally free discussion and advice about maths and low rates for home educators. **Phone Barbara Edwards 01483 832250 becoach@csi.com www.exam-success.co.uk**

### **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 made be payable to "Education Otherwise". Remember that EO is run entirely by volunteers and has no income except members' subscriptions. Adverts should be limited to 1/8th page or 50 words and sent (with any donation) to the advertising editor.*

All 'permanent' adverts will now appear in alternate issues. If any advertisers have a preference about which issues they appear in please contact the advertising editor.

### **BACK PAGE PART TWO**

**Get involved and join a Small Group.**

#### **Finance**

**Garry Humphries, Lynda Hitchman, Celia McDonagh, Ann Samuel Till, Ken Grindlay**

#### **Enquiries**

**Gary Podmore, Pam Bellinger, Janet Wilkinson, Priscilla Park Weir**

#### **Publications**

**Jill Fisher, Gary Podmore, Lucy Charlton, Chris Harper, Ali Willer**

#### **Media**

**Liz Alderdice, Beverley Young, Eva O'Rorke, Fiona Brookes, Celia McDonagh, Janet Wilkinson, Belinda Harris-Reid**

#### **Business Practice Group**

**Jill Fisher, Priscilla Park Weir, Martine Archer, Gwen Baldock**

#### **DFEE Team**

**Anne Wade, Jill Fisher, Gwen Baldock,**

#### **Membership Support**

**Isobel Bogucki, Christine Adey, LEAP (LEA Positive Contact)**

**Isobel Bogucki, Jude Ashley-Walker, Jill Fisher, Beverley Young, Anne Wade**

#### **Communications**

**Janet Wilkinson, Jill Fisher, Priscilla Park Weir, Richard Eaton, Penny Clarke**

New volunteers for any of the groups most welcome, with expertise or just an interest. For more information contact any of the council members listed (in bold) or Janet Wilkinson (General Secretary).

#### **Media Contacts**

Please contact one of the following people if you would like to volunteer to be interviewed or are contacted by the media and would like help /advice/support on giving an interview:

**Scotland: Liz Alderdice 01464841489**

**ejid@alders99.freeserve.co.uk**

**North West: Beverley Young 01772 734314**

**beverley.young@btinternet.com**

**North East: Eva O'Rorke 01535 274520**

**evaandmary@aol.com**

**Midlands: Fiona Brookes 01684290087**

**brookes@openhorizons.screaming.net**

**Wales: Celia McDonagh 01633 669104**

**East Anglia: Janet Wilkinson 01733554436**

**eo\_database@ndirect.co.uk**

**South West: Belinda Harris-Reid 01364 643343**

**bline@compuserve.com**

**South East: Vacant**

**London (1): Vacant**

**London (2): Vacant**

**Ireland: Vacant**

(Volunteers needed for these areas)

#### **More Useful Contacts**

**Complaints (acting): Celia McDonagh, 169**

**Habershon St. Splott, Cardiff Tel: 029 2021**

**8160 or Beverley Young 01772 734314**

**beverley.young@btinternet.com**

## Council Members

*If you have a problem contact your nearest council member:*

**Geraldine Adams** (North London) 0207 2634922

**Christine Adey** (Dorset) 01258 880355

**Jude Ashley-Walker**(Isle of Wight)01983 531680

**Pam Bellinger** (Northants) 01604 686521

**Isobel Bogucki** (West Sussex) 01403 261178

**Lynda Hitchman** (Berkshire) 0118 961 4466

**Jill Fisher** (Leics) 0116 2128120

**Garry Humphries** (Lincs) 01205 871 399

**Gary Podmore** (Yorks) 0114 2585702

**Eleanor Stapleton** (London-North) 0208 8841368

**Jenny Stevens** (West Sussex) 01243 783 469

**Anne Wade** (London Middx) 0208 904 7155

**Dawn Waddington** (Bucks) 01908 569380

**Janet Wilkinson** (Cambs) 01733 554436

**Beverley Young** (Lancs) 01772 734314,

beverley.young@btinternet.com

## Membership

Membership and newsletter subscription queries, membership cards, and address changes.

**Lynda Hitchman**, 31 Audley St., Reading, Berks

RG30 1BP Tel: 0118 961 4466

database@education-otherwise.org

## Stationery

Leaflets, posters, membership forms, car stickers:

**Ali Willer**, 28, Cozens-Hardy Road, Sprowston, Norwich NR7 8QF (*Donations towards postage and printing welcomed, reuse labels £2.50 per 100 -free for EO business use*)

## Publications

Books, information leaflets and back issues of newsletters. For a full list send an SAE to:

**Hazel Hutton**, 39 Millfield Gardens, Keswick

Cumbria CA12 4PD Tel: 017687 72546

hhutton422@aol.com

*(If you have had your publications list for a while ring to check availability of the item you want before ordering.)*

## Contact with LEA

If you need information to help in dealing with your LEA ring your Local Contact or any council member.

## Small Jobs

If you have a little time to help EO contact

**(Vacant)**

## Useful Contacts

**Single Parent Family Contact: Sarah**

**Martin**, Lammas, 34 Cowslip Drive, Little Thetford, Ely, Cambs CB6 3JD Tel:01353 648 716

**Special Needs: Christine Waterman**

85 Elfrida Road, Watford, Herts WD1 8AT  
Tel: 01923 464773

**School Phobia: Geraldine Adams** Tel: 0207 263 4922

**Autonomous Education Support and**

**Advice: Sammy and Nick Vidal-Hall**, Home Croft, Brownston St, Modbury, Devon PL21 0QR.  
Tel: 01548 830 716

**GCSE Contact: (Vacant)**

**College Contact: Kathy Chilton**

Tel: 01969 623707

**Teenage Support: Geraldine Adams**

Tel: 0207 263 4922

**EO Stalls: Lucy Charlton**

2, Wistow Road, Newton Harcourt, Leics  
LE8 0FT Tel: 0116 2592118

**Research Contact: (vacant)**

**General Secretary: Janet Wilkinson**, 31

Framlingham Road, Peterborough PE2 8UG Tel: 01733 554436

**Treasurer (acting): Garry Humphries**,

Three Stacks, Wicken Lane, Old Leake, Boston, Lincs PE22 9QE Tel: 01205 871 399

**Newsletter Coordinator (acting):**

**Christine Adey**, 1 Dunbury Cottages, Milton Abbas, Dorset DT11 0DH Tel: 01258 880355

**Local Contact Coordinator: Isobel Bogucki**

20 Rusper Road, Horsham, West Sussex  
RH12 4BD Tel: 01403 261178

**Enquiries Secretaries Coordinator:**

**Edwina Theunissen** Tel: 01978 661 882

**Membership Secretaries Coordinator:**

**Pam Bellinger**, 9 Main Road, Kelmarsh, Northampton NN6 9LY Tel: 01604 686521

# 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:  
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LONDON N9 9SG

HELPLINE 0870 7300074

<<http://www.education-otherwise.org>>

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