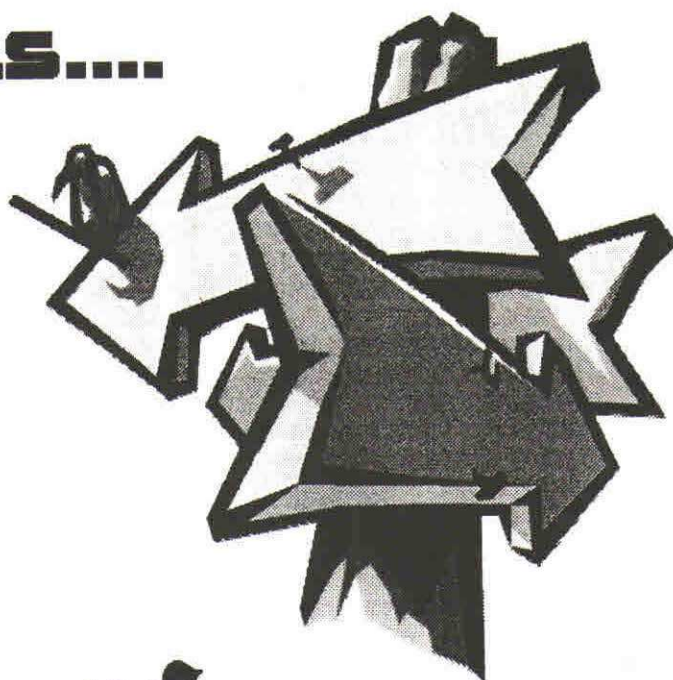
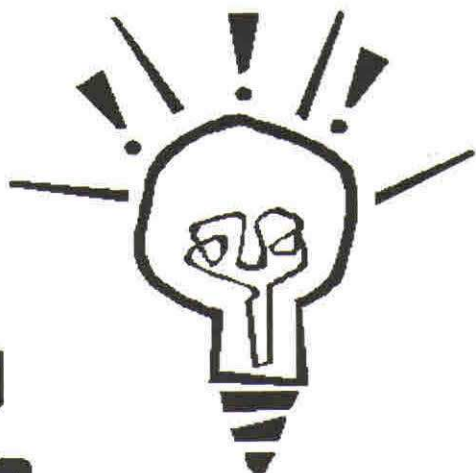


**children
following
their own
ideas....**



**education
otherwise**

**August 2003
No. 153**

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

REGIONAL DIARY & ADVERTISEMENTS

Please send direct to NL co-ordinator until further notice: anne@annerix.demon.co.uk (postal address inside back cover)

Volunteer needed to do adverts please!

BOOK AND SOFTWARE REVIEWS

Sally Hall, Nant-y-Gareg Farm, Saron, Llandysul, Carmarthenshire, SA44 5EJ
01559 370908 sally@aecb.net

HOME EDUCATION in the NEWS

Ann Kennedy-Smith, 21 Kimberley Road, Cambridge, CB4 1HG. 01223 356627
akennedysmith@yahoo.co.uk

CHILDREN'S PAGES Alex Procter, 7 Park Farm Close, Shadoxhurst, Nr. Ashford, Kent, TN26 1LD
01233 732084 **N.B. deadline 20th August 2003** Theprocters@btinternet.com

LETTERS AND ARTICLES

Sue White, 2 Pretoria Villas, Eye Road, Brome, Eye, Suffolk IP23 8AL
01379 870036 sue_white@tiscall.co.uk

EO BUSINESS

Martine Frampton, 3 Redesdale Mews, Hospital Road, Moreton in Marsh, Glos. GL56 0BQ 01608 812411
martine-frampton@macunlimited.net

ARCHIVE SELECTIONS

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

SPECIAL SECTION - October/December - LEARNING STYLES & EDUCATIONAL PROVISION:
How do you actually DO home education? How does your child learn things? How does it fit with the rest of life? Have you any insights you have found useful in understanding/motivating/communicating with your child/ren? Practical tips for new HERS. Let others benefit from your experience of how home education works. Contributions to NL co-ordinator, please.

DEADLINE FOR THE OCTOBER ISSUE IS 1ST SEPTEMBER 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). **Email contributions will be acknowledged within a few days. If you require a postal acknowledgement please enclose saae.** If no acknowledgement is received, or in case of queries, please contact the NL co-ordinator. *Please also ensure your EO membership is up to date.*

Please send contributions via the most appropriate section editor above.

DISCLAIMER

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

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

EDITORIAL POLICY

EO is legally responsible for the material printed in the Newsletter, and sometimes it is necessary to edit letters and articles to ensure that there is no possibility of legal action against EO. We try to consult with authors when this is necessary but we reserve the right not to print anything we consider puts EO at risk.

COPYRIGHT

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

**IF YOU CHANGE YOUR ADDRESS, PHONE NUMBER, EMAIL OR OTHER DETAILS,
OR IF YOUR NEWSLETTER DOES NOT ARRIVE**

PLEASE CONTACT THE ADMINISTRATOR (See inside back cover)

CONTENTS

Reviews.....	2
Press/Media Officer.....	9
Leaving the Rat Race.....	10
Spreading the word.....	
Diary of a Home-Educating Nobody.....	11
Home Educators' Views on School.....	12
Baby Milk Action.....	14
Café Scientifique.....	
Surveys.....	15
Educating Archie.....	16
Truancy Sweep.....	17
Contact with Warwickshire LEA.....	
Response to Book Review.....	19
Bridge Building in Warwickshire.....	
Oxfordshire Workshop Group.....	20
Relationships with the LEA.....	21
From the Archives.....	22
Holiday Venue.....	23
Report of Council Meeting.....	24
Writing A Report for the LEA.....	26
Preparing for the Inspection.....	28
Travelling the UK and Abroad.....	30
Travelling on a Canal Boat.....	
EO Gathering at Featherstone Castle.....	31
Invitation to Share Resources and Skills.....	
Home-Educating Children with Disabilities.....	32
Greetings from New Zealand.....	
Newsletter Team - Help Please!.....	33
Comments on Reviews.....	
Review Pages Debate.....	
Japanese Visitors.....	34
Communications Group.....	
When Talking to the Media.....	
Newsletter Production.....	35
Scotland: Revised Draft Guidance - Out Now!.....	
Ads.....	36
Regional Diary.....	38
EO Ads.....	43
Back Page Part 2.....	44

Thanks to Belinda for help with production

Co-ordinatorial

"I'll never suffer from Empty Nest Syndrome" I bragged to myself, as we weathered somewhat bumpy teenage years ... we got to the stage when they were all over 16 and it felt a bit strange not having a "school age" child, but no problem - and

plenty to keep me occupied as by then I'd taken on the newsletter as well as volunteering for the CAB and doing some supply teaching (well, one has to earn a living somehow) - oh, and a stint or two on the enquiries line (not even time for a 'comfort break' on some days) ... then he went to college and I didn't even have any home-educated children around. Oh well, start another OU course ... after a year and a half college became just too irrelevant and he dropped out. Being a law-abiding citizen I duly informed the Child Benefit, WFTC, etc. people, who promptly asked for my CB book back and asked awkward questions. We did a bit of creative form-filling and an explanatory covering letter, and a couple of weeks later my CB book landed back on the mat - with a hefty wad of arrears ... But he didn't seem to have any idea of what he was actually going to do, and I have to admit to feeling a bit weighed down by the responsibility - at 18, he's a MAN, for goodness sake! Of course, it was good having a technical support department in the house, even if it didn't surface until lunchtime ... then he suddenly announced he was taking off for America to stay with a girlfriend he'd met through online fantasy role-playing adventure games (you know, dungeons & dragons and such) and he wasn't sure what he'd do then - and now he's gone. For a week, I couldn't even think straight. I just wasn't prepared for the sheer gutsy physicality of the loss. I didn't feel lonely or sad, and I certainly had plenty to keep me occupied - only I couldn't get my head around it and I didn't know why. Then I noticed the young swallows who'd been reared in the garage taking their first fluttery excursions to the telephone wires and I realised I'd been kidding myself - I did have ENS, and this is what it feels like. Yuk! Thanks to those who were there for me (you know who you are) and to everyone else - if something's gone wrong with the NL this time around I'm really sorry, but my brain has been like fudge. I'm now past the acute phase and in recovery (got the rolls of cobwebs, dust and cat hairs out from under his bed over the weekend) but it's very much the end of an era.

Anne Rix 16.7.3



REVIEWS

The Sands of the Skeleton Coast

by *Duncan Watt*

This story is about Bruce and Nigel Wallace and their friend Jimmy, who meet Barry who says he wants to explore the wreck of an old ship, the Dundee Star, and then go to a place called Cape Town. The boys and Barry soon end up in a lot of trouble with three Russian criminals. Although the book was a slow starter, I really enjoyed it as it got towards the end. It was full of jokes, danger and a lot of information on the history of the Skeleton Coast and the animals that live on it. This book is for older girls and boys. I recommend it, definitely.

James Baker (11)

£4.99 ISBN 1-85646-107-6 *Gazelle*

The Keeper of the Isis Light by *Monica Hughes*

The Keeper of Isis Light is based some time in the future. It is about a 16 year-old girl named Olwen who is the only one who lives on the planet Isis, apart from her guardian. The story is that on her 16th birthday her guardian tells her that there is going to be a space ship arriving named 'Pegasus Two' containing about 80 passengers from Earth who plan to settle there. At first she is upset that her planet will have to be shared with other humans. She gets used to it and falls in love with one of the settlers but she cannot show her real self just her in a non-germ suit. The rest of the story is mostly based on twists and there is a serious theme running through it. It is worth reading the book even if just for the twist in the middle. I rate this book 9/10.

By Matt Longmuir (13)

£4.99 ISBN 0-86315-386-0 *Floris Books*

Bobby, Charlton and the Mountain

by *Sophie Smiley*

We really enjoyed this book, especially Oliver, who is also football mad like the family in the story. Bobby and Charlton are brother and sister. Bobby has Downs Syndrome and Charlton looks out for him and is a very caring sister. They are both football mad and at the end of the book they get to meet a very famous player - the "mountain" of the title. This book is fun, warm-hearted and ideal for children who perhaps are not big readers. We like the bit where mum blows a whistle and uses a red card when the children misbehave.

Louise Smith with Oliver (7) and Emily (5)

£3.99 ISBN 1-84270-178-9 *Andersen*

Up in Heaven by *Emma Chichester Clark*

Emily enjoyed this one very much - lovely colourful illustrations and a story that begins sadly with the death of a pet dog, but ends happily. The dog that has died, called Daisy, watches over the family from heaven and sends dreams to comfort the little boy, Arthur, who misses Daisy a lot. We think this would be an ideal book for all pet owners as it is a lovely and uplifting look at the death of animals. It is not overtly religious although some may not be too keen on the basic premise that dogs go to "dog heaven". Nevertheless it is a lovely book.

Louise Smith with Oliver (7) and Emily (5)

£9.99 ISBN 1-84270-174-6 *Andersen*

The Illmoor Chronicles

I like this book as it is funny and I like the characters.

The characters are Groan Teethgrit, a man mountain [with a sword] and with more fingers than brain cells, Gordo Goldeaxe, a dwarf [with a battleaxe] who HATES people looking down on him, and Tambor Forestall an ex-sorcerer who cannot perform the most basic of spells. The story is set in Illmoor, a continent riddled with light and dark magic. The capital of Illmoor (Dullitch) has been overrun by rats. The duke of Dullitch had hired a young shepherd who turns out to be possessed by dark magic. The shepherd drowns the rats but when the duke refuses to pay him he kidnaps the children of Dullitch. This is like *The Pied Piper Of Hamelin*. It is up to Groan Teethgrit, Gordo Goldeaxe and Tambor Forestall to track down the shepherd and rescue the children. On their way to the shepherd they encounter a tribe of Orcs and a Giant. I would recommend this book to anyone.

Joseph Leech (7)

ISBN 0340873426 *Hodder*

Drucilla and the Cracked Pot

by *Lynda Waterhouse*

We didn't enjoy this book, which is intended to be a humorous tale, set in Roman Britain. We found the jokes quite corny, and basically failed to get the joke. It is peppered with details about life in Roman Britain, but it somehow still feels as if the family have been transplanted into the scene from the present. Perhaps this is intended to add to the humour, and we are sure some children will enjoy it, so it's going to be donated to our local library.

Sally Jarvis with Hazel (11) and Kim (7)

£4.99 ISBN 0-7136-6285-9 *A & C Black*

Footsteps in the Fog by *Terry Deary*

Jem says, "I think this is a very good book. I could read it in half a day. I quite like the plot but some others I have read by Terry Deary, the ideas are better." Kirsten says "Jem had mixed feelings about this book. He was very keen to read it as he loves 'Horrible Histories' by the same author but he was slightly disappointed. He has started reading 'classics' so he felt the language wasn't very challenging. Age range probably 7-9 year olds."

Kirsten Freiesleben with Jem (8)

£4.99 ISBN 0-7136-4 *A & C Black*

Jabberwocky by *Lewis Carroll*

This is a beautifully illustrated hardback version of Lewis's famous poem and would make a lovely gift. At £9.99 it is expensive, but it is a great example of the nonsense poem and good for older and younger children who like playing with language. Holly loves it. Libraries will have copies!

K McIntyre Bhatti with Holly (almost 6)

£9.99 ISBN 0-7445-9293-3 *Walker*

Broken by *Penny Kendal*

An easy read, with a limp, disappointing ending, which lacked climax. Rebecca and Jack's mum is at a rehabilitation clinic for an addiction to drugs, and the pair have to live with their mysterious Aunt Caroline,

who they didn't even know existed. Jack breaks one of Caroline's precious porcelain ladies, and a string of accidents occur from this point onwards. Then Rebecca makes a crucial discovery, and forces Caroline into revealing her darkest secret.

This book was a let down as I was looking for a deeper storyline. I would say that this tale was suitable for both boys and girls aged between 9-11 who likes authors such as R.L. Stine.

Megan Whiteman (13)

£5.99 ISBN 1-84270-174-6 Andersen

Cuss by Kristine Franklin

This book is about the life of a boy, Slava, and how he changes from boy to man in a year. His family is in trouble. His elder brothers are accused of murdering a man and have gone to California to pick fruit. Slava loves school but he wants to work to save his family, so he climbs aboard the grape train to find work in California. When you first start reading this book you don't know this is going to happen. In the first part of the book he is planning to steal grapes off the grape train - and then the story changes. Everything that happens is interwoven so much that it is sometimes difficult to work everything out.

Kit Fretesleben (10)

£5.99 ISBN 0-7445-90957 Walker

Tudor Tales by Terry Deary

A series of 4 short books (2500 approx words) based on real people and events. *The Thief, The Fool and the Big Fat King* (ISBN 0-7136-6434-7) is about a family who survive by tricking people out of their money. They are spotted by King Henry VIII's jester and taken to entertain him at his court. When this leads to the King taking them on at cards, they find out he's a very sore loser..... *The Maid, the Witch and the Cruel King* (ISBN 0-7136-6432-7) is about a villainous Lord who tries to catch a 'witch' to amuse 'Bloody' Queen Mary with a public burning. One of his maids sets off to warn the 'witch' with interesting consequences. We enjoyed both these stories and felt that despite their brevity, they successfully evoked the atmosphere of another era.

Sally Jarvis with Hazel (11) and Kim (7)

£4.99 each A & C Black

Mr Fo by Alain Merhege

It took a while for me to get into this book but it was worth the effort. The story is about a man, Mr Fo, who gets involved in an adventure with birds to save the world by buying extra time from a Time Supermarket because time is running out for the world in relation to the plants, animals etc. This has been brought about by the actions of man. He is woken one morning by two sparrows who have been sent to fetch Mr Fo. He has been chosen by the birds because he is concerned about the number of animals and birds that become extinct every day. He embarks on an adventure with the help of various birds and manages to 'buy' four million years for Mother Nature. The cost of 'buying' these extra years is his life. He cannot return to the life he had but becomes immortal and is told that he will live for the four million years he bought. I felt the story finished a

little quickly but I got the impression that there might be follow up stories to come of his adventures. The Author is a Syrian and I found his understanding of the English language incredible in that the way he writes the story makes you stop and think what is happening to the world.

Francesca Houghton

£15.95 ISBN 1-85776-710-1 The Book Guild

Cat and the Stinkwater War by Kate Saunders

There are all these different threads weaving about and then at the end they are all straightened out. The Blessed Sardine is a mummified fish wrapped in bandages. As a pair with the Alabaster these turn out to be temple keys that have the power to turn humans into cats. Basically this is a story about cats and the cat god, Pahnk and the Stinkwater War. The Stinkwaters are a cat family and they fight the Cockledusters. It was so funny in parts I just couldn't help laughing out loud to myself. The cats all have brilliant names and so you don't forget any of them they are listed at the front. There is also a glossary at the back to explain some of the strange words the cats use. A young girl called Cat, gets turned into a cat by the strange power and she takes part in the cats' adventures and it is good because she makes friends with her enemies then. She takes on a lot of the characteristics of a cat and the effects take a while to disappear when she becomes human again, such as the hunting instinct. I really loved this story. I would give this book 10 out of 10 because it is very mysterious and I like books that give you only hints of what is going to happen.

Keith Hall (9)

£9.99 ISBN 0-333-99771-9 Macmillan

Disney's Winnie the Pooh Infants CD

The graphics were not as good as the Story with a tail reviewed in the last issue and the activities were not as absorbing. Rowan said he did like this game but he did not stay on it very long and said he preferred the other Winnie the Pooh game. The activities were aimed at the right level the recommended age being 4-6 years. The activities consisted of identifying the first letter of words by finding the right page for the book, counting using balloons and then identifying the right number, finding treasure using a map, creating a musical instrument and music and making pictures of the different seasons. The introduction says that Christopher Robin has gone to school so Pooh decides he would like to as well. Personally I thought the constant reference to rewards i.e. stars was not required. If you are going to buy a Winnie the Pooh game choose A Story with a Tail which we reviewed in the last issue.

