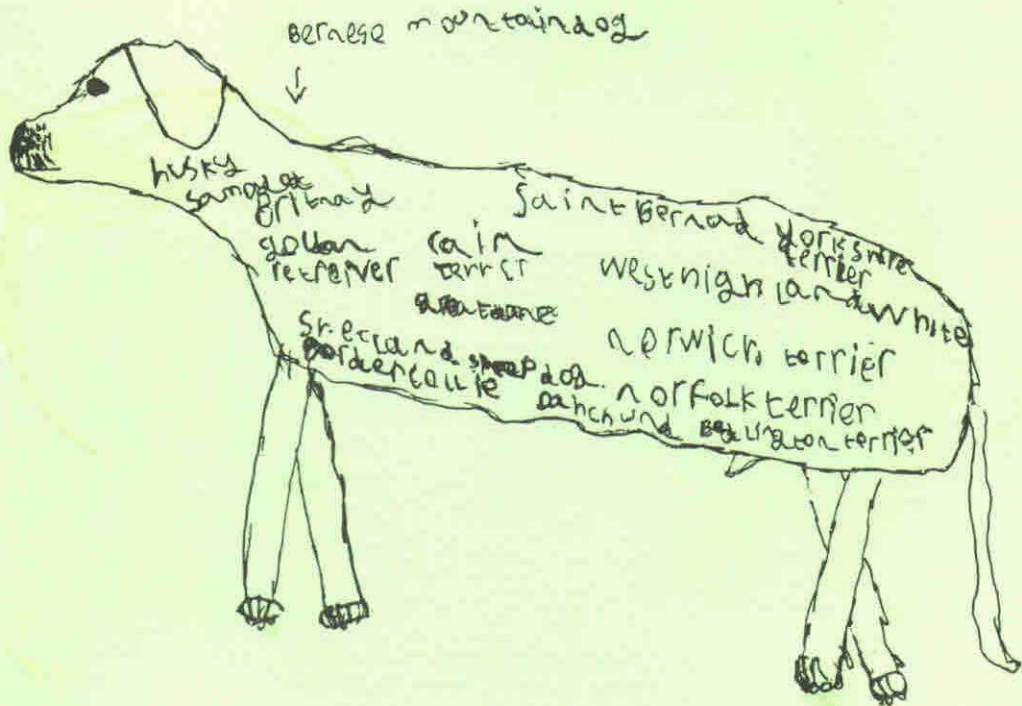


# education otherwise



No. 150 - February 2003

**SEND YOUR CONTRIBUTIONS FOR THE NEXT ISSUE OF THE EO NL**  
**TO THE FOLLOWING EDITORS:**

**REGIONAL DIARY, EO BUSINESS  
AND ADVERTISEMENTS**

Please send direct to NL co-ordinator  
(address inside back cover) Until further notice  
Email: [anne@annerix.demon.co.uk](mailto:anne@annerix.demon.co.uk)

**SPECIAL SECTION - April**

*more on LEA/EA contacts ... (by 20<sup>th</sup> Feb.)*  
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*(Ideas and volunteers for future welcome)*

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*(earlier than main NL)*

**ARCHIVE SELECTIONS**

SARAH GUTHRIE. 01379 783678  
*(NOT for back copies of NLS - see Publications, inside back cover)*

**DEADLINE FOR THE APRIL ISSUE IS 1<sup>ST</sup> MARCH 2003**

Please mark material **'for publication'**

and include your name, address, phone number and email (if you have it)

as we may need to contact you to discuss your contribution  
(though details may be withheld from publication on request).

*Please also ensure your EO membership is up to date.*

**Please send contributions via the most appropriate section editor above**

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## CONTENTS

## PAGE

BOOK REVIEWS AND RESOURCES ..	2
EO WEBSITE .. .. .	8
IVAN ILLICH OBITUARY ..	9
ARTICLES. . . . .	11
- Perseverance	11
- The Future of EO	12
- Coping with the LEA	14
- Our HE journey	15
RECENT EVENTS IN SCOTLAND. ..	18
EDUCATING ARCHIE .. . . .	21
HOME EDUCATION IN THE NEWS ..	22
LETTERS . . . . .	24
BIRMINGHAM NEC ..	27
ADVERTISEMENTS	28
REGIONAL DIARY .. .. .	30
EO ADS .. . . .	35

*Thanks to Rebecca for Front Cover (please keep these coming in) and Phil for his patience and technical knowledge*

### **Co-ordinatorial**

In early December Anne tentatively asked if I would be willing to edit an issue of the newsletter so that if, for any reason she was unable to put it all together it would still arrive on your doorstep. (The aftermath of the October storms still fresh in her mind? See Dec '02 Co-ordinatorial)

I was just celebrating passing the first module of my Masters in Education with the OU and being taken on as an OU tutor so she caught me at a weak moment! 'Why not' I thought, after all I had put the newsletter together before many moons ago on an old Amstrad. Technology has moved on and I am far more computer literate than I was then..... Somehow it is always easy to be wise after the event - I should have said 'No!' I have enjoyed it but equally I am now aware of the tremendous (and time-consuming) job Anne does in co-ordinating it all. I have tested my computer literacy to the limit and made good use of my children in more ways than one. Why do we home-educate if not to have a permanent source of technical support when the computer refuses to be reasonable and do what we want it to and to get tea on the table when their parent is "otherwise engaged"! (Home)-education is, after all, part of our daily lives, not something separate and all of us are learning all the time whatever we are doing.

*Sue 12/01/03*

### **Acknowledgement of contributions**

In order for contributors to ensure that their contributions have been received we will acknowledge email letters/articles within a few days. Postal communications will be acknowledged by post **IF ACCOMPANIED BY SSAE.**

*If no acknowledgement is received, or in case of queries, contributors should contact the N/L co-ordinator.*

### **MEMBERS HANDBOOK**

I wonder how many of you have ever looked in this useful little book?

It contains nearly everything you are ever likely to want to know about Education Otherwise and has a directory of useful people to contact for all types of query.

There have been a few issues recently concerning the editorial policy and censoring of material. Have a look at page 35 in the Handbook - it states quite clearly that contributions are only censored if they are offensive or abusive. Clear guidelines are given as to how to phrase your contributions if you are concerned that they may be taken personally by some people.

It is important that people feel able to express their opinions or initiate debate through the newsletter and the guidelines are there to help contributors to do this without causing offence.

### **University of Durham Home Education Research**

Included with this newsletter you have a copy of Paula Rothermel's 'working paper' that reports the research carried out for her PhD thesis.

*NB Have you responded to Pam Vicker's request for help with a survey of EO members? (see Dec N/L) It's not too late to do so. A thank you from Pam to all those who have already responded.*

### **COMING NEXT ISSUE.....**

The 'Globalisation' of EO - a look at home education in the wider world by Dr Amanda Petrie

## REVIEWS

### *Copper* by Rebecca Lisle

Although this is Rebecca Lisle's 10th book for children, it is the first that we have read and we will certainly look out for the others. Copper is a 10-year-old girl with secrets in her past that she does not know about. She has no known family and has been fostered, for six years, by 'Aunt Ruby' who is a sculptress. Copper cannot sculpt but she knits constantly - although she never finishes anything. Her only friend is Ralick, a stuffed toy who talks to Copper and joins in all her adventures. The main plot concerns what happens when Copper is sent away to the Marble Mountains on her 10th birthday. Gradually, Copper pieces together her past and reunites her family (although she does lose her friend). This story could probably have been longer (the scene-setting takes longer than the action, which seems to collapse very quickly at the end). It is a very easy read for confident beginning readers, but it has enough interest for an older child to enjoy reading it. We would recommend it for boys or girls (there are plenty of male characters as well) of 8 to 10.

Shena Deuchars with Katherine (10) and James (8)  
£5.99 ISBN 1-84270-047-2 Andersen Press

### *Haki - The Shetland Pony* by Kathleen Fidler

Occasionally, children's stories can appear timeless, Beatrix Potter, for instance, or maybe Roald Dahl, or Dick King-Smith, of today's writers. Unfortunately, others are very much written for the children of a certain era, and do not transcend those boundaries. This book was originally written in 1968, and unfortunately it showed. The story is about a boy and his beloved pony, forced to leave home in the Shetlands to stay together by joining a travelling circus. The book is full of imagery of trained chimps, and elephants, and uses language like 'just Dandy', and 'a bit queer-like'. Oliver did manfully pick the book up several times for this review, but it usually resulted in the request after a few minutes, 'Can I read something else now?' Oliver described the book as 'boring', but I think that was as much a comment on the dated phraseology as the content.

Gill Humphreys with Oliver (8)  
£4.99 ISBN 0 86315 404 2 Floris

### *The Philosophy Files* by Stephen Law

This book investigates eight major questions including: "Should I eat meat?" "Where am I?" "Where do right and wrong come from?" And "Does God exist?" Also at the beginning and end of the book there are extra features in "Big Questions" which gives an introduction to the book and "Philosophical Jargon" which explain what some of the words mean. This is one of those books where it doesn't matter if you read it from beginning to end

or you pick it up and read a certain bit when you feel like it. Each question (or file) is presented in numerous different ways and a lot of it is funny as some of it is presented in stories etc. This is an ideal book for teenagers who are deep thinkers and would like to know some answers to the most asked questions and afterwards if you have the internet then you can continue digging deep into philosophy by looking at Stephen Law's *philosophy* website at: [www.thinking-big.co.uk](http://www.thinking-big.co.uk). I would recommend this book for anyone from 13+ to adult who want to know answers and have a laugh at the same time.

Simon Hoggarth (14)  
£4.99 ISBN 1 84255 053 5 Dolphin

### *Charles Dickens and Friends*

#### *Re-told* by Marcia Williams

This is a good starter book, an introduction to Charles Dickens five most well known stories. It has really good pictures that stand out and help you to understand the stories. The stories are retold in cartoon animation, with the story underneath. The first story is *Oliver Twist*, followed by *Great Expectations*, *A Tale of Two Cities*, *David Copperfield* and *A Christmas Carol*. My favourites are *A Christmas Carol* and *David Copperfield* because they are funny, and make you think. The language is easy to understand but you do need to be able to read well. I think people should only have it if they really want to learn about Charles Dickens stories. It improves your reading and writing, because it has difficult words to spell that you can learn. It will also help you to read harder books more easily such as Dickens own stories. I found *Christmas Carol* easier to understand once I had read this version. Scrooge is a very nasty and bad gentleman. He doesn't pay his clerk very well or give money to the poor. He is haunted by his old friend, the ghost Marley as well as the Ghosts of Christmas Past, Christmas Present and Christmas Future. He learns to be kind and helpful and to like Christmas. Christmas is no longer 'humbug!', instead Merry Christmas everyone.

Karis Youngman (8)  
£10.99 ISBN 0 7445 9232 1 Walker

### *Mummy Mania* by Emma Laybourn

Amber and Jake dislike each other intensely from the first meeting, so do their mothers. But when they open a mummy case in the old museum, and find next morning that the mummy has got up and walked away, their ensuing adventures bring them together to put things right. Hazel enjoyed this story. It moves along at a fast pace, the characters are likeable (even, eventually Jake's rather scary mother) and it fits into 90 pages very well.

Sally Jarvis with Hazel (10)  
£4.99 ISBN 1 84270 167 3 Andersen

### **Skeleton Key** by *Anthony Horowitz*

I give this book ten out of ten. This book is about Alex Rider, a teenage secret agent who is sent to Wimbledon to be a ball boy in the Wimbledon tennis championships. Here he makes friends with a girl called Sabina Pleasure. He discovers a very suspicious guard and follows him. Alex and the guard fight each other in the underground strawberry stocks. After being badly bruised he goes to Cornwall to have a holiday with Sabina. He meets a man in a jet ski on top of a giant wave called the Cribber. The man tried to kill Alex but in the end both drown. Thankfully, Sabina rescued Alex and did mouth-to-mouth resuscitation on him. He was then taken to the M16 headquarters and was told to meet up with two CIA agents in Miami so he could hide from a group called The Big Circle. He also finds out that he has to go to Skeleton Key, an island near Cuba to find more about what former Russian General Alexei Sarov is up to. In Miami one of the agents goes to see a man called the Salesman. The agent gets captured so Alex goes to save him.

They then go to Skeleton Key where the agents go scuba diving to find a way in to Sarov's house. They stay down too long so Alex goes to find them. Underwater he has to fight off a shark. When he comes to the surface Sarov's men capture him. From here he struggles to save the world. This is one of the best books I've ever read. I recommend this book to boys of 10 years old and over.

James Baker (10)

£4.99 ISBN 0 7445 9007 8 Walker

### **Simon's Challenge** by *Theresa Breslin*

This book is a about a boy named Simon Ross who's desperate to get his own computer but he can't because his dad has been made redundant due to the closure of the town's steel works. The next best thing he can do is to hang around at Mr Peterson's computer shop and try out the new games. One night on his way home he bumps into who he thought was a man unloading next to the shop but the next day he found that the man wasn't unloading into the shop. He was stealing computer equipment and loading it into his van. Simon is the only one who can identify the man. The story is mainly about Simon trying to remember what happened and endlessly trying to convince his mum that their family needs a computer. I didn't think the main character developed enough and there was a lot of unnecessary information about his friends that had very little to do with the story. I would probably recommend this for ages 7 to 10. I'm 13 and didn't enjoy it that much. Still it is worth a read if you're the right age and especially if you want a computer!!! This story was also filmed by the BBC.

Matt Longmuir (13)

£4.99 ISBN 0 86315 4085 Floris

### **Earthlight** by *Maureen Garth*

This is a book of meditations for children. It starts with clear instructions that are quite easy to understand for someone who knows nothing about meditation. The book contains short stories that can be read to a child, so they visualise the scene you are describing. The visualisations start off by entering a beautiful garden. Outside stands a 'worry tree' that has strong branches. The child puts all their worries in the branches before entering the garden and leaves the worries there when they leave - which I thought was a nice idea. My child is just about old enough to start doing simple visualisations and seems to be getting the hang of laying still and closing his eyes. He always enjoys doing this and it is an ideal way to relax before bedtime or to help with worries. I found the book quite straightforward and not orientated towards any particular religion and quite acceptable for people who have no religious beliefs.

Hilary Wolfe with Isaac (2)

ISBN 0 7171 2778 8 Newleaf

### **11 o'clock Chocolate Cake** by *Caroline Pitcher*

What a joy to read! A great book for teenage girls, that had me constantly laughing aloud. This story follows three sixteen-year-old girls throughout the summer. There isn't a plot, it is simply about their everyday ups and downs. Sadness, tears, joy, depression and anger all take turns to feature. The layout is rather unusual. Within chapters, there are a series of headings, and even recipes. Also, the nicknames given to other characters are very funny. *tuba boy, beautiful stranger, pram gran, and the unspeakable*, just to name a few. I loved this book, and read it in three days. I think girls will appreciate this tale more than boys. It's like an older version of a Jacqueline Wilson story, but with a few added twists, that keep you guessing until the end.

