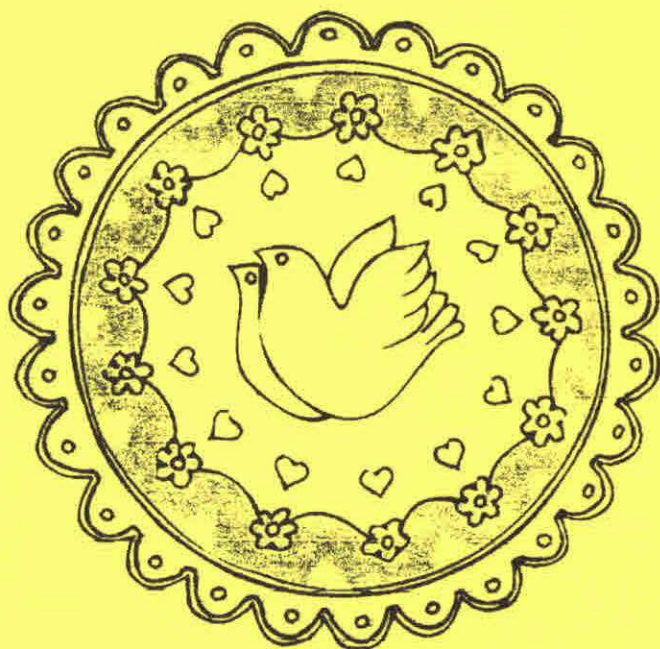


education otherwise



No. 162 - Feb 2005

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

DEADLINE FOR THE NEXT ISSUE IS 1st March 2005

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inside back cover)

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CHILDREN'S PAGES *N.B. deadline 20th February 2005*
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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 ssae.** If no acknowledgement is received, or in case of queries, please contact the

NL co-ordinator (see inside back cover). *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.

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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.

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CO-ORDINATORIAL

Welcome to February's newsletter and belated Good Wishes for 2005 - hopefully we will be seeing some signs of Spring by now, or in the near future, although it's hard to know what the weather will throw at us next!

I would like to draw attention to the fact that 'Fiona Stewart' is now 'Edana Edwards' - for various long and complicated reasons, best described as 'artistic whimsey'....Hope my new name doesn't cause too much confusion - life is confusing enough!

Another new name on the team is our new Home Ed in the News editor, Tanya Heasley - if there are stories you'd like to see in the newsletter, let Tanya know, and she will do her best to clear copyright with the author so we can share it.

The Education Otherwise AGM is at the end of this month, so don't forget to check out the details if you'd like to be involved.

M.Gandhi said "The true measure of any society may be taken in the way it treats its animals."

But what about the way it treats its children??
Marie Woolf, political correspondant for the

online Independent News, today gave a disturbing account of the way our government views 'problem' children.....According to some MPs, the explosion in numbers of children diagnosed with ADHD (hyperactive disorder), and subsequent prescription of Ritalin to treat them, is missing the root of the problem - poor parenting and junk food (more poor parenting). Intervention by Social Services, to teach parenting skills is, they believe, the way forward. Lib Dem MP Sandra Gidley claims that "in many cases, Ritalin is a cop-out solution to a wider problem."

The perpetual demonising of perfectly adequate parents is, I feel, the real cop-out in this situation.

Rather than address issues such as sensitivity to chemicals in our modern environment, or the impossible demands made on children by the modern school environment, pressures from society, entertainment and the media in general, it is far easier to blame the parents. Throughout the 4 years my son attended school, it was the teachers that were clamouring for him to be prescribed Ritalin; the teachers that couldn't handle him. There was never a hint that their teaching skills were inadequate - it was easier to blame me. This had a very detrimental effect on our home life, which gave fuel to those already keen to blame 'the parents'. In desperation I decided to try home ed, and thankfully, after a wobbly start, can now endorse the title of one of this edition's articles: 'Home Ed Saves Lives'. It also saves families.

As 2005 begins, I would like to hope for a more enlightened government, that values the freedom, health and happiness of our children, above controlling and subduing them. And one that stops blaming parents for everything!!

Edana Edwards 15/1/05

cover pic: © '99-'05 www.barrysclipart.com

TRIBUTES TO ROSEMARY JACKSON

Barracks Farm, Beresford Dale, has been home for many years to the annual EO Peak Camp. Although it has sometimes been likened to the British Bog-snorkelling championships it was an event that was always great fun, whether you needed to unpack your Blitz spirit, or not. Like most things it doesn't matter so much about where you are as the people around you and the Jackson family have always been tremendously welcoming. We received the news of Rosemary's death in November with sadness.

One never expects much glamour to be associated with a, usually muddy, farmyard in Derbyshire but Rosemary always brought a welcome splash of Hollywood glitz and sparkle to the camp whatever the weather prospects. She was Derbyshire's answer to Joan Collins but a much more real person.

Always bright and smiling, my abiding image is that of her fully made up, dressed in black and gold as for a night out, the ensemble completed by green wellies and broom as she mucked out the toilets.

If it's possible to get concrete shining, she did it. Going to the shop for milk or sweets would invariably take a considerable time just chatting with her whether you were an adult or child and was a bright point of the day. Her energy, humour and kindness will be sorely missed and Peak Camp, if it happens again, will not be the same without her. Perhaps she wears her celestial party frock now, but I hope someone has taken the brush out of her hand, and replaced it with a glass.

Sian Podmore

We were there at the first Peak Camp in, I think, 1988. Every year since then Rosemary welcomed us to Barracks Farm. For many of us the EO Peak Camp has ranked with Featherstone Castle as a highlight of the year. Rosemary's death marks the end of an EO era: Barracks Farm and Peak Camp will be remembered for years to come as a place where friendships were forged and relationships established or strengthened. Rosemary never minded how many families turned up or how much of the field (in recent years, fields) we occupied; never tried to rip us off; never patrolled or checked up on us; trusted us to be honest about how much to pay; cleaned the toilets and showers 2 or 3 times a day; smiled and chatted when we knocked on the farmhouse door to ask for a pint of milk, coming willingly to open the shop to sell it to us; did the same when a young person came to buy a packet of crisps; delighted in plotting with the young people how to outwit the river warden. She knew all the "regulars" and always asked about the children who'd grown up and no longer came to the camp, wanting to know about their lives and telling stories of their exploits at Peak Camp as young ones. She had that rare quality of being totally non-judgemental, accepting EO families with our differences and sometimes unconventional attitudes and approaches to life and to parenting. She herself always looked good, even recently when her illness had started to make its mark, and often glamorous. It was not unusual to find her scrubbing out the shower block with wellies and overall covering tight leather trousers and a glittering top.