Ashley & Kathleen with Rowan (4)

Mindscape

Search for the Secret Keys CD

The idea behind this is that Mickey and his friends have been locked in a haunted house and need six keys to escape, which you get by completing the activities. The graphics on this game were excellent and the ghosts were friendly and helpful giving good advice on how to complete the activities. The activities include learning the alphabet by placing books in the right

order, picking the first letter of the picture in a frame, completing an incomplete tune using the notes and the organ, using rhyming pairs to complete the gears to start a clock, using maths to complete armour and completing a network of pipes to stop a flood. These activities are on level one. The activities are adjusted in levels two and three to the capability of the older child. Rowan liked this game (it is recommended for 4-7 year olds) as it is also stretching his abilities and I think he will use it a lot. Ashley & Kathleen with Rowan (4)
Mindscape

Letters From The Living by Kazumi Yumoto

This book was written in 1997 and was translated from Japanese to English in 2002. When I first saw the description on the back of this book, I thought that it wouldn't be interesting and I wouldn't like it. However, I decided to try the first chapter but thought that I wouldn't go much further. Much to my surprise, I found myself pulled along by the story and quickly read all the way through to the end.

The story is about a woman (Chiaki) who is going to the funeral of a woman she knew when she was very young and whilst on her journey she is looking back to her childhood. When she is six years old, she moves to an apartment building with her mother after the death of her father. Chiaki becomes ill and as her mother has to work, the landlady (Mrs Yanagi) of the apartments offers to look after her. Mrs Yanagi soon perceives that Chiaki is very distressed over the death of her father and suggests she writes letters to him, and she will take them to him when she dies. She points to a drawer in her room, and tells Chiaki it has lots of letters in it, that she is going to take to people, when she dies. She says that when the drawer is completely full she will die. The old lady and the young child become very friendly and it is to the old lady's funeral that the grown up Chiaki is travelling. To tell more about this story would be to spoil it for those who wish to read it. Apart from the unusual plot, it is interesting to learn something about Japanese life and culture and Buddhist beliefs. I would recommend this book to mature readers aged 13 to adult.

Simon Hoggarth (14)

£4.99 ISBN 0-86315-385-2 *Floris*

The Islamic Year

by *Noorah Al-Guilani and Chris Smith*

This is another of the excellent books in the Festivals series - a good, clear, concise, non-biased, informative book. It is a very interesting introduction to Islam, its roots, through from before Muhammad was born, including history of his life, and an appendix of some of things like how the Ashura festival and Sunni Schism came about. Each chapter is well laid out starting with a quote from the Qur'an, a piece about Muhammad, an explanation of new ideas introduced, a relevant piece on how certain countries celebrate that festival, some really cool, easy to follow craft activities related to that particular festival, then a story illustrating one of the pillars of faith. I would recommend this to anyone who has contact with Muslims, or would like to understand more about what a large proportion of the world thinks.

Diane Cromie with Ben (12) and Tabitha (9)
£15.99 ISBN 1 903458 14 5 *Hawthorn*

Television Man by Pauline Francis

This is the story of John Logie Baird who made television possible. A fairly readable account but it didn't really capture Gwennan's imagination although she was interested in the fact that for a piece of equipment we now take for granted one man dedicated his whole life to inventing. Ceri was fascinated that with a hat box lid, a knitting needle, an old electric motor, a photo-cell and a dummy's head the television was invented and could he have a go, although there is not enough information in the book to do this.

Susan Bain with Gwennan (9) and Ceri (5)

£4.50 ISBN 1-871123-71-X *Anglia Young*

To The Top: The Story of Everest

by *Stephen Venables*

This is an interesting factual book about the people who climbed Everest, the effects of climbing Everest and also a bit about Everest itself. It tells you about the early attempts at the start of the twentieth century and the successful people like Hillary and Tenzing, as well as the amazing records set on the mountain. In each chapter, the book takes you onto Everest with the climbers in the high altitude and the snow, telling you about each step that they make. As well as that, it highlights the many deaths of climbers, and also a few mysteries about where some disappeared to, who were never found. This book is great for people who like plenty of adventure. I give this book ten out of ten.

James Baker (11)

£7.99 ISBN 0 7445 8662 3 *Walker Books Ltd*

The Story of Daniel in the Lion's Den

Retold by Michael McCarthy

This is the story of Daniel from the Bible. Daniel was captured and became the king's chief advisor. Some people did not like this. His enemies hatched a wicked plot to kill Daniel. A law was passed that people should pray only to the king. Daniel could not do that because he was loyal to God. Daniel was caught and put in the lions' den, but the lions would not eat him. The story tells you that if you pray to God often, then in times of trouble he will not forget you. This book is written in rhyming verse making it easy to read. The pictures are really nice and bold and seem to jump out at you. We liked the pictures of Daniel in the lions' den with all the lions around him. We liked this book; it tells a nice story.

Karis Youngman aged (9)

£9.99 ISBN 1-84148-208-0 *Barefoot Books*

The Lothian Run by Mollie Hunter

Set in 1736 in Scotland, Sandy Maxwell thinks there is more to life than being a apprentice lawyer and longs to be outside. His opportunity comes when his Master Lawyer summons a customs man named Gilmour to come to Edinburgh. Gilmour sends him on what he thinks is a normal smuggling mission that turns out to be the cover for a new Jacobite Rebellion. The book is fast paced and exciting but very difficult to follow as the characters move around a lot. If you think you could keep up with fast pace and like novels set in the

past then I would really recommend this book. I rate this book 9/10

Matt Longmuir (13)

£4.99 ISBN 0-86315-413-1 Floris

Escape from Loch Leven by Mollie Hunter

Mary Queen of Scots is imprisoned in Loch Leven Castle. The page, Will Douglas, is willing to try and get her out, but Sir William Douglas doesn't want her to escape. Sir William's brother, George Douglas, plans an escape. Will plays a vital part in the escape. Unfortunately this attempt fails. George is destined to be banished but Sir William grumpily agrees not to banish George as long as he doesn't attempt to help the Queen escape again. When Moray hears of this he says that if George is not banished he will shoot him. So Sir George goes away to the mainland. After he has gone Will tries to carry out an escape plan for the Queen. Ellen, Sir William's daughter, finds out and tells her father. Sir William whips and banishes Will. He goes to live on a nearby island, getting drunk whenever possible. One day he is in a drinking den, getting very drunk when George Douglas comes up and tells him he may go back to the castle and try another escape plan. This plan succeeds and the Queen goes to fight against her brother. She loses and is executed. I found this book very boring. It goes on and on about one thing. It isn't exciting and the characters are not interesting. It has 218 pages and gets slightly better on page 215.

Molly Whitehall (11)

£4.99 ISBN 0-86315-414-X Floris

Explorers Wanted in the Jungle

by Simon Chapman

This book sets the reader a mission (to get through the rainforest and find a lost city) that can be followed through and supplemented with relevant information, basic maps, illustrations and quizzes along the way. The sections dealing with animal and insect life impressed Kim. There are some interesting and revolting details of the consequences of encounters with some species! Also covered: jungle survival skills, Indians, how to shrink a head, and some short tales of real jungle survivors. Overall it is a fun book, reasonably priced and probably most appealing to the 8-12 year age range.

Sally Jarvis with Kim (7)

£4.99 Egmont

The Rooftop Rocket Party by Roland Chambers

Finn goes to New York to visit Doctor Gass, a famous rocket scientist. Dr Gass is full of explanations of how the moon moves around the earth and other 'mathematical certainties'. But, asks Finn, if there is no cheese what does the man in the moon eat, and where are the rockets? Very disappointed Finn goes off to bed but at midnight he is taken to a most amazing party which causes something so 'unscientific' to happen that it is a great surprise to Dr Gass. Ceri enjoyed this amusing book with its funny illustrations and had no problem believing that the water tanks were really rockets.

Susan Bain with Ceri (4)

£9.99 Andersen

Tenzin's Deer by Barbara Soros

Barefoot Books are usually a treat and this one is no exception. The pictures are fantastic and the Tibetan tale is told with warmth and empathy, dealing with a potentially difficult subject (love and loss) that had Celeste riveted. It's quite hard to explain different cultures and/or religions to young children, but this book (the story of a young boy who tends an injured deer before accepting that he must allow it to go back to the wild) is very successful. It's poetic, but clear with lots to talk about. Brilliant.

Kirsten Freiesleben with Celeste (5)

£10.99 ISBN 1-84148-809-7 Barefoot Books

The Road to the River by Helen Armstrong

Don't be put off by the first page where we are introduced to cow, woolly woolly baa lamb and Hat Man who live on City Farm because by the third page you are plunged into quite a thriller of a book for children. Once the chickens start clucking about the Bad Things and their menacing teeth and Beetle crawls in on his last legs to give Ratty a message "I come from Minka, she is in trouble ... Watch for No 29. Fear him!" you know you are in for a story. Gwenan found it compelling listening especially as it concerned animals. She was sad to learn about the mink farms and fur trade. A good read for 8-9 year olds.

Susan Bain and Gwenan (9)

£4.99 Dolphin

Dr Barnardo by Laurie Sheehan

Holly has tried several times to read this, but quickly gets bored. It is dull, and in my opinion, offensive. To be fair, the author is trying to use the language of the day, but calling a child an 'untaught savage' and an auburn child 'an ugly looking devil' is not terribly responsible. Ok, you can then have a discussion about colonialism and racial/other prejudice with an older child, but there are better approaches and sources than this. Useful if you are learning about famous people in history, but I am sure there are better books to read than this.

K McIntyre Bhatti with Holly (almost 6)

£4.50 ISBN 1871173 68X Anglia

First French Kiss by Adam Bagdasarian

This is a collection of 'memories' written by a character called Will. They include climbing a mountain, moving house twice and learning from a very old algebra teacher who has forgotten how to do algebra. They are not in chronological order, it explains at the beginning that they are supposed to be in the order that Will thinks of them, but in each one at some point it says what age he is. The youngest is five and the oldest is twenty. At intervals of about five or six 'memories' there are chapters called 'Life and Times'. These chapters are written in italic and are sort of thoughts that help you understand the book more. Most of the chapters are written using first person narrative, but a few use 'he' and there is one that says 'you'. This is quite confusing. The book is sometimes hard to understand because it's not in order, but it is an original idea, so it is interesting to read.

Emma Whitehall (13)

£4.99 ISBN 0-7445-8334-9 Walker

Children and their Temperaments

by *Marieke Anschutz*

This book explores Rudolf Steiner's philosophy regarding temperaments. Anschutz explores where the temperaments originally come from and looks at the ideas of a C18th Dutch and a C12th Spanish physician, then describes ancient Greek culture and looks at the history of Western medicine. There are four temperaments so the significance of the number four is explored; 'There are four Evangelists, four types of people, four possible ways in which the human soul can manifest itself.' Anschutz writes how a previous life can affect the temperament, how children change as they grow and says that a child's temperament will be different when he/she is an adult. Many ideas are explored which did not seem to sit as a cohesive whole. By the time Anschutz is describing the relevance of the black square and also fairy tales I have lost confidence in the book. The title of the book led me to believe that I might be introduced to a way of knowing what temperaments my children have. I was hoping to be shown a different way of looking at their characters. However, this book has very little which is of practical use as the majority of the book is a rewriting of Steiner philosophy and its background. The ideas do not flow and many seem unrelated to anything else. I knew only a little about Steiner's philosophy before starting this book and don't feel very enlightened having read it.

Clare Crane

£5.99 ISBN 0-863-15175-2 Floris

Maths Quest with Aladdin Disney Learning CD-ROM Ages 6-9 Mindscape Mac/PC

This CD has eighteen different maths based activities. They range from addition and subtraction based challenges to completing a symmetrical pattern. Natasha and Anthea enjoy this CD-ROM and like the characters, layout and games. One small criticism would be that they think there is too much dialogue between activities. However, once the player is familiar with the software and knows what is going to be said there is a key to press to skip a section of animation. I have some reservations about this piece of software. I am unclear of the storyline and one character has speech which is hard to understand. I also think that some of the games are not explained well. On the positive side, I think that the length of time usually needed to complete an activity is about right.

Clare Crane with Natasha (8) and Anthea (6)

Mindscape

The Waterstone by Rebecca Rupp

This author has written a number of books about 'mystical' things such as dragons and elf-like people. I am going to see if my local Library has any other books by her and if not ask if they could get them because *The Waterstone* was fantastic. The story is about a young elf of the Fisher tribe. His name is Tadpole, or Tad for short. He has been born with a special gift but does not realise this at first. The pond where he lives starts to dry up and Tad's Father, Pondleweed, and his sister Birdie, set out on an adventure to find out why. They find a huge dam has

been built, forming a large lake which is black and sinister. Tad hears a horrible voice talking to him and realises that it is coming from the lake. At the beginning of time, three tribes were formed and each one was given a special magical stone. An Earthstone, the Lifestone and the Waterstone. The Tribes are given a stone each to guard but they can never own them. The witch of the water, head of the Nixie Tribe, takes control of the Waterstone and this is why the earth is drying. Tad discovers she is living in the lake. Pondleweed is taken prisoner by the Water Witch and it is then left to Tad and his Sister to save the world. They make many friends along the way, members of the other tribes as well as animals such as Hawks, Weazles, bats etc and together they manage to defeat the Water Witch and they call upon the great bear to destroy the dam and so restore the water to the dying world. It is difficult to describe the book in a short space because there is so much adventure in it and the author describes things such as a flight Tad and his Sister take on the back of a hawk in a way that you feel you are actually there. The book is well worth reading and the exciting parts make your heart thump!! A good buy at £4.99 too. So I'm off to my Library in search of other Rebecca Rupp books!

Francesca Houghton (aged 13)

£4.99 ISBN 0-7445-9087-6 Walker

DreamStreet - Magic Time Adventures CD

The games are really good but a word of warning: on one of the games you could get stuck in a hoop and the cursor disappears so you have to lose your whole game. My sister does not like the end of the games when you win as it says "Well done Buddy" when you were the one playing. The characters are from the Dream Street TV programme (we've never seen it, but it didn't matter). The games are based on traditional computer games like breakout, pac-man, and space invaders, and road races with Buddy and his friends. It is for little children (3-6) and my sister says it is very American. We had to return the first disc as it kept going wrong no matter what computer we used. It was quite nice but I still prefer my other games.

Thomas Onions (7)

Mindscape

Drake's Drummer Boy by Pauline Francis,

I thought this book was quite good, but not the best I've read. It's a Tudor sea story about a boy named Will who is Francis Drake's drummer. It was not exciting all in one go: it has some adventure, then it stops, then it starts again. At the end, Captain Drake dies and Will's little brother looks after the drum. The story was good.

Tricia Onions (11)

Sue (mum) adds: This is one of a series of historical stories aimed at age 8 upwards. The six chapters are short and there are notes about Drake's voyage round the world at the front of the book with a map (which might be better printed the other way round!). The author's note at the end details what is fiction in the book, facts the story is based on, and which characters were real. There's a lot of historical detail in there and I think Tricia would have liked it better if she'd known more about Drake beforehand. My only criticism is

that I spotted a grocer's apostrophe* in a possessive "its", otherwise a good book (especially for any boys who don't like history!) which I think brings Tudor seafaring to life!

£4.25 ISBN 1 871173 56 6 Anglia Young

(* for anyone who doesn't know the story - Cox's Orange Pippins were developed by a Mr Cox. Bramley's Seedling discovered in the garden of Mrs Bramley - hence the apostrophe. Since greengrocers abbreviated their labels to simply 'Cox's', they assumed that apostrophes should be applied to other fruit and vegetables, and inserted them in potatoes, carrots, etc. This was then picked up by other food suppliers, who used them in sausages ... now even many teachers are completely confused! I used to tell my business studies students always to leave 'em out unless they could tell me what was missing that the apostrophe stood for - e.g. Mr Cox, his Orange Pippin Anne R)

African Adventure by Dick Anderson

This is a selection of 18 short stories about Keyangak, (which means "take a deep breath" in Turkanaese) a Christian white doctor who sets up a hospital in the Turkana region of Kenya, starting with his tentative beginnings of being accepted by the chiefs and elders, to his wife and daughter joining him, the building of the hospital, the acquiring of an aeroplane and how that expanded the good work he could do. Every story tells a bit about what he did, or what happened to the people and finishes with a Bible verse and some talk about salvation or knowing God better. The only complaint we have is that the book says it is for 8-12 year olds but the stories have been simplified so much, never really saying what the illnesses were and the like that it feels like it is for a much younger age group. A wonderful book for 4-9s though, we enjoyed it anyway. Diane Cromie with Ben (12) and Tabitha (9)

£3.99 ISBN 1 85792 807 5 Christian Focus

Victorian Britain by Stephanie Baudet

This book was really good. It showed what life was like for some children in Victorian Britain. Although the stories were not true, they were based on real facts and there are historical notes at the end of each story. There is a glossary which explains words from the time which you may not know. There are 3 stories and my favourite was "The Castle Builder", about a little boy in 1853. I also liked "Daisy's Diary" from 1856. I didn't like "The Runaway" very much because some parts weren't very nice (stealing, being whipped when schoolwork was hard, and running away from school). I liked the ending because a boy without shoes had the runaway boy's shoes and the boy who ran away got a tutor to teach him at home. I liked the book and read the stories myself.

Thomas Onions (7)
Sue (mum) adds: These books are printed in unjustified text on off-white paper, which is helpful to children with reading difficulties; reading age 6-7

£4.25 ISBN 1 871 173 87 6 Anglia Young

The Fate of Jeremy Visick by David Wiseman

At the beginning of the book Matthew Clemens, who lives in the 1940s, sees no purpose in studying history at school. He points this out to his teacher at the beginning of the school year. As a result he is set a

homework to look at the gravestone of a mining family called the Martins. When he goes to the graveyard with his friend Mary Thomas, he is mysteriously drawn to another gravestone, the gravestone of the Visick family, who lived one hundred and fifty years ago.