Megan Whiteman (12)

£4.99 ISBN 1 4052 0274 2 Egmont

### **Artemis Fowl** by *Eoin Colfer*

This book is about a 12 year old criminal mastermind who decides to steal gold from 'the people' or, as we might call them, fairies. These are not the kind of fairies most of us know like, for example, Tinkerbell or the tooth fairy. These fairies can defend themselves and they are no pushover. Holly Short of Lep Recon, the fairy police unit certainly doesn't take too kindly to being kidnapped by Artemis Fowl and his man-servant, Butler. But then the fairies stop playing by the rules and that's when things turn bad. It is really funny in places with lots of action. I would recommend this book for age 10+ and there is also a sequel 'Artemis Fowl and the Arctic Incident' that is out now.

Rebecca Harrison (12)

£4.99 ISBN 0 1413 1212 2 Penguin

### My English Box

#### *Pippin Products' Fun Learning Kits*

The box contains a storage tray with question cards, with the answers on the reverse. Each group of cards is numbered with group 1 covering letters and syllables up to group 22 covering the formation of adverbs. There are large information cards which are to be read and learnt first. Then the relevant section of the box should be taken out and the child can test themselves on the information read. The age range is from 5 to adult and it is meant as both a learning tool and for revision. *My English Box* is clearly set out and nice to handle. Natasha was keen to learn a section and test herself. It works well having a collection of cards to work through because if one question is too hard it can be put to the bottom of the pile and left until last. Another card's question may jog one's memory and by the time the difficult card comes up again, the answer may have been remembered. The information is clearly set out and to the point. It is perhaps a bit dry in the way that it is presented and should therefore be seen as one of a collection of resources to learn the basics of English. Clare Crane with Natasha (8)

ISBN 0 9521 534 24 Pippin Products

### Eye of the Wolf by Daniel Pennac

This was a really good book. It was about a wolf from Alaska who only had one eye and a boy from Africa named Africa. The wolf's name is 'Blue Wolf'. It is about how the boy gets sold into slavery without his mother and the wolf gets captured. And they find each other in Green Africa. Blue Wolf ends up in a zoo that Africa visits. Blue Wolf sees Africa using only one eye and so they share their life stories with each other looking into each other's eyes. Blue Wolf has met gorillas, cheetahs, hyenas and Abyssinian dove goats. I really enjoyed this book and would recommend it to kids about 8 or even older readers because the story is very deep. I loved the pictures too because they were very well done. It had a really neat ending.

Tabitha Cromie (9)

£4.99 ISBN 0 7445 9010 8 Walker

### Science Explorers; Metal/Water/Wool/Sand

#### *Exploring the science of everyday materials*

by Nicola Edwards and Jane Harris

Very much an introduction to science, these books show children ways of observing and classifying materials, using very simple and concise language. I like the bright photographs on each page. Two children have been used for each book to help demonstrate the experiments. I think this is very effective and helps to engage the reader. My children have certainly gained a lot from these books and they have led to a couple of informal experiments

already. I think there are one or two demonstrations that are so obvious, that they are a bit patronising. For instance, standing twigs up in a metal tray without and then with sand to see if they will stand up! I don't think even my two year old needed to do that experiment to know what would happen. They are suggested for Key Stage 1. I think this is age 4/5. I would say they are more suitable for 2 - 5.

Caroline Farquer with Amber

£4.99 each A & C Black

### The Case of the Pop Star's Wedding

by Barbara Mützelhill

This is a Damian Drooth detective book. He is an idiot in a funny way. He thinks he is a brilliant detective but even I'm better! He puts up silly posters like 'anyone with eyes close together is not to be trusted' and 'anyone with a beard is probably up to no good'. That is not true!!! I'd like to get other Damian Drooth books because this one was really funny.

Jem Freiesleben (8)

£3.99 ISBN 1 84270 076 6 Andersen

### Hairy Bill by Susan Price

Usually I think most kid's books for 'young' readers are quite banal, but this one was very amusing. Hairy Bill is a sometimes invisible bogle which comes to live with the Matheson family but instead of the predictable haunting behaviour, it tidies up and makes everyone take their shoes off at the door. Jem laughed out loud at this one and said "What I like about Hairy Bill is the fact that it is a funny ghost story and not a scary one. I think it would be suitable for 6 and over. The funniest bit is when the ghost paints the walls."

Kirsten Freiesleben with Gem (8)

£4.99 ISBN 0 3339 6256 7 Macmillan

### The 12 Day Jinx by Mark Roberts

This book is about an old lady and two kids. The old lady owns a post office and is really mean. She is so rich she owns a limo. The kids are identical twins called Dirk and Ellie who like lots of mysteries. The old lady drops a £50 note out of her handbag and the kids pick it up and that is where their adventures begin. The book is split into days from Monday 2<sup>nd</sup> February to Friday 13<sup>th</sup> February. This made it very easy to read and the chapters in the days are very short, so it means you can pick it up and put it down when you want to. I thought it was very, very exciting. It made me want to read it more and I finished it in three days. I would really recommend it to kids who like adventure stories. I will try and look for Mark Roberts' other book called 'Night Riders'.

Ben Cromie (11)

£4.99 ISBN 1 84270 074 X Andersen

### **Can You Keep a Secret?** by Sandra Glover

Karen is a girl who has a normal life and goes to school in a city. At school there are two girls who bully people and insult them. They are called Tracy and Zoe. Tracy leaves school when she is fifteen to start modelling and Zoe is left without a companion. She comes and sits with Karen and her friends and follows them around everywhere. Zoe finally becomes friends with Karen and tells her that she is seven months pregnant, but is wearing baggy clothes to hide it. Two months later Karen is watching the news and sees that a baby has been abandoned in a box outside the medical centre in her city. She is very upset and thinks it is Zoe's baby. Karen goes to Zoe's house, but Zoe says that she was never pregnant and it was all just a joke. Karen is angry and says that it wasn't funny. She leaves the house without saying goodbye. A few weeks later Karen meets Tracy in the street. Tracy tells her some things that make her sure it is Zoe's baby. Karen goes to confront Zoe and makes her confess that it is her baby. Karen tries to get Zoe to claim the baby, but she refuses. Karen reveals to Zoe that she was abandoned in a toilet and it is horrible not knowing who her parents were. Zoe realises it will be dreadful for the baby and claims it. The book is designed to raise the issue of teenage pregnancies and abandoned babies. It is interesting to have the story of Zoe's baby as a method to talk about the subject. This book does its job well and explains about teenage pregnancies in an interesting and involving way. It is also a good story which I enjoyed reading.

Emma Whitehall (12)

£9.99 ISBN 0 86264 9854 Andersen

### **Read My Lips** by Jane Novotny Hunter

This book is about a girl called Debbie Katz. She caught meningitis when she was five and went deaf. She did not understand because she was little and spent days hiding under her bed with her toy cat Fluffy, only coming out for meals. She believed that her parents had left her in silence. Her best friend Bee came to her rescue and started to teach her sign language. Cat becomes her shorthand sign language name because Cat is the first word Bee taught her. Her parents send her to The Residential School for the Hearing Impaired. All the children call it Deaf City because everyone is at least a bit deaf. The children at Deaf City do debates and one day they were discussing topics with their new teacher, Miss Ball, when Cat is picked to suggest a subject. She suggests: *the deaf should fit in with the hearing world*. Her topic is chosen and Cat speaks for the motion and Jack against. Cat believes the Deaf City war between the deaf people who speak and the deaf people who use sign language has been going on for

too long. It is not a literal war, but a war of people not communicating with each other or being friendly to other people. Not many people are with Cat in the debate and then just to make matters worse, Cat falls in love with a speaker boy called Joey Estrada. Cat wants to join a club with him called the Outsiders, but to do that she must learn to lip read. Cat wants to learn to speak again because she can remember what it was like to be able to hear and speak. Joey offers to help her. Because of this she is bullied by Myra Ryder and her two best friends because Myra has a passion against speakers. Myra turns the Deaf City war into a real war between her and Cat. She plants a high jump bar in the woods where Cat is practising cross country running. Cat runs into the bar and has to have stitches and misses the race. Myra and her friends ambush Cat in a dark corridor and push her down the stairs and into a broom cupboard. Cat has to smash a window to escape and loses her speech for the debate. She is very nervous, but pours out her feelings and wins the debate with a dramatic end. Everyone holds up their arms in the deaf power salute. I enjoyed this book a lot and I thought it was interesting. Two of the author's siblings were born profoundly deaf and that is why she wrote this book. It is written in a moving and exciting way. It is not difficult to read or understand and has a good plot.

Molly Whitehall (9)

£4.99 ISBN 0 7445 9053 1 Walker

### **If the World were a Village** by David J Smith

This is a beautifully illustrated hardback book all about the different peoples/ religions/ cultures of the world. The author believes that it is difficult to picture the world population as a whole and so has imagined the world as a village of 100 people. Consequently he writes that 26 people are severely undernourished, and that 25 people have no access to safe water, etc. For my 3 and 5 year olds, this meant nothing, whereas saying 'one quarter' made perfect sense, and thus I found myself translating the author's global village back into a world-sized population! My children are excited by the enormity of the world, so reducing it to one hundred people in a global village was uninspiring. The idea of the global village was meant to make things simple and to be politically correct - the former didn't work for us but the latter was interesting - using BCE and CE instead of BC and AD could make for good discussions, for instance. On the whole I think the content would be useful as a springboard for learning - but I feel the book over-complicates things and at £12.99 is very expensive for what it contains. Suitable for ages 6+.

Karen McIntyre with Holly (5) and Hamish (3)

£12.99 A & C Black ISBN 07136064991

**Magenta & the Ghost Babies ISBN 0 7136 5973 4**  
**Magenta & the Ghost Bride ISBN 0 7136 5975 0**  
*by Dee Shulman*

These are short stories in the Rocket series, intended for children who have just started reading. Magenta, the ghost mouse, is the central character and there are two other books that feature her. Rated 7/10 by Hazel and 8/10 by Kim. We found them funny with appealing illustrations. In the ghost babies book the ghost babies arrive, but they are always crying and keeping everyone awake. So the residents of the haunted house 'dump them' on some humans in town. One night ..... In the other book Sir Boris the ghost won't stop howling. When he reveals it's because he is lonely, the residents decide to find him a wife.

Sally Jarvis with Hazel (10) and Kim (7)  
*£3.99 each A & C Black*

**Tiger by Jane Johnson**

This book is about a boy about the same age as Rowan who is shy at parties and how by having his face painted he became the tiger, the king of the jungle. As a result he also became the life of the party through using his imagination as to how each of his friends should act, depending on how their face was painted and in the process overcame his shyness. We both liked this book as it was easy for Rowan to relate to and also used his imagination to relate to each animal and also Sammy the little boy in the book. Rowan has never wanted to have his face painted so hopefully this book will help him to see face painting in a different light. He has already said he would like to be a frog after reading this book. Overall the presentation and storyline are easy to follow except how Sammy managed to win a prize when nobody else did!!

Kathleen Butterfield and Rowan (4)  
*£9.99 ISBN 1 84270 060X Andersen Press*

**Dave Benson Phillip's Maths Machine**

This is a 'learn your tables' CD set to hot dance music and incorporating lots of rapping with hip-hop rhythms. It uses rhyme as the method of recognition to help remember each table. It is certainly a unique and novel way of learning tables and is a great idea for children who love pop music and dancing. There are 35 tracks on the CD covering up to the 12 times table. It is designed to be played over and over again. The tunes are repetitive and catchy. The lyrics are memorable. Each table has its own musical style and story-line. Issues such as fashion, food, sport and even opera in a zoo are included!

*£10.00 plus £1.50 p&p Hillier-Stevens Music*

**E(+) Mail by Sandra Glover**

I read this to Kim and he thought it was a good story. It's about a 9 year old boy who is contacted by an

alien via his e-mail. At 69 pages it's quite short but original, fun and quite believable! The author has written several acclaimed books for teenagers that I would be interested to read.

Sally Jarvis with Kim (7)  
*£3.99 ISBN 1 84270 095 2 Andersen*

**With Consent: Parenting for all to Win**

*by Jan Fortune*

I have been wanting to read a book by Jan Fortune Wood for a while because I had heard about her from friends and am always looking for ways that will help me with bringing up my children, preparing them for the adult world, and in making home education more fun for all of us. I must say I was very disappointed. This is very much a sales book for Taking Children Seriously (TCS), a promotional for that philosophy! It is a very hard book to review, mainly because all the arguments against TCS are totally refuted in the final paragraph which say that TCS is the only philosophy to bring children up without damaging their autonomy, etc. Everything that differs from TCS is covered by saying that anything else is coercion, either because of a variety of other believed philosophies or because of coercion damage that the parent has received in their up-bringing, and anything else damages the child's autonomy. I think that this should produce red flags in most people. Exclusiveness is not a good starting point. So I am not going to voice any of my arguments for or against, because as I read the book it seems to be all or nothing, and I am already damned for anything I disagree with. But I do feel like I would like to challenge Jan. On the back cover it says she is a Reverend, Church of England I am presuming. How does she see TCS in regard to what the Bible says in Romans 3:23, Eph 6:1, Ex 20:12, and Proverbs 13:24 and 27:6. Yes do buy it if you are in full agreement with TCS and this will enhance your argument, but a no if you are looking for something that will help to improve on what you already do.

Diane Cromie  
*ISBN 1 900219 24 7 Educational Heretics Press*

**United States of America by Paula Danziger**

This book is attractively presented, with its 16 glossy 'scrapbook' pages at the end. It is written in the first person, diary-style and is all about an 11 year old girl called Skate Tate who has recently started at Biddle Middle school. Hazel lost interest in it very quickly so I read it. I feel that it would have more appeal to someone who goes to school and who likes girly, gossipy, detailed style and is enamoured with the USA.

Sally Jarvis with Hazel (10)  
*£9.99 ISBN 9 7445 9065 5 Walker*

## Alternative Approaches to Education

*A guide for parents and teachers by Fiona Carnie*

This book describes the alternatives to the usual State Education on offer within the UK. The first section covers alternative schools such as Steiner Waldorf and Montessori schools. The second section includes setting up a small school and home education. The last section discusses the alternative ways in which some State Schools are working. I found this book very well laid out. The section on Steiner Waldorf education, for example, begins with an overview of Steiner education, telling us the number of schools and teacher training institutes world wide, describing a little about Rudolf Steiner and the philosophy behind his educational theory. It has a list of schools within the UK and for each one has the date the school was established, the age range of pupils, the number of pupils on role and so on. There is short piece giving a parent's view, a student's view and a teacher's view. The chapter entitled 'Home-based Education' gives a fair, well-balanced view of home education in the UK. I enjoyed reading Terri Dowty and Jane Lowe's experiences of home education.