Lots of us will miss Peak Camp; many of us will miss Rosemary.

The Charlton Family

We were very sad to hear of the death of Rosemary, who looked after us all so well at Peak Camp. Peak Camp in 1988 was our first significant contact with other EOers - we had been home educating for less than a year, and the warm encouraging welcome we received gave us courage and confidence. It was also the start of many friendships that have lasted since. I'm sure this experience has been replicated by many other families down the years. So - some memories. Long games of football, cricket and rounders. British Bulldog (surprisingly few fatalities). Small children on big bikes careering down the field. Mass production of friendship bracelets. Starlit nights around Ben Kelks' fire-in-an-old-oil-drum. Arriving on the first day, forgetting that Peak Camp is always at least one and a half jumpers colder than wherever you've come from. The year of The Monsoon (Ha! We missed that one). Last year's high winds, thunderstorm, and frost on the tent (not so much a holiday, more a survival course). Memories of hot days (some) and cold nights (many). The wierdest assortment of vehicles this side of 'Scrapheap Challenge'.

Mass cycling trips up the Manifold Valley and picnics at Wetton Mill. And so on...

I remember first visiting Beresford Dale, and crossing the stepping stones, when I was nine or ten. Thanks to Peak Camp, it has also become an important memory for our children.

Peter and Catherine Brown and family

SEE NEXT ISSUE FOR FURTHER TRIBUTES TO ROSEMARY

!!! EO NATIONAL GATHERING IN EAST ANGLIA !!!

Thursday 24th to Monday 28th February 2005

Sheringham Youth Hostel, Norfolk

The gathering is likely to be oversubscribed. Final date for bookings is 8th February.

Ring 0116 2592118 or e-mail charlucy@btopenworld to check space.

A large, rambling, fully accessible hostel in the heart of an Area of Outstanding Natural Beauty, 5 mins walk from train and bus stations.

Sheringham is a Victorian seaside resort with beaches, a shellfishing industry, steam railway and heavy horse centre.

Come and meet other home educators from all over the country.

What happens depends on who comes and what they offer but there will definitely be lots of opportunity to talk and have fun together.

Costs will include all food and accommodation.

Day visitors' rates and family rooms available.

For booking form and information send stamped SAE or return label to EO Gathering, 2 Wistow Road, Newton Harcourt, Leics. LE8 9FT

The Annual General Meeting of Education Otherwise Association Ltd will be held at Sheringham Youth Hostel, Norfolk on Saturday 26th February 2005 at 2pm.

The business of the AGM is to consider the accounts, to receive reports from officers, to elect members to the Council of Management and to appoint auditors.

The number of Council Members is set at between 14 and 19.

As at November 2004 there are 14 members in post (see inside back cover), five of whom must stand down, but may seek re-election.

The Council may recommend other candidates for election.

Signed-up members (ie. Guarantors) of EO may also propose candidates. In this case, written notice from the proposer and signed consent from the candidate (who must also be a guarantor) must both reach the **Company Secretary** no earlier than 24th January 2005 and no later than 22nd February 2005.

In the event of a vote at the AGM, guarantors present at the AGM are entitled to take part, provided that they have paid their EO membership fee.

If you wish to become a guarantor of EO, please complete the form on the last page of the May 2004 EO Handbook.

Company Secretary, 56 Beech Drive, Braunstone, Leicester, LE3 3DA

There will be an **Open Council Meeting of Education Otherwise Association Ltd** On Saturday 26th February from 10am at Sheringham Youth Hostel, Norfolk.

All members of EO are welcome to attend.

For copies of, or contributions to, the agenda, please send a stamped SAE to: The Chair, Julie Ridley, 32 Cheltenham Road, Chorlton, Manchester, M21 9QN

**INFORMATION FOR LOCAL CONTACTS, ANYONE WISHING TO FIND OUT
MORE ABOUT WHAT THE ROLE MEANS,
AND HOW YOU CAN ASSIST YOUR LOCAL CONTACT**

IMPORTANT DATES FOR YOUR DIARY

EO's Local Contacts (LCs) do an essential job. They form the frontline of information and support for families choosing or considering home education.

Part of the role of the Local Contact Co-ordinator is to support, encourage and appreciate LCs and the work that they do. The number of LCs means that it's impossible to have one-to-one contact with them all on a regular basis.

This series of one-day workshops for LCs in particular geographical regions will enable LCs to get to know each other, share information about what works well, have an opportunity to say where they struggle with the work and think together about how to make it easier, more efficient and enjoyable. The following series of workshops are also open to EO members who may be considering becoming LCs and to those with an interest in finding out what the role means and how they can assist their LC. LCs are free to attend as many workshops as they like but can claim travel expenses for workshops only in their own region.

THE SCHEDULE

12th February 2005:

NORTH WEST ENGLAND, NORTH WALES (Cheshire, Lancashire, Manchester, Merseyside, Conwy, Denbighshire, Flintshire, Wrexham County, Gwynedd, Powys)

26th March 2005:

SOUTH OF ENGLAND (Wiltshire, Gloucestershire, Hampshire, Avon, Bristol)

23rd April 2005:

YORKSHIRE AND HUMBERSIDE

28th May 2005:

SOUTH WALES (Glamorganshire, Ceredigion, Gwent, Pembrokeshire, Carmarthenshire)

20th August 2005:

SOUTH WEST (Cornwall, Devon, Somerset, Dorset)

24th September 2005:

SOUTH EAST (Sussex, Surrey, Kent, Isle of Wight, Channel Islands)

22nd October 2005:

NORTH (Cumbria, Northumberland, Tyne and Wear, Durham, Cleveland, Isle of Man)

26th November 2005:

EAST (Cambridgeshire, Norfolk, Suffolk, Essex)

PLEASE NOTE: The LC for Northern Ireland will be contacted to discuss which venue would be the most convenient for them to attend. If you live in Ireland and wish to attend one of the above workshops please contact the Local Contact Co-ordinator (inside back page of newsletter) to discuss these arrangements.

Lize Stevens

LOCAL CONTACT UPDATE

if you want to volunteer

or would like to know more about being a local contact please contact the Local Contact Co-ord (see inside back cover) or see pg.33 of your handbook.