Matthew is drawn to this grave three more times. Each time he doesn't realise where he is going. One night, whilst he is coming back from his friend's house, he wanders into an outbuilding in his garden, only to find a 'family' living there. He visits the outbuilding two more times. The second time, he follows the father and his three sons to work in the mines. When they get there the youngest son, Jeremy Visick aged 12, asks him to go down the mine with him. Matthew is afraid, so he doubles back and runs home, only to find that his sister has locked the back door. The last time he goes to the outbuilding he does follow Jeremy down into the mine, but on this fateful night there is an accident; Jeremy's father and two brothers are killed. Jeremy tries to get himself and Matthew out of the mine. He has to give up because he's hungry, tired and lost. Then Matthew thinks of home and decides he must get them both to the surface quickly and safely. Finally they reach the top. Matthew is exhausted and falls asleep. A couple of hours later he is found by a search party that his parents had gathered because he had been missing for nearly twenty four hours. When he explains why he is down an old deserted mine, they don't believe him - until they find the bones of Jeremy Visick, the boy who lived one hundred years ago! Jeremy is then reunited with his family, when he is finally buried in the churchyard. I think this story tells us there is more to history than we may realise, and we tend to put it aside because we think it is all about facts and figures. As Matthew discovers, it's more about the lives of real people and not only about kings, queens, battles and generals. It can tell us about ordinary families and their lives.

Michelle O'Connor-Christian (15)

£2.99 ISBN 9-780140-31558-5 Puffin

Spook School by Sue Purkiss

A brilliant story. Spooker has to pass his exams but nasty teacher Sir Rupert gives him a brand new house to haunt as part of his test. Can Spooker scare the people inside? His task is very hard because Spooker doesn't like scaring people. How Spooker manages to deal with it makes a brilliant story. You just have to keep reading to find out what happens next. The funniest bit is when Sir Rupert keeps taking his head off and putting it on the desk. Most of the characters are ghosts and the way they deal with their tasks of trying to haunt makes you see ghosts in a different light. Not all ghosts can be scary. I love Spooker and enjoyed this book. I would recommend this book to others to read.

Karis Youngman aged (9)

£4.99 ISBN 0-7136-6292-1 A & C Black

The Little Book of

Three different books; '...Science through Art' (ISBN 1-9022-3361-1), '...Outdoor Play' (ISBN 1-9022-3374-3) and '...Role Play' (ISBN 1-9022-3362-X) from a series of 16 covering activities for 3 - 5 year olds.

The *Outdoor Play* title has some really good ideas in it. There are projects on building huts and shelters, gardening, outdoor art /sculpture, things to do with weather, sound games and experiments. The books are set out well with nice illustrations – ideal to flick through when stuck for something to do or seeking inspiration. They also point out useful things you could talk about. *Role play* covers ideas for imaginary settings. The *Science through Art* is full of original ideas; shadow play, window painting, vegetable printing and lots of good messy craft activities. My only criticism is they seem a bit expensive for 'little' books and they are ringbound. Perhaps useful as a set for an EO group to club together to buy and lend out. Hilary Woolfe

£5.95 each Featherstone Education

Mavis Beacon Typing CDs for Kids

Mavis Beacon Teaches Typing Deluxe Version 15 (£29.99) has 4 main areas. The main area displays your name and number of accurate words per minute (your best score). The 2nd is the lesson area where you learn how to type with the 'home row' (this is the middle of the keyboard – 'g' and 'h'). It shows how to use a particular finger for a particular letter. The thumbs are always on the space bar. The 3rd main area is the media centre where you can design your own lesson. The 4th is my favourite area because it is the games hallway but you need to be skilled for this. I went in before I had done the lessons properly and ended up getting the worst score ever! I went back and completed the lessons and then I managed to win some of the games. In the Games Hallway there is a laboratory where you can create the funniest animals. *The Mavis Beacon Teaches Typing for Kids* (£9.99) is more basic. There are 5 games. You have to type, using the right fingers. In the house you bake a weird cake before dad has finished mowing the lawn. Surf the web in the living room by typing letters. Tidy Mavis's bedroom by typing quickly before her mum comes home. In the bathroom wash the dog before the water runs out. The 2nd game is my favourite called 'Checkout'. The prices come along the checkout and you have to type in the numbers at the bottom as they appear on the screen. You can't undo it if you make a mistake so the product falls off the counter. If you get it right it falls into a waiting bag. I love doing them both and they make learning to type fun.

Keith Hall (9)

Mindscape

(Tip from a former typing teacher - go for the accuracy first and the speed will follow. Promise! Anne R)

Parenting without God by Jane Wilson

This is an easy to read and informative book, written in a very straightforward and concise way. It covers a wide range of subjects that the humanist/non-religious parent will encounter when starting a family. It has useful advice on talking to young children about death and sensible and positive ways of helping all ages deal with this. It talks about the unhelpful things that are said to children and the confusing behaviour of adults, such as the parent who shouts and smacks a child in reaction to the child hitting a sibling, completely

oblivious to the fact that children copy everything we do. Many of the values held in the book will be held by many Christian parents and it is not a book that attacks people with religious beliefs but it does look at the way in which religion has damaged the way children are seen in a lot of people's eyes, by their teaching of original sin. I think this concept has become deeply ingrained in society's attitude to children. I am glad books like this are written that try and dispel these myths. This would be an excellent book to give to new parents, whether religious or not, as all will gain something from its kind and practical advice.

Hilary Woolfe

£7.50 ISBN 1-900219-11.5 *Educational Heretics*

Note

Prices quoted are the publishers' recommended retail prices (rrp). Shop around for lower prices - try discount book shops, mail order discount book clubs and the internet. Contact details from publishers are set out below but many titles can be ordered from your local book shop. *The Book People* (tel 0870 6077780 or visit www.thebookpeople.co.uk) is a good, economical source for books. It is NOT a book club and you order what you like, when you like (at prices well below publisher's rrp). Postage/packing is usually free on order over £25 but if you are ordering less tell them you are home educating and you will be able to get a discount rate. Many local EO groups have meetings where books and other resources are swapped or sold. Don't forget you can usually pick up cheap books at car boot sales, jumble sales etc. and the library is a free resource.

Any EO member can review books for these pages. If you would like to be part of the review team please email or telephone Sally for more information.

CONTACTS

A & C Black 01480 212666
Anglia Young Books 0800 7312837
www.millpublishing.co.uk
Andersen Press 020 7840 8701
www.andersenpress.co.uk
Barefoot Books 0800 328 2640
www.barefootbooks.co.uk
Book Guild 01273 472534
www.thebookguild.co.uk
Christian Focus Publications
www.christianfocus.com
Dolphin (Orion) 0207 520 4318
www.orionbooks.co.uk
Egmont Books 020 7761 3698
Featherstone Education 01858 881212
www.featherstone.cuk.com
Floris (Scottish Book Service) 0131 229 6800
Gazelle 01524 68765
www.gazellebooks.co.uk
Hawthorne Press 01453 757040
www.hawthornpress.com
Macmillan Children's Books 020 7014 6000
www.panmacmillan.com
Mindscape 01293 651335
www.mindscape.com
Walker Books 01256 302692

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

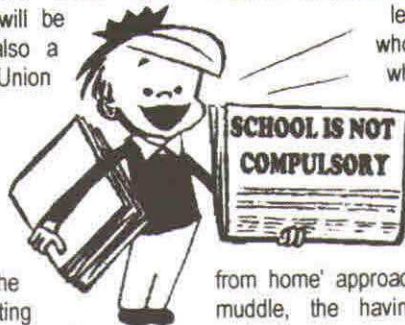


PRESS/MEDIA OFFICER

Education Otherwise council members have agreed in principle (though I am waiting to hear whether my job description is approved) to the proposal which I submitted at the end of last year, for my appointment to become press/media officer. This post will be a new venture for EO - it will be a pilot project. The idea of having a paid press/media officer has been discussed with various members of the council (particularly Anne Wade and Priscilla Park-Weir) over the last few years. The post will be self-funding and run for 2 years. The funds will be raised by myself and/or EO's funding officer Pamela Walker, who has a wealth of knowledge in this field. I am also education/funding Officer for Heart's Tongue Theatre Company and PR/Administrator for Britannic Data Ltd. (software company), so EO will be one of my clients. I am also a member of the NUJ (National Union of Journalists).

My tasks will include:

1. Creating a database of families and young people willing to talk to the media.
2. Periodically advertising in the EO newsletter, requesting families to volunteer to be interviewed.
3. Contacting radio/television companies - national and local.
4. Reacting to errors in the press/media regarding home-education (HE).
5. Investigating the making of a film regarding HE. Liaising with film makers - professional,



amateur, students, home-educated young people.

6. Researching the possibility of EO producing a 'glossy' HE magazine.
7. Keeping abreast of current attitudes towards children in the media with respect to young people's education and how it relates to their lives.
8. Sending all regional newspapers information regarding HE (e.g. at the beginning of the academic year).

By taking on this role and presenting Education Otherwise and HE as a valid alternative to school. I hope that the perception/misconception of home-educating families fitting into a prescribed image is dispelled. The majority of people who have some knowledge of HE have a narrow view of how it works in practice. The idea that HE fits into a specific 'school from home'/tutor-led format is what is perceived as the norm. Within my capacity as media officer I would like to present the side of HE which is not heard/seen/read and is regarded as the radical side of HE - autonomous education.

The beauty of HE is that children can have freedom to choose, or not; what they want to learn, how, with what, with whom, how much, when and where. Children cannot know everything. Even though I would present a balanced view of HE I do not want to disguise the fact that I am hugely opposed to the 'school from home' approach. The huge freedom, the muddle, the having choices - that's what underpins the greatness of home-education. Whatever path home-educated children decide to take, whether it is the qualification route, the 'start my own business' path, or live in a caravan with my dog and saxophone direction - or a mixture, we must not lose sight of the most important factor which is that whatever route these children decide to follow, it has to be truly

their decision. We should not live our children's lives. I have digressed.

So - I will do my best to put EO and HE firmly on the map. Let's raise our glasses to salute all those parents who dreamed (and still dream) of a different way to be with their children and put it into practice, all those young people who lived (and still live) a freer way and to those (however few) who still promote the idea of a greater, truer and happier life for our children - because we support them to be themselves, to be who ever they choose to be.

Here's to pushing the frontiers of HE forward.
Best wishes to you all,

Belinda R. Harris-Reid

Devon 2003 - (bharrisreid@aol.com)

LEAVING THE RAT-RACE

Jackie, Ian, Eron, Charlotte and Hal would like to thank everyone for their support and kind thoughts following our advert looking for housing. Our telephone answering machine swallowed the messages before we could sit down with a pen and note your numbers, or we would have called you back. Thank you for giving us all a little faith back: it was sorely needed.



We thought that we had solved the problem and got a suitable house in Leicester but it has turned out to be more temporary than

we thought. So we are still looking for a house to rent (via HB) somewhere in a genuinely rural area away from noise and neighbours.

We are open to any offers that can lead to a more self-sufficient, more self-reliant lifestyle for

us all. If the lady in Wales with the cottage is still interested in letting it out will she please give us a call.

Anyone interested in trying to raise a non-cohabiting Housing Co-operative to fund some houses please call as we would be interested. To all the people we met at St. David's - Thank you. It was superb and your being there made it even better.



Rendell family, 42 Fairfax Road, Leicester,

LE4 7Eh Tel: (0116)2100 811

Email: i.rendell@ntlworld.com

SPREADING THE WORD

I'd like to float an idea my mother had regarding a new EO slogan:

Education is Compulsory - School isn't

It has the benefit of leading with a positive statement, always more powerful than a negative one. Also, it is a statement few people would disagree with, so they already sympathetically minded when they read the rest (i.e. "School isn't"). "EIC" opens and invites discussion about what education is and should be, rather than the pros and cons of schooling. The negative statement ("SIn't") is minimised. It is less aggressive and therefore less likely to "get anyone's back up" and more likely to evoke interested questions rather than defensive comments.

Gina Purman, 38 Lammas Green, London
SE26 6LT Tel: 020 8299 1135

P.S. Thanks for thinking about those of us who use pen and paper and the NL - sometimes those of us who are not computer oriented feel very marginalised and excluded from discussions, debates and decisions!

DIARY OF A HOME-EDUCATING NOBODY!

"Mu-um?"

Even this one word can make me feel I'm about to be manipulated. Probably with something I may not like!

"Ye-es?" I reply suspiciously.

"Ruth's breaking up from school today, it's end of term."

"Oh, is it?" I feign ignorance although I know full well what's coming.

"Can we 'break up' too?" She gives a big sheepish grin.

I give the usual answer. "Well, I wasn't aware we had anything to break up from!" Another grin; "but can we?"

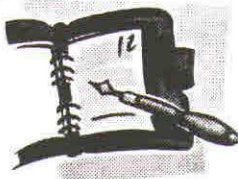
I pause keeping the suspense and pretence. Then; "yeah! Go on then. Let's!"

We go through this little ritual every time the schools finish their terms and my children know their school friends are available for play during the day.

It's partly that, and partly because the children did spend some time in school early on and although now freed from the confines of the daily grind and schedule of things they didn't want to do, they still want the celebration that comes with release from it.

And why not? Me too! We all need a change and a celebration. A change from the feeling that perhaps we should be doing something more educational than activities and studies we're *really* interested in! A legitimate excuse to 'holiday'. A specific time *not* to feel guilty about enjoying life so much it can't possibly be educational!!!

Although we educate our children in a mostly autonomous way with them deciding very much what they work on and how, we do still motivate them to be busy doing *something*. We encourage them to try new things, make things, play actively, to be engaged, to read, whatever. So it is good for all of us, adults and children in this family, to have a break from all that



motivation. To switch off the drive for a while. To think other thoughts than home education. To have a break from encouraging practise of skills they would rather not ever do, like writing for example! I can stop perusing books for subjects or projects that would stimulate. We can all slow down. Drift. Do things that merely take our fancy.

So what do they do instead?

The eldest takes a heap of books, magazines, sketch book out into the garden, spreads herself out on a rug and designs all day, researching her books for inspiration, studying other people's work and incorporating and adapting their ideas into her own work.

The youngest decides to build a den out there. This requires searching out suitable materials within her environment, putting them together and solving the problems of making the structure strong and upright in discussion with me and who ever else is available. Then she spends the rest of the day in creative play, making up stories, reading to her toys, ideas passing through faster than hot cakes!

In other words my children, now on 'holiday', have just covered these skills: reading, research, writing and drawing, problem solving, use of materials, investigation, construction, exploration, interpretation, discussion, developing imagination and creativity. All those skills that the teachers have to force reluctant children to practise in schools, usually in a boring, uninteresting and repetitive manner, because the children have been removed from the opportunity to do them anyway!

And my children have been busy with all this simply because their minds were freed up from the confines of 'doing education', a trap we sometimes find ourselves falling into however autonomous we try and be!

It gives me a good reminder that we don't have to be forcing anything in order to further a child's education. And just because there are no schedules, timetables, specified subjects, or regulated practise, it doesn't mean there will be no learning taking place.

This is also proved at the other end of the 'holiday'. You know - that time when all the other children disappear off the streets as if the Pied Piper had just been through. When we rejoice in that wonderful feeling of liberation we have when we're not going back to school!

Then my Home Educating thoughts take over and I realise with panic that it's ages since we've done anything that resembles formal writing or seen a sum written down! I haven't motivated them to study anything particular, they've hardly touched the computer because they've been outside, and we haven't produced anything tangible that would impress a LEA inspector! We've just drifted. Oh, and been very happy.

So with my awful teacherish hat on we start a bit of heads down stuff - I persuade them a bit of writing practise might be in order, we look at some maths, we discuss things sparked from reading.

And I always get the same surprise!

Even *without* any kind of formal education what so ever, over the last month or so, the children have *moved on*. Their writing is neater. Their understanding of mathematics is greater. Their knowledge is deeper. Their creative work has matured, as has their scientific understanding. *It's all improved.*

It amazes me every time, but it always happens. There's always improvement.

And I believe it happens like this simply because schools overlook an important part of a child's development in their race to educate them. They overlook the importance of *time for maturity*.

I believe that just as a child's personal development moves on as time passes, *so does their learning and understanding*, as long as they are in an environment where they are not inhibited or oppressed, and where they are loved and stimulated and paid attention to. (Exactly like all the home educating families I've ever met!). We don't actually need to *do* a lot. We don't need to *force* things. Children develop and

learn anyway - we can't stop it. And we can't force education - if the child hasn't matured enough for understanding, very little learning will take place.

So I believe we should all get out there and enjoy our summer confident in the fact that whatever our children are doing, development and learning will be going on all the time. Most children just can't help it!

(name and address supplied)

HOME EDUCATORS' VIEWS ON SCHOOL

I was almost prompted to write in after the April issue of the NL, but the feeling gradually dissipated (too much other stuff to do). However having read June's NL, I feel I have to say something. The tone of some recent contributions seems to have been so condemnatory of supposedly 'anti-school' opinion that they seem almost anti HE or even pro-school. Perhaps this has been done in the hope of provoking a response? A lot of HEers have been very badly let down by the school system, so it is hardly surprising, even if some feel that is no excuse, that some are still rather hostile. I have to say, though, that this has not been my experience. Perhaps the EO group I go to is too new to have developed any 'hardcore' feelings. There have been, and I'm sure there will be, issues, but we are all committed to handling them sensitively and with respect for each other's feelings, viewpoints and differing methods. That's what we are here for; to support each other, regardless of personal opinions. Also the EO newsletter is one of the few forums where HEers can express their views in the knowledge that, not only will they not be ridiculed, but they will be communicating with people who understand what they are trying to do for their children.

As to my own experience, I have variously been a pupil, a student, the mother of a

schoolchild, a school teacher and a school governor. Given that my eldest child is now 20 and went through the entire school system, being, as I now feel, more and more damaged along the way, I feel I am infinitely qualified not only to decide what I feel is best for my two youngest children but also to make some comment in this debate.