Clare Crane

ISBN 0 415 24817 5 Routledge Farmer

## Sustainable Education – Revisioning

*Learning and Change by Stephen Sterling*

I am not sure what I feel about this latest book in the Schumacher series. The title appears to offer hope and the author is clearly concerned for the planet's eco system and dismayed by the failings of the western education system to effect any change of behaviour towards more sustainable living practices. Sterling describes what he sees as the old and his new paradigm for the education system, stating by means of tables, their differences. For instance transmissive (old) as against transformative (new) and emphasises his wishes for a holistic new model. However, it provides little in the way of concrete alternatives. For example, how this is going to be achieved or what it will be like. He mentions the names of a few radical education thinkers; Montessori, Steiner, Dewey and Friere and two institutions; Schumacher College and The Small School, Hartland but goes no further in describing their philosophies, methodologies or achievements. There is no mention of Illih, Holt or Gatto etc nor of Waldorf, Summerhill (free schools), folk schools or other grass root/ground up or two thirds world learning initiatives. Home education is notable by its absence. Who is this book aimed at? Sterling has obviously been involved in mainstream education for some years and is currently said to be doing a Phd so perhaps with its difficult language it is really intended for those in the education industry; academics, civil servants and politicians. What is he

aiming for? Ok he is an environmentalist but is his new paradigm for education about 'education for sustainability' or 'the sustainability of the education system'? This is a small book and space is too limited to cover the subject thoroughly. However, it seems to me that the author has failed to recognise the obvious - that is that the western education system is both a model for and a mirror of the culture of consumption that has brought the planet to the brink of ecological collapse. It is a system that draws on individual fear, creates discontent and sells a myth that promotes consumption of its products and acquisition of its goods (certificates) as a means of personal fulfilment and happiness. Sterling appears to favour a radical shift to holistic education and I for one hope it's achieved. However, I have a nagging feeling that as with sustainable development, those in power will hijack sustainable education as the new face for the same old hierarchical, authoritarian, dogmatic system of mind control – something the more free-thinking, autonomous home educators are quietly subverting. Thought provoking stuff.

Keith Howarth

£5.00 ISBN 1 870098 994 Green Books

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## CONTACTS

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Send in your reviews to Sally Hall, Nant-y-garreg, Saron, Llandysul SA44 5EJ or email [sally@aecb.net](mailto:sally@aecb.net)

## Education Otherwise website

The Education Otherwise website, while maintaining the same address ([www.education-otherwise.org](http://www.education-otherwise.org)) is moving to a new host, Rhye Internet Solutions Limited with effect from March. This is a company owned and run by home educators and they are working hard in many areas to promote home education.

The internet is becoming more and more a medium used by home educators, and those looking for information on home education. The EO website is one of the first ports of call for those seeking information.

It has changed its look over the last six months... providing more factual information and links to other sites, and fewer specific recommendations to educational sites. Now that home education is such a growing movement, many people are creating their own websites and making recommendations. We think that linking to these websites provides people with much better leads that can be useful. There will be a new section, 'Site of the Week'. We receive many requests to link to commercial websites and have refrained from advertising them. In many cases this could be detrimental to the best interests of home educators so we have now brought together a panel of people to review the websites. Hopefully this will enable people to access useful and relevant information if they wish to.

We also now have a section specifically for young people. This is a new section and we'd like to see it grow. There is a gallery for children to exhibit work they have done which they are particularly proud of or feel that imparts a message. There is a page where websites created by young people are listed, and there is a section for young people to put up their stories about home education... likes, dislikes, advantages, disadvantages. If your children wish to contribute to the Young People pages, please contact Jacqui Houlding at [jc\\_houlding@onetel.net.uk](mailto:jc_houlding@onetel.net.uk)

All three of the EO email lists are accessible via the website. The EO general list which is open to anyone to discuss any day to day problems relating to home education which may arise... and is often one of the first places those who are computer biased and new to home education come to ask questions. The EO business list is only open to members of Education Otherwise and is a forum for discussing business aspects of running the organisation. It is hoped that in the very near future a summary of any discussions taking place on the list can be incorporated in the Newsletter so that those who choose not to participate in this media can still be apprised of discussion topics. (Please note though... that as the only medium which all EO members can access, all business will go through the Newsletter). We also have an email list for the children of members of EO. Permission is required of parents before children can join this list, and membership of EO is checked first.

## Ivan Illich Sept 4 1926 - Dec 2 2002

The death of Ivan Illich in December at 76 marks the end of an era for home educators who started out in the 1970s. His book 'Deschooling Society' was a very significant contribution to the educational debate, and one which continued to be an inspiration for many. His death marks the passing of a great thinker, writer and contributor to the world. Illich's extensive critique - not just of the education system but of Western institutions in general - was based on the idea that needs were being turned into commodities, that people were being trained to become consumers and obedient workers. A hidden agenda had been created, and the corruption of institutions resulted in their performing the opposite of their original function. Ivan Illich was what the Guardian called 'a polymath and polemicist' - an intellectual and a thinker who worked in 10 languages, a man of 'charisma, brilliance and spirituality'.

Born in Vienna, Illich came from a family with Jewish, Dalmation and Catholic roots - and Croatia links. The family were forced to flee to Italy in 1941, where Illich supported his mother and brothers following the death of his father. At the University of Florence he studied histology and crystallography, returning to Austria where he obtained a doctorate in history. He then became a priest, working in New York with the Irish and Latino communities, eventually becoming vice-rector of the Catholic University of Puerto Rico in 1956. Out of this work he founded the Centro Intercultural de Documentacion (CIDOC) in Mexico, an intensive and radical training centre for North American priests arriving in Mexico as missionaries. It became a focus for intellectual thought, and it was there that Illich met up with the Brazilian educational activist Paulo Freire. The subversive aims of CIDOC incurred the disapproval of the Vatican, but Illich refused to cooperate in their eventual arraignment of him, resigned as a priest (while retaining his spiritual vows) and moved on to write his critiques of the major institutions of the industrialised world.

'Deschooling Society' was written in 1971. It attacked the received wisdom that schooling provided education. "*Most learning happens casually*" Illich wrote, "*and even most institutional learning is not the result of programmed instruction.*" According to the Independent's obituary of him (10.12. 02) Illich believed that money spent on programmes for the disadvantaged was a waste in that school could never make up for the lack of stimulation in a child's home environment. In 'Deschooling Society' Illich argued that schooling had become a means of social control, that it no longer made sense. The book was a tremendously encouraging and helpful crystallisation of thought for families hovering on the brink of doing without school, and for those who wished for a proper and serious debate about the function of school. But this debate was never taken up, ignored by the right and left equally, coming as it did at a time when left politics was centring on reform and equality within school and not ready for the sort of radical social initiative that Illich was proposing. Few in the early

1970s were able to understand the full implications of his sombre statement that 'American society cannot survive another generation of modern childhood'. However, Illich did have a profound influence. At this time, John Holt was struggling with the notion of school reform, and his friendship with Illich led him into social philosophy and the gradual move towards unschooling. Dick Kitto - founder of EO - met Ivan Illich in 1971 and wrote about the exchange that took place between them:

(Dick) "*But do you think that your aim of deschooling society can take place unless major social, political and economic changes have already begun to take place in that society?*"

(Illich) "*Certainly not, of course not.*"

Writing about this later, Dick concluded that while deschooling as Illich envisaged it might be still far away, the idea was not dead, and education out of school was very much alive. Dick believed that while deschooling (on the 1970s model) remained a hypothesis, it was one that demanded to be tested. It still has not been tested as we know, and the debate - despite the increasing failure of our schools - has not happened either. In later years Illich described the book as naïve; it seems that by then he had come to the conclusion that the educational revolution went much deeper than the issue of de-schooling. At a conference held in the late 1990s on the subject of speed (the increasing pace of modern society and its philosophical implications) Illich articulated the concerns he had developed over the last 20 years. These were that we should be questioning not so much what tools such as school, professional medicine do to society but what they say to it. The issue was now not to question compulsory schooling, he said, but to ask what wrongheaded definitions of 'education' we live by.

"Illich insists that ideas of education or health or anything else which are based on a lack of some kind, instead of on the idea of conviviality and love among friends, are harmful modern constructs. After all, unless one criticises these unspoken assumptions, the home-schooler may be just as in error as the professional teacher, and the self-remedier just as misguided as the professional doctor." (Joshua Glenn, in *The Idler*, 1997). Certainly, home educators have to face this definition of what education is all the time - whether we want to or not. and in doing so we arrive if we are lucky at the point Illich was towards the end of his life. It appears that he opened his doors to collaborators and drop-ins with great generosity, running a practically non-stop educational process which was always celebratory, open-ended and egalitarian.' (Andrew Todd in the *Guardian's* obituary). Could this be how the education revolution happens after all - at the grass roots? If so, home educators will not be surprised, since many of us have come to that conclusion ourselves. Illich was a champion of fundamental truths; now he is gone and we must hope that someone else will emerge to keep these vital issues alive and kicking.

*Sarah Guthrie*

## ARTICLES

### Perseverance

Our experience began when our son was only 7 years old; he had recently been privately assessed for dyslexia.

We then went on to have him assessed by an LEA EP. Unfortunately she was more of the opinion that we as parents were at fault than our son being dyslexic. Due to plummeting self-esteem and self-confidence we took the decision to remove him from his state junior school to a small private dyslexic friendly school.

Although he thrived in terms of self-confidence it became more and more apparent that his dyslexia was severe. We continued to talk to our LEA to try and get him some help especially as senior school was looming on the horizon.

At this stage our LEA blankly refused to even assess him even though we provided them with EP reports which placed him in the most severe 2% of dyslexics. We found it quite unbelievable that they refused this assessment and it appeared to us that their policy of refusal was designed purposely with the objective that we would probably just go away. We have never had a satisfactory explanation of why they refused this assessment.

We then went on to instruct a solicitor to support our case with the LEA. As a result they agreed to an assessment only a week before a planned tribunal.

Many months and letters later we appeared to be no further on. The LEA sent us on many pointless visits to schools in their area for us to confirm that their facilities for severe dyslexics were hopelessly inadequate.

By this time our son had left junior school and due to the closure of the only private dyslexic specialist school in our area we had taken the decision to begin his education at home. As we both worked full time we chose to use tutors for his education and under this regime our son has thrived. He is happy, sociable and much more interested in and willing to do his work.

We were always conscious that he would need as much social interaction with other children of his age as was possible. His social outlet is with both sport (Football, Tennis and Cricket with local teams) and a house full of children every weekend.

The LEA wanted Andy in school and even suggested that we sent him to an out of county boarding school. We turned down this suggestion as we always felt it was pointless having children only to sent them away for most of the year, especially someone whose self confidence was only slowly building.

Eventually the LEA assigned him to a large busy local comprehensive in his statement, along with several hours of both teacher and support time. We continued to fight the LEA and asked, due to the lack of any suitable school in the area, that they contribute to the expense of a home-based education programme. Completely exasperated again we started to prepare for an educational tribunal. It was at this point we noticed an article in this magazine mentioning that a person named Alan Phillips had proved invaluable to one of the readers in helping them through a tribunal. We e-mailed Alan and promptly enlisted his help.

We had compiled a vast amount of evidence including EP reports, Speech and language and occupational therapy reports along with written information from the assigned school in terms of dyslexic provision. Alan seemed to work around the clock for us reading and assimilating all of the reports we had given him. He worked with a real passion for our son and produced a strategy and presentation document for us to take to the tribunal.

We also included evidence from the LEA education otherwise inspectors who have always been very helpful and impressed by the type and quality of education our son is receiving. He covers the main subjects of Maths, Science, English, History, Geography, but also spends a lot of time doing topics he really enjoys like art, woodwork, cooking and music.

The day dawned when we arrived petrified for the tribunal in London, just our son's main tutor and ourselves. It was quite stressful even though we were very well prepared with a vast amount of well-organised evidence. The panel we found to be very helpful although we were not always allowed to say everything we had prepared. (Perhaps the case would have lasted days if we had).

The panel didn't appear to be very impressed by the LEA's case and seemed to ask the LEA most of the leading questions that we were about to put to them. They were clearly very experienced and were very good at reading between the lines as regards the truth of the matter. We left the tribunal feeling that we had presented a strong case.

Two weeks later we were amazed and relieved to discover that the tribunal had not only found in our favour but had also awarded us the total cost of educating our son at home although we had only asked for the amount that the LEA would have spent on him had he had attended state school.

And so by the third year of our son's senior education we have begun to receive some state based funding for him. It has been a long road and we still very angry over the LEA's unwillingness to support our son in a realistic way prior to the decision of the tribunal.

Our son is still thriving and is due to take his art GCSE two years early. He is always busy in his limited spare time making, drawing or painting something. He doesn't wish to return to school now but he does have some aspirations of attending college to study art-based subjects in the future.

We feel very fortunate to have won this case even though it took most of three years, but we could not have done it without the help of Alan Phillips whose fantastic passion and enthusiasm in supporting parents and their special needs children was truly fantastic. Thank you Alan!

Overall we really felt it was worth battling with the LEA not only to get them to acknowledge and support our sons needs but also to encourage them to provide more realistically for special needs children especially the severely dyslexic who really thrive in a one to one teaching situation in the security of their own home rather than in the inflexible school environment.

Alan Phillips email address is [alanphillips@blueyonder.co.uk](mailto:alanphillips@blueyonder.co.uk)

Judith Davis and Bob Thomas, 22 Heathrow Road, Welwyn, Herts. AL6 0QG Tel: 01438 716619

## The Future of EO

There has been a lot of talk recently about the future of EO. I tried some time ago to get a discussion started in the newsletter about several issues that seemed to me crucial to EO's future but my letter was never published. I feel these issues are still relevant so I am trying again to get them raised. I hope this letter will stimulate discussion in the newsletter as to how to go forward.

I want to propose 5 changes to the way things are now. They would all interact and affect each other so they are not laid out in any particular order.

1) While EO was small having anyone who was willing volunteered for jobs and this worked well. But now the workload has grown and threatens to overwhelm volunteers. Also because of the size of the organisation now members no longer feel included in the EO decision-making process and therefore feel it is undemocratic. To rectify this I think it needs to adopt the structure that other

organisations find themselves adopting; postal votes with campaigns run for jobs in the council which to be advertised in the newsletter. In line with also laid out in the newsletter would be job descriptions for each position in the council and areas of responsibility defined and delineated. This specification of jobs and public voting will make the council accountable to the members and hopefully engender some feeling that this is so.

2) If EO is to remain a democratic institution informal council members and local contacts can no longer be expected to do the workload they do now. EO must acquire an office with paid staff to do the spadework sending out information, the membership and contact lists and organising meetings and accounts.

3) Home educators are busy and they are spending most of their time and income on their home education. They do not have time or money to travel. Therefore the newsletter must be the way the members talk to each other and discuss issues. Full minutes from council meetings and full agendas for upcoming meetings should be published in the newsletter.

Major items from the council should also be open for discussion in the newsletter. ANYONE (including council members) could discuss any issue in the newsletter. If anyone is worried about this there is already a disclaimer in the front of the magazine and of course if the editor is worried something is libellous then they should edit it accordingly but put in the main points of any letter.

4) As to the role of EO, I was surprised to find that Dick Kitto (the founder of EO) said EO was formed to support the right to home educate and that's all. There has been a lot of discussion about volunteers being asked to do too much and not being appreciated (see above). It might be that EO is trying to do too much. One idea is that it should become an umbrella group fighting for the right to home educate again as Kitto stated. As an umbrella organisation, EO would help empower people to act for themselves with LEA's and run their own local groups in the way they see fit. In order to do this they could provide guidance notes and frameworks for people in such subjects as running a local group common problems such as, insurance, paying for it, dealing with behaviour, child welfare and safety issues, different ways of presenting evidence to LEAs.

There are already 100's of local initiatives of self-determining home educating families doing what is right for their area and group. Some are members of EO. Many are not. It goes against the grain of an organisation that wants to promote autonomous education to provide too much for its members. Therefore EO as purely defence group supporting anyone's right to home educate and providing some help to newcomers is actually returning to its original roots.