New Acting Local Contacts

Emma Cooper	Isle of Man
Leanne Ashdowne	SE Kent
Lynn Joyce	Central Berkshire
Helen Wraigh	Northamptonshire

Resigning Local Contacts

Lynda Hitchman	Berkshire
Linda Irene'schild	SW London
Isobel Bogucki	West Sussex
Hazel Croft	Merseyside
Lize Stevens	Leicestershire
Carol Bromley	Tyne and Wear

Areas Needing a Local Contact

Berkshire	Highlands & Islands
Coventry City	Humberside
Carmarthenshire	Kent
Central Scotland	London - South West
Dorset East	Manchester North
Dorset West	Merseyside
Durham	Strathclyde
Fife	Somerset
Gloucestershire	Tayside
Herefordshire	West Midlands (Birmingham, Solihull,
Hertfordshire	Walsall, Wolverhampton)
	West Sussex
	Yorkshire South

LEA Work e-mail list

A new yahoo group has been set up at <http://groups.yahoo.com/group/LEAwork/>. You are invited to join if you feel it would be useful to you or you could be useful to others.

It is a discussion group for home educators who are working to improve LEA policies, services and attitudes towards home educators. Also for those who would like to work with their LEA or who have done so successfully in the past.

In the files area we can share details of policies, letters, changes achieved, ongoing problems etc. and place drafts to have them checked over. A place to 'join up' the work of many individuals, organisations and groups and so lessen the risk of duplication, complication and undermining the work of others when we are not aware of work already being done.

Membership needs approval and is open only to home educators known within the community (local groups, home education lists, organisations etc). It is hoped that this will be an opportunity to improve trust and communication with regard to the huge amounts of work being done in many quarters of the community.

Please note - this group is not aimed at replacing anyone's work in any way whatsoever, but intends to provide an opportunity to maximise the effects of everyone's efforts and offer as much support as possible to anyone attempting to get an LEA to see sense!

VOLUNTEER VACANCIES

GET INVOLVED WITH EO!!

!! URGENT !! CHILDREN'S PAGES EDITOR

Needed for May/June issue – children interested in volunteering please contact Anne Rix, Hembury Orchard, Frithelstock, Torrington, Devon EX38 8JT email: anne@annerix.demon.co.uk

!! URGENT !! STATIONERY PERSON

Volunteer required to store and send out EO stationery. For more information please contact Ali Willer on 01603 401020 or: simon.whitehall@tesco.net

MEDIA CO-ORDINATORS

Agree to be contacted for interview or give support and advice to other EO members who have agreed to be interviewed by the media. For more information contact Belinda Harris-Reid.

Tel:01364 643 343 bharrisreid@baselinedata.co.uk We currently need media co-ords for:

Northern Ireland
Northwest England
London (1)

LOCAL CONTACTS

Informing, welcoming and supporting families new to home ed, or those experiencing difficulty. If you want to volunteer or would like to know more about being a local contact please contact Lize Stevens 0116 2425802 or email Kissit@yawot.me.uk Or see page 33 of your handbook.

Areas currently needing a Local Contact:

Berkshire	Humberside
Coventry City	Kent
Carmarthenshire	London - South West
Central Scotland	Manchester North
Dorset East	Merseyside
Dorset West	Strathclyde
Durham	Somerset
Fife	Tayside
Gloucestershire	West Midlands (Birmingham, Solihull,
Herefordshire	Walsall, Wolverhampton)
Hertfordshire	West Sussex
Highlands & Islands	Yorkshire South

COUNCIL MEMBERS

Council must be staffed by a minimum of 14, under EO's Articles of Association.

Could you consider becoming a CM? The formal requirements for being a Council Member and an indication of what is involved, is given in the Handbook on pg.16/17 and you can contact current CMs if you have further queries or to discuss the job.

In NL 155 Ann Samuel Till reflected on Becoming a Council Member:

'The main thing to consider about it is taking a share in the legal responsibility for decision making in EO. Some council members also do a lot of actual EO jobs, others just meet the above responsibility - which is fine. The qualities you need are a commitment to the freedom to home educate, honesty, the capacity for clear thinking and hearing different views (including those of young people!) and it helps if you have the knack of making a molehill out of a mountain!'

INFORMATION LEAFLET UPDATING

Checking references and researching information to update various EO leaflets – see notices page 39.

GENERAL VOLUNTEER DATABASE

If you would prefer to volunteer for infrequent or small tasks please contact Emma Birkenshaw emma-birkenshaw@ntworld.com tel: 0113 2172795. Emma will add you to our volunteer database and contact you with information when help is needed.

AFFILIATION TO THE PHONE CO-OP FOR CHEAP PHONE CALLS

EO has been given some new deals for phone calls and this info is towards the bottom on the home page on the EO web site. If you do not have web access, please phone Priscilla on 0845 458 3085 and she will post you the information. The 1p Anytime rate is unchanged.

Review of Education Otherwise Child Protection Policy

For three years we have been working to our current code of good practice for child protection. The purpose of the code is to support members to keep our children safe within EO activities. It can be found on page 37 of the May 2004 EO Handbook and in the files of the EO Members' List. We will email copies of the current policy to members on request.

After considerable feedback from members, we are proposing some additions and amendments, and raising some issues which are still unclear. We are asking for responses, and for any further suggestions for amendments. After discussion among the EO membership (at local and national meetings, in the Newsletter and on the Members' List), a draft revised code of good practice will be printed in the Newsletter and put on the Members' List for further consideration. An updated policy will eventually be offered to a council meeting for ratification.

Please confine email discussion to the Members' List and do not cross-post or respond elsewhere, as it may attract unhelpful attention from people who do not have the best interests of our children at heart. Misrepresentation by outsiders led to much needless confusion when the original policy was published. To join the EO Members List, either:

- go to <http://uk.groups.yahoo.com/group/EO-Members> and click on **Join This Group**; or
- send a blank email to: EO-Members-subscribe@yahoo.co.uk

You will receive an automatic response from Yahoo asking for your full name and address. Once your membership has been verified you will be welcomed to the list.

Complaints and concerns about dubious individuals have diminished since this work was started. Members' attention to the policy makes it more difficult for such people to infiltrate groups or approach our children, and members have become more aware and confident. This work of revising the policy will continue indefinitely in line with developing insights and practice within society as a whole. Please send feedback at any time to anneandrob@onetel.com or rob.wade@tvu.ac.uk, or phone or write to Anne Wade. (See under **London Middx** in contact list.)