My middle child, a boy who is now 4 ½, did go to a nice friendly nursery for two afternoons per week. I selected the establishment carefully as I had a very clear idea of what I wanted, and what I didn't want. I was pregnant at the time and wanted a chance to relax and felt it wouldn't do him any harm, maybe even do him some good 'socialisation-wise'. It started off well, but after a sudden influx of children from another local nursery the whole atmosphere changed. So I took a deep breath, decided to forget about the socialisation issue and joined the local EO group – brilliant! Our son loves it, wants to go, plays and interacts with all age groups and joins in with whatever activities are on offer and that appeal to him. We also meet socially in various small groups. There are some hiccups, but it is in the group's interest to get along as we all have so much invested in this. We have to be there for each other and find sensitive and creative ways of sorting any difficulties and differences. We all have so much to give and so much to gain from each other it would be suicidal to risk alienating anyone.

What my family and I need, as recently committed home-educators, isn't accusations about EO being anti-school, and we don't really need 'warts and all'. I am quite capable of imagining that it's not going to be all roses. What we need to know is: what keeps you going when you feel like giving up? How do you deal with things like clashes of personality amongst the children your child socialises with? What about clashes amongst parents? A lot of children are withdrawn from school because of bullying, what if this happens at an EO group? How do we deal sensitively with it? What about the LEA?

Sure I have misgivings, I've no idea how it will go, how we will cope, but I have a very supportive family, a wonderful resource in my local EO group, and faith in myself and my children (a little shaky at times it is true, but I'm sure we'll get through and I'm determined to enjoy the struggle). Many thanks to June Booker for her article about dealing with Warwickshire LEA. This is exactly the kind of thing I personally need more of and it reminded me of an adage I once read: 'Do not follow where the path may lead; go instead where there is no path and leave a trail'. It could equally apply to anyone who chooses to home educate, for however short a time.

I personally am not anti school although I will freely admit that I hope my children decide not to go. School is OK for some children, but I don't like being dictated to either as a parent or a teacher. What gives anyone the right to decide exactly what my child is to be taught? Far better, in my opinion, to allow them to decide what they want to learn about and help them achieve it.

I am perfectly aware that there are plenty of people out there who think that anyone who educates at home is crazy, but that's fine with me. I have plenty of friends whose children go to school and who respect my decision but wouldn't do it themselves, and that's fine too. The world should be made up of people who make informed decisions for themselves. I do however wonder whether some of the anxieties expressed in recent contributions aren't in fact directed at themselves. They perhaps feel guilty at sending their children back to school and one way to assuage the guilt is to project it onto others. My advice would be; make your decision, as long as you feel it is right for you, do it. It may be that in the future my children will go to school and I hope I have the courage to take responsibility for any choices I and my children make regarding their education.

Liz Cole, 94 Queen's Road, Lowestoft NR32
1TD Tel: 01502 516740

BABY MILK ACTION

I am very concerned about the deaths of bottle-fed babies in the developing world. According to the United Nations Children's Fund, reversing the decline in breastfeeding could save 1.5 million lives every year. 'Baby milk action' has been campaigning with Unicef and the World Health Organisations for Nestle to change its marketing worldwide. Because of the boycott, Nestle has had to curb some of its more blatant malpractices such as 'milk nurses' (company sales reps dressed as nurses) and some media advertising, but there are still many violations and uses of shocking advertising in the developing countries, which would not be allowed here. 'Baby milk action' is running a campaign to boycott Nescafe, Nestlé's flagship product. They also promote breastfeeding and the mother's right to receive full information on feeding their children. They have some interesting educational packs on 'seeing through the spin' which could make a good project for an HE group, or, maybe, your group could have a fundraising event or collect signatures for a petition. There are many ways to help.

If anyone would like information about this you can contact me, or 'Baby milk action'. Enough public concern does make these companies change their policies, as it affects their profits.

If anyone in our area would like to help, I am planning stalls for fundraising and raising awareness and would be very glad of extra help.

Baby milk action's number is
01223 464420

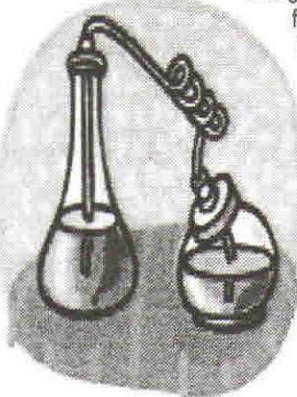
Hilary Woolf, 3 Blacksmiths Cottages, Clarkes Lane, Ilketshall, St Andrew, Suffolk NR34 8HR Tel: 01986 781527

[N.B. There are many good causes to support and space in the NL is limited. Please keep such appeals as brief as possible. Thank you. Anne]



Café Scientifique

I am an ex EO member from the late 1970s and 80s and now work at the University of Manchester. Not sure why but I was trawling your site and came across the Manchester group. I emailed them details about Café Scientifique Manchester which I run for the University, then I thought it might be useful



for your members to know about the national activity as I think that I and my children would have found it a useful public understanding of science activity.

The national website is:

<http://www.cafescientifique.org>

It is Wellcome funded, not profit making and altogether an interesting initiative. All are welcome though I would think that it suits a 14+ age group rather than younger. There are junior cafés developing in some areas as well, including Manchester...but not quite yet.

Glad to see how thriving EO still is, I have lost touch I know and I apologise - my children went to University in the 90s and I let the membership lapse. If you have an Archive you will find us (Dee, Len, Kirsty, Ben) in Lincolnshire, Northamptonshire and Wales from 1979-1990 I think. All the best,

Dee Gilmore, Business Support Manager, (Environment, nano, nuclear, renewable energy). Office of the Director of Regional Affairs, University of Manchester
Tel: 0161 2752627/0161 2752394
Email davina.m.gilmore@man.ac.uk

A LEARNING OPPORTUNITY THAT CAN BE INTERESTING AND FUN

Getting involved in surveys can be an educational experience for adults and children of all ages. The majority of surveys I have been involved in, with my home educated son who is now 9, have been organised by conservation bodies. They have been designed to be fun, to encourage volunteers to participate. They can be used as a learning resource for home educating families; diverse range of subjects covered, valuable free information and materials, new ideas and most can lead on to more in-depth study of a particular subject. You will also, of course, be helping provide statistics and data that will be of benefit to the wider community and environment, helping to set indicators for the future.

Survey packs are usually provided free of charge and in many cases you do not even need to be a member of the organisation(s) involved. Most even provide post paid envelopes for returning your results. Some of the current surveys, where volunteers are being sought, are listed below.

NATURE'S CALENDAR

**A PHENOLOGY SURVEY - 0800
026 9650 www.woodland-trust.org.**

This is a regular and ongoing survey organised by *The Woodland Trust* and *Centre for Ecology and Hydrology*. It is suitable for all age ranges. The pack is very colourful and there is an informative booklet about the species to record. The work involved is simple – recording dates of Spring and Autumn 'first' sightings (target plants, birds, amphibians and insects). Register now ready for the autumn sightings survey. Data can be written onto the form provided or input directly onto the web site. You can complete as many sections as you want. The survey is designed to investigate the effects of climate change.

GARDEN BIRDWATCH

MIKE TOMS - 01842 750050, www.bto.org

Organised by the British Trust for Ornithology this is a year-round survey of wild birds in the garden. It is suitable for all ages and information is supplied to help you to identify garden birds (if you can't already!). This is an easy and fun survey that you can do in your own garden. Participants receive an interesting and colourful quarterly magazine, *The Bird Table*. There is a cost of £12 per annum. In association with *Garden Birdwatch* there is the *House Sparrow Survey*. This survey involves recording numbers of house sparrows in urban and suburban areas, including breeding activity monitoring. These birds are in a serious decline and the BTO are trying to establish why this is.

The BTO organise many surveys, regular and one-offs. Some can be undertaken by anyone whilst others are restricted to BTO members only. If you are keen on birds and birdwatching you may like to consider joining. Membership is £25 per individual or £35 for a family membership. BTO members can undertake any of the surveys and receive BTO News quarterly.

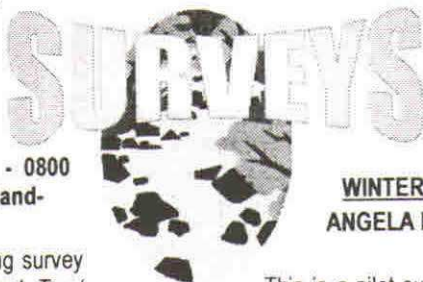
WINTER MAMMAL MONITORING

**ANGELA RICKARD - 01842 750050,
www.bto.org**

This is a pilot survey for 2002/3 and involves visits to random squares to identify mammals. It is carried out during the winter months. You need to be able to identify UK mammal species but help is given with identification. You get the chance of being a bit of a detective, seeking out evidence of mammals e.g. looking for signs such as faeces, food remnants etc. More suitable for older children accompanied by adult(s).

If you know of any interesting surveys please email full details to sally@aecb.net or post:

**Sally Hall, Nant-y-Garreg Farm, Saron,
Llandysul SA44 5EJ**



EDUCATING ARCHIE

by *STC*

Season of EO camps! Archie takes a trip on his own.....



TRUANCY SWEEP

My son, William, 13, has been involved in two truancy sweeps in Beverley. The first one in Beverley library, the latter part of last year, the second one, in May, was in the street – he was accompanied by an adult.

The first time he was questioned by two police officers. He was by himself in the library as I had slipped out to the shops. He was asked for his name and address. William emphasised 'I am home-educated'. The police believed him and went away. I wish I'd been there to answer questions. William isn't normally on his own during school hours.

After that incident I obtained an anti-truancy card. William and I normally carry it with us, however, on the second occasion he was stopped, it was in the street. This time William was with another adult. They had slipped out before I had time to give them the card. A police car stopped them and an Education Welfare Officer rushed out, quite abruptly. They asked what he was doing on his own, etc. (A few people were walking by, so it could have looked like he was on his own.) The adult soon replied 'He's with me' but, apparently, they wanted to talk to William. He gave his name and said he was home-educated. After that the policeman relaxed, even remarked he remembered seeing him in Beverley library, then shook hands with him.

I felt slightly embarrassed initially when I heard about all this questioning. William was OK about it but some children might feel intimidated. If a child is on its own I can understand them questioning them but why should they question a child when an adult is present? After all, the adult is responsible for them and for their home-education. They can be questioned on whether they are aiding and abetting surely! It is a bit unfair on the child to have to answer questions when an adult is present. That is my personal opinion.

If we are involved in any more swoops in the future, I hope I am there to answer questions without being aggressive. I've emphasised to William to show respect to the police and authorities when questioned.

I recently read in the local paper (East Riding Council published the truancy sweep report) that, of 39 children truanting school, a third were of primary school age and accompanied by adults. It mentioned that 3 were home-educated – being out of school legitimately – and had permission of the LEA in advance. A slight exaggeration as one doesn't need permission to home-educate.

Home-education is worth the effort. We recently had an LEA inspection and I can honestly say it was a positive meeting – a real pleasure.

Julie Brown, Wylies Road, Beverley, East Yorkshire.

CONTACT WITH WARWICKSHIRE LEA

I opened the June NL and read the note on page 1 about Warwickshire LEA and cursed myself for not writing after receiving the April NL to correct the impression that Warwickshire LEA is uniformly awful and that the local group has done nothing to inform them about home-ed.



As a past Local Contact (LC) and still active member of the group, I was sad that we had failed June in her struggles with the inspectors, though I don't think any of us fully understood the extent of these until reading about them in the NL. The problem was that, for a lot of us anyway, our interaction with the LEA wasn't too bad – not perfect, but certainly not as bad as some cases mentioned by EOers in other

counties. We hoped to make changes by stealth rather than by confrontation, really.

We have, over the years, written a number of times to the Inspectors with information and more recently had meetings with the Educational Social Work Dept, which has taken responsibility for home-ed families since 2000. There have been some changes both in the literature they have sent out and the general attitude of a number of inspectors, and they are certainly giving out the EO phone number – Helen Hall, the present LC, will testify to the increased volume of calls she gets! I still get calls too, because (without my knowledge) they put my number in one of their booklets.

As more and more people came to meetings, it became obvious that one of the major problems in the county was the wide variation in inspectors' attitudes; some were *wonderful*, others *mediocre*, a couple were *dire*, and the Special Needs inspectors seemed to be from a totally different team to the 'ordinary' ones. So Helen had the idea of asking for a meeting with the Chief ESW, John Sullivan, but (and this was the stroke of genius!) she invited him to come to our local meeting rather than us having to go into offices in Warwick, where only a few of us could meet him (and have to cope with finding child-care!)

We were amazed and delighted when he accepted. Helen planned carefully. We drew up a list of questions about the inspection process to present to him; Helen organised some great activities for the children and invited EOers from far and wide to join us (thank you, Iris Harrison, for being with us). On a chilly day in February we welcomed John Sullivan into our rather shabby scout hut, overflowing with children busily doing 'heart' activities (it was Valentine's Day), toddlers playing with Duplo, and even a small group in the corner doing lace making with Karen. We took him into the kitchen (as we do with all new people at meetings) and chatted round the kettle as we made him a cup of tea, then led him to the circle of chairs we had formed at the top end of the room where

upwards of 30 adults gathered to hear his responses to our questions.

We were polite but didn't pull any punches – our main points were that the inspectors who had no experience or training in home-ed were sent into our homes to make judgements about us; also that the prevailing attitude seemed to be that home-edders were 'wrong 'uns' until proved otherwise. One mother made the very telling point that as a child-minder, play-group worker, primary school governor, and now home educator, she had experienced many OFSTED inspections, and in her first three roles she had always felt that the inspectors were knowledgeable about, and BELIEVED IN the value of that type of education – she very definitely didn't feel this with the home-ed inspector.

To give him his due, John fielded the questions well and seemed to be taking the points on board (despite having to come alone because the inspector he was going to bring was ill, and then finding himself sitting with his feet in a sea of juice and biscuit, courtesy of Helen's 2 yr old!) The meeting concluded with several people (including June) being able to discuss individual situations with him and the suggestion was made to arrange a seminar for inspectors, involving Roland Meighan, which Helen has been busy working on with Iris and Roland.

The training seminar is scheduled for October and the group owes a great deal to Helen and Iris for pushing things forward. Oh, and we should thank the children, too, for showing home-ed in such a good light at the meeting – they worked busily, played quietly, interrupted very little and then very politely – they were stars!

Sue Cardus, 22 Pinewood Drive, Coventry CV3 2BX, Tel: 024 7654 3801



RESPONSE TO BOOK REVIEW



In response to Keith Howard's comment in his review of 'Set Free Childhood' where he says that I see the Internet as 'the way forward for education', I would like to note that does not really represent my position. Although I think the Internet is a powerful and useful tool and capable of considerable influence, first-hand experience remains a vital part of learning, whereas the Internet is a second-hand source. My view of the way forward is contained in a letter that was published (to my astonishment) in the Times Educational Supplement, 21st June 2002, and went something like this:

Here is an alternative three-point plan for the next Secretary of Education that I offer for consideration.

1. **Close down** the Department of Education and Employment (now retitled 'Department of Education and Skills', DfES) and all its regressive apparatus including OFSTED, Curriculum and Standards and Teacher Training. At the same time, return 'Employment' to Trade and Industry where it belongs, because it has distorted thinking about education for long enough.

2. **Hand over** all schools and staff to the Public Library Service with the brief to augment the existing invitational reading and information services to develop a comprehensive service of classes, courses and learning experiences, in response to requests by families and individuals. They will need at least two kinds of teacher, the 'sage on the stage' offering subject courses, and personal tutor/teachers to be 'guides on the side' supporting any personal learning plans.

3. **Open a new Department for the Encouragement of Learning** to signal a radical change in philosophy from mass coercive schooling, to open, all-age, local community centres for personalised education designed to support life-long learning; organised mostly, but not exclusively, by the Public Library service, for

the multiple educational purposes of employment, citizenship, parenting and personal development. Co-operative groups of home-educating families will continue to do their thing independently, or linked in, according to their wishes.

Home-educating families, indeed all families, can be involved as much or as little as they choose in the new arrangements of learning. Those few schools that are 'oases in the desert', that are learner-friendly, personalised and flexible, will have little trouble converting to the new mode. Those families who want the five days, 9-00 to 3-30, refuge will ask for it and get it. Flexi-education will be available for all. Home-based education will be properly recognised and supported.

These developments will need to be monitored and researched and I recommend that suitable people be recruited from the home-based education movement and the Open University, since these two groups have been operating the most modern and successful forms of learning for twenty-five years or so now.

The Public Library is the institution most home-based educators make a beeline for, as well as being a popular, and in Illich's terms, a 'convivial' institution – in contrast to school, which is a 'coercive' one.



Roland Meighan, 113 Arundel Drive, Bramcote Hills, Nottingham, NG9 3FQ
Tel: 0115 925 7261

BRIDGE BUILDING IN WARWICKSHIRE



Before I became local contact Sue Cardus and Penny Clarke had worked hard to build bridges between local E.O and Warwick's LEA, I tried to follow in their footsteps and when I became LC. Repeatedly tried to introduce myself to the LEA.

But I only managed to reach an answer machine, so I left various messages and then sat back and listened to the rising tide of grumbles and groans relating to Warwickshire inspectors. Then June contacted me; her situation galvanised me into action. It was time to build a few bridges with our LEA. In the same week I received an intimidating letter about my children's forthcoming inspection.

I began by chatting to the clerical officer about the possibility of rephrasing the letters so they weren't intimidating. She told me it was a "standard letter", but she would discuss with her boss the possibility of changing it. We had a nice chat. I had been nervous but at the end of the call felt I had laid the first brick in the bridge building process.

A few evenings later John Sullivan (senior Educational Social Worker) phoned me. After the first terrifying, tongue tying five minutes I began to ask about how he viewed home ed. and what concerns he had about us. I listened and tried to help him see why people H.E. We chatted in a friendly manner and in the course of the conversation I invited him to one of our meetings. He was surprised to know that we had organised events, social contact and joint learning opportunities for those who wanted these things.