5) Following from the above local contacts should be regionalised with each region meeting regularly to discuss issues pertinent to them and remain independent from the national organisation on all issues except any crucial defensive battles. Perhaps money could be made available for delegates to travel to a yearly EO meeting at national level. But these delegates could be from any HE local group and not necessarily members of EO. The binding force being the defence of HE not membership of one organisation.

EO needs these changes not only to remain democratic and accountable but also to generate interest and trust again in the organisation. Please write in to the newsletter and let people know what you think.

*Leslie Safran (Barson) Address supplied*

## Coping with the LEA

In response to Nick Vidal-Hall about experiences with LEAs, I have also found that quoting the law at them helps to keep LEA officials reasonable. People who ask for help and advice usually end up with Social Services on their backs.

It is a shame that the LEAs can't act with more consistency. Although they are often ignorant of the law, if you tell them what the laws is, they don't have any excuse for ignorance.

We have a Home Link Teacher referred to us. The first one we met was very keen to give me information about the National Curriculum, so I let her send me information and thanked her very much. We haven't seen her since. Now there is another Home Link Teacher. She wrote and said she was keen to meet us. I had met her at an Anti-bullying workshop and spoken to her, but didn't say I was home-educating. I had had to introduce myself at the beginning of the workshop but she maybe didn't realise that she would have responsibility to me. I wrote back saying that I was sure that my children and I would be pleased to meet her, but did not suggest a definite meeting.

I have been a member of the local school board for the last year. The LEA also acts improperly with its own. Our local school has not had an inspection for 14 years. I have had 5 visits from 4 different officials in 12 official years of home-educating.

The LEA is planning a number of school closures, but have only announced it in the press. By law, they should contact parents, prospective parents for 2 years, and the local school affected. SO their school closure plan could be overturned because they have not acted legally with the procedure. In the press, they have decided that it is not a proposal any more, it is an examination. They are probably hoping no one noticed.

I follow the autonomous approach and so if LEA people come, I tell my children that they don't have to see them. I always say to the officials that they are coming for an informal discussion with no assessment. If they pushed it, which they never have, I would say that they weren't qualified to assess home-educated children.

On one occasion, I said that my child wasn't happy to meet a particular official. He was quite happy with the letter I sent which said what we had covered in the past, what her interests were, and any plans we had. He said that that was fine and he was very impressed with what we were doing.

If the children get on well with an official, they are happy to show them stuff. But I wouldn't have anyone saying that the children should show them anything.

It is unfortunate that the education authority that has failed the children is expected to monitor the alternative that the children or parents have chosen. The LEAs are in an difficult position and I have said this to officials and sympathised with them. Being on a school board has been quite an eye-opener and I think the education department must be a difficult employer.

All the authority needs to find out is that the children are being given a full-time education. Compared with the amount of education going on in school, it would be difficult not to provide children with more education than the orthodox approach.

We have had advisors that suggested visiting 3-monthly. I have said that that would be too often and would prefer annual visits. In theory that is the arrangement we have in place, but 5 visits in

12 years doesn't exactly work out as that. In future if officials suggest more visits, I will be able to say that the local school hasn't been inspected in 15 years and shouldn't they be directing their attentions in that direction!

*Fiona Chaff, Knowes, Gluss, Ollaberry, Shetland ZE2 9RU Tel: 01806 544233 E-mail: hogwarts@chaffhome.freemove.co.uk*

## Our home education journey – a personal account

Firstly I would like to express our sincere thanks to Education Otherwise and all its Officers over the years, and to the authors of so many informative and inspiring articles in the newsletter. This has all helped to make our home education journey possible.

It seems strange, at last, to have time to sit down and write, now that our three children are safely at school and college. Safely? After sixteen years of home education I have a profound trust that they will handle themselves OK. In fact, after their first year 'out there' they already have. Jonathan (17), having never been to school, has finished a year at Otley College doing IT skills and Business Studies. Amanda (15½) has had a glowing report from Holbrook High School after her first GCSE year, and Freddy (11) has completed his 'Year 6' at Stutton Primary: a delightful village school with only 71 on the role and where he was able to get the extra help needed with his reading and writing. Furthermore, they remain happy, healthy and socially well-adjusted.

Looking back at our home education era, it's difficult to say how we all did it, except by simply putting our faith and trust in each other on the line. If you are a family on the brink of trying home education, I can only say, "Go for it!" It might turn out to be one of the most deeply rewarding endeavours in your whole life. Anyway, I hope these notes may be of use to 'first timers'.

\* Education begins – in the womb, we think, with healthy diet, minimal stress and reflective time for nest-building (especially for the first born). Attending a birth group prepared us for, eventually, three active home births assisted by some great midwifery. (I was certainly there myself, offering physical support for all the squatting etc.) All our children were breastfed for 12-14 months. Whatever the circumstances of your pregnancies, births and baby care, loving intention is what really counts. This is where education begins.

\* Sleepless nights – feeding, fretting, teething, inexplicable tantrums..... Don't ask me how we survived this, but in retrospect it seems a small episode in the delight of bringing young people into the world. My wife had each baby sleep on a cot mattress alongside our own double mattress (all at floor level) until each child was weaned. She said this was easier for night feeding and made 'feeding on demand' less demanding.

\* School, or not? Since we work mostly from home this made home education more possible. We are both involved in teaching and healing, so home education seemed a natural outcome. We joined EO, read books and talked to established home educators. We held fast as 'age 5' approached. The LEA never, at any time, contacted us, so we didn't contact them. We surmised that vaccination records may be used by the LEA to send out those 'Your child will be 5 years of age' letters. Not believing in mass vaccination, our children were never on those records. But I must admit we held our breath as Jonathan's 5<sup>th</sup> birthday approached. It passed, and there we were, in the home education zone. The 5<sup>th</sup> birthdays of the others were also to pass without incident.

\* The quickly passing years (which can seem slow at the time). My mind floods with the hundreds of things we have done together: all those trips and holidays with buggies and backpacks, clambering onto buses, trains and planes; innumerable car rides, walks, berry picking; picnics in every weather and season; excursions to castles, museums, London; summer camps, more walks, cycle rides, football, Frisbee; pub lunches (playing 'shut the box' and dominoes – the children learned their numbers first from the life of the tavern!); classes in piano, dance, chess; drama, Woodcraft Folk, parties, films, pantomimes ..... Most of all we spent time together and lots of it; outdoors; time to discover wildlife; time to discover each other; time to play; time to stand and stare. Sweetly passing time without timetables.

\* Reading and stuff For years I read stories to the children after breakfast until they were about 8 years old, after which time they began to read for themselves using the weekly library van. Later, we had them take some writing lessons with another teacher in the village. Sometimes a 'third party' input can give children that extra boost. Only Freddy, otherwise highly intelligent, has needed specialist help at primary school. This has been a timely and positive input from the LEA which we have sought and welcomed. Whereas had he attended school earlier he would have been confronted with reading long before he was ready, possibly setting him up for failure.

\* The dining table This sturdy, battered old table has been so much the centre of indoor family life: an altar for food, board games, modelling, jigsaws, reading and writing, and for climbing on. Its low level, so we sit around it on floor cushions at mealtimes. In this way, from their earliest days our children have shared the same living zone with adults. (We used to have paying guests when the children were small: different adults and families for them to interact with.) A full height table can put adults at high altitude, separating them from small children whose natural realm is the floor. We have always shared food round this table every day: freshly cooked wholefood meals with the best ingredients available. This is education and nourishment at a social and physiological level. (Also I believe this to be a major aspect of true "immunization".)

\* Meeting and mixing Living in the country, social issues needed some energy input now and again. From babyhood our children were always taken everywhere to social or even teaching/seminar events. They have always interacted with a wide variety of adults and have had both HE children and school attenders amongst their friends. After-school clubs and classes were helpful, such as dance, drama, sports, plus Woodcraft Folk. The EO contact list was also of use and we were fortunate that Suffolk Wildlife Trust offered a series of special days for HE children at their Foxburrow Farm Study Centre near Woodbridge. On a typical day 12 HE children would enjoy a mixture of study, art, games and outdoor forays on such themes as pond life, butterflies, owls, meadow flowers, etc. It was a good social day (and educational too!) and a way of meeting other HE families. One or more of our children attended over about a 10-year period.

\* There's actually a NAME for all this?! It was many years down the road that we discovered (due to a special issue of the EO magazine) that what we had been doing was called 'Autonomous Education'. SO there! Having never had a formal syllabus or subjects, timetables, learning objectives, assessment procedures .....(and sometimes wondering whether we should) we thought that 'Autonomous Education' sounded good enough and even a little bit splendid. Anyway, there were the children, bouncing around, happy, healthy, creative, intelligent and socially well-adjusted. So, 'autonomous' it is then.

However, we remain convinced that home education should not be undertaken without deep consideration and self-reflection. It is not a casual matter just because it may seem a nice liberal idea. The personal commitment is not a burden. This is the nature of a true gift: that it will somehow be returned to you.

In the early days some friends were saucer-eyed with amazement at our proposal to home educate. How dare we be so radical, so threatening! I would point out that all children with a home are primarily home educated. They learn their native language and receive deep emotional, social and moral imprinting (for better or for worse) – all pre-school. We were simply offering love and support at home until any of our children might choose school, but making that choice from a secure personal centre. Eventually they all did so, in their own way and in their own time.

If we can claim one major achievement from home educating, I think it is that our children have all been enabled to experience the gift of their own childhood. The gift of experience for us, as parents, is to be allies and to bear witness as our children claim their own lives. Time will tell, but I feel that our home education era will prove to have been an exchange of gifts beyond price.

*Neil Gulliver, 2 Capondale Cottages, New Lane, Holbrook, Ipswich IP9 2RB Tel: 01473 328061*

### **SCOTLAND: They did it again!**

The Scottish Executive once again sent out letters to home education organisations posted on Christmas Eve and delivered between Christmas and New Year. HO HO! Indeed there better not be a third time as far as I am concerned. It's beginning to look like the slow form of Scottish torture - festive deprivation as opposed to sleep deprivation (which for some up here amounts to the same thing)!

The letters were to invite home education organisations to two meetings, one in Edinburgh and one in Inverness, in the middle of January. I am once again in that funny position of writing this early in January and the meetings will have taken place by the time you read the newsletter so news will have moved on.

The stated purpose of the meetings is for the executive to share feedback from the consultation exercise and to discuss their current thinking on the guidance which they say has shifted, though they do not as yet indicate in which areas or to what extent.) They also have raised three specific questions on key issues (though interestingly not on the consent issue) and ask for examples on best practice by local authorities and/or home educators in their dealings with each other.

EO has mailed out copies of the letter to all EO members living in Scotland and asked them to send contributions to us if they wish.

If the Scottish Executive have indeed shifted, significantly enough on the right issues this will be a sign of the consultation process working and EO will have to decide whether to carry on putting energy into the consultation process and decide when and if enough shift is achieved. If however they reveal little shift then the time for protest will begin again for many home educators and many EO members will be among them I am sure. I am trying until the meetings to be neither optimistic nor pessimistic. (Full letters on the EO website)

Those of you who wish to be updated may email directly (title EO updates at email address below) and I will send any report prepared by EO of the meeting. We shall also put a copy of the report on EO's website.

*Ann Samuel Till* <[ann.samuelstill@blueyonder.co.uk](mailto:ann.samuelstill@blueyonder.co.uk)>

## Recent events in Scotland

I felt moved to write after reading the Oct EONL as there are a few issues which I feel strongly about. I've been a member of EO for 7 years; until recently I was the LC for Fife (Scotland). I resigned after I found that concerns I have with EO in general and particularly EO policy in Scotland, are not in my opinion taken seriously. I felt, after trying to work with the Rep for Scotland, that I, and others, are not being represented.

On reading the last newsletter it came across that some people don't approve of the home ed lists on the internet and that all you sane, normal people out there would find them daunting places where people get too overheated and reason gets lost among all the 'assertion, contradiction and rhetoric'. I have to say that I would encourage everyone who possibly can, to go on the lists as I know from experience that if you think you will have a voice in EO by taking things to local reps and hoping they will voice them at meetings, this is wishful thinking.

The lists are excellent for getting issues out in the open which are often swept under the carpet and only known to a small handful of people in the EO council. I recently hosted an EO contacts get together and over all the day was useful and enjoyable - Thank you Pauline for your article in the Oct issue. The meeting however, seemed to pose more questions than there were answers and the get together was marred for a good number of home educators by the behaviour of one person. This was not dealt with in a very satisfactory way but was not the main reason I decided to resign. I had decided, after a number of years working quietly as LC, to take a more active role especially concerning the Scottish Guidance. I had sat on the fence in the past regarding which organisation in Scotland I would favour (I am a member of both EO and Schoolhouse). I had intended to work with EO as I believed that they should still be represented in Scotland.

I had noticed a number of people on lists asking difficult questions and accusing EO of not being democratic or truly representative in Scotland so I looked into the workings of EO and found to my horror that they were not as democratic as I had thought. It is the case that only FULLY PAID UP MEMBERS, (not members like myself who just pay the membership fee), could vote at meetings. The council vote each other on and the paid up members are invited to join. There is also a limit to how many people are allowed to be fully paid up. This may be normal practice as we are after all a company; but it was an eye opener and made me realise that if I didn't agree with certain people it would be relatively difficult to become a council member. A local Scottish member recently was not ratified and there was no explanation as to why not.

I looked at the minutes and realised that if I wanted to really know what was going on I would have to be privy to what is said among council members, as the minutes only report decisions not reasons. I found that I could no longer support my local rep as she is not in my view very representative of the majority of Scottish home edders. You may say that she doesn't have to represent the home ed community in general; she is working to make sure EO members in Scotland have a voice in the recent Scottish guidance fiasco. Well, that would be fine but for one thing. Even as an EO member in Scotland I accept that the 'EO way of dealing with the guidance' voice is relatively small. There is a huge membership of Schoolhouse and many who are not members of any organisation. It must be accepted by EO South of the border that Schoolhouse was born out of the deep feeling that EO were ignoring the special problems we have up here. There was an overwhelming call by Schoolhouse members, EO members and non-members to withdraw the guidance - not to work with it.

I know there has been an attempt to make out that EO's approach is the reasoned approach - the implication is that "the other organisation's" approach is 'campaigning' and 'exerting outraged pressure

rather than reason'; but historically we Scots know only too well that we are a testing ground for things which may eventually be tried out South of the border. It was due to the 'campaigning' and 'outraged pressure' that we eventually got rid of the poll tax - try reasoning during a warrant sale!

I was left wondering why EO did not just continue to push for the guidance to be scrapped, as most of us here wanted. Why do EO undermine Schoolhouse's majority opinion indirectly by making Scottish MPs believe EO are the majority voice (just because they have been going for 25 years and are huge due to all the members in England)?

Of course the reasoned approach is liked by EO, but what have they really got to lose? They should at every turn be saying that they are actually a minority voice within Scotland, only representative of a minority of home educators. There are so many details which have not been discussed and as you can see the newsletter is not really big enough to have that kind of discussion. I would also say that I like to read lots of supportive, wonderful accounts from home edders doing what they do, in the Newsletter - and yet I feel that some heavy issues are being swept under the carpet.