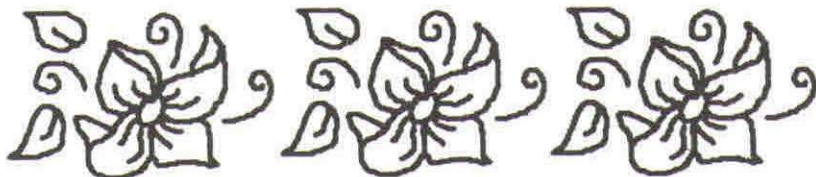
Most of the proposed additions and amendments are not controversial, but some need further discussion and clarification among the membership. We say that young people aged under 18 are the responsibility of their parents, but should this limit be lowered to 16? Should we ban the publication of the Childline helpline number, or on the contrary should we print cards with helpline numbers and make them freely available to children at all EO events? Should we offer a non-family membership to single adults? This could include newsletters, but not contact lists or events lists. There could be a role for people like this in campaigning, writing, conferences, but not usually through attendance at activities aimed at children. The discussion so far on these and other topics is summarised in the full version of this review, along with a draft *in loco parentis* form and details of some books which have been recommended.

The text will be put on the files of the EO Members' List for full discussion, and can be obtained by email from anneandrob@onetel.com, or by post: send a SSAE (medium size, C5) to:

Sue Radford, 'The White House' 16 Fairhaven, Wychwood Park, Weston, South Cheshire CW2 5GG

Please contact any of us if you would like to discuss any child protection issues.

Jane Bathgate (Borders)
Janet Simpson (Lincs)
Anne Wade (London - Middx)



School is not Compulsory

There have been a few updates in the law re: home education – notably in the areas of Special Educational Needs children, and part-time school attendance.

In England and Wales parents have the primary responsibility for ensuring that their children receive an effective education. Although this responsibility is usually delegated to schools some parents choose to exercise it directly by providing an education based at home.

The following summarises the legal responsibilities of parents and local education authorities in relation to elective home education of children of compulsory school age.

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Responsibility of Parents

The responsibility of parents is clearly established in section 7 of the Education Act 1996 (previously section 36 of the Education Act 1944):

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable

- (a) to his age, ability and aptitude, and
- (b) to any special educational needs he may have, either by regular attendance at school or otherwise.

Definition of Suitable Education

An interpretation of some terminology used in the Education Act 1944 (replaced by the 1996 Act) was provided by an appeal case which was brought at Worcester Crown Court in 1981 (Harrison & Harrison v Stevenson). In this case, the judge defined a 'suitable education' as one which was such as

1. to prepare the children for life in modern civilised society, and
2. to enable them to achieve their full potential.

The diversity of modern society and styles of education give parents considerable freedom of choice in enabling children to achieve their potential. In the case of R v Secretary of State for Education and Science, ex parte Talmud Torah Machzikei Hadass School Trust (1985) (Times, 12 April 1985) Mr Justice Woolf held that:

education is 'suitable' if it primarily equips a child for life within the community of which he is a member, rather than the way of life in the country as a whole, as long as it does not foreclose the child's options in later years to adopt some other form of life if he wishes to do so.

Examining the meaning of the expression *full-time* shows the hours spent on teaching in schools are not relevant to home education, which generally takes place on a one-to-one basis, or in small groups, in very different conditions.

Provided the child is not a registered pupil at a school, the parent is not required to provide any particular type of education, and is under no obligation to

- have premises equipped to any particular standard
- have any specific qualifications
- cover the same syllabus as any school
- adopt the National Curriculum
- make detailed plans in advance
- observe school hours, days or terms
- have a fixed timetable
- give formal lessons
- reproduce school type peer group socialisation
- match school, age-specific standards
- seek permission to educate 'otherwise'
- take the initiative in informing the LEA
- have regular contact with the LEA

Duty of Local Education Authorities

Sections 437 to 443 of the Education Act 1996 place a duty upon local education authorities to take certain actions if it appears that a child is not being properly educated.

If it appears to a local education authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they shall serve a notice in writing on the parent requiring him to satisfy them within the period specified in the notice that the child is receiving such education.
(s 437 (1))

The LEA's legal duty is concerned solely with children who appear not to be receiving suitable education. Beyond this, nothing in the Act requires an LEA to carry out regular monitoring of provision where a child is receiving education otherwise than at school.

However, case law (*Phillips v Brown*, Divisional Court [20 June 1980, unreported]) has established that an LEA may initially ask parents who are educating their children at home for information in order to assess whether it appears to the LEA that no suitable education is being provided.

In *Phillips v Brown*, Lord Donaldson said:

Of course such a request is not the same as a notice under s 37 (1) of the Education Act 1944 [now s 437 (1) of the Education Act 1996] and the parents will be under no duty to comply. However it would be sensible for them to do so. If parents give no information or adopt the course ... of merely stating that they are discharging their duty without giving any details of how they are doing so, the LEA will have to consider and decide whether it 'appears' to it that the parents are in breach of s 36 [now s 7 of the Education Act 1996].

If an LEA chooses to approach a family and informally ask for information, parents may establish that a child is receiving an efficient and suitable education in a number of ways. Parents might, for example, offer either

- a written report,
- samples of work,
- a meeting at their home, with or without the child being present,
- a meeting elsewhere, with or without the child,
- an endorsement of the educational provision by a recognised third party, or
- information in any other appropriate form

The DFES make it clear that parents have a choice about how they provide information about their educational provision:

LEAs have no automatic right of access to parents' home. Parents may wish to offer an alternative way of demonstrating that they are providing suitable education, for example through showing examples of work and agreeing to a meeting at another venue.

<http://www.parentcentre.gov.uk/publishContent.cfm?contentId=401&topicAreaId=61&do=list#401>

Occasionally, after examining all the information provided by the parents, an LEA may have genuine concerns about a child's education, but the way that information is presented should not form the basis for these concerns. Parents need only present information that would, on the balance of probabilities, convince a reasonable person that a suitable education was being provided.

Disputes Between Parents and LEAs

It should be possible to resolve most disputes without recourse to formal statutory procedures. However, where children of compulsory school age are not being educated at school and the LEA has serious doubts about the parents' educational provision, the following scenario will apply.

Initially, the LEA asks informally for information and gives the parents reasonable time to provide it.

Then in the light of any response it considers whether it appears that the child is not receiving suitable education. Unless at this point the answer is 'Yes, it does appear that the child is not receiving suitable education,' no further steps should be taken.

If, after considering all the information provided by the parents, the LEA is concerned that the child may not be receiving suitable education, it should explain this to the family and give them further time and opportunity to explain or improve their arrangements.

Only after this, if it still appears to the LEA that the child is not receiving suitable education, should it take the first step towards a school attendance order. This step will be to serve a formal notice giving the parents two weeks to satisfy it about the suitability of their provision.

The LEA should bear in mind, however, that should the case proceed to court the action will fail if the parents can satisfy the court that they are providing a suitable education. The court will accept evidence in a number of forms and will be looking for evidence that would convince a reasonable person on the balance of probabilities (rather than beyond all reasonable doubt) that a suitable education is being provided.