Mr. Sullivan braved coming to our meeting. About 30 parents came and the children busily worked at activities – well except for my son who created a pool of juice and biscuits at the man's feet. Before he arrived I asked people to keep the meeting relaxed and friendly and use this visit to build those bridges. Many people eloquently addressed our issues and how relationships between families and inspectors could be improved. I am grateful to everyone who put their questions, and to Sue who wrote took minutes; I hadn't even thought to take any notes.



Since then I've written and spoken to Mr. Sullivan again and he has agreed to us holding a training day for the LEA inspectors to find out more about home ed. I've provided him with book lists and he has agreed to buy 10 copies of SINC.

Roland Meighan has supported us and agreed to come and speak at the meeting. He along with Gary Podmore and four local home ed. parents will be speaking at this day hopefully in October.

It would be great if Warks folk could keep me informed of good or bad contact they have had with the LEA, so I can be well informed when I continue to build bridges.

Martin & Helen Hall, Warwickshire contacts

OXFORDSHIRE WORKSHOP GROUP

At the beginning of 2002, a couple of very enthusiastic ladies decided to start up a Workshop Group for home educated children in the Oxfordshire area. They had started many groups in the past, social gatherings, parents' meetings etc. but after a while the groups became less well attended and eventually faded out. BUT this time, they thought they had cracked it and I have to agree with them.

The venue is Wolvercote Young Peoples Club in Wolvercote, north Oxford and is easily accessible by car from the Oxford ring road and A34, by train/bus (buses run every 20 minutes from Oxford town centre). The club comprises of several rooms/halls containing a pool table, a table tennis table, an art room, kitchen, large sports hall, gardens with climbing frames and an outdoor football/basketball court. The sessions are held every other Thursday from 10.30am to 2.30pm and the workshops include music/singing for 0-7yrs, story time for 4-7years, cooking, Art for 7yrs plus, Science/history for 4-7yrs,

Humanities/history for 7yrs plus, Literacy for 7yrs plus, sport for 4-7yrs, sport for 7yrs plus. There is a full range of Montessori materials to play and experiment with, a chess club and a lending library. The workshops are run by professional tutors and volunteer parents and are hugely enjoyed by the children that attend them, particularly as attendance is NOT compulsory. I go not just for my children to attend the workshops but for the chance to socialise with other home educating families and gain support from parents. So all in all, a productive day had by all!

The numbers will be limited in order to maintain the quality of the workshops but at present we are looking for new families to join. It costs just £7.00 per family per session, payable in advance per term of 10 in two instalments. The children currently range in age from 4 months to 14 years, although the majority are between 3 and 9. We would welcome newcomers of all ages, in particular those 9yrs plus so that we can create more workshops for the older children.

If you would like to come along and try a session then please call first to book your place with Wendy on 01865-514973. We look forward to seeing you there!

Julie Barnard, 6 Sandhill Road, East Claydon,
Bucks MK18 2LZ.
Email: allthebarnards@lineone.net

RELATIONSHIPS WITH THE LEA

I would like to contribute to the recent discussion on relationships with the LEA. Our experience has been entirely positive. A few weeks into our first term as home-educators a very nice man came to 'inspect' us, bringing with him a pleasant EWO lady.

We talked over coffee about what we were planning to do. He gently made sure that

we were aware of some of the potential pitfalls and he took a real interest in Oliver and what Oliver had been doing. He would have been quite happy to leave us for 2 years before returning (local policy is to inspect at the end of each Key Stage) but agreed to come back after one year (coinciding with the end of KS1) at our request. When the letter came confirming that the LEA was happy with us, it included a list of potentially useful maths websites. I know that not all LEAs take a positive, or even an open-minded, attitude to home-education, but it worries me when I read in the newsletter, about people keeping their 5-year-olds 'secret'. A couple of reasons for this:

Children who are not in school are not automatically visible, and as such, it is entirely reasonable for the LEA (as society's representative) to wish to keep tabs on their welfare.

A reluctance to stand up and be counted implies that home-education is something to keep quiet about. What are we afraid of? If we want home-education to be seen as a perfectly valid option then surely we need to be open about what we are doing. If we want to lobby for greater consideration for home-educating families (funding etc.) then by keeping children off the official lists we weaken our own position. Policies have to be made on the basis of known numbers, and nobody seems to know how many children in the UK are home-educated - estimates are almost certainly lower than they should be.

There will, of course, be some families who really are not happy dealing with officialdom, just as there will be some LEAs (and some individuals within LEAs) who are very difficult to deal with. But home-education is perfectly legal and becoming almost mainstream. Perhaps if we could be more open in our dealing with the system, the system would find it easier to acknowledge and respond to us.

Laura Gerlach, 133 Cherry Hinton Road,
Cambridge CB1 7BX.
Chris@mastering.demon.co.uk

FROM THE ARCHIVES

This time The Archives looks through the Anarchist quarterly: *The Raven*, issue 10 On Education, published March 1990

"One question which people often ask learning-at-home families: 'What about socialisation?' Well, which is more artificial, being one amongst thirty-odd of your age peer group, plus a controlling adult, or being one of a family where you are friends with the both sets of neighbours next door, where you have a working relationship with the library, the museum and all the people in the food shops where you help do the shopping? Plus, of course, friends whom you choose, to play with when they have free time. School teaches children how to get by socially in school, but that's all. It has more in common with total institutions like the army, or some mental hospitals, than real life. And if you don't go to school, you don't need it. In fact, if you read the various articles in the national press about bullying in schools, it seems odder to want your child to go there than to have them learn at home."

(part of an article by Zeb Korycynska on 'Education vs Schooling: the case for home learning'.)

"Much of the knowledge actually imparted in schools is useless, and the hope of reformers has been void because the organisation of the school, instead of serving an ideal purpose, has become one of the most powerful instruments of servitude in the hands of the ruling class... The teachers are merely conscious or unconscious organs of their will, and have been trained on their principles.. Teachers have inspired themselves solely with the principles of discipline and authority, which always appeal to social organisers. The children must learn to obey, to believe and to think according to the prevailing social dogmas."

(Francisco Ferrer, founder of La Escuela Moderna in Barcelona in 1900 and of the International League for the Rational Education

of Children in 1908... 'a great inspiration to the movement for libertarian education in Western Europe and in the first two decades of the 20th century'.)

...it is a fact that in most high status jobs the qualifications for entry as well as the length of training have been raised and extended to a ludicrous extent in order to upgrade that occupation. I need only to mention one occupation, that with which I am most familiar, the profession of architecture. To be accepted for professional training involves at the outset, in terms of the English educational system, three O levels and two A levels, preferably in approved subjects, followed by six years of professional training, after which the successful aspirant finds himself preparing schedules of doors and windows for some building in the design of which he has had no hand. Now within living memory ... it was totally different. Sir Clough Williams-Ellis confided to Sir Edward Lutyens that he spent a term at the Architectural Association in London learning his trade. 'A term?' said Lutyens, horrified. 'My dear fellow, it took me three weeks...'...The first architect I ever worked for learned his trade at an age when we still by law



imprison children in the compulsory education machine, drawing full size details in chalk on brown paper on a barn floor here in Devon, for the building of Truro cathedral... go and look at the building and see if it leaks.

(Colin Ward, in his article entitled 'Towards a poor school'.)

(Henry) Morris's deepest convictions on the inutility of schooling were expressed in *News from Nowhere*. His time traveller, walking across Kensington Gardens, sees groups of children camping, and his guide explains that 'they often make up parties and come to play in the woods for weeks together in summer-time, living in

tents, as you see. We rather encourage them to it; they learn to do things for themselves, and get to notice the wild creatures.' The guide doesn't understand the words school and education, and rather contemptuously the visitor explains that education means a system of teaching young people.

"Why not old people also?" said he with a twinkle in his eye. "But" he went on "I can assure you our children learn, whether they go through a 'system of teaching' or not. Why, you will not find one of these children about here, boy or girl, who cannot swim, and every one of them has been used to tumbling about on the little forest ponies - there's one of them now! They all of them know how to cook; the bigger lads can mow, many can thatch and do odd jobs at carpentering, or they know how to keep shop. I can tell you they know plenty of things."

Morris himself was a most erudite man who revered learning as much as he despised schooling. He mastered a dozen crafts himself and instituted the Arts and Crafts tradition of training which the post-war reforms of art education had done their best to destroy.

(Colin Ward 'Morris as Anarchist Educator')

(Ed: Henry Morris was Chief Education Officer in Cambridgeshire until 1954.)

HOLIDAY VENUE

We are writing to let members know about a virtually unknown jewel of a holiday venue close to the Dorset coast. About three years ago, we first attended a home educators' family week at Monkton Wyld Court. This community is based in a rambling country house

(and former Steiner school) close to Charmouth. The residents organise and run home educators' family weeks a couple of times a year (May and September) which provide an opportunity for a really wholesome break.

As well as masses of safe space in which children can run around and climb trees, the family weeks also provide us with facilitated arts and crafts, performance activities, trips to the seaside along with the opportunity to help milk the cow or pick organic vegetables for lunch.

You get to know the members of the community, (which often includes children) and there's even a well-equipped kindergarten for the younger ones to play in.

We have also stayed at Monkton Wyld on a couple of occasions as paying guests. A quieter and more intimate experience but for us, close to the perfect break. In fact, when Clara our daughter was critically ill two years ago, Monkton Wyld was top of her wish list as a place to visit on leaving hospital.

However, one or two aspects that we did find a challenge - it was initially an unwelcome surprise to have to do our own washing up! The food could at times be scanty and special dietary needs were not always fulfilled.

Having said that, overall, it seems to us that Monkton Wyld provides a unique kind of holiday and that the word on this needs to be spread. If you want swimming pools, TV, fast food and a licensed bar, then Monkton Wyld isn't the place for you. On the other hand if you want to have a break with other home educators in a place of real character and natural beauty, that the children are bound to love, then perhaps we'll see you there some time!

Chris Markiewicz and Ingrid Stringer with Clara (6) and Adam (5) - 41 Calvert Road, High Barnet, Herts EN5 4HH
Tel: 020 8440 3334

REPORT OF COUNCIL MEETING

1st June 2003

The meeting started with complaints about lateness of the agenda, which had been produced only a day or so before the meeting. Everyone present agreed this must not happen again and that reports and agenda items should be circulated by those responsible two weeks before the date of the next meeting. Any agenda items received after this date are to be listed under AOB. Next meeting 4th October 2003 at Featherstone Castle, Northumberland. An earlier reminder is to be issued, two weeks prior to the cut-off date, by the person preparing the agenda.

There were 28 items on the agenda. Just as well that some of them had 'nothing to report' but even so it's a huge amount to get through in a one-day meeting. Full minutes appear on the EO Business List but some extracts and notes follow: (sorry I haven't been able to make 'em sound sensational ...)

Garry Humphreys (Treasurer) predicted that the accounts will show a small profit at the end of the financial year (30th June). Funds have been allocated to five group start ups since the recent newsletter article, which also generated many other enquiries. Our application to trademark the triangle logo has been registered, and will appear in the trade marks journal shortly. Registration is 15 weeks after publication. Our insurances have been renewed, and the new public liability certificate is downloadable from the web-site.

Garry is also in contact with the NCVO (National Council for Voluntary Organisations) to see what ideas and help is available to get EO over the 'hump' of being too unwieldy to be run on a volunteer-only basis, and having insufficient funds to employ key workers for all the necessary jobs – not to mention how to appoint people to fill jobs without causing ill-feeling ... a small group was set

up to research the matter of 'EO as an employer' and report back to the next council meeting.

The meeting agreed that the present Administrator's contract would be terminated, as the job had not been performed satisfactorily. To cope with this emergency, Lynda Hitchman is taking over the Administrator's position - on the same terms as the current Administrator - but on a temporary basis, to be discussed at the next council meeting. She is therefore resigning from Council as EO's constitution does not permit Council members to be paid by the organisation.

The meeting revisited a proposal by Belinda Harris-Reid, to develop EO media work, which had originally been presented at the January meeting. Members present then had felt that further clarification was required as to exactly what would be covered, and further details are to be produced although the offer was accepted in principle. It was stressed that this was an experiment and that the arrangement would be temporary. Belinda is to raise the funds for the work herself, and Martine Frampton will supervise on behalf of Council.

There was some discussion on the overseeing of non-council members in positions of responsibility, since legally responsibility for what is done in the name of EO rests with Council. It was agreed that every key worker should be linked to a nominated Council member who would be aware of their activities and keep Council informed.

Concerns regarding the availability of the Media Co-ordinator were expressed by the meeting and it was agreed that Belinda Harris-Reid would assume this position in an acting capacity.

Some appointments and ratifications:

Keith Charlton was ratified as national local contact co-ordinator.

Lize Stevens was ratified as assistant national local contact co-ordinator.

Gary Podmore indicated his willingness to continue as Chair until the next AGM.

Julie Ridley indicated her willingness to act as Vice-Chair.

Anne Rix was co-opted as a council member

Council is seeking a Membership Secretary and General Secretary.

Discussion of the Future of EO was held over till next meeting, as it was felt that more information was needed – for example, about the possibilities for employing or contracting out work and the implications for tax, employment law, etc. This is being investigated by a small group which will report back to the October meeting.

It was agreed that the following additional aim would be included in EO's Principal Aims :-

"To promote knowledge, understanding and acceptance of education otherwise than at school in the world at large" – this now appears on the back cover of newsletter, handbook and contact list and is in line with the general feeling that EO should be taking active steps to publicise home education.

Some concern was expressed that the Enquiries system will become overstretched if there is an influx of calls due to extra publicity, and the meeting acknowledged that Iris Harrison's sterling work in this area needs support. The request in the newsletter has produced some new volunteers for the helpline, but we are also limited by the telephone system we use at present. This is another area which may need to be investigated.

Jacqui Houlding asked for Council's agreement to have an 'amazon.co.uk' link on our web site targeted directly at HE books. This would attract commission paid directly into the EO bank account. This was agreed by the meeting. It was also agreed that Jacqui could consider other book companies in a similar way.

The Complaints Group had produced a revised draft Complaints Policy, which the meeting agreed should be further discussed. Martine will bring back a proposed complaints policy to the next meeting (but if anyone wants to see a copy, I can supply this by email or on receipt of sae - AR).

Warwickshire LEA are paying £750 for a training day on home education to be presented by Roland

Meighan. Gary Podmore is helping the presentation.

It was noted that LEAs are increasingly moving towards having a single HE officer, rather than including elective home-based education in with tuition for pupils in hospital, excluded pupils, etc. It was suggested that members be alert to child benefit information being used by LEAs to identify Home Educators.

There are still a number of areas without a Local Contact – a matter of some concern. Keith Charlton and Lize Stevens will try to encourage more members to volunteer and offer additional support including regional one-day workshops where LCs from one geographical region can get together, get to know each other, share information about what works well, have an opportunity to say what's hard about doing the work and think about how to make it easier and more efficient. Equally important is to say how some of the work can be delegated: it's clear that LCs sometimes resign because they're overworked, doing everything from supporting new members and working with LEAs to organising all the local events. It doesn't have to be like that!

OK I know that isn't 28 items but I think I've touched on all the major points and hope it's enough to give a flavour of the variety of level of work which has to be addressed at national level – and all needs someone to put in the time and effort to research information, communicate with contacts, deal with paperwork, consider problems, discuss plans of action, make decisions ... Council is down to its minimum number of members and could do with an influx of new energy – so if you feel like having a hand in the running of EO nationally and are prepared to take some responsibility for this work, please get in touch with any Council member to talk about what's involved – or come along to the October meeting and experience it in action.

Oh, and the next AGM is likely to be at Coalbrookdale in the Midlands in early February 2004.

Anne Rix

WRITING A REPORT FOR THE LEA

Below is a copy of the letter I have just sent to the LEA, it is almost the same as the one I sent last year which was acceptable to them. People are always asking, on the helpline and at meetings, what they should say in a report to the LEA, this may give them an idea. I hope I am not being big headed by saying this is a good letter, but hey, it works! There are parts of it that I have borrowed from other people, so if you recognise your own words, THANK YOU.

SAMPLE LETTER

RE: A Child (**/**) - Home Based Education
In response to your letter dated 11/6/3. Much of what we are doing is the same or similar to what we were doing the last time I wrote, just on a different level; our educational philosophy remains the same. Bearing this in mind I have recycled parts of the letter I sent to the LEA last year and amended other parts. This letter, as a whole, is not the same letter I sent last year - as I said then, I have better things to do with my time than spend weeks composing a letter and so the bits that needed changing have been changed and those that remain the same have remained the same.

I am using an autonomous approach to education, or rather A is using an autonomous approach to education and I am facilitating this in every possible way. I believe that autonomous education is about allowing a learner to have their own learning experience, which belongs to them. It is neither about producing a product for inspection or having it tailored to woefully narrow limitations of any sort of school curriculum. LEA Inspections are not, therefore, relevant to the autonomous approach to education.

If a person understands autonomous education they will also understand that a parent who is providing an autonomous education will not suddenly stop this provision. Once the LEA is convinced that a child is receiving an efficient full-time education suitable to their age, ability

and aptitude then it can be understood, in the case of autonomous education, that the child will be receiving an efficient full-time education suitable to their age, ability and aptitude for the rest of their life.

I hope I have explained my educational philosophy to your satisfaction, now I will talk about our life:

We do not assess, judge, work to set timetables, or have work put on display for other people to judge or assess; how can a mere mortal assess emotional and creative intelligence? We do not work to a timetable, we do not have set hours in which we learn, we do not see learning as the prerogative of the under 18s, we do not study things that are not relevant to our lives, we do not limit ourselves to learning only what is on the national curriculum, we do not limit our physical activities to half an hour one day a week, we do not spend time with groups of people who have no respect for us, we do not have to follow peer group pressure.