*Karen Eostar Spy, Independent Home ed Contact for Fife*     [K.Spy@btinternet.com](mailto:K.Spy@btinternet.com)

### **A reply to Karen's letter**

Dear Karen,

Thank you for writing to voice your concerns with EO. Because you raise some very important issues in your letter I am responding on behalf of the council of management.

In your letter you raise a number of constitutional points which we feel need to be clarified. The issue of "fully paid members" or "signed up members" is a confusing one, and is a result of EO's structure as a limited company. Any ordinary member can become a signed up member at any time by completing the form at the back of their handbook or when they come to an AGM or EGM, and we encourage members to do so. What you are signing up to is a statutory commitment to pay £10 if necessary in the event of EO winding up, you need pay nothing up front. There is a limit on the number of signed up members simply because there needs to be a registered number for legal reasons. Should more members wish to become signed up members than is presently allowed for then the council can register a change in the number. Signed up members can vote for members of council, officers, and motions put to AGMs and EGMS. These votes take place at AGMs or EGMS, which any member can attend and immediately before which they can become signed up members.

Other decisions are made by the council of management, whenever possible at meetings open to all members. Voting at council meetings in itself is rare since EO tries to operate by consensus decision making wherever possible. This makes for long meetings where difficult decisions are not reduced to Yeay or Nay but discussed until hopefully the best possible solution is found. It also means that any member who comes to a meeting can join in the decision making process. On the rare occasions when a vote becomes necessary only members of the council of management have the right to vote though it is usual to ask for a show of hands from all present to inform the council.

Any member of EO may put themselves forward as a potential council member by following the correct procedures laid out in the articles of association (see the EO Handbook pages 64 and 65), and new council members can also be recommended by the existing council, though they must then be elected by all the signed up members present at the AGM. This is not uncommon among charities. Being a council member is a working role, there are no honours that come with it and consequently demand almost always exceeds supply. In the six years that I have been a council member no-one

whose name has come forward has failed to be elected to the council. Notices appear yearly in the newsletter explaining how to put your name forward for the council and for the last two years we have actively advertised for council members in the newsletter.

You specifically mention a Scottish member who was not "ratified". This was not a council member, but a volunteer for another position. It would not be appropriate to discuss the details of this case in public, but when someone is not ratified, which does not happen very often, it is because they have failed to do satisfactorily the job which they have undertaken. They are told that they have not been ratified in a letter with an explanation. If they are unhappy about any of the steps of that decision they can then make a complaint about procedures. In this case a letter was sent and no such complaint was made.

We appreciate that you do not feel that EO is representing your opinions or those of some other home educators in Scotland at this time. However, it is not the responsibility of any one council member to represent the views of Scottish members or of any other group of members, but the responsibility of the whole council.

In your letter you also express concern about the approach EO has taken to the Scottish Guidance. The EO policy towards the draft guidance was adopted by the council in open meeting and a team was appointed to work on the EO response. In choosing its approach to this response EO took the advice of a leading Scottish advocate with experience in consultations at this level, who recommended that the formal response take the form it did. The vast majority of EO members and others who have contacted us about this issue have been positive about EO's general approach and about our formal response to the guidance. We have had a negative reaction from only four members. Our formal response has been understood and well received by the Executive and other authorities. EO's response is also substantively in harmony with those of the other Home Education organisations who submitted formal responses.

As far as EO's stance on withdrawing the guidance: we joined in the general call for it to be withdrawn but we also provided the Scottish Executive with details of what home educators found unsatisfactory, just as the other major organisations and many individuals did. If we had just continued to push for the guidance to be withdrawn as you suggest then we would have been the only major home education support group not to submit a formal response. At the time of writing we are awaiting meetings with the Scottish Executive and other home education support groups after which we will need to review our position on the usefulness of constructive engagement.

EO has kept members informed regularly, through this newsletter and personal mailings as necessary, of the work done since EO made it's contribution to the consultation in 1999 which led to the Standards in Scotland's Schools Bill in 2000. Members in Scotland have been invited to contribute and give feedback in writing or by email at every opportunity, and some have done so. In addition, Ann Samuel Till and others have sought out the views of various individual home educators across Scotland (some of whom are on internet lists, some of whom are members of other organisations and some of whom are members of none).

Although it is impossible to completely represent all the views of our members in Scotland, the EO council and the response group have tried very hard to take into account the views of members who have contacted us. We are sorry that this has led you to feel that your opinions are not being taken seriously.

Yours, Jill Fisher, Chair, Education Otherwise

# EDUCATING ARCHIE 2003 - the year of the GCSE?



## HOME EDUCATION IN THE NEWS

A recent news report made disturbing reading for many home-educating families. A 41-year-old pregnant mother spent Christmas in jail for repeatedly failing to send her 11-year-old daughter to school. The 28-day prison sentence was imposed by South East Suffolk magistrates in Ipswich, on Christmas Eve, leaving the woman's husband to spend Christmas at home with their two daughters.

It was reported that the woman had committed an offence under the 1996 Education Act by not ensuring her daughter's regular attendance at school, even though her defence lawyer stated that the child was reading, writing and doing maths at home and hinted that she might have 'some sort of school phobia'. The magistrates explained their ruling was intended to send out a message to all parents as to the importance of their children attending school. Deborah Tomkins, an EO member from Gloucestershire, was moved to write to one newspaper, and she has kindly permitted us to publish her letter here:

Sir, The 1996 Education Act, section 7, says: "The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable (a) to his age, ability, and aptitude, and (b) to any special educational needs he may have, either by regular attendance at school or otherwise." In other words, it is not school which is compulsory, but education. There are thousands of families in this country (including Suffolk) whose children are educated at home. This education can range from the formal, to the autonomous, in which a child is wholly or mainly self-directed in their learning. From your reporting of the case of the 6-month pregnant mother who was jailed for 28 days from Christmas Eve for not sending her school-phobic child to school (27 December), it sounds as if she was unaware of the law, but the education authority involved is certainly aware of it. And what of the family's lawyer? Does he know about Section 7 of the Act? This 11-year-old has been reading, writing, and doing maths at home, and does not appear to have an aversion to learning. The three R's are of course the basis of education, and a great springboard for learning of all types. Most children who have had an informal, autonomous home-based education go on to lead fulfilled, happy, and productive lives as adults. Has the mother really broken the law? I suspect not. One final point - has any medical help been sought for the child who is terrified of school and "bordering on agoraphobic"? If it has, this was not reported.

Coincidentally or not, the case follows hot on the heels of extensive media coverage of the government's so-called crackdown on school truancy in December. For one week police were instructed to stop and question any child seen outside during school hours, whether they were with a parent or not. Now it has even been reported that the army is being brought in to deal with truancy and bad behaviour in schools. Although this is said to be in the form of 'one-to-one tutorials' for children with 'discipline problems' and encouraging vocational schemes, it is hard not to feel that school in Britain is rapidly becoming a battleground with the massed ranks of government, police and armed forces on one side ranged against a straggling band of mutinous, unhappy children and their helpless parents on the other. As Deborah points out, even defence lawyers seem to have forgotten that the issue at stake is not one of enforcement but of education, and that is what the 1996 Education Act is about. The question of why an increasing number of children are so desperate to escape from school that they risk their mother being sent to jail, or why the majority of teachers are equally desperate to leave the profession, is rarely addressed. It is very sad if the mother in this case or any other parent lacks the confidence to believe that they are central to their child's education and that it is a child's parents more than anyone else who make

the difference. Not, as this government seem to wish, as law-enforcers. Doing your best to ensure that a child develops through learning is a much more serious matter than simply forcing them to attend school.

Ann Kennedy Smith, with thanks to:

*Deborah Tomkins, 23 Roman Way Bourton on the Water, Glos Tel: 01451 810608*

### What "Ageing Population" ?

The following is extracted from The Independent, 20 Dec 02:

"A 20-year strategy to combat Britain's "couch potato" culture ... A report from the Number 10 strategy unit and the Department for Culture, Media and Sport (DCMS) said inactivity contributed to some 54,000 premature deaths a year, at a cost of £2bn to the taxpayer in health spending. **It unveiled a new government goal of 75% of children receiving two hours' exercise a week at school by 2006.**"

*Di Cox, Grey Row Cottage, St.Margaret South Elmham, Suffolk.*

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### Whitsun camp

Twelve years ago, Chrystia and I, looking for ways of making new friends and developing new networks for our home-educated children, answered an ad in the newsletter. It was for a family-centred camp in Dorset, offering craft activities and games, camping in circles and sharing cooking over fires, evening story time for children, on a farm site, with 250 to 400 other people. This was Peace through the Arts, an annual camp at Whitsun, part of the (we discovered) large and varied network of alternative camps; this one centred around music - devotional Dances of Universal Peace - voice and gospel, guitar and drum workshops, and circle dance. We went, discovered a sprinkling of home ed. families, and started what is now a network of lasting friendships.

This year the camp is run by a cooperative group of about twenty camp regulars, with almost a hundred workers, who help run the site, activities, cafe, wood-fired showers, shop, and admin. There won't be any money made, but providing the activities and marquees mean that fees are more than campsite rates.

Please contact us if this sounds interesting. We have a network of regular workers, who get free or half tickets, but aren't paid, but would like to know if you feel drawn to work with any of the age groups. We'd like to discuss the possibility of camping together for the week between HESFES and the Whitsun camp with anyone who wants to make this a real family break, have some relaxed time just to be in this beautiful part of Dorset, and include both camps.

*Keith and Chrystia Hertogs, 75 Kent House Road, London SE26 5LJ.*

[Keith.Hertogs@uhl.nhs.uk](mailto:Keith.Hertogs@uhl.nhs.uk)

(This article has been edited. Contact Sue White (details inside front cover) if you would like to read the full article)

## LETTERS PAGES

### Post-16 College Entry

I was wondering if any one could help me. My twin boys have been out of school since March and I have joined EO and find the newsletters very interesting. I am now taking a BA(Hons) at night school and need some help on the topic I have chosen to do for my main project and that is 'What difficulties do young people who have been home educated encounter when trying to access post compulsory education and training' i.e. after 16 and wanting to go to college.

If there are any mums and dads who have experienced problems or otherwise and wouldn't mind kindly dropping me a line I would be very grateful as there does not seem to have been much research done on this subject.

Thanking you all

*Trevena Whitbread, Rose Cottage, Redlands Lane, Ewshot, Farnham, Surrey, GU10 5AS*  
Email: [t.whitbread@ntlworld.com](mailto:t.whitbread@ntlworld.com)

### Are you interested in visiting Nova Scotia, Canada?

Both my husband and I are teachers (Jim is 54 and I am 45) we have two children (13 and 10) who are very responsible. This year we have taken a year off of teaching and are home-schooling our children. We are interested in a home exchange to England/Scotland for 4-5 weeks in the spring, sometime between late April and the end of June OR would be interested in renting at a reasonable rate. We would like to spend some time in and around the London area but would also like to immerse ourselves in the culture and history of England, Scotland and Wales. We take good care of our own property and would most certainly treat any place we stayed with the same care and consideration.

Nova Scotia is a beautiful place to live (and, we believe, to visit). Halifax is a lovely city

with character and much to offer in terms of fine dining, museums, a buskers festival, arts and entertainment, but the soul of the province would be found in its beaches, its small communities and its 'down-home' flavour. We love it here. The friendliness of the people, the beauty of the countryside and the calm pace of life. We would like to share it with you.

Contact us at [jlrk\\_whealdon@xcountry.tv](mailto:jlrk_whealdon@xcountry.tv) if you would like to discuss this possibility.

Thanks,

*Linda Whealdon*

*(NB space prevents printing Linda's detailed description of her home, community, surrounding area, local amenities and attractions, etc. The NL coordinator will email a copy on request)*

### Or would you prefer New Jersey, USA?

Dear EO,

We are a homeschooling family in the US who would like to take a "more-than-vacation" stay in London. We are mother, father, 16 yr old son interested in linguistics. We live in beautiful semi-rural Rosemont, New Jersey.....just across the Delaware River from Bucks County, Pennsylvania, close to Princeton, mid-way between NYC and Philadelphia. Can you help direct me to any homeschool families that live in London and might be interested in a home exchange for perhaps three months this Spring? Many thanks for your time and attention.

*Mair La Touche, P.O.Box 115, Rosemont, New Jersey 08556 USA*

*E-mail: [latouche@comcast.net](mailto:latouche@comcast.net)*

*Tel: +609-397-1161*

### Moving to Italy

I, and my husband Andy and our 2 kids Sats (5) and Zafy (4) are planning to move to the Tuscan region of Italy in September 2003.

We would love to hear from anyone who has experienced home-education over there, including social attitudes, availability of resources etc.

All personal accounts would be much appreciated.

*Mrs G Barnett, 3 Sheridan Mansions, Hove  
BN3 5AJ*

### Thank you

This letter is to say a big thank you to all the kind people out there that read the letter I put in the EO magazine.

I wish to thank Mary Thomas who rang me on Wednesday evening (I forgot to ask where she rang from.); K Warner, who wrote me a lovely letter; J Brown from East Yorkshire, who sent me a letter; and Karen Day who wrote to me and also sent me a copy of the 1996 Act relating to home education.

It has put my daughter's and my mind at rest. I just wanted to do everything right and not get into any trouble. It has given me peace of mind.

This letter is dedicated to all those people out there who care and have shown their kindness. THANK YOU EVERYONE.

*Mrs S Merrett, 136 The Glade, Old Coulsdon,  
Surrey CR5 1SP Tel: 01737 555562*

### Spreading the word

There is a website called iVillage ([www.ivillage.co.uk](http://www.ivillage.co.uk)) which has lots of message boards of various subjects, including parenting and education. There is a new message board called 'Home Education' which I lead. I created the board as a place where current Home Educators could come and share ideas and gain encouragement and support from each other. As there are over 1 million 'hits' on iVillage every month there is

also the opportunity for other parents to see the board there, and possibly consider Home Education as a possibility for their children when the time comes, or if their child is having problems in school, consider it as an option now. Hopefully they would see the board, and come and ask questions to the regular home educators who post on the board. It would be great if some home educators could come look at the board, and if you have any ideas about how the board could develop, then do email me. The URL of the board is <http://ivy.ivillage.co.uk/boards/ivy/ukpr/homeschool?forum=194>

See you there!

*Hannah Leigh 'Karibu'  
7 Sovereign Close  
Totton  
Southampton  
SO40 8XP*

### Responses to letters N/L 149

As regards Child Benefit, I always put down 50+ hours of study a week on the forms, on the assumption that my daughter is learning all the time. I recently had a telephone call asking me if we were home-educating as if my child was in school, so I said 'yes'. Then they asked if I could let them know when she was going into further education. She has already done an Open University course, so I'm not sure what would count as further education if that doesn't!

Loved the 'Beach Combing' article by Martin Wise. Great analogy.