At any stage during this process the parents may present evidence that they are now providing a suitable education and apply to have the order revoked.

Deregistration

The Education (Pupil Registration) Regulations, 1995 set out the conditions under which a pupil's name must be removed from the admission register of a school. Under Regulation 9(1)(c), the name of a school-age pupil is to be deleted from the admission register if:

he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.

Parents of children who have been registered at a school and who begin home education need to inform the school that they are providing education otherwise than at school so that the child's name can be removed from the register. Parents do not need to ask permission from the LEA to begin home education and, they are under no obligation to inform the LEA of their intention. Under Regulation 13 (3), however, the proprietor of the school must report the deletion of the pupil's name from the admission register to the LEA within ten school days.

Parents seeking to home educate children registered at a special school, however, must obtain the consent of the LEA to withdraw their child from the school (Education (Pupil Registration) Regulation 9 (2), 1995). Consent is required in these cases only to smooth the transition to home education for children with complex special needs. The regulations are not intended to be a hindrance to these children being educated at home and any such suggestion would be discriminatory.

Part-time School Attendance

An increasing number of parents are requesting a more flexible use of schools, and some schools have been happy to accommodate them. This part-time schooling, where children are given permission to receive part of their education off-site, is a matter for schools rather than the LEA to negotiate with parents.

Any 'school age' child who goes to school at all must attend regularly, but under s 444(3)(a) of the 1996 Education Act absence 'with leave' does not count as irregular attendance. During such absences the child is officially at school, but is effectively being educated off site. The child is therefore in the same position as any registered pupil as regards insurance coverage and also attracts full funding. Such arrangements are at the discretion of the school. (s444(9))

Home Educating Children with Special Educational Needs

The right to home educate a child with special educational needs (SEN) is stated in section 7 of the Education Act 1996:

The parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable

- (a) to his age, ability and aptitude, and
- (b) to any special educational needs he may have, either by regular attendance at school or otherwise.

The responsibilities of parents who are home educating a child with special educational needs are the same as those of any other parents, whether or not the child has a statement. The government has made it clear that parents of children with statements do not need to arrange the provision specified in the statement but need only make suitable provision under s 7 of the Act, and it encourages LEAs to recognise that provision at home will be different from provision at school (<http://www.publications.parliament.uk/pa/ld/199900/ldhansrd/rdvnl/ds01/text/11029-23.htm>)

Where a child does have a statement of special educational needs and begins home education, the LEA's statutory duty to undertake an annual review continues. This review includes assessing whether the statement is still appropriate and it may be possible to alter or even cease to maintain the statement depending on the child's current circumstances. Should it be necessary for the statement to remain in force, the parents continue to have responsibility for the education provided and the LEA has a duty to act if it appears that the child is not receiving a suitable education under s 7.

At times there may be disagreements between parents and the LEA about how a child's special educational needs should be met. There are some situations in which parents can appeal to the independent Special Educational Needs Tribunal. However where this is the case, then the LEA would have a legal duty to inform the parent of their right of appeal.

Parents of children with special educational needs do not need to have any special qualifications or training to assume direct responsibility for their children's education. Furthermore, they do not need to inform the LEA of their intention to home-educate unless the child is registered at a special school when the consent of the LEA is necessary to withdraw the child from the school. Consent is required in these cases only to smooth the transition to home education for children with complex special needs and it would be discriminatory for an LEA to withhold consent where a parent wishes to home educate a child who is registered at a special school.

EO Questionnaire Results

Some of the results of the questionnaire which was sent to all members with the newsletter in December 2002 and February 2003 are now (or will soon be) on the EO website. The data is based on a significant sample of our membership (500 families and over 800 home educated children) in the period December 2002 to April 2003.

It shows the reasons why we home educate and how we go about it as well as the response to questions about social contact. Other data from the questionnaires is difficult to collate in this format for the website but can be provided for specific research purposes. We can now give some concrete evidence rather than estimating a figure or suggesting, for example, that "this is probably the case for most home-educating families".

I would like to thank Mandy Deller for the many hours of work preparing this data for the website and many thanks again to all those of you who responded by completing questionnaires and giving other relevant information. A special thank you also to Anne Rix without whose help and support over the past two years this would not have been possible.

This is a starting point rather than the end of a project. There are many directions for new research that have become apparent and many ways in which this could be developed.

As for me, a particularly rewarding aspect of being the research contact has been the long (too interesting to end!) telephone conversations exchanging ideas about home education research issues, with those of you who are involved in research or have an interest in it. However, as both my family situation and work commitments have changed and I am more often away for longer periods of time, it has become increasingly difficult for me to be available to act as the research contact. I need to hand over to someone else. Until Easter it will be possible to speak to me on my home number; if you might consider it try weekdays mid-afternoon or around 7pm.

Pam Vickers, EO Research Contact (see back page)

LEA TRUANCY CARD SCHEME

I was intrigued to receive an invitation from my LEA in Rotherham, to join an ID card scheme, designed to 'confirm that your child receives home based education' during truancy patrols.

A sample card was enclosed, and requires 2 passport photos of my child, one of which will be displayed on the card, along with his full name, DOB and address.

Apart from being mildly amused that the card was called an 'authorisation' card (like I need their permission to home educate?) - I wasn't sure what to think of the scheme, or whether I should reject it.

I would be interested to know what other HEers think of this, and if their LEA is introducing something similar.

Edana Edwards NL co-ord

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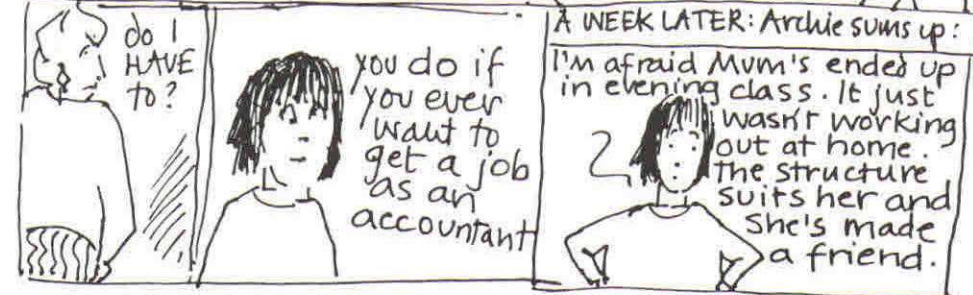
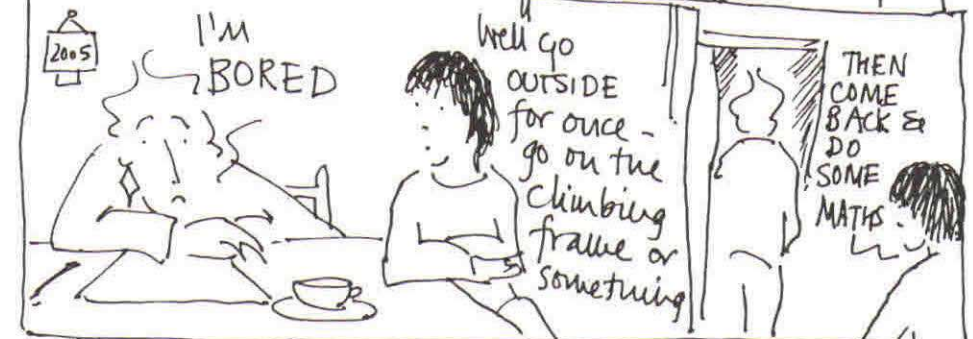
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Educating Archie: TEACHER TEACH THYSELF 000