What we do is:-

□ **Learn from life** - A has developed into a charming, well-adjusted person who can hold her own with children and adults alike. She has the confidence to travel on her own to visit other home educators both locally and further away. A and her home educated friends are planning to go on a weekend trip to London soon to see the sights. I have complete confidence in her as she very sensible and yet still full of fun, a typical teenager without the tantrums!

□ **Read a selection of both fiction and non fiction** - A reads adult fact and fiction, i.e. A first course in Psychology (third edition), Gone with the wind, The Pianist, About a Boy, Bridget Jones' Diary, White Teeth (by Zadie Smith) and the Philip Pullman trilogy. She has just finished reading the latest Harry Potter, which we bought yesterday (34 hours after buying the book which has over 700 pages). A chose to read the Harry Potter as she had read the other four books and thought it would be good to finish reading the collection.

▣ **Research things which are of interest to us** – A's Grandparents' roles in WW2, fashion and computer technology, the Geography of towns and countries we have visited and are about to visit, and much more.

▣ **Watch programmes on C4 and BBC2 that go out during school hours** - Most often we watch programmes of interest featuring Geography, History, Science and Media studies which lead us to further research through reading our own books, visiting the library or museum and visiting places of interest further a field.

▣ **Science experiments** - many and varied with results that are remembered, we have been looking at colour separation, crystals and what causes weather changes.

▣ **Cooking and baking** - the results of which are devoured by friends and family.

▣ **Swimming** - at one or other of the local public pools with other home educators and friends.

▣ **Ten pin bowling** - as with swimming but taking advantage of lower rates during school hours.

▣ **Planting and watching the growth of living things** - resulting in beautiful flowering tubs and a working herb garden.

▣ **Activities** - A goes to a Tap Dancing class, a Drama/Improvisation Workshop and is about to start going to a Karate Class, she does these activities with friends and other home educators.

▣ **Craft work** - card making, candle making, rug making, glass painting, paper making (recycling skills!) soap making, making musical instruments, weaving, sewing - making clothes and toys and many other craft activities too numerous to mention.

▣ **Arts** - we paint with oil paints, water-colours and acrylics, we also use pencil and pen and ink to draw with and experiment with pastels and other mediums, most often we make cards and presents for friends and family.

▣ **Music** - we both play the piano (A is self-taught) and A has weekly Flute lessons, we also have a house full of percussion instruments and A is starting to learn the guitar.

▣ **Attend meetings with other home educators** - I instigated the meetings of home educating

families in our area. There are now weekly meetings throughout the county, some concerned with a more structured form of education, others being informal get togethers. We feel that it is quite an achievement as the meetings are in their third year of running and are still as successful as ever.

▣ **Media studies** - A is still interested in all aspects of media and is going to try to get some work experience with a local radio station later this year.

▣ **Computing** - A uses both Microsoft PC and Apple Macintosh computers and an Apple iBook laptop - one or other is always in use. As I said in one of my earlier letters, she knows far more than most adults when it comes to computer use and is always helping me out of sticky situations. A continues to work on her digital photography and is still excellent at digitally remastering images.

▣ **Creative writing** - A is still writing stories for younger children and for herself based on her experiences and the experiences of friends, she continues to write magazines for her friends and has edited several editions of the Children's Pages - a supplement to the Education Otherwise Newsletter.

▣ **Languages** - we both like to speak a little French and Spanish, enhanced by a recent and future visits to the Canary Isles and Paris.

▣ **Use practical mathematics in everyday life.**

A has progressed and continues to learn through life, she has chosen not to work for GCSEs this year and if she wants to follow an academic path may go on to do 'A' levels at college in a year or two.

As I said at the beginning, we learn from life. There are probably many things that have not been included but that are done and learned from all the same. I cannot say that we will do exactly the same things every year; for instance, we may go Ice Skating or use the Dry Ski Slope instead of going Ten Pin Bowling, A may decide not to have Flute lessons but to learn how to play the guitar, (which she has decided to do), or saxophone or to do all of those things. The world

is our oyster and we don't have to work within a strict guideline or timetable, in fact we learn more outside school hours than was ever learnt between 9am and 3pm.

I believe that the LEA has a duty to support efficient education. If the LEA hamper or obstruct the efficient autonomous education provided then they are in breach of their duties. My daughter, A, has already attended school and been failed by it, was this the school or the LEA failing to provide an efficient, full-time education suitable to my daughter's age, ability and aptitude?

Going back to my educational philosophy: I am aware that educating autonomously can bring difficulties for the LEA, as it is not simply a modified form of education at home but an entirely different philosophy of learning and life. LEAs in general are not equipped to understand or support autonomous learning. I know that LEAs have no authority to impose a particular style of learning; more importantly LEAs actually have a duty to support efficient education and if they hamper or obstruct efficient autonomous education they are in breach of their duties. If this were the case then I would have every right to complain; no government body has a right to behave in an intimidating manner, the moment they do so they are in the wrong regardless of other issues.

I would also like to point out that a lot of my spare time has been dedicated to writing this letter and I would have preferred to have spent that time with A; playing Scrabble, Cluedo or Monopoly, discussing current affairs or generally talking about the day we have just had and our plans for the following day. I would like to feel that I am supported by the LEA, all I am trying to do is provide my daughter with an efficient, full-time autonomous education suitable to her age, ability and aptitude.

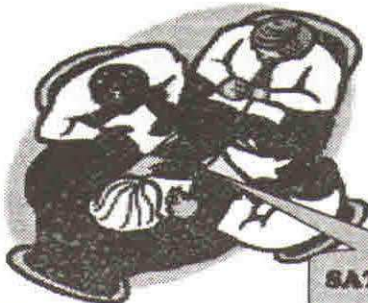
I hope the LEA accepts that I am, as always, providing a suitable education for my daughter.

A REPLY FROM THE LEA

I emailed my report (above) to the LEA on 25th June. On 2nd July I received a snail mail letter written on 30th June saying:

"Thank you for your detailed and substantial report regarding your daughter's home education. From the evidence you have provided, your provision is recorded as Satisfactory. The current procedure for a satisfactory report is for the next report to be scheduled for approximately 12 months time. However, as your daughter will be of statutory leaving age in June 2004, this will have been our last request for a report. Thank you again for sending in the report. "

As 'satisfactory' is the highest accolade awarded by the LEA, I am more than satisfied with this result.



Jo Borthen, 57 Florida Drive, Exeter, Devon, EX4 5EX

email: jo4eo@aol.com

PREPARING FOR THE INSPECTION

In January came the letter I'd been dreading: "The education review officer will be visiting you in three weeks time to ascertain that you are upholding the requirements of the Ministry of Education to be home-schooling your daughter "at least as regularly and as well" as if she was in school". I panicked. We'd been in NZ just over two years where we had embarked on our home school experiment and although I felt that Sophie (aged 9) was getting her needs met, I was quite

unprepared for the scrutiny of an outsider, whose values I did not know and whose remit I was unsure of. What does schooling "at least as regularly and as well" actually mean? How could I tell if I was doing it or not? What if it did not go well and Sophie was ordered to go to school by the Ministry of Education? I'm sure this is a common state of anxiety experienced by families when they hear they are going to be inspected by "the enemy".

I lacked confidence because we were doing no written work at all - we had nothing to show for our two years home schooling. Sophie is not writing yet, she has "gone off" painting and drawing, she has been hugely resistant to maths so we had dropped it, and, as a little (schooled) friend of hers said one day, wonderingly, about Sophie's home schooling, "There's no evidence"!

However, I knew we had not been 'doing nothing' for two years so I took a large cardboard box and went into Sophie's room to search for clues. I was amazed at what I found when I looked without judging or dismissing - I just collected it all: some small coil pots; a tie-dyed T shirt; a bookmark decorated with dried flowers, some photos of us having fun at the beach with other children; a birthday card she'd made and never sent; a home-made flag on a pole; the eggs we'd painted at Easter; the felt star she'd stitched for the Xmas tree; a matchbox with fabric glued on; the cardboard moving automata from the book recommended in the EO magazine last year; her scrap book (mostly empty); the friendship band (half completed and discarded but never mind); the felt square we'd made from fleecy wool; my box started to fill up and with it my confidence increased.

We then made lists on the computer. Sophie stood at the bookcase and read out to me the titles of all the books we have read together, which we sorted into fiction and non-fiction. This was an impressive list, my confidence was inching up. We brainstormed about the places we had visited and things we had seen and done outside the home: the local museum; the national museum; the ballet at the arts centre; the show at the primary school; the

aquarium; the zoo; without censoring or assessing the educational value of these trips they, too, formed a long list.

We thought about our friends and their jobs and made a list of the range of interests Sophie is exposed to through our normal social interactions: Rob runs a tree nursery; Don has a carpentry workshop; Lynne makes rag rugs; Stacey teaches violin; Luc paints houses - never mind that Sophie has never actually watched Luc paint a house - my task here was to present an overview of the rich and varied life that she has by being with us on a daily basis.

We listed our games and activities: jigsaw puzzles; card games, junior scrabble; skipping rope, colouring books, recorder, swimming, cycling - nothing exceptional but a list none-the-less. I was aware that I was over-preparing and that most of this was probably redundant, but not knowing what was being looked for, I felt a need in myself to cover as many bases as I possibly could.

Then I decided to write down everything that happened in one day. I was amazed at the questions asked and the conversations we had, the subjects we touched on, the number of times we looked up facts in reference books. I did the home-schooler's game of labelling each daily activity as if it was a school lesson: baked a cake - weights and measures; took bottles to recycling - ecology; shopping - maths; coffee with friends - social skills etc. By now my confidence was HIGH.

During this preparation, Sophie was getting into the mood, saying things like, "I could be reading this book on nature when she arrives, that might be good". Yes, indeed - we're out to impress this lady because it's very important.

The morning of the day arrived and I brought out the box of activities which I had gathered, inviting Sophie to display them as she wished in one area of the living room, which she did with pride and attention. Meanwhile I laid on the big table piles of books we use as resources, dividing them into sections: history, geography, art, etc. I got Sophie to pick a bunch of flowers for the table (the corner that wasn't covered with



books). By the time she arrived, we were positively excited about sharing with the review officer all the fun and educational things we do with our days. In the end two hours was not enough. I never got to show her my lists. But Sophie showed her every little item of her display, chatting confidently the while. I am convinced that

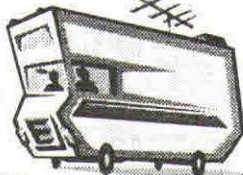
it was our attitude which made the review go well. We had turned it from dread and insecurity to confidence and anticipation through preparation and observation - I'd have been amazed if we had been told we weren't living an educational lifestyle. As it was, the review officer obviously enjoyed her visit too (including the biscuits home baked by Sophie) and as she was leaving I asked when we might expect to be visited again. "Oh, not for at least three years," she said, "but frankly, I'll put a recommendation on your case that there's no need to visit you again until Sophie is approaching 16, when our responsibility ceases. You're obviously doing so well". We were ecstatic - 7 years of freedom ahead of us!

The point I am making is that we had nothing 'educational' to show - no maths, no writing, no workbooks, no traditional evidence, but through the preparation we did, we boosted our own confidence to a degree that we were able to sail through the inspection and give a good enough impression to convince "the enemy" that we were doing okay. In fact, I not only convinced the review officer, I convinced myself - I have stopped worrying about the lack of maths and slowness in writing. It was a very worthwhile project, and I hope our positive experience can give other nervous parents some ideas and inspiration.

Lori Forsyth, New Zealand (address supplied)
Email: lf.bw@asiaonline.net.nz

TRAVELLING THE UK AND ABROAD

We are a family of four (children aged 3 and 7) who have sold our house and intend to buy a motor home with mod cons, to travel in the UK and abroad.



We are very keen to meet other home-educators, especially those who have done a similar thing or have an interest in sustainable communities. Perhaps we could exchange our skills for a place to park, food, water and company. We have many years experience in commercial landscaping/conservation/organic gardening, mostly as self-employed.

Also, if anyone out there needs house-sitting, please let us know. We can provide references. We shall be travelling in this country August-November, in England and Wales.

Julia Bourne, Henry Humstone, Joe and Freya
29 Kingsway, Nesscliffe, Shropshire SY4 1BG
Tel: 01743 741222
E-mail: humstonebourne@yahoo.co.uk

TRAVELLING ON A CANAL BOAT



At Easter our family left behind a town life and school to spend some time together.

We are travelling around England on a canal boat until the winter when we hope to visit Australia and New Zealand (by plane!)

Next Spring we hope to do some more boating probably up to the Lancaster Canal and then start to look for somewhere to settle again by Autumn 2004.

Our 6-year-old daughter is still registered in the system as "travelling with a distance learning package" but nothing much has happened on this front so we are home educating. We were told we can contact local traveller education departments for a teacher visit to our boat but have not yet tried this. I wonder if anyone would like to meet up with us or have email contact, as Emily and I feel quite isolated at times. We would also like to hear from families around the Llyn peninsula.

Karen Jones

E-mail: keepupwith.thejones@virgin.net



**E.O. GATHERING
AT
FEATHERSTONE
CASTLE**

**2nd - 9th OCTOBER -
2003-04-24**

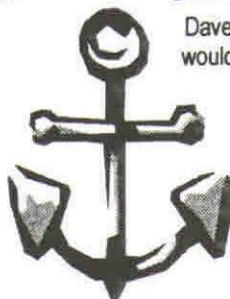
**This much loved venue has
been a firm favourite for 16
years**

Come and enjoy a week's holiday with other E.O. families in this wonderful, rambling castle, situated in the beautiful South Tyne valley in Northumberland, in acres of parkland, surrounded by attractive countryside, close to Hadrian's Wall.

**For information
send SAE to
Keith Charlton, 2 Wistow
Road, Newton Harcourt,
Leics., LE8 9FT**



INVITATION TO SHARE RESOURCES AND SKILLS



Dave, Hannah, Jade and Rowan would like to invite you to come and share our solar and wind powered computer aboard our narrowboat, Eva, in the Hebden Bridge area of West Yorkshire. The computer contains software for the National Curriculum and has

been provided for travelling children in the local area who are moved on too often to access conventional schools, or who choose to home educate, like we do. We would like to invite home educating children from all parts of the local community to come and use our home as a school room - especially traveller children - but others too while we are in this area, as we would like to share the benefits of the travelling life with all children in our community.

We also invite you to come and work with us in our community herb and vegetable garden, where we can teach you some things about growing vegetables and using medicinal herbs for health. We can take children out for short boat trips, to show you how to navigate, and how locks work, and how the engine and solar panel work. Hannah has an MSc Housing degree and can sometimes offer housing advice too if grown ups have housing difficulties.

We also offer lessons in Flamenco guitar, or lessons in making and building musical instruments (though there would be a charge for guitar lessons or luthiery/woodwork, as Dave is a professional guitarist /luthier, and this is how we make our living.) We would be happy to drive out to traveller sites in the local area too when we can, to bring the computer out to traveller children who are unable to get to our boat. We are really interested in 'education swaps' sharing

skills with other parents who home educate. If you would like to meet up with us, please call on 0775 919 4789 or 0781 660 2050. Keep trying these numbers, as sometimes our phone chargers are unreliable and it may take a while to get through. I can also be reached at hannah@groundswell.org.uk - I collect my emails every three weeks or so.

[Hannah has also asked for support with her campaign with regard to implications of the new Mooring Code from British Waterways, which make life difficult for canal-travellers in many ways. The NL Co-ord will supply paper copies giving details on receipt of sae, or please see EO email list - Anne]

HOME-EDUCATING CHILDREN WITH DISABILITIES

We have two disabled children who are both tube-fed and wheelchair/buggy bound (Kieran 5 and Stacey 9). We have been EO members for two years since we started EO with our then 13 yr old daughter Kelly.

Stacey and Kieran are statemented. If they were at school they would be in a specialised school, transport inc., and everything that's associated with children with profound special needs and neurological impairments.

You would think then the LEA would be all over us like a rash - No! They are fine, they visited last year, general chat and accepted our objective arguments happily. Then why not the medical profession? We have more arguments and problems with Paediatric Neurologists and

Metabolic Paediatricians GP and Community Developmental Teams, (not Heath Visitor though), suggesting school would enable integration, bring them along, not isolate them, possibly assist with medication. They have failed them for 8 years!

The pressure has always been from the medical/GP/developmental side. We have been adamant in both defending EO, and Stacey and Kieran, who do not speak too well. Most nights we get around 2-3 hours rest. We feel schooling would be just totally inappropriate - an additional burden on already increased stresses which we have come to accept.

I know this is a long shot, but has anyone had similar problems, or come across any other parents who have - and how did they tackle it?

Also has anyone ever addressed these issues or had a need to do so to the Royal College of General Practitioners, Royal College of Child Health & Paediatricians, or British Paediatric Neurology Association? I would be most interested in becoming much further involved and re-educating the educated, especially the medical developmental field. I would welcome your valued thoughts and suggestions.

*Paul Preston, Mayfield House, 30 Heber Walk,
Northwick, Cheshire CW9 5JB - 01606 44733*

Email: paul.preston4@btopenworld.com

GREETINGS FROM NEW ZEALAND

We are David and Susan Peach, and our family of 5 children from North Canterbury, New Zealand. We home educate our children, and their ages range from 3-12 years. We are planning a trip to UK and Europe in April/May/June 04. We are wondering if any fellow home educators would be interested in hosting us for a few short periods. The approximate dates:- Yorkshire/Lakes Area 3-7 days in mid-late April; Somewhere near to, or at, Dover 9-10 May; London 3-7 days mid-late June. We will all have sleeping bags and our children can all sleep on the floor. Also we want to rent/lease a vehicle for approximately 80 days.

If anyone knows of a leasing company for a vehicle with 7 seats min.(we are not after a brand new vehicle...just something reliable). Thanks very much,



David Peach, Duffs Road RD2
Rangiora, New Zealand - Tel:- 0064 33129030
e-mail: david.peach@airnz.co.nz

NEWSLETTER TEAM HELP PLEASE!