With regard to 'Home Education - Warts and All!', my 5 year old boy went to school for a year. He became uncommunicative and very aggressive after going to school. It is a year since he came out of school and he has lost his aggression and has stopped continual watching of TV. I feel like I've got him back again. He hardly ever says he is bored, which he used to say regularly when he went to school. He has his zest and enthusiasm back again and interest in the world

*Fiona Chaff, Knowes, Gluss, Ollaberry,  
Shetland ZE2 9RU Tel: 01806 544233 E-  
mail: hogwarts@chaffhome.freemove.co.uk*

### GCSEs

I was surprised to see that the WJEC told Geraldine Adams that they do not take private candidates. Two of my children have taken WJEC GCSEs as private candidates (last year and this) - although the subjects available are quite limited - and another daughter is planning to take two or three next summer. We have links with a local school who have been amenable to us sitting the exams with them, although I take care of all the entries, and getting the coursework authenticated, etc for the WJEC to mark. The chap responsible for private candidates is very helpful and accommodating (even when we were two weeks late with coursework for one subject!). There is also an information booklet available for private candidates.

With regards to the difficulties in finding a centre to actually sit an exam, Margaret Chapman at the AQA (which seem to be quite clued-up for private candidates) has advised me that any secure, occupied business premises may be registered as an examination centre, subject to an inspection of the facilities. The actual exams may be held at another location. The Centre merely administers candidate entries and fees and stores exam papers. There is no fee for centre registration. Perhaps, if there is sufficient interest, EO could register some regional exam centres for AQA exams.

Apparently a "Centre" may also assess coursework. Could this be a way forward for those of us whose children want (or need) to obtain formal qualifications?

*Branwen Buckler  
26 Llanmead Gardens, Rhosce, Vale of  
Glamorgan CF62 3HX  
BSJBuckler@aol.com*

### Consideration please

We, as a family, are delighted to advise, encourage and support those who are seeking to lead a life that is more in line with their deepest values. I have spent many hours either writing letters, receiving calls or having visitors in order to respond to such people.

However, I am disappointed by the response that I have had in return. No one who has contacted us by post has ever thought to include an International Reply Paid Coupon. I have never once had an acknowledgement or thanks for the letters I have written, which often extend to 3-4 typewritten pages, addressing all the personal specific questions raised. We have also had instances when arrangements have been made to visit, and those involved have never arrived and we have heard nothing from them since.

When families contact us we immediately feel that we are in a relationship and like to accord them the respect, generosity and honesty that we like to extend to our own family, friends and community. We would appreciate being on the receiving end of the same.

I hope that in future that other EO families who wish to access our specialised knowledge will turn their thoughts to these matters, and consider how they might feel if the situation were reversed.

In the meantime I am happy to continue to provide whatever support I can to those who are considering whether southern Spain might be the place for them.

*Aspen Mima Edge, Apartado de Correos 19,  
18420 Lanjaron, Granada, Spain Tel/Fax: (00  
34) 958 34 70 53*

### EO 25th Commemorative Booklet

As there has been little response to requests for items to include in this booklet it will now not be published

**EO and the HE Stand and The Education Show**  
**Birmingham NEC**  
**March 13 – 15 2003**

As you may remember from previous newsletters EO is supporting this stand at the Education Show in March. The stand is booked, the date is fast approaching and we are now thinking about manning and decorating the stand. This is an appeal for help in those areas.

The whole idea of the stand is to promote awareness of HE to education professionals and the “education industry” as a whole and as such no particular HE organisation will be promoted, rather the home education community as a whole. We plan to have literature from as many HE organisations as possible and it would be helpful if we could have folk manning the stand who are able to promote HE in a positive way to any enquirers. Last year we had many HEs come and seek us out but also many “education professionals” such as head teachers and EWOs and many who were also introducing themselves as parents and relatives of youngsters who were having difficulties in school or folk who were thinking about HE for a variety of other reasons

Due to space restrictions we can only have 2-3 “staff” on the stand at any one time and it would be great if we could have enough people helping to have 2 teams for each of the three days to cover mornings and afternoons. If you would like to help on the stand or would like any further details, please do contact Penny Clarke (see below for details). (PLEASE NOTE that as this is a Trade Show no-one under the age of 18 can be admitted, so sadly, HE children cannot attend.)

We would like to continue last year’s theme and decorate the stand for good impact with as much colour as possible. Please would you send any pictures (especially those by children), photos of HE events, newsletter front covers, website home-pages – anything at all that is colourful and HE related which could be stuck to the walls of the stand.

We won’t have any items for sale this year, but (HE related) book jackets/fliers could also be used to decorate the walls – so if you have any we could use, please do send them.

For any further info and offers of help please contact:  
Penny Clarke [pennyclarke@blueyonder.co.uk](mailto:pennyclarke@blueyonder.co.uk) Tel 01922 745465.

Items for the stand can be emailed to Penny or posted to:  
HE & The Education Show, 5 Ridge Way, Aldridge, Walsall WS9 0HL

## Advertisements

*To place an advert: For small items, advertising in the newsletter is free to members, but if you are running a business or hoping to make a profit from your advert please send £25 per issue, quoting your membership number. Non-members may submit adverts of educational interest to members, at a fee of £35 per issue (for 50 words). Adverts should normally be limited to 1/8 page or 50 words and sent to the NL Co-ord, with cheque payable to 'Education Otherwise' to the Treasurer (address inside back cover) by deadline for appropriate issue.*

### HOUSE TO LET

3-bedroom semi detached house with garden to let in Alsager, South Cheshire. Initially for six months, possibly longer, **from April 2003.**

**Very active local group:** newsletter, meetings, trips, weekly gym and drama, etc.  
Contact Carrie: 01270 875633

### GIFTED TOGETHER

**"Smart Breaks" in Lancashire** for the highly able, aged 11 - 17 years.

Fully qualified, safety checked tutors.  
LEA Centres.

Emphasis on enjoyment & social & emotional benefit of being with like-minded individuals.

Sponsorship may be available  
Further info. Tel: Jean Kerr at Gifted Together Ltd., on 01200 445081  
e.mail [jeankerr@giftedtogether.co.uk](mailto:jeankerr@giftedtogether.co.uk)  
[www.giftedtogether.co.uk](http://www.giftedtogether.co.uk)

### CHILDREN'S HAPPY HOLIDAYS

Unaccompanied Children's Holidays in little North Devon village close to beautiful beaches Exmoor and Dartmoor National Parks & Eden Project nearby.

Lots of Fresh Air & Home Cooking!  
Visit our WebSite or Tel: 01271 831467

We are long time Home Educators with 2 boys At home aged 12 & 16  
**20% Discount for HE kids out of season**  
Booking now for 2003  
[www.childrens-happy-holidays.co.uk](http://www.childrens-happy-holidays.co.uk)



### The Home Educators' Seaside Festival

The World's biggest gathering of home educators is now in its sixth year Saturday 10<sup>th</sup> to Saturday 17<sup>th</sup> May at Charmouth, Dorset. World heritage site, few mins from beach, excellent camping facilities.

Included in price are activities, workshops, HE conference, carnival, dancing, live music and lots, lots more.  
Festival & Camping - Adult £34 Child free/£7/£23 (Depending on age)  
Festival (non camping) - Adults £22 Child free/£7/£16 (Depending on age)  
For more info/booking form visit [www.hesfes.co.uk](http://www.hesfes.co.uk) or  
HES FES 2002  
PO Box 20284 London NW1 3YW  
020 7388 0559 Mobile 0783 379 4062  
[info@hesfes.co.uk](mailto:info@hesfes.co.uk)

### SPECIALIST DYSLEXIA TUTOR

offers one-to-one remedial tuition by distance learning for age three to adult. Lessons are specially written and e-mailed or posted weekly.

Careful, close monitoring of progress and individual feedback.

Overcome even severe barriers to literacy and numeracy with fun, multi-sensory methods.

Sarah Ablitt  
BA(Hons) PGDipSpLD 01536 510379  
<http://www.dyslexia-lessons.com>

Services and products advertised on this page have not been endorsed by Education Otherwise. EO does not make recommendations about any tutors or youth leaders, whether members of the association or not. Use of people in any such role, whether paid or unpaid, remains the responsibility of the parent.

## Advertisements

(To place an advert: Please see terms and conditions on full page of ads.)

**GRAB THIS CHANCE OF A LIFETIME**

 **Windmill Workshops**

**The Creative Robotics Weekend Workshops**

Learn about: Electronics, Motor Control, Micro-Computers, Construction Techniques, soldering and more!!  
**Next Workshops: 15<sup>th</sup>-16<sup>th</sup> Feb & 8<sup>th</sup>-9<sup>th</sup> Mar**  
10am-4pm Limited Spaces **BOOK NOW!**  
Telephone Ian & Bean Moore: 01225 760629  
Or book on line at: [www.kidstuff.co.uk](http://www.kidstuff.co.uk)

**Level 1:**  
Build your own Computer Controlled Robot

**Only £78 All Inc.**

**HOLIDAYS IN WEST WALES**  
for EO families on organic smallholding near beautiful beaches  
Inexpensive holidays in converted barn or holiday caravan  
Indoor playspace, fields and woods  
Converted barn £100 -£120,  
Caravan £70 - £85 per week.  
Available all year round  
David Witt, Cwmrhaffau, Sarnau,  
Llandysul. SA44 6QZ (01239) 811118  
e-mail: [holidays@cwmrhaffau.demon.co.uk](mailto:holidays@cwmrhaffau.demon.co.uk)  
[www.cwmrhaffau.demon.co.uk](http://www.cwmrhaffau.demon.co.uk)

**Tutor available**  
for English, History, Art, Child Care, Education and Dyslexia support.  
Experience of Home Education and in both secondary and primary schools.  
Christina Hunt, BA, Dip.Ad.Ed.,  
Hornsby Dip.  
Tel 01202 842371 (Dorset)

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## EO CHRISTMAS CARDS



The three designs received are printed in the children's pages - please have a good look at these before you lose track of them, and let Garry Humphreys (Treasurer) know which you prefer.

*Address inside back cover.*

Bilky Community Farm in Gateshead has extended a welcome to EO members as individuals or groups to come to their farm. As well as offering time to groups and individuals they offer work experience places. They have suggested that a local member may like to visit to see exactly what they offer and relay it back to the rest of us. I have no contact detail for the farm so any extra information would be helpful to place into the handbook especially from the EO member that had initially contacted them.  
*Rowenna. (01490 440560)*  
[rowenna73@hotmail.com](mailto:rowenna73@hotmail.com)

'THE ARCHIVES' ARE ON  
HOLIDAY - BACK NEXT ISSUE

## **Regional Diary**

Events organisers please remember when giving full details of events 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 included automatically in every issue. Please notify any changes or meetings no longer taking place - **BY LETTER OR EMAIL PLEASE** - to: Anne Rix NL Co-ord (see inside back page) until further notice.

### **BATH**

H.E.L.P. group meets regularly for outings and activities. Contact: Louise Jensen 01225 840735

### **BEDFORDSHIRE**

For full details of events programme in Bedford and other areas of the County

Contact June McDonald 01234 341375 or email [june.mcdonald@btinternet.com](mailto:june.mcdonald@btinternet.com)  
Egyptian theme to current (autumn) term, science theme to spring term: lots of craft, science talks/workshops, visits to Leicester Space Centre, Science Museum, planned. Also regular swimming, multi-sport, softplay and chat sessions in Bedford and other areas.

### **BERKSHIRE**

E-mailing list for home educators in Berkshire and surrounding areas for events/activities

<http://groups.yahoo.com/group/BerkshireHomeEducators>

Woolinks Leisure Centre **Burghfield** Mondays 1pm.  
Tuesdays swimming at **Windsor** Leisure Centre noon onwards. £2.80

Wednesdays ice-skating at John Nike Leisure Centre, **Bracknell** 2-4pm, £1.50 show EO card at reception. Contact: Pat Connor 0118 9662123  
**Heros Club Holyport Maldenhead**. Mondays 10-3  
Regular sports, dancing, pottery crafts and cooking. £25 month or £10 family/day.

Contact: Dawn 01628 783107 (Also for local newsletter) [www.zednetdemo.co.uk/2eddin](http://www.zednetdemo.co.uk/2eddin)  
**Newbury** group on Fridays for younger children.  
Contact: Gillian 01491 671328

**Lambourn**. Weekly meeting on a farm for crafts, cooking and nature walks, group based on respect for each other and our world and an unhurried childhood. Contact: Tracey or Roge 01793 610448 [roge.tracey@virgin.net](mailto:roge.tracey@virgin.net)

**Reading**: Mondays, 10am - 12noon swimming at Central Pool, lots of teenagers  
Contact: Lynn 0118 972 1420  
Fridays, 11am - 3pm-ish near **Pangbourne** for chat and play. Separate space for teenagers; adventure playground for younger ones, animals.  
Contact: Lynda 0118 961 4466  
or Abigail 01628 483895

### **BRISTOL**

Thursdays meeting at St Paul's Adventure Playground 1-3pm; Spanish, Science and Pottery happening on a regular basis

Contact: Carla 9354389

Email list for Bristol and surrounding areas at: <http://groups.yahoo.com/group/BristolHomeEducation>

Also local group website for more information about home education in Bristol:  
[www.bristolhomeeducation.org.uk](http://www.bristolhomeeducation.org.uk)

### **BUCKS**

Newsletter for Bucks/Northants

Contact: Dawn 01908 569380

[Dawnwaddington@hotmail.com](mailto:Dawnwaddington@hotmail.com)

South Bucks: fortnightly meetings for craft, activities, play, speakers, drama, trips etc.

Contact: Jackie 01753 886924

Dorothy 01494 782864

### **CAMBRIDGESHIRE**

**Cambridge** regular meetings and outings.

Contact: Penny 01223 526441

[penny.k@ntlworld.com](mailto:penny.k@ntlworld.com)

Monthly at **Alconbury**, activities run by Christian group. All welcome

Contact: Audrey Hill 01480 219881

**Peterborough**: weekly meetings on Wednesdays for art, craft, science, swimming, sports, play and visits.

Contact: Sarah 01733 265043 [SJLambert@aol.com](mailto:SJLambert@aol.com)

**Cambridge/Norfolk border**: fortnightly at Guyhirn.

Contact: Pat 01354 656582 or Ruth 01945 861464

**North Cambridgeshire** \*\*NEW\*\* fortnightly meeting at **CHATTERIS** on Monday afternoons. Contact Sarah 01354 694710 or Jane 01354 677869.

### **CHESHIRE**

Contact Gill Wilson 0161 443 8723 for North Cheshire/Stockport

Meeting 1st Wednesday of the month for crafts games and activities

Contact: Sue: [SueElaineDavies@aol.com](mailto:SueElaineDavies@aol.com)

Sue 01270 883 978 (for S. Cheshire)

### **CLEVELAND AND DURHAM**

Contact: Pauline Butterworth 01642 899247

### **CORNWALL**

Free events sheets every two months via Email or SAEs. Contact: Anna Wheeler, Cambrose Farm, Redruth, TR16 4HT 01209 890378

Or [Annawheeler@cambrose.fsnet.co.uk](mailto:Annawheeler@cambrose.fsnet.co.uk)

Local information on our local home ed website: [Homeedinkernow.tripod.com](http://Homeedinkernow.tripod.com)

### **CUMBRIA**

Informal gatherings for socialising, support and activities.

**Kendal** alternate Mondays Endmoor Village Hall 1-4pm, Contact Jo Collier 015395 67005..

**Penrith** alternate Tuesdays Castledown Community Centre 1.30-3.30

Contact: Sarah Cook 01768 896019

#### **DERBYSHIRE**

**Chesterfield** group meets every Wed. morning.

Contact: Karen 01246 865532

Kaz 01246 205463 Yvonne 01246 555645

#### **South Derby/N.W. Leics/E. Staffs :**

regular meetings, socialising and days out.