[& a HAPPY NEW YEAR TO ALL]

by SEG

note to reader! ★



PROPOSED LEA PACKS

In response to the LEA packs mentioned in the last newsletter, I would like to say that I am opposed to such a scheme for several reasons. Firstly, as the person who sends out stationery, I know just how much already goes to LEAs, and I don't think sending more will help in any way. Some LEAs are already in good dialogues with home educators and this would only be insulting to them; others never read literature from home educators so this would not help. From experience, putting everything into a large folder always seems like a good idea, but those people who most need to read it would only be put off, as they feel they are too busy to read it all.

I also think that if there is money available to spend in EO, why not spend it other ways? For example in the last newsletter there was mention of a scheme to set up a centre for GCSEs, why not use this money for setting up such schemes elsewhere? At a time when EO is struggling for members, this would be a great attraction - I know of several people who only belong to get the NEC vouchers. Alternatively, a central library of resources and books such as that run by HEAS could be considered, or seed funding for local education resource centres? It could also be used towards the extension of the funding for new local groups, maybe for setting up a special projects fund or something similar. These are ideas I've come up in only five minutes; I'm sure given time there would be many more and all of them seem to me to be far more worthy, both in terms of not throwing yet more trees at LEAs, and of being of better value for money. We should increase knowledge of, and support for, home education among home educators, both current and potential, then LEAs will come along behind. I do not believe they will ever be in front.

Ali Willer

THOUGHTS ON PROPOSED PACK FOR LEAs

I've been thinking a lot about the packs for LEAs and, as has been said on the email lists, believe the good LEAs don't need them and the bad ones won't read them. But any means to overcome ignorance and narrow mindedness must be good for HE! And having had contact in the past with LEA members I'm aware that ignorance is a BIG hurdle!!!

Not only ignorance but their fear of anybody doing anything different - and that's what we need to overcome.

We also need to overcome the issue that LEAs, like many schools, are institutions that are answerable to government policy and many of them, like schools, can't see beyond a one-track, institutional way of doing things! Not only *can't see* - but many don't *want* to see. Toeing the line is an easy life and that's what most of them want. To overcome that, we perhaps need short, simple, succinct explanations of what HE is about; its objectives. But that's extremely difficult as HE is so diverse. As diverse, of course, as the families doing it!

I see EO's role purely as providing information, promoting understanding, encouraging acceptance in a non-confrontational way. In fact leading LEAs to understanding, not forcing knowledge down their throats - a bit the same as many of us home educate! The pack suggested

HOME EDUCATION SAVES LIVES

My son, Ben, is now 15 years old. He is a happy and confident young man who will talk to anyone and go anywhere with confidence, but this was not always the case. Ben is severely dyslexic, and during his time at a village primary school the school did not diagnose this and he was never given any help. A succession of Head teachers (4 in 6 years) had left the school floundering, and consequently pupils with learning difficulties were quite literally pushed to the back.

Ben was bullied for several years by fellow pupils at school, and despite my complaining on many occasions nothing was done. Then came the advent of a supply Head teacher (ex-army) and things for Ben went from bad to much, much worse. Amongst other things the Head teacher (she was unfortunately also his form teacher) called Ben a "toe-rag" and he was generally ridiculed by her. Another supply teacher (male) threw Ben's books at him and the other children, and told Ben that his work would make the other children sick if they saw it. I still have one of Ben's workbooks with "Rubbish!" written in red by the teacher beneath a page of Ben's work. These verbal assaults were witnessed by Ben's older sister Leah (as two separate school years shared the same classroom).

Throughout his school life, Ben often begged for days off school with various "illnesses" and was frequently actually sick in the school car park because he dreaded going into the school. I used to force him to go to school most of the time because I knew nothing of home education and genuinely believed I could go to prison if I did not – the Head teacher (who by this time had been appointed permanently) had threatened me with this. My three other children all accepted going to school: one very enthusiastically, one reasonably happily and one always hating school but resigned to her fate. None had learning problems.

A couple of months before the end of year 6, a mother at the school who is a friend of mine and whose son is a friend of Ben admitted to me that she had just had her son tested privately and he was dyslexic. As we had discussed our sons, and their problems appeared to be similar, she thought that maybe Ben was dyslexic also. Bear in mind I had no real idea what dyslexia was, and had always trusted the teachers – as one usually does with professionals – when they said Ben was just a bit slower at learning to read and that I was probably wrongly comparing him with my daughters.

I went to the Head teacher and asked for guidance in getting Ben tested; she refused to help and told me to "ask another parent in the same position what route they had taken". We had Ben tested privately by an Educational Psychologist, and he was found to be severely dyslexic. We then went through all the correct channels i.e. LEA, School, Etc. etc. to have Ben tested and hopefully to obtain a Statement of Special Educational Needs, but were met with closed doors all the way. The LEA sent a special needs co-ordinator to the school, but on speaking to Ben's teacher they decided that he was not behind enough in class or severely affected enough to need extra help. *His reading age of 6 ½ years at age 11 was not considered to be abnormal!!*

It was now July 2000; the school summer term had finished and Ben had left the primary school. We decided to enrol Ben at a private school when he began his secondary education in September 2000. The school had been recommended by the Educational Psychologist who had tested Ben for us. On the first day, the so-called "expert teacher of children with learning disabilities" actually made Ben stand up in front of the entire class and read aloud. Needless to say on day two Ben was in a dreadful state and we could not even get him out of our car to go into the school building. The Head teacher said Ben must be school phobic, and he and his wife then proceeded to try and physically pull Ben out of our car. I stopped them and managed to persuade Ben to remain at school for the day by agreeing to stay with him.