I've been doing the job of Advertising Editor for several months and find it a bit much on top of the rest of the NL co-ordination, so I really need someone to take this over. It involves liaising with advertisers and the Treasurer, and setting out one or two pages of ads per issue. There are now clear guidelines (see p. 74 of new Handbook) and these procedures are working smoothly. If you're interested please contact me for further information or to volunteer. Thank you!



Anne Rix (NL Co-ordinator)

COMMENTS ON REVIEWS

The reviews in the newsletter take up far too much space and are in the wrong place. When my newsletter arrives I have to skip over 8 pages detailing things that I can't afford and don't need, before I can find anything even remotely interesting. The impression this must give new HEers, when it is given such priority, is that you have to spend all this money on all these resources or you're not doing it right. Surely two pages would be enough and at the back with the adverts, where they belong. Then there would be space for the interesting debates, polarised attitudes, personal experiences and philosophical position statements that make for a

lively and interesting read. More details of the struggles we all have, with ourselves, with our families, with our society when we choose a path that goes against the social norm: this is what would support and inspire me as a home educator.

Jill Anderson, Flat 5, 12 Carlton Road, Whalle Range, Manchester M16 8BB
Tel: 0161 226 8509
Jill.Anderson@ukgateway.net

[It would be great to have more contributions along the lines you're interested in, Jill - we just need more people to write 'em! Reviews are written by a number of home educators, including children, as part of their personal experience and often giving their philosophical views also - who should I disappoint by refusing their contribution? And surely books are a basic resource for education of any kind? The position is mainly for printing convenience, and nothing gets left out to make way for reviews - just the print gets smaller and it takes longer to fit together the more there is.... and occasionally something is postponed to the next issue. Anne]

REVIEW PAGES DEBATE

Nothing gets left out to make way for reviews - just the print gets smaller and occasionally something is postponed to the next issue. The position is mainly for printing convenience. Some other members' comments about reviews follow:



- 'The content of Review Pages have never suggested to me that I would need more resources'
- 'Perhaps it should be entitled - "books to look out for in your local library!"'
- 'My children have travelled the world through books, learning about places they might never visit in their lifetime'
- 'People are merely reviewing materials, not telling people to use them. We all have free will!'

- 'I especially enjoy the reviews and have found so many valuable resources as a result of this well-presented, informative section'

What do others think?



Anne Rix (NL Co-ordinator)

JAPANESE VISITORS



(EO has received the following via the Enquiry Line. Anyone

interested in participating please contact the writer direct. AR)

My name is Mark Smith and I work in the Planning Section of the Japan Travel Bureau. I help organise study tours for Japanese groups visiting the UK. A Japanese school teacher and her two daughters, one who is a school teacher herself and the other a University Student, are planning to come to the UK in early 2003. They have inquired if it is possible to meet with yourselves to hear about the type of activities that you are involved with. Could you please contact me to tell me what is possible to arrange? Please feel free to contact me either by email or my direct line 020 7663 6174.

Many thanks,

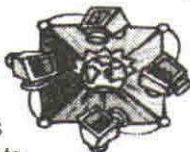
Mark

Mark_Smith@jtbe.co.uk



COMMUNICATIONS GROUP

This group currently sends out a bulletin in the month between newsletters to those doing a job in EO. Any member who would like an email copy is welcome to ask for one.



The Group wonders if there is more they should be doing to support communication within EO. Are you working behind the scenes and feeling

unsupported? What could we do to help? Any ideas or suggestions would be welcome.

Priscilla Park Weir (Surrey)

priscilla@pvpw.fsnet.co.uk

WHEN TALKING TO THE MEDIA

I recently received my newsletter and sat in a cosy armchair with a cup of coffee to catch up on the world of home ed beyond our house. I noticed that an article originally printed in The Independent last August, had been included.



I remember reading it at the time and feeling uncomfortable but not having the time to address it. However, upon re-reading it, I am now reminded of some of the comments that were fired at me by other people who knew I was a home-educator. "Are all people who teach their kids at home so radical?"

Well of course, I am proud of the way that I have chosen not to fit into a system that the majority of people accept as 'the norm' without even thinking about it. It takes a lot of courage to not fall in with the crowd so without a second thought I proudly replied, "Yes, home educators are pretty radical."

However, when I heard the next question, my heart sank "So how do you feel about people giving their children guns to protect themselves from LEA officials?" I knew that this was referring to the quote "One day when she had to go out she even left her eldest son Grant at home with an air rifle with instructions to 'shoot at their feet until I come home'"

To begin with, I was angry that this quote had been given to the media. I was horrified at the impression it could give to parents who are rather more 'mainstream' than the HEers that I know are. However, it now occurs to me that this quote might easily have

been twisted out of all recognition by the media. They are perfectly capable of presenting us in a way that can alienate us from the rest of society so I strongly suggest that anyone who speaks to the media, takes some advice from the media group or at the very least, someone who is familiar with the way that the media work. There are some basic do's and don'ts that seem so obvious once stated but don't always spring to mind when presented with a 'friendly' reporter – the EO handbook carries a copy of an advice sheet for people wishing to speak to the media.

So ... my point is let's get out there and spread the word that home-education is a viable option but, when talking to the media, check things out before giving any information that might be taken out of context. Thanks for reading.

Beverley Young

beverley.young@blueyonder.co.uk

SCOTLAND. Revised Draft Guidance ... OUT NOW!

Literally as this newsletter is going to press, EO and others have been informed that the Revised Draft Guidance to education authorities in Scotland is ready and being released for circulation and consultation. It has been published at:

<http://www.scotland.gov.uk/consultations/education/herg-00.asp>

Or hard copies can be obtained by telephoning (0131) 244 7542 or by emailing Home.Ed.Guidance@scotland.gsi.gov.uk

By the time you read this a copy should be on the EO website as well. (Anyone who does not wish to have their name and address known to the Executive can send a stamped sae (A4) to me, see below.)

There will be a three month consultation period (ends October 10, 2003) in which to discuss and respond. At any time during that period you can write directly to the Scottish Executive or send your response to EO to pass on. EO would

appreciate a copy of your response either way. Your informal comments on the draft are always welcome too.

EO will, as last time, submit a formal EO response to the revised draft. This will be informed by listening to individual comments, listening to the outcomes of wider discussions and seeking independent legal advice if necessary or appropriate.

A first scan through the revised draft shows it to be a vast improvement on the first draft and while there are some issues in it to be picked up and worked on and it still needs to be studied carefully, it is clear that the consultation process has been working (especially in the recent stages.) EO and Others have been listened to and heard. EO's approach to date has won respect and assisted constructive discussion. Help EO to contribute well in the next (possibly final?) stage of the consultation by sharing any points the revised draft raises for you.

Ann Samuel Till, 49 Bellevue Road, Edinburgh EH7 4DJ or

email: ann.samuelstill@blueyonder.co.uk

Comments in writing direct to Scottish Executive at: Matthew Knowles, Area 2B (Dockside), Victoria Quay, Edinburgh, EH6 6QQ or email as above.

on behalf of the EO response team (Jane Bathgate, Lucie MacAulay, Jill Fisher and Rob Wade)

NEWSLETTER PRODUCTION

I would like to thank Anne Rix for her tremendous support and answering my oh, so many questions (often twice!) while I have been working on the presentation of this newsletter. At the last council meeting there was a discussion regarding the 'look' of the newsletter and whether or not it needed jazzing up. 'Yes', was the short answer. So muggins here volunteered! I hope you have as much fun reading this edition as I have had producing it.

Best Wishes,

Belinda R. Harris-Reid

Advertisements

To place an ad: Adverts should normally be limited to 1/8 page or 50 words and sent to the NL Co-ord, (preferably by email), but please send cheque payable to 'Education Otherwise' to the Treasurer (address inside back cover).

NB - it may not be possible to use a logo - please refer to NL co-ord.

Advertising Rates for Non-members - (subject to space and interest to members) £35 per issue

Members - small items/notices, free; commercial enterprises, £25 per issue (please quote EO membership number)

NB: DEADLINE FOR ADVERT COPY AND PAYMENT - 1ST OF MONTH PRIOR TO ISSUE.

LeCardo

Help your children learn word-building, simple arithmetic and teamwork with LeCardo, the new card-based word game. Suitable for 2-4 players aged from 10 to adult. Price £10.99 (inc. p&p). Volume discounts available - contact us for details. Like word games? You'll LOVE LeCardo! 020 7278 1269 www.lecardo.com

DYSLEXIA TUTOR

offers one-to-one tuition by post, fax or e-mail. Suitable for age 3 to adult. Lessons are specially written for each person. Close monitoring of progress with individual feedback. Overcome even severe barriers to reading, writing, spelling and numeracy with fun, phonetic, multi-sensory methods. Sarah Ablitt BA(Hons), PG DipSpLD/Dyslexia. 01536 510379. www.dyslexia-lessons.com

CREATIVE, ENJOYABLE EDUCATION FOR YOUR CHILD

Qualified teacher and experienced private tutor offers day-time teaching in all primary subjects. Canterbury area.

Contact Shelley Morris, e-mail: michael@summer-hill.freeseve.co.uk or tel: 01227 464117.

KUMON MATHS & ENGLISH Leyland Centre

- Tuition in Maths and English, tailored to students; ideal programme for Home Education.
- Students attend study centre twice a week for ½ hr, and complete work each day at home. Alternatively work can be by correspondence.
- All ages and abilities catered for (from pre-school to post-GCSE).
- Builds confidence and encourages good study skills. Free Enrolment for EO Members (normally £15). Telephone for brochure: Marjorie Jackson

HOLIDAY HOME IN TINTAGEL

A cosy renovated little cottage set in the medieval village of Tintagel. About a 10 min. drive from the sandy surfing beach at Trebarwith Strand. A 10 min. walk from Hole Cave Beach at the bottom of the English Heritage Site of Tintagel Castle. Lots locally to see and do. For further info. contact Jeri Barry Tel 0208 230 57 58 5% discount to EO members

The National Living History Fayre

November 14th to 16th
Warwickshire Exhibition Centre
nr Leamington Spa

A wonderful opportunity to meet with re-enactors and interpreters of History, many of whom do educational visits.

Details are on www.ewsfairs.com or call David Smith on 01933 225674

The Windmill Workshops



Presenting: The Electronic Wizards Apprenticeship

Receive a surprise package in the post every 2 weeks!

Look forward to your next exciting mystery project!

This fantastic inspirational Postal Course is an adventure into the magical world of electronics! Starting 12th Sept. Pre-registration only. For applications & details:

www.kidstuff.co.uk
Bean & Ian Moore: 01225 780629



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.

T shirts as seen at Hesfes!
- SCHOOL - KEEP CLEAR -
Home education rules OK!

Yellow printing & black graffiti on grey
background

Child £5, Adult £10 + p&p

Profits to "The Centre" - a resource centre for
self-directed learning in Cambridge.

Contact Helen 01954 782952

helen@halljenkins.freeseerve.co.uk

Rainbow Circle Magic Hat Camps

The "magic" is that we all put in as much
money and energy as we can manage (there
is no "site crew" or "creche") and have a
wonderful experience camping in beautiful
countryside

Crafts and Earth Magic Camp 4-12 Aug
Detox, Renewable and Healing Camp
13-20 August

Quaoar Celebration Camp 22-31 August

For more information:

www.rainbowcircle.co.uk/

Or ring: Annette 01423-500699

Sarah 01970-617570

GWERSYLL DEWI SANT - ST DAVIDS CAMP

Another wonderful camp was enjoyed by EO
families in June; great weather,
fantastic fox, surfing sea.

However, if you had any difficulties in
paying the INCREASED CAMPSITE FEES,
please contact me for a refund of the
difference between the published price
and that charged by the site owners.

And all feedback welcomed to same
addresses...

(please send comments to us rather than to
the campsite owners)

yeh@onetel.net.uk

GDS, 17 Maes Ingli, Newport,
Pembrokeshire, SA42 0TE

Hope to see you all at GDS next year,
Yvette xx

HES FES PART 2

The Home Educators' Seaside Festival Part 2

You asked for it and you got it!

Same place, same fun!

The World's biggest gathering of home educators
is now in its sixth year

Saturday 13th to Saturday 20th September

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 or

HES FES 2002 PO Box 20284 London NW1 3YW

020 7388 0559 Mobile 0783 379 4062

info@hesfes.co.uk

Home Educators Family Week

Monday 15th to Friday 19th September 2003

at Monkton Wyld Court

nr Charmouth, Dorset

A magical place for home educating families
to relax and have fun together.

Arts and crafts, games, dance, singing,
storytelling and trips to the seaside.

Led by experienced facilitators.

Plus, during the week, day visit to

HES FES PART 2

Monkton Wyld Open Day

Sunday 21st September

drop in on your way home from HesFes!

Tel: 01297-560342

www.monktonwyldcourt.org

ervices 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

Regional Diary

All regular meetings listed below are included automatically in every issue, but if you have a local NL, please reduce your details to minimum.

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 is happening as shown.

Thank you to contact people who are keeping an eye on their local entries and letting me know if changes are needed.

Please do check every issue, it really helps.

- CHANGES BY LETTER OR EMAIL PLEASE -
to: Anne Rix NL Co-ord (see inside back cover)

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 on 01234 341375 or email

info@Bedford-Home-Ed.org.uk Continuing science theme for first half of summer term; Victorian theme for the second half. Lots of craft, drawing sessions, science/Victorian workshops and visits, including the Science and the Victoria & Albert Museums in London. Also regular swimming, multi-sport, softplay, TumbleGym and chat sessions in Bedford and other areas. Website: www.Bedford-Home-Ed.org.uk

BERKSHIRE

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

http://groups.yahoo.com/group/BerkshireHomeEducators
For Local NL/What's on Contact: Dawn 01628 783107

thirdEye1@compuserve.com Or New Web Site for Berkshire www.homeeducators.co.uk
Maidenhead Heros Club Holyport, Mondays 10-3 sports, dancing, pottery crafts and cooking. £29 month or £10 family/day. Dawn 01628 783107

Reading: Mondays, 10am - 12noon swimming at Central Pool, lots of teenagers Contact: Lynn 0118 972 1420 Thursdays, 5.30-7pm. Activities for teens incl. video

production, mixing decks, web design etc., Email becky.h@ntlworld.com for more information

Friday's Caversham 12 - 5pm social, all ages, sep. rm 4 teens in hall with park outside and woods. £2/ family.

Monthly, 2nd Tuesday, 11am - 6pm near Pangbourne chat and play, Adventure playground, animals. £3/family Also activities 4 teens. Contact Lynda 0118 961 4466 or Gail 01628 483895 or email hitchmans@ntlworld.com

Bracknell Weds termtime, ice-skating at John Nike Leisure Centre, 2-4pm, £1.50 show EO card at reception. Contact: Angela 0118 9661331 (weekends only) or Edwina, email: wgodfrey@netcomuk.co.uk

Burghfield Common Thurs termtime Swimming at Willink Leisure Centre 1.30-3pm. Contact Angela (see Bracknell)

Windsor Leisure Centre, Fris termtime, organised sports session 5 yrs up, 11am-noon. Contact Muriel 01628 664939

Windsor Leisure Centre, Fris termtime, family swim 12.30, contact Angela or Edwina (see Bracknell)

Newbury group on Fridays for younger children. Contact: Gillian 01491 671328

Woodland Camp venue running end May through Sept, Thurs & Fris. Woodland, large adventure playground, plenty of play area, BBQ, camp fire, splash pool, in- and outdoor eating areas, club room, TV & games, lots more, all day, also possible

Camp Evenings. Costs www.homeeducators.co.uk 01628 783107 Dawn

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

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

BUCKS

Newsletter for Bucks/Northants Contact: Georgeanne on 01908 662256.

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

Contact: Jackie 01753 886924 or Dorothy 01494 782864

CAMBRIDGESHIRE

Cambridge regular meetings and outings.

Contact: Penny 01223 526441

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

Cambridge/Norfolk border: fortnightly at Guyhim.

Contact: Pat 01354 656582 or Ruth 01945 480232

North Cambridgeshire 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: 01270 883 978

SueElaineDavies@aol.com (for South Cheshire)

CLEVELAND AND DURHAM (see also 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

Local information on our local home ed website:

Homeedinkernow.tripod.com

CUMBRIA

Informal gatherings for socialising, support and activities.

Kendal alternate Mondays Endmore 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 760890

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 Moira Kneale on 01395 279026 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

Loads of activities for all ages - full details in Devon newsletter (see above)

DEVON EAST/DORSET WEST

Lyme Regis, Axminster, Bridport, Chard

Contact Habiba 0845 4582984 (local rate)

Regular meetings on Thursdays, Contact:

Ali 01297 443816 or Karen 01460 30461

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

DURHAM

Durham based group, monthly newsletter £5 p.a. (contact Lisa Belcher at 0191-5672655).

We also have a yahoo chat group at http://groups.yahoo.com/group/durhamhome_ed.

We meet weekly and have other less regular activities scheduled. Contact Schuyler Waynforth (01740-622499 or s.waynforth@btopenworld.com) or Beth Currie (0191 3735109).

ESSEX

Full details in Essex Epicycle newsletter, available from Corinne 07802 630693 epicycle@wavy.org

Braintree Cheeky Chimps indoor play area

1st Thursday of the month (ex school hols) 2pm

Chelmsford Ice skating, Riverside Fris 3.30-5pm

Elmstead Market Teenagers Fortnightly Fri 10-2pm

Marks Tey Meetings, social and activities

Fortnightly Weds 1-5pm (close to the rail station)

Springfield Meetings social and activities

Third Thurs of the month 1-4 pm

Tiptree Meetings, social and activities

Fortnightly Tues. 2-5pm

All over Essex trips (usually Thursdays) and workshops.

Info also available from Sue 01206 520284

East London/Essex group

Contact Gill 020 8597 8537

GLOUCESTERSHIRE

Monthly social meetings open to all.