Contact: Julie 01283 760800

#### **DEVON**

Devon Newsletter, full details of events throughout the County: E-mail copies free; £3.00 for 6 months by post. Contact Kate and Elsie

01392 851370 or email katefernhill@aol.com

NATIONAL TRUST (Devon) - Card held by Nick

Vidal-Hall (01548 830716) gives free membership/entry to NT sites to all Devon EO members for pre-booked 'educational' visits.

#### **East and Mid Devon:**

Local Contact Becca 01404 549479

Lots of varied activities - see Devon newsletter (above) for full details.

#### **North Devon**

Local Contact: Amanda 01237 422403

Bideford area Fortnightly social meetings on

Tuesdays. Ring Louise 01237 441786

#### **South Devon**

Local Contact Bridget 01803 862158

Weekly social meeting, Weds pm. Venue has plenty of outside play space. £1.00 per family.

Contact Bridget 01803 862158

Totnes. Teenagers weekly meeting on Thursdays

2.30pm to 6pm. 12 yrs+. £3.00 per young person..

Contact Nick 01548 830716 (adults) Young people

contact Arran and Willow 01548 830716

Brixham. Regular meetings on Tuesdays. Contact Sally 01803 856862

#### **DEVON EAST/DORSET WEST**

Lyme Regis, Axminster, Bridport, Chard

Contact Ann 01297 561070

Or Habiba 0845 4582984 (local rate)

#### **DORSET**

Regular meetings, keep in touch. Contact Christine 01258 880355 or Rosemary 01747 853 593

Bournemouth area: Meeting every Monday for

crafts, games, play etc. Friendly, welcoming group. Contact: June 01202 827945,

bugchick@btinternet.com

#### **ESSEX**

Colchester fortnightly meetings, Wednesdays £2.50 per family. Contact: Sue 01206 520284

35 Lethe Grove, Clochester, Essex CO2 8RG

Monthly in Chelmsford and weekly in Southend.

Essex Epicycle newsletter gives full details.

Contact: Corinne 07802 630693 epicycle@wavy.org

New group East London/Essex area

Contact: Gill 020 8597 8537

Swimming at Goresbrook Leisure Pool, Ripple Rd, Dagenham, every Tuesday 1pm onwards

Contact: Cindy 020 8553 0964

#### **GLOUCESTERSHIRE**

1st Tuesday of the month at Twynyn

Every Thursday swimming and trampolining.

Other outings every month.

Contact: Rob and Fiona 01684 290087

**Gloucester** meetings & swimming

Contact Dawn 01452 540019

dawnandmike@blueyonder.co.uk

Tracy 07941 612092

#### **HAMPSHIRE**

**Portsmouth** EO. Warm and friendly group meet

Thursdays for art, craft, music, chat and outings.

Contact: Kirsten on 02392 428 952, or email

kasturi@isitveggie.com.

ACTIVEO meet 3 times a week within 25 miles of

**Petersfield**. All welcome. Contact: 01428 712394

FAREGOS HE Group meet weekly at Holbrook,

**Gosport**, for swimming or skating, weekly in

**Fareham** for crafts and other activities. Other

outings on an ad hoc basis. Friendly, welcoming

group. Contact Gayle 01329 82-3112.

Email Gayle@v21mail.co.uk for more details.

**North Hampshire:** group aged 0-12 meets weekly,

St Lukes Hall, Overton.

Contact Carol 01264 357650 mobile 07760 355740

or e-mail eo@azakit.com

**Farnham/Aldershot** area. Friendly group for under

10s, weekly meetings/outings/activities

Contact: Emma 01252 350034

emmajeavons@supanet.com

#### **HEREFORDSHIRE**

1st Monday of month for meetings, various venues.

Contact: Kath and Malcolm 01432 830883

homed@appcs.co.uk

#### **HERTFORDSHIRE**

TOP Health and Education Together. Drumming + all ages groups/individuals every Tuesday.

Numeracy, literacy and parenting health sessions.

Literacy home study program 3-10 years. All at

**Bentley Heath Barnet**. Also Friday Fun Afternoon

every week Contact: Priscilla 01438 840674

olsandpjs@aol.com

Casual Swimming Friday morning, term time only at

North Herts Leisure Centre, **Letchworth**. Meet in

the pool 9.00am - 9.15am cost 60p per person on

production of EO/HEAS card.

Contact: Priscilla Simmons (as above)

or Karen Bartlett 01462 743034

**Sandridge** village hall, Sandridge, St Albans 2nd

and 4th Thursdays, term time. 1-3pm

Contact: Carolyn 01727 851073

Melissa 01462 438577

#### **ISLE OF WIGHT**

I. W. E. O. group: craft sessions, visits, swimming,

theatre, picnics, bar-b-qs, mutual support,

especially older EO kids but new members and visitors always welcomed.  
Contact: Jude 01983 531680

(more I.o.W →)

Isle of Wight Learning Zone workshops, social events and newsletter.  
Contact: Shara 01983 562313  
Alison 01983 810862

#### KENT

**Canterbury** Regular meetings and activities  
Contact: Irene 01227 709570  
**East Kent** including Dover, Canterbury and all surrounding areas. Contact Heather on 01227 370822 or email slimeheva@eurobell.co.uk for an up-to-date activities list.

#### Medway towns

Contact: Bridget 01634 234938

#### Tunbridge Wells

Contact: Kim 01892 863941  
French for beginners through songs and games.  
Yoga for children.

Contact: Katherine 01892 863958  
For events listings send SAE : Amanda Mackensie, 16 Brambletree Cotts, Borstal, Rochester ME1 3TN  
**Bromley**

Contact: Claire 0181 460 7347

Claire@wadefamily99.freemove.co.uk  
**SE Kent** : new group at the Ravensbourne Community Centre, Ravensbourne Est.  
Brangbourne Rd, Bromley. Every Tuesday 10-12 for support and outings. Contact: Lorraine 0208 461 0885 (9-10am only please)

#### LANCASHIRE

Regular meetings  
Contact: Angelica 01254 603 497  
Outings and get-togethers  
Contact: Brenda or Diana 01254 389673  
Fortnightly play sessions at Botany Bay, Chorley, Junction 8 M61

Contact: Jacqueline 01204 361072  
or Angela 01204 659634

#### LEICESTERSHIRE

Frequent meetings for play, craft, walks, hanging out, singing, swimming, science, skating and much more. Contact: Lise 0116 242 5802

#### LINCOLNSHIRE

Weekly meeting in Cleethorpes  
Contact: Caroline 01472 690738  
Lincoln group: For list of events contact Gill 01205 871399, Louise 01522 533582  
Kathleen 01522 869239

#### LONDON

**Walthamstow** Fridays 2-3.30pm  
Contact: Kate 020 8520 2676  
Tuesdays Clissold Park. All welcome.  
Contact: Charlotte 0207 254 0419  
Wednesdays Honor Oak playground.  
Contact: Steve 8680 2933  
Thursdays Lee 11-1  
Contact: Clare 020 8480 0740

Thursdays once monthly during term time  
rollerblading Kidbroke  
Contact: Fiona 020 8852 9756  
bettieslake@clara.net  
Fridays fortnightly at Sydenham 11.30-2.30  
Contact: Chrystia and Keith 8776 8597  
Fridays alternate fortnight Forest Hill Nature Reserve 11.30

Contact: Dave 8692 4080

#### NW London Otherwise Club

Contact: Leslie 0208 969 0893  
**Harrow** meetings fortnightly on Fridays;  
**Stanmore** events on Tues and Wednesdays.  
Programme available from Vivienne email timsharkey@aol.com or tel 0208 954 1885 or Vicki on Aceva@btinternet.com"

**W. London** HE group every Tuesday for social and educational activities and visits.

Contact: Claire Evans 0208 943 4491

timesteps@freemove.co.uk

**Lewisham** EO group Thursdays weekly.

Contact: Clare 8333 9455

New group at Plumstead Common Adventure Playground SE18 alternate Fridays from 1st February. Meeting at 12pm.

Contact: Bev 0208 312 2160, Kim 0208 317 7262

**East London/Essex**: every Wednesday 2.30-4.30

The Exchange Mall, Ilford.

Contact: Maria 0208 270 5293 jameson@maria.as

#### MANCHESTER

Monthly formal art lessons at Stockport Art Gallery £1.50

Monthly meeting at Stockport library  
E-mail young writers group Ed Wilson  
wilson-net@lineone.net

MADCOW newsheet, send SAEs : Gill Wilson, 20 Brook Rd, Heaton Chapel, Stockport SK4 5BZ  
Computing Skills 1st and 2nd Saturdays at Moores family home, limited places  
Contact: Karen 01204 573136

#### NORFOLK

NEON gives details of all events £1.50 plus 4 large SAEs. Contact: Steve Williams, North Cottage, Crostwick, Norwich NR12 7BD  
Workshops/social meetings 1st and 3rd Thursday  
Contact: Sue 01603 738494

#### NORFOLK/SUFFOLK BORDER

Term-time, every Tuesday 2.30 - 4.30  
Swimming, indoor sports/play at Breckland Leisure Centre, Thetford. Contact Fay 01953 681785

#### Lowestoft area

Contact: Lin 01502 741097

#### NORTHAMPTONSHIRE

New activities/meetings being organised in addition to others already running.

Contact: Jane Newson 01536 418885

#### NOTTINGHAMSHIRE

Weekly meetings. For full list,  
Contact: Wendy 0115 9114312  
Louise 01773 780634

East Midlands Christian Home Educators 1st  
Tuesday of the month 10-2  
Stapleford Baptist church, Stapleford  
Contact: Jo 0115 8770281 Julia 0115 8494083

#### OXFORDSHIRE

Classes in creative writing. Monthly Parents  
meeting, monthly Drop-in, also regular museum trips  
and outings. Local newsletter.  
Contact: Wendy 01865 514973

#### SCOTLAND

Fife: Friday fortnightly meetings, activities and social  
get-togethers. All welcome.

Contact: Nicola 01334 478530  
nicola.stubbs@btinternet.com

Irvine: For details of regular and one-off activities  
please contact: Rhona 01294 273644  
or Shirley 01563 540063 or Vivien 01563 537428

Highlands meetings Fortnightly meetings in  
Inverness, plus occasional outings. All ages  
welcome. Contact: Rebecca 01667 462772 or  
Alison 01463 232571@btopenworld.com

#### SHROPSHIRE

Activities and outings Contact: Val 01952 502225  
South Shrops. regular meetings every Tuesday,  
outings and workshops.

Contact: Carolyn 01588 680503

#### SOMERSET

Frome and beyond (FAB) home educators support  
group. Social gatherings, outings and newsletter.  
Contact: Sally 01749 841554  
Helen 01373 465260

Wiveliscombe - new meeting on the 1st Tuesday  
of the month (term time) at Scout Hut 10.30-13.30  
Contact: Maggie 01984 624 651

SOMERSET NORTH - new group  
Regular get-togethers and activities  
Contact Vicky 01275 848425  
or Sarah 01275 842300

or e-mail hegns@btopenworld.com

STAFFORDSHIRE/SOUTH CHESHIRE/NORTH SALOP  
Stafford every 2nd and 4th Wednesday in village  
hall for games craft etc. 12-3.30

Contact: Nicola 01785 612410

Alsager: 1st Wednesday of the month at YPCC for  
craft, music, games, chat.

Contact: Caroline 01270 875 633

Sue 01270 883978 Suedavies@tesco.net

#### SUFFOLK

Regular meetings every 3rd Friday 10.30-2.30  
£2.50 for family, shared lunch.

Contact: Sarah 01379 783678

#### SURREY

Guildford area: Theatre bookings

Contact: Tisha 01483 898575

Skating during term time Friday 1-4

Contact: Jane 01420 88188

Under 10s Contact: Nicky 01483 232080

Nick's Woods fortnightly

Contact: Nicki 01306 884741

Dorking/Reigate area.

Contact: Helen Burnett 01737 243606

Farnham/Aldershot area. Friendly group for under  
10s, weekly meetings/ outings/activities.

Contact: Emma 01252 350034

emmajevons@supanet.com

#### SUSSEX

Monthly newsletter £8pa or £4 six months,  
cheques payable to "ESEO" to Ian Lawes, 35  
Waldegrave Rd, Brighton, BN1 6GR

Contact: Isobel 01403 261178 (W. Sx.)

Winnie Durdant-Hollamby 01342 826087 (E.Sx.)

Lindfield EO Friday club, contact Liz 01444 414058

Hastings Area Home Educators, regular arts, craft,  
gym, outings and meetings.

Contact: Ali 01424 814175

Eastbourne Home Educators Club, alternate  
Fridays 9.30-11.30 Shinewater Community Centre  
75p per child. Contact: Angelique 01323 509702

Worthing: Thursday morning group 10-12.30.

Many different activities and outings last Thursday of  
each month. Contact: Sam Kruger 01903 233799

Forest Row Area: regular support group meetings,  
drama club, outdoor games mornings and outings -

Contact Winnie 01342 826087

#### TYNESIDE

Monthly art sessions at the Laing Art Gallery - for  
children over 6. Contact: Lilian 0191 456 7007  
lavenderco@aol.com

Regular outings, visits, etc. Contact: Becky 0191  
478 5322 beckyfeeny@hotmail.com

#### WALES

South Wales regular group activities and newsletter  
£3 pa. Weekly ice-skating.

Contact: Dawn 01452 540019

dawnandmike@cableinet.co.uk

Contact: Beverley 02920 797628

Bev1.French@btinternet.com

Swansea monthly meetings in Llanelli area

Contact: Sue 01269 861902

Swansea/South West Wales group meet regularly  
for swimming, group activities, social events and  
support. All ages, network of 30-40 families over  
wide area. Contact Geraldine 01792 405894  
or Juliet chestnut1@ntlworld.com

Pembrokeshire EO swim and sauna:

Haverfordwest pool, Dew St. 3pm at main reception,  
now fortnightly. Call to check dates.

Contact: Yvette 0845 458 9251

Cardigan area social meetings and outings on

Mondays - Contact: Yvette 0845 458 9251

Gwynedd Mondays swimming at Bangor

Contact: Louisa 01248 361254

Friday swimming at Porth Madog Weekly meetings  
at Tremadog Thursdays. Contact Jo 01766 512330

**NE Wales/Borders** weekly gym/trampolining in Wrexham (Thurs) various meetings in Oswestry, W. Cheshire/NE Wales. Also sports and ice skating at Deeside Leisure Centre.

Contact: Genny 01978 757489 (more →)  
49 Westminster Rd, Moss Valley, Wrexham  
LL11 6DH - £2 for a years listing.  
[eo@7times7.freerve.co.uk](mailto:eo@7times7.freerve.co.uk)

#### **WARWICKSHIRE**

The group usually meets 2 Thursdays a month; at Wolston nr Coventry and for an outing in the Coventry/Warwicks area.

Contact: Helen Hall 01926 771958

#### **WEST MIDLANDS**

Meetings, trips out, activities etc. held throughout each month at a variety of locations all over the West Midlands. The newsletter HELM lists many of them. HELM is available free by email or by post for a small charge and covers HE related articles and events throughout the West Midlands and surrounding areas.