After this awful experience Ben said he would try and go to the local High School (whose autumn term started a couple of days later) with his two older sisters. The SENCO¹ at the High School agreed that Ben could stay with his eldest sister (5 years his senior) until he felt comfortable on his own even if this took a few weeks. I was delighted and felt that maybe we were finally getting somewhere. The first morning went well and Ben got on the bus with his sisters, but at lunchtime my daughter telephoned me to say that Ben was dreadfully upset as the SENCO had allowed Ben to stay with her for ONE LESSON ONLY and *en route* to the second lesson she had pulled him out of line and demanded he return to his own class.

Ben refused to return to the school but I persuaded him to go back the next day by travelling on the school bus with him. The following morning he ran away from me on the way to the bus stop and hid in the fields behind our home until the bus had gone. I took him to school in the car at lunchtime and he

¹ Special Educational Needs Co-Ordinator

very unwillingly stayed. That evening when I met the children from the bus Ben was extremely quiet, and after we had been back in the house for a short time I had a feeling something was wrong and went to investigate. I found Ben hanging over the stair well by his dressing gown cord. Fortunately he was all right physically as the stair well was not deep enough to take his full weight, but his neck was very red and he was sobbing uncontrollably. He said he would rather be dead than go back to school and I knew he really meant it.

I kept Ben at home for the next few days, making excuses to the High School, and frantically tried to find something out about education at home. I eventually contacted my local library and whilst the librarian (who I knew personally) did not know anything about home education she did know someone who had home educated her children years before, and suggested I telephone her. I did so ... the rest, as they say is history. This lady became the most wonderful friend to me and to my children; I really do not know what I would have done without her and her husband. She told me all about Education Otherwise and how it was legal to home educate. She was also a tower of strength when the LEA "policemen" came to visit. The weekly visits to her home became the highlight of our week during the first few months of being at home.

During the summer of 2000 Ben had started to have dreadful nightmares, and the only way he could sleep was to build a den in the corner of my bedroom. The nightmares became worse and he regularly awoke screaming that the teachers were trying to eat him. One regular nightmare was that the two teachers who had treated him so badly at the primary school were lowering him into a tank of sharks, and the faces of the sharks were those of the two teachers in question; the other regular nightmare was that the same teachers had tied him to a chair and were actually biting lumps out of him. The nightmares continued for well over two years, and Ben woke nearly every night screaming and crying. Needless to say every member of the family suffered during this time as, apart from the emotional upheaval of having a severely upset child, we were all deprived of sleep. I asked our GP if there was anything he could do to help; maybe he could prescribe some counselling to help Ben, but his reply was to "get Ben back to school" as he felt that not being at school was at the root of his problem!!

Because of the dreadful treatment Ben had received at school, and the lack of help and non-diagnosis of dyslexia by the school we decided to seek legal help. Ben was granted legal aid and we had the services of a London barrister from November 2000 to December 2004. During 2002 and early 2003 Ben saw a Consultant Paediatric Psychiatrist, an Educational Psychologist, a Speech Therapist and an Occupational Therapist at the behest of the barrister, and all agreed that Ben is severely dyslexic and that the school had been negligent in their treatment of Ben's learning difficulties. *The Psychiatrist actually said that had we forced Ben to stay at school he would almost certainly have been permanently and severely damaged mentally.* In the report the Psychiatrist stated that:

"Ben has suffered approximately three years of low mood consistent with childhood depression between the ages of around 9-12. He also suffered post-traumatic stress disorder and school phobia. He also had constitutional health problems in the form of ADHD which does not appear to have been identified either. Ben appears to have been traumatised by the last three years at [Name] Primary School. Ben's psychological and mental damage can be seen in the following areas:

- i) depressive disorder
- ii) low self-esteem
- iii) vulnerability
- iv) a sense of 'learned helplessness' in the face of adversity and a tendency to give up rather than risk failure
- v) nightmares and flashbacks
- iv) fear of returning to school settings

Ben's psychological and mental damage could be categorised in the moderate to severe band given there has been some recovery since he has been home tutored by his parents."

The Psychologist stated that:

"Given his moderate-severe articulation difficulties on admission to [Name] School this alone should have alerted the school to the fact that Ben would need a considerable level of additional support, simply to be able to communicate. As time passed and he began to exhibit serious difficulties with the acquisition of literacy and numeracy skills Ben should have progressed through the stages of the SEN Register with a psychological assessment being organised before he was 8

Diary Of A Home Educating Nobody

by Ross Mountney

There's something we need to reassure ourselves about as HEers. Well, actually there are lots of things, aren't there! But this is particularly relevant if the reason we don't send our children to school is that they had 'problems' there.

We need to keep reassuring ourselves of the simple fact that; there's absolutely nothing wrong with our children just because they had a problem in school!

I met another family thinking about HEing a few weeks ago, with their intelligent, polite, sensitive teenager who had been suffering in school since seven years of age.

For six suffering years the family had pressed on, forcing their child to go into school, enduring long spells of illness, enduring confusion about their competent child. Even enduring visits to doctors and psychologists, all baffled by this child's so-called 'problem'.

When really the only problem that this young person has, (and I don't see it as a 'problem' at all), is a completely normal reaction to - a basic unhappiness with - the whole environment that some schools create.

For years this family had believed that there was something 'wrong' with their child. They had been made to feel, by the professionals they turned to for help, that there was something wrong with their parenting and the way they were encouraging their child to attend school (or not - as was suggested). And something wrong with their child's attitude and abilities.

It is so thoroughly sad that yet another family has been made to feel that there's something wrong with them, simply because they feel the same way so many of us do. That is; we feel unable to enjoy, can't settle with, have distinct unease about, much of what goes on in school. Take any of us adults, take any one of us parents, take any employee, any politician, any other professional and stick them in a classroom not only for one day, but day after day, week after week, year after year, and ask them if they like it.

How many of us would now enjoy or even survive being in a school?

And there's nothing wrong with us is there?

We're just normal. And the fact that we wouldn't want to endure a classroom atmosphere for over ten years if we had the choice does not indicate that there's something wrong with us, does it?

If we were employed in that kind of stressful atmosphere, which had that kind of damaging effect upon our health, we'd do our utmost to change our job. Or maybe sue for harassment! Yet we expect our children and teenagers to endure it without offering an opinion, without having any kind of reaction to it, and without allowing them to rebel against the injustice of it. And when they do have a reaction, we make out there's something wrong with them! Inside a great many schools - and I admit not all - the atmosphere is in many ways detrimental to the health and happiness of our young people. Unless the school happens to have a lucky cluster of empathetic and respectful staff who all actually like children! And a catchment area of angels!