Regular workshops and outings. Website:

<http://members.lycos.co.uk/GlosHomeEducators/index.html>

Email list for events and forum for discussions,

information and virtual activities. Contact Rob and

Fiona 01684-290087 openhorizons@ntlworld.com

Caroline 01242 890351 cambrose@ieee.org

Beverley 01242 524091 or Mhairi 01452 384104.

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@pkinteractive.co.uk

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,

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

HERTFORDSHIRE

TOP Health and Education Together. Numeracy,

literacy and parenting health sessions. Literacy

home study program 3-10 years. All at

London Colney 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 or 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

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 siimeheva@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 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

Cleethorpes events, contact Christine 01507 338070 or Caroline 01472 690738.

Grimby events, contact Donna: 01472 752507

Lincoln group: For list of events contact

Gill 01507 359213, Louise 01522 533582 or

Kathleen 01522 869239

LONDON

Clissold Park. Tuesdays. All welcome.

Contact: Charlotte 0207 254 0419.

SE London

Wednesdays Honor Oak playground.

Contact: Steve 8680 2933

Lewisham Thursdays 11-1

Contact: Clare 8480 0740

rollerblading Kidbrooke Contact: Fiona 020 8852

9756 battleslake@clara.net

Sydenham Fridays fortnightly at 11.30-2.30

Contact: Chrystia and Keith 8776 8597

Forest Hill Nature Reserve Fridays alternate

fortnight 11.30 Contact: Dave 8692 4080

Plumstead Common Adventure Playground SE18

alternate Fridays, meeting at 12.30 pm.

Contact: Bev 0208 312 2160, Kim 0208 317 7262

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

N London Hornsey Home Educators Club ***NEW**

(currently under 10s, meet for arts, crafts, drama,

games etc) Thursdays 10.30-12.30

contact: Tina 0208 340 4212

W. London HE group every Tuesday for social and

educational activities and visits. Contact: Claire

Evans 0208 943 4491 timesteps@freemove.co.uk

West London EO group meeting 1st and 3rd Tues

each month, at Chiswick Park, W4. Meet outside

the cafe, from 11am. Alternative venue if wet. For full

details Contact Naomi 0208 5677 589 or

naomisandler@hotmail.com

MANCHESTER

Monthly formal art lessons at Stockport Art Gallery

£1.50. Also Monthly meeting at Stockport library

E-mail young writers group Ed Wilson

wilson-net@lineone.net

MADCOW newssheet, 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 Thursday 2.30 - 4.30

Swimming, indoor sports/play at Breckland Leisure

Centre, Thetford. Contact Fay 01953 681785

NORTHAMPTONSHIRE

For email updates of activities and outings send

your email address to northantshomeed@aol.com

Regular meeting from 1pm to 4pm on the 2nd and

4th Wed of every month at North Park Pavilion in

North Park Drive off Bath Road in Kettering.

Everyone welcome, just come along, suitable for all

ages. For details phone Jane 01536 418885.

Want to get together with other local home ed

teens? Please contact Lynne Stewart 01604

454240 andrew.stewart77@ntl.com

NOTTINGHAMSHIRE

Weekly meetings. For full list, Contact: Wendy 0115

9114312 or Louise 01773 780634

OXFORDSHIRE

Classes in creative writing Monthly Newsletter.

Fortnightly Workshop group.

Local 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 alison@sauer.demon.co.uk
Lothian, Central and Southeast Scotland: fortnightly group for meetings and outings. Ann 0131 556 6271 or <ann.sarmuelill@blueyonder.co.uk> or Jane 01835 863 118.

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

Wells and Glastonbury Area Regular social meetings, weekly swimming, outings and nature activities. Contact Lesley 01749 689241, Tanya 01458 834871 or Steph 01749 812959

SOMERSET NORTH - 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 or Sue 01270 883978

Suedavies@tesco.net

STAFFORDSHIRE NORTH meetings on 3rd Tuesday each month, 12.30 to 3.00. Our aims are to support each other and collectively provide a variety of social opportunities for our children.

Contact Julie 01782 316434 or Helen 01782659112.

SUFFOLK

Felixstowe, group meeting fortnightly in town centre location for socialising, outings, sports etc.

Contact Karen 01394 279117

kjc88@whsmithnet.co.uk

Foxburrow Farm, Woodbridge Once a month, activities organised by Suffolk Wildlife Trust

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

Contact: Sarah 01379 783678

East Suffolk (Lowestoft/Gt Yarmouth area)

Contact: Lin 01502 741097 or Jackie 01502 566266

SURREY

Banstead base but everyone is welcome. Weekly meetings/activities. Contact Sue 01737 556683 or Lindsay 01306 501229

near **Cobham** just off A3 - Learning Group for parents & children 0-7, in 26 acres of private wood-land, based on HighScope approach to independent learning and

problem solving. Planning now for Sept. For more details contact Rachael rachael.underwood@classicfm.net or phone 01932 706191

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

Dorking/Reigate area.

Contact: Helen Burnett 01737 243606

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

Emma 01252 350034 emmajeavons@supanet.com

North Surrey Home Ed group meets up in **Croydon**

once a month, Age range from 2-15, small group,

looking to grow. For more details, contact

Karen: karen_wilkins@hotmail.com

or Viv: viv@madtoyman.fsnet.co.uk

SUSSEX

Monthly newsletter £8pa or £4 six months,

cheques payable to "ESEO" to Ian Lawes, 35

Waldegrave Rd, Brighton, BN1 6GR - gives full

details of local events. ianhowardlawes@lineone.net

Contact: Isobel 01403 261178 (W. Sx.)

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

Lewes Tues 1.30-3.30, term time, Southover Church

Hall, Ring Sylvia on 01273 474375

Sports with qualified coach Weds 12.30 - 1.30pm,

Southdown Club, £2 per child. Youth Club (fortnightly)

from 2pm - basketball, rollerskate, skateboard, table

tennis etc. Ring Hope or Jan 01273 514528

Lindfield EO Friday club, contact Liz 01444 414058

Hastings Area Home Educators, regular arts, craft, gym,

outings and meetings. Contact: Ali 01424 814175

Brighton Phoenix Centre, Weds 10-12 Creative play for

younger ones; more focused activities for older children.

Ring Cathy 01273 685674

Eastbourne Home-Ed Club Meets regularly. Contact

Tula 01323 648127 email dyerbyname@aol.com

Shoreham: St. Mary's Church Hall, Thursday 10.30 -1.

Cooking/arts/crafts/games; excursion last Thursday of

each month. Contact: Sam 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 2809150

lavendereco@aol.com

Regular outings, visits, etc. Contact: Becky 0191

478 5322 beckyfeeney@hotmail.com

WALES

South Wales

Cardiff area FREE email newsletter/contact list from

bev1.french@btinternet.com or Beverley 02920

797628. Monthly museum visit, organised by

museum.

Swansea Group For information on local activities

and events, contact Juliet 01639 760987; Frankie,

fran.kie@ntlworld.com or Geraldine, 01792 405894

or email: julafan1@ntlworld.com

(more →)

Pembrokeshire EO swim & sauna: Haverfordwest pool, Dew St. 3pm at main reception, 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/trampoline in Wrexham (Thurs) various meetings in Oswestry, W. Cheshire/NE Wales. Also sports and ice skating at Deeside Leisure Centre.

Contact: Genny 01978 757489 49 Westminster rd, Moss Valley, Wrexham LL11 6DH - £2 for a year's listing. eo@7times7.freeserve.co.uk

WARWICKSHIRE

Usually 2 Thursdays a month; at Wolston nr Coventry and for an outing in Coventry/Warwicks area. Contact: Helen Hall 01926 771958

WEST MIDLANDS

Meetings, trips out, activities etc are 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.freeserve.co.uk or Penny Clarke 01922 745465 pennyclarke@blueyonder.co.uk

WILTSHIRE

Salisbury Friendly innovative group meets every Tuesday pm, (except last of calendar month) Lower Street Hall, off Netherhampton Rd., 2-5pm. £3.00 per session. Regular outings + visiting guest speakers: Contact: Martina (01722) 744715 or Miranda (01722) 320167

Swindon: Informal get-togethers twice per month; badminton weekly Contact: Shena on 01793 334673 or join email list at http://groups.yahoo.com/group/NWills_HE/ Last Thursday of the Month The Scout Hut, Southbroom Rd Devizes, 11.30-14.30, games,

activities, support and socialising.

Outings most Thursdays Contact: Janet 01249 818672 email: janet.eidekvist@btopenworld.com Jemima: 01380 727470 Helen: 01249 822958 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 Tutchter 101562 822034 gail@tqmi.co.uk

YORKSHIRE EAST

Regular meetings and visits.

Contact: Alison 01405 769902

YORKSHIRE NORTH

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/Abbeydale rd. Contact: Annette 0114 2583502 or Fiona 0114 22751142

YORKSHIRE WEST

Halifax Gymnasium, Heath Training Centre, Free School Lane. Mondays, weekly except bank holidays. 10AM - 1PM on drop-in basis - chance for children and parents to socialise, make contacts & exchange support in a relaxed environment. Contact: Gill Kilner 01422 311876 or gillkilner@aol.com

Outings and activities Contact: Eva 01535 274520.

Last Thursday of the month 11-1.30 at Civic Centre

Huddersfield. Contact: Tracey 01484 317176

2nd Fri of month 1-4 at West Park Centre, Spen 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

LOCAL CONTACT UPDATE

New acting local contacts

Isle of White - Shara Ouston

Dumfries & Galloway - Anthony &

Lynn Thomas

Suffolk - Sue White

Resigning local contacts

Suffolk - Sarah Guthrie

Isle of White - Reb Alexander

Updated Contact Details:

Lincolnshire - Janet Simpson New Phone Number:

01427 617313

Areas needing a local contact

Durham Gloucestershire Northern Ireland

Dyfed Glamorganshire Strathclyde

Fife Hertfordshire Tayside

Isle of Man Manchester North Tyne and Wear

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

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

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

EO Greetings Cards.

Greetings cards are now available. They are blank inside for your own message, and have the message 'School is optional' on the back. all profits from these cards go to Education otherwise, charity no. 1055120.

They come in packs of 10 with envelopes, and cost £3.99 per pack (inc. p&p), send cheques payable to 'Education Otherwise', to Garry Humphreys, Fairacre, skidbrooke Rd., South Somercotes, Louth. LN11 7DD.

Please state which design you would prefer; 'Robins and Penguins', or 'snow walk'. e-mail garryhumphreys@lineone.net to see the designs if you missed them in the February and April newsletters (Children's Pages).

EO Car Stickers

Help spread the word.

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

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 2nd class stamp for each card required.

SALE - EO VIDEOS only £4.50

Special reduced price of £4.50 for our videos.
Perhaps you could buy one and pass it on to a Teacher Training College or a library or anywhere that it might be looked at. Please help us promote the right to home education.

If you can afford it please could you add £1 post & packing, but if money is short and you are going to pass this video on, this is waived.

Cheques payable to "Education Otherwise" to Diane Green, 18 Colne Cres, Warehouse Hill, Marsden, Huddersfield HD7 6AD

EO Hoodies and Mugs

Hooded sweatshirts

with the **triangle logo** and the letters **SINC** now available in navy blue and black children's and adult sizes (£15 for children's and £20 for adults' including postage and packaging).

EO 25th anniversary mugs 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 or ring at 0116 212 8120 for further details.

Back Page Part Two

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

Get involved and join a small group:

Finance: Garry Humphreys, Lynda Hitchman, Ann Samuel Till, Ken Grindlay

Enquiries: Pam Bellinger, Geraldine Adams, Iris Harrison, Jo Borthen, Edwina Theunissen

Publications: Gary Podmore, Penny Clarke, Lucy Charlton, Chris Harper, Ali Willer

Business Practice Group: Priscilla Park-Weir, Pam Bellinger, Martine Frampton

DFES Team: Anne Wade, Ann Samuel Till, Anne Rix

LEA/EA Group: Isobel Bogucki, Anne Wade, Rob Wade, Gary Podmore, Ann Samuel Till

Communications: Penny Clarke, Priscilla Park-Weir

Scotland Group: Ann Samuel Till, Lucie MacAulay, Anne Wade, Jill Fisher, Jane Bathgate

Information for other organizations: Penny Clarke, Priscilla Park-Weir, Martina Macklin

Grievances and Complaints

Martine Frampton 3 Redesdale Mews, Hospital Road, Moreton in Marsh, Glos. GL56 0BQ 01608 812411
martine-frampton@macunlimited.net

Anne Rix Hembury Orchard, Frithelstock, Torrington, Devon, EX38 8JT 01237 451535
anne@annerix.demon.co.uk

Media co-ordinator: Belinda Harris-Reid (see South-West)

Media Contacts

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

Scotland: Alison Sauer 01463 232571

North West: Marina Orme 019467 28313
marinaatthelakes@aol.com

North East: Eva O'Rourke 01535 274520
evaandmary@aol.com

Midlands: Helen Donaldson 01889 882043
serf@unappreciated.co.uk

Wales: VACANT) *Volunteers needed please!!*

East Anglia: Ali Willer 01603 401020
simon.whitehall@tesco.net

South West: Belinda Harris-Reid 01364 643343
bharrisreid@aol.com + blinedata@aol.com

South East: Karen Ingelbrecht 01303 254787
pencraft@ukonline.com

London(1): Linda Irene'schild 020 7787 6692
lindaflora2002@hotmail.com

London(2): VACANT) *Volunteers needed please!!*

Ireland: VACANT) *Volunteers needed please!!*

#####

EO Email Lists

The EO Business list discusses the organisation and policies of Education Otherwise. Open only to EO members (memberships will be regularly checked to ensure that the list members are still members of EO) and only for the discussion of EO business. (General HE discussion can take place on the EO general list, which can be accessed via the website at www.education-otherwise.org)

To join the business list: Go to:
<http://groups.yahoo.com/group/eobusiness>
Or send a blank email to:
eobusiness-subscribe@yahoogroups.co.uk You will receive an automatic response from Yahoo asking for your full name and address. When you have responded and your membership has been checked as valid, you can be added to the list.

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 2nd class stamp
for each card required.

EO/NEC vouchers

- £30 discount per course -
A5 SAE to Sarah Cook, The Old Cottage,
Croglin, Carlisle, CA4 8RZ
(quoting EO membership number)
or sarah@croggies.freereserve.co.uk

Who does What in EO

Council Members

- Geraldine Adams** (N. London) 0207 2634922
Jane Bathgate (Borders) 01835 862118
Pam Bellinger (Company Secretary)
Keith Charlton (Leics) 0116 259 2118
<kcharlton@care4free.net>
Penny Clarke (Publications Sec.) 01922 745465
<pennyclarke@blueyonder.co.uk>
Martine Frampton (Glocs) 01608 812411
<martine-frampton@macunlimited.net>
Yvette Hartley (Wales) 0845 458 9251
yeh@onetel.net.uk
Jacqui Houlding (Cheshire) 01925 654856
<jc_houlding@onetel.net.uk>
Garry Humphreys (Treasurer)
<garryhumphreys@lineone.net>
Gary Podmore (Yorks) 0114 2585702 (Chair)
<SianPodmore@eotherwise.fsnet.co.uk>
Julie Ridley (Manchester) 0161 860 7589
<jasrcm6@yahoo.co.uk> (Vice-Chair)
Anne Rix (Devon) 01237 451535
(NL Co-ord)
Jenny Stevens (W. Sussex) 01243 783469
<jennystevens@argonet.co.uk>
Ali Willer (East Anglia) 01603 401020
<simon.whitehall@tesco.net>

Membership

Membership and newsletter subscription enquiries, membership cards, address changes, new member packs, other queries or missing newsletters contact: **Database Administrator**, Education Otherwise, 31 Audley St., Reading, Berkshire, RG30 1BP
Tel: **Lynda Hitchman** 0118 961 4466 or 0118 901 2215, Email database@education-otherwise.org

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 (please ring to check availability of items before ordering)

Website and email lists: **Jacqui Houlding**, 01925 654856 jc_houlding@onetel.net

Useful contacts

Contact with LEA / Member Support / Other Problems. *If you need help in dealing with your LEA ring your Local Contact or any Council Member. If you have a problem not covered below please contact your nearest Council Member (list left)*

Single Parent Family Contact: **Sarah Martin**, Lammas, 34 Cowslip Drive, Little Thetford, Ely, Cambs, CB6 3JD 01353 648716 (assistant) **Rowenna Williams** rowenna73@hotmail.com Tel: 01678 521348
Berlan Gron, Llanycil, BALA, Gwynedd, LL23 7YG

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: (Acting) **Lianne Smith** 07717 301 887 (will ring back on land line)

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

Research Contact: **Pam Vickers** 25 Boxley Rd, Walderslade, Chatham, Kent Home: 01634 671507
Work: 01227 712206 pjvickerscan@aol.com

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

Treasurer: **Garry Humphreys** 'Fairacre', Skidbrooke Rd., South Somercotes, Louth, Lincs. LN11 7DD, garryhumphreys@lineone.net

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

Coordinator for Local Contacts: **Keith Charlton**, 2 Wistow Rd, Newton Harcourt, Leicestershire, LE8 0FT 0116 259 2118 kcharlton@care4free.net
(Assistant): **Liz Stevens**, 96 Ivanhoe Street, Leicester, LE3 9GW 0116 2425802 kiss.it@lineone.net

Coordinator for Enquiries Secretaries: **Iris Harrison** (Assistant) **Jo Borthen** 01392 438876 jo4eo@aol.com

Newsletter Coordinator: **Anne Rix**, Hembury Orchard, Frithelstock, Torrington, Devon, EX38 8JT 01237 451535 anne@annerix.demon.co.uk

Chair: **Gary Podmore** (see Council list)

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 principle aims are to:

- encourage learning outside the school system;
- reaffirm that parents have 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.
- to promote knowledge, understanding and acceptance of education otherwise than at school in the world at large.

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

HELPLINE 0870 730 0074

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

Education Otherwise Association Ltd; Registered Charity No. 1055120