Contact: Joy Beasley 0121 585 6450  
[JoyBeasley@b-bunch.freerve.co.uk](mailto:JoyBeasley@b-bunch.freerve.co.uk)  
Penny Clarke 01922 745465  
[pennyclarke@blueyonder.co.uk](mailto:pennyclarke@blueyonder.co.uk)

#### **WILTSHIRE**

Outings and visits every 1st Tuesday pm lower Street Hall, off Netherhampton Rd, Salisbury 2-5pm.

Contact: Vicky 1722 324863 or Sam 01794 342041  
Last Thursday of the Month The Scout Hut,  
Southbroom Rd Devizes, 11.30-14.30, games,  
activities, support and socializing.  
Outings most Thursdays  
Contact: Janet 01249 818672  
email: [janet.eldekvist@btopenworld.com](mailto:janet.eldekvist@btopenworld.com)

Jemima: 01380 727470 Helen: 01249 822958

[www.geocities.com/wiltshirehomeed/index.htm](http://www.geocities.com/wiltshirehomeed/index.htm)

#### **WORCESTERSHIRE**

Local Contact - Rachel 01527 597809

Meetings, events, trips out etc happening all through the month throughout the county.

Meetings - Karen Raybould 01527 835384

Meetings - North Worcs/Kidderminster - Gail

Tutcher 101562 822034 [gail@tqmi.co.uk](mailto:gail@tqmi.co.uk)

#### **YORKSHIRE EAST**

Regular meetings and visits.

Contact: Alison 01405 769902

#### **YORKSHIRE NORTH**

Hoping to start **\*\*NEW\*\*** group for regular meetings and outings. Contact: Karen 01904 792819

#### **YORKSHIRE SOUTH**

Regular meetings for arts/crafts, visits, swims, hanging out and more. Contact: Jo 01709 820866  
Denise 01226 733478 Gary 0114 2585702.

Tuesdays 12-3 term time at Highfield Adventure Playground. Free entry, small contribution for craft materials. Off London rd/Abbeylee rd

Contact: Annette 0114 2583502

Fiona 0114 22751142

#### **YORKSHIRE WEST**

Outings and activities Contact: Eva 01535 274520.

Last Thursday of the month 11-1.30 at Civic Centre  
**Huddersfield**. Contact: Tracey 01484 317176

2nd Friday of the month 1-4 at West Park Centre,  
Spenn Lane, Classroom 9.

Contact: Susan 0113 2688304

Swimming (term time) Tuesdays **Bradford**

Contact: Eva 01535 274520

**Huddersfield** sports Centre

Contact: Tracey 01484 317176

Skating Fridays (except the week of the Leeds

Meeting) Contact: Frances 01274 884750

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## **LOCAL CONTACT UPDATE**

#### **New acting local contacts**

Surrey - Judith Wright

Cumbria - Sarah Cook

#### **Confirmed local contact**

Sussex East - Winnie Durdant-Hollamby  
01342 826087

#### **Resigning local contact**

Gloucestershire - Fiona Brookes

#### **Areas needing a local contact**

Bedfordshire

Durham

Glamorganshire

Isle of Man

Leicester City

Powys

Tayside

Derbyshire

Fife

Gloucestershire

Lancashire

Northern Ireland

Strathclyde

Yorkshire North

#### **If you want to volunteer**

or are interested to know more about the job of being a Local Contact  
please contact Keith Charlton, 2 Wistow Rd, Newton Harcourt, Leicestershire, LE8 0FT 0116 259  
2118 [kcharlton@care4free.net](mailto:kcharlton@care4free.net)  
(see also EO Handbook pp 28-30 - AR)

## Education Otherwise Adverts

### Resources Booklet

50 page booklet giving information on different curriculum materials aimed at 5-11 year olds available to home educators who are interested in a more structured approach.

Send £1 coin with your address to:  
H. Turnbull, Hadlow House, 2, Hadlow Rd,  
Sidcup, Kent DA14 4AF  
Or get a free RTF copy by e-mail  
[henrietta.turnbull@ntlworld.com](mailto:henrietta.turnbull@ntlworld.com)

### Resources for Older Children

Information on curriculum materials for later years. For a copy please send 60p to cover printing and postage with your address to: G. Dove, 302, High Road, Chadwell heath, Romford, Essex RM6 6AJ  
Free e-mail copy from:  
[gillchris@willrich.fsnet.co.uk](mailto:gillchris@willrich.fsnet.co.uk)

### EO Car Stickers

Help spread the word.  
Please send a reasonably large SAE to:  
Ali Willer, 28 Cozens Hardy Rd,  
Sprowston, Norwich NR7 8QF

**Archie Postcards** – limited Y25 edition –  
look out for them at gatherings!

### EO Hoodies and Mugs

Hooded sweatshirts with the triangle logo and the letters SINC are now available in navy blue and black in children's and adult sizes (£12 for children's and £20 for adults' including postage and packaging).

EO 25th anniversary mugs are also available in white and red with a picture of Archie (£5 including postage and packaging).

If you are interested in the above please contact [Jill.Fisher@care4free.net](mailto:Jill.Fisher@care4free.net) or ring at 0116 212 8120 for further details.

### EO T-shirts:

Good quality cotton printed with logo in choice of two designs:

1. white shirt with E.O. logo  
(red triangle kicked open by running children)
2. navy shirt with white slogan:  
"home education - a real option"  
£5 adult (M, L, XL)  
£3.50 child (3/4, 5/6, 7/8, 9/11, 12/13)  
Add p&p up to 6 shirts £2, 7+ £4  
Cheques payable to E.O.Trading Ltd.  
Pat Connor, 2 Whitegates Lane, Reading,  
Berks., RG6 1ED

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## Local Contact Co-ordinator Needed

EO is looking for someone to take over as Local Contact Co-ordinator as soon as possible.

Ideally this should be someone with experience of both Local Contact work and proactive work with LEAs. The Local Contact Co-ordinator will be expected to provide support and information to Local Contacts and to work with others to develop a support network.

### This is a key position within EO

and a full job description can be found on page 30 of the EO Handbook.

If you are interested please contact Jill Fisher at [Jill.Fisher@care4free.net](mailto:Jill.Fisher@care4free.net) or on 0116 212 8120.



## Who does What in EO

### Council Members

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

Geraldine Adams (N. London) 0207 2634922  
Pam Bellinger (Leicester) 0116 282 7929  
Isobel Bogucki (W. Sussex) 01403 261178  
(New Email: [isobel@cupcake.clara.net](mailto:isobel@cupcake.clara.net))  
Penny Clarke (W. Midlands) 01922 745465  
Jill Fisher (Leics) 0116 2128120  
Martine Frampton (Glocs) 01608 812411 (new)  
(New Email: [martine-frampton@macunlimited.net](mailto:martine-frampton@macunlimited.net))  
Lynda Hitchman (Berks) 0118 961 4466  
Jacqui Houlding (Cheshire) 01925 654856  
(New Email: [jc\\_houlding@onetel.net.uk](mailto:jc_houlding@onetel.net.uk))  
Garry Humphreys (Lincs) 01205 871399  
Celia McDonagh (Wales) 0776 321 3851  
Gary Podmore (Yorks) 0114 2585702  
Julie Ridley (Manchester) 0161 860 7589  
Ann Samuel Till (Scotland) 0131 5566271  
Jenny Stevens (W. Sussex) 01243 783469  
Dawn Waddington (Bucks) 01908 569380  
Anne Wade (Middx) 0208 9047155  
(New Email: [anneandrob@onetel.net.uk](mailto:anneandrob@onetel.net.uk))  
Ali Willer (East Anglia) 01603 401020

### Membership

*Membership and newsletter subscription enquiries, membership cards and address changes:*

Administrator, Education Otherwise,  
5 Goodyers, Alton, Hampshire, GU34 2SH  
<<mailto:database@education-otherwise.org>>  
For other queries or missing newsletters contact  
Lynda Hitchman  
[database@education-otherwise.org](mailto:database@education-otherwise.org)  
or Phone 0118 961 4466

### Stationery

Leaflets, posters, membership forms, car stickers:  
Ali Willer, 28 Cozens Hardy Rd., Sprowston,  
Norwich NR7 8QF (donations towards postage  
welcome, 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 SAE to:  
Bridget Elgie, 14 Elizabeth Crescent, Bay  
Vista, Whitehaven, Cumbria CA28 6JQ  
0845 4582075 [bidelge@aol.com](mailto:bidelge@aol.com) (please  
ring to check availability of items before  
ordering)

Website and email lists: Jacqui Houlding,  
01925 654856, [jc\\_houlding@onetel.net.uk](mailto:jc_houlding@onetel.net.uk)

### EO Home Education Cards

Extra cards are available from:  
EO HE Cards, 5 Ridge Way, Aldridge, Walsall  
WS9 0HL Please send a stamped, addressed  
envelope **plus 1 x loose 2<sup>nd</sup> class stamp for each  
card required.**

### Useful contacts

Single Parent Family Contact: Sarah Martin, Lammas,  
34 Cowslip Drive, Little Thetford, Ely, Cambs, CB6 3JD  
01353 648716 (assistant) Rowenna Williams  
[rowenna73@hotmail.com](mailto:rowenna73@hotmail.com) Tel: 01490 440 560  
1Bythynnod Crogen, Llandrillo, Corwen, Clwyd. LL21 0SY

Special Needs: Christine Waterman, 85 Elfrida Rd,  
Watford, Herts WD1 8AT 01923 464773

School Phobia: Geraldine Adams 0207 263 4922

Teenage Support: Geraldine Adams 0207 263 4922

College Contact: Kathy Chilton 01969 623707  
(retiring - volunteers please!!)

GCSE Contact (acting): Geraldine Adams 0207 263 4922

Autonomous Education Support: Sammy and Nick  
Vidal-Hall, Home Croft, Brownston St, Modbury, Devon  
PL21 0QR 01548 830716

EO Stalls: Lucy Charlton, 2 Wistow Rd, Newton Harcourt,  
Leics LE8 0FT 0116 2592118 [lucy.charlton@care4free.net](mailto:lucy.charlton@care4free.net)

Research Contact: Pam Vickers 25 Boxley Rd,  
Walderslade, Chatham, Kent Home: 01634 671507  
Work: 01227 712206 [pjvickerscan@aol.com](mailto:pjvickerscan@aol.com)

Company Secretary: Pam Bellinger 56 Beech Drive,  
Braunstone, Leicester LE3 3DA 0116 282 7929

Treasurer: Garry Humphreys Three Stacks, Wicken lane,  
Old Leake, Boston, Lincs PE22 9QE 01205 871 399  
[garryhumphreys@lineone.net](mailto:garryhumphreys@lineone.net)

Newsletter Coordinator: Anne Rix, The Orchard, Hembury,  
Frithelstock, Torrington, Devon, EX38 8JT 01237 451535  
[anne@annerix.demon.co.uk](mailto:anne@annerix.demon.co.uk)

Local Contact Coordinator (acting): Keith Charlton  
2 Wistow Rd, Newton Harcourt, Leicestershire, LE8 0FT 0116  
[kcharlton@care4free.net](mailto:kcharlton@care4free.net)

Enquiries Secretaries Coordinator: Iris Harrison  
01584 781341 [Irisharrison6@aol.com](mailto:Irisharrison6@aol.com)

Chair: Jill Fisher (retiring), 54 Ratcliffe Rd, Leicester,  
LE2 3TD 0116 212 8120

Jill Fisher@care4free.netContact with LEA  
If you need help in dealing with your LEA ring your Local  
contact or any council member.

# education otherwise

Education Otherwise is a membership organisation which provides support and information for families whose children are being educated outside school, and for those who wish to uphold the freedom of families to take proper responsibility for the education of their children.

Our principal aims are to:

- encourage learning outside the school system;
- reaffirm that parents have the primary responsibility for their children's education and that they have the right to exercise this responsibility by educating them out of school;
- establish the primary right of children to have full consideration given to their wishes and feelings about their education.

For further information send an A5 s.a.e. to:  
P.O. BOX 7420  
LONDON N9 9SG

HELPLINE 0870 7300074

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

Education Otherwise Association Ltd, Registered Charity No. 1055120



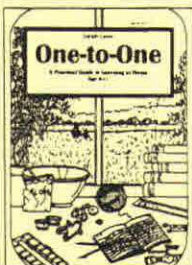
# NEZERT BOOKS

**One-to-One** was first published in June 2001, since when we have sold over 500 copies to EO members.

I am now republishing the book under my own name (I previously used a pen-name, Martin Williams) and the new edition is being stocked by W. H. Smith - which is, I believe, a first for a home-education book in the UK.

The cover price has increased to £12.50, to reflect the economic realities of the book trade, but we are continuing to offer the book to EO members for the original price of £9.95 + £1 p&p.

*Gareth Lewis*



## One-to-One

A Practical Guide to Learning at Home Age 0-11

Gareth Lewis

320 Pages. Fully Illustrated

Second Edition February 2003

*"This is as comprehensive a guide to practical, sensible, 'real education' as one could hope to find. It is inspiring and yet undaunting."*

*Full Time Mothers*

*"Parents will find much in this book to challenge, enlighten and guide them."*

*Daily Telegraph*

*"One-to-One is a truly wonderful book... it is a must-have guide: the place to look for alternative ideas, after-school activities and good old-fashioned logic."*

*Montessori International Magazine*

- **Reading** - practical advice on how to make reading enjoyable for children of all reading abilities.
- **Writing** - how to teach a child to produce perfect handwriting in a few weeks.
- **Arithmetic** - a painless introduction to the world of mathematics.
- **Gardening** - detailed advice on creating and caring for a small vegetable plot.
- **Cooking** - well-balanced, tried and tested recipes for children to follow with their parents.
- **Crafts** - detailed instructions for making high-quality crafts.

~~£12.50~~ Special price EO members:  
**£9.95 + £1 p&p**

Nezert Books is an independent publisher run by a family that has been home educating for the past twelve years.

[www.nezertbooks.net](http://www.nezertbooks.net)

## **New:** Freedom in Education Newsletter

- Articles
- Cartoons
- Quizzes and puzzles
- Recipes and Gardening tips
- News and information

The Freedom in Education newsletter is an extended version of our free e-newsletter (see [www.freedom-in-education.co.uk](http://www.freedom-in-education.co.uk)). It aims to provide a balance between articles on educational issues, of interest to parents, and practical activities, cartoons, etc. that are of interest to children.

The current issue is 12 pages, A5 format.

**£12 for 12 issues**

## **Order Form - Special Offer EO Members**

	Price	No.	Total
<b>One-to-One</b> A Practical Guide to Learning at Home Age 0 - 11	£9.95		
<b>Still Available: Set of Four Sums Books</b> - 500 Adding-Up Sums, 500 Taking-Away Sums, 500 Multiplication Sums, 500 Division Sums.	£12.50		
<b>Postage and packing</b> —fixed price for orders placed using this form. Please allow ten days for delivery.			<b>£1.00</b>
<b>Freedom in Education Newsletter 12 issues</b>	£12.00		
Please return this form, with a cheque made payable to Nezert Books to: <b>Nezert Books, Nezert, 22160 Duault, France.</b>	<b>Total</b>		

Name: .....

Address: .....

E-mail (if you wish to be informed of despatch of order):

Telephone (optional):