The fact is that the atmosphere of a school alone - even without incidents like bullying, humiliation, peer-pressure, academic failure and differences in learning, is enough to make some of our young people ill. It would me!

But there's nothing wrong with our children if they have that reaction or simply don't like school! They are not soft, weak or pathetic. They are not 'underachievers'. Do not have 'learning difficulties'. Are not tied to their mummy's apron strings. Are not 'problem' children. I'm not - but I couldn't hack school. I couldn't write anything in there. I wouldn't flourish. The nature of its makeup is something I hate. And I'm not weak, pathetic, or soft. (Just ask the kids on a bad day!). It's just the way I am.

Each of us has a unique personality. Each of us needs a different environment in which to thrive, let alone learn. Some personalities don't thrive well in schools. But there's nothing wrong with those personalities simply because of that.

And thank goodness HE offers those personalities, like the one I met, an alternative. I don't ram HE down people's throats. HE is not an ideal answer for all. But I fail to see the value of school for some children. I fail to see the value of forcing all children; all the differing, idiosyncratic young people of the world, down the same path if it makes them ill or unhappy in the process.

Ill and unhappy children do not learn; do not realise their potential. And all kids start out with potential. There's nothing wrong with any child who cannot realise that potential in school. And there's nothing wrong with your children if they didn't. Mine didn't either! Reassure yourself of that now and then!

I met the family again recently. After they'd left last time I'd been worried that maybe I'd put them off HEing by spouting my rather way-out educational ideas to them too soon, and discussing the HE problems which they'd asked about. It's easy to dwell on difficulties - we all know they take some working out!

Thankfully, I hadn't put them off! Their teenager had spent their last visit chatting and chilling out with my kids. They told me that as they came away from our house that day a huge weight had been lifted off their shoulders (sigh of relief when I heard that!). Simply because I'd told them that, in my view, there was nothing wrong with their child not flourishing in school. Many children don't.

Despite the obvious difficulties with choosing such an unconventional path, they'd decided without a doubt that they wanted a part of the happy, healthy and fulfilling education that our family enjoys so much!

Home Grown Small School Success!

This time last year we were drinking tea and grumbling about the lack of support and opportunities for home-educating families in our part of South East Cornwall. Now we look back and realise just how much we have achieved. We have created our own small school, which meets our needs, which our children love, which has attracted funding and which has huge potential for the future.

It couldn't have happened without Ruth Cuillen, a qualified teacher who shares our ideals and commitment to child centred education. Ruth was already running a once a month Forest School,

sharing woodland skills with adults and children. Her dream was to start her own small school - all we had to do was supply the children!

Actually, it wasn't that simple. We constituted ourselves as a group, identified a room in a local community centre, wrote and agreed health and safety, equal opportunities and child protection policies, grappled with the CRB police checks system, worried about insurance (and found that we were already covered by EO's policy), applied for funding and got it!

Over the past two and-a-half terms the children have taken part in projects on Native Americans, food, and space. They have put on a drama and dance production, had a day in a tipi at Keveral Farm and a wild food exploration at 'Plants for a Future'. The really amazing thing about it is how much they enjoy Ruth's innovative literacy and maths games. I have never seen a bunch of 5 to 9 year olds get so excited about learning spellings!

The small school started up with 9 children and has increased to 13. The ages range from 5 to 10 and it costs £5 per child per day, payable half-termly in advance. Parents are expected to volunteer on a rota basis and act *in loco parentis* for the children whose parents are not present. At the moment we are meeting at the Liskerrett Community Centre in Liskeard, but are looking into a possible change of venue in South East Cornwall.

So where do we go from here? A lot of the children want to go to small school more than once a week and the older ones are looking for a bit more of a challenge. We are looking into employing a second teacher and putting on an extra day so that small school continues to thrive. This of course means more fundraising and we're thinking about registering as a charity.

If you are interested in getting involved in any of these ways:

- you would like your children to attend
- you would like to teach
- you know of a venue that might suit us
- you have thousands of pounds to donate or any fundraising ideas we would love to hear from you.

Please contact Michelle Virgo michelle.virgo@i12.com 0845 330 5034 or Kath Revell 01752 851091

Beach Combing

(from EONL no. 149)

'Home Education' has always been a slightly misleading term because much of what happens takes place well away from home. It can also conjure up various images for non-home educators which may be pejorative: a lone child sitting looking bored at home, kept away from the world and with no friends; or a house full of wild children creating mayhem and a distraught parent trying to cope. As home educators know, neither is the case.

Perhaps a metaphor, inspired by the memories of the summer, might prove insightful. For my family, home education is quite like beachcombing. Imagine, what I hope is a familiar scene for many, a small child playing on a beach. Their curiosity, sense of fun and desire to explore leads them quite naturally to know what to do on this big beach. They run and jump, draw pictures in the sand, poke about in rock pools, run in and out of the water, fly kites, build sand-castles and look under rocks.

When my daughter's playing on the beach, she's connected to the world with all her senses. What she learns comes naturally and at her own pace. Some days she wants to pick up rocks and find out what's underneath. On other days picture making is the subject, or playing with other children and working out the rules of the game. She learns through all her activities because **experiencing** the world is the natural way to develop understanding.

Looking under rocks

While at the beach, my daughter often picks up rocks to see if anything interesting is underneath. As we explore the pools and rocky coves, we turn over rocks and shout to each other to 'come see ...'. Sometimes the things under my rocks I find really interesting, but she will give it a quick glance and move on, and vice versa. Other times she and I will study what's revealed, trying to figure out what it is and why it's there. My greater experience and knowledge can be useful in providing explanations of what's under the rocks but sometimes it's new to me, so together we talk about the characteristics it has, and sometimes we come up with our own name for it. She often spots things that I don't because I'm too busy trying to remember the names of things and looking at the world with tired eyes. Her fresh eyes don't have the expectations, filters, and need to explain which mine do, so she can actually see what's there, not just what's 'supposed' to be there.

The beach offers many different rocks to look under. My daughter isn't constrained to look under only the rocks that I think are important or interesting. I can say "In my experience this type of rock often has great things under it" and she will often give me the benefit and come and look. Sometimes she agrees with me and sometimes she says, "What's so great about that?" Of course while we're at the beach we're not confined to looking under rocks. We can do all the things that make beaches such wonderful places. And all the time she's learning. If I were to insist that we keep looking under rocks all day, she would get bored, stop listening and not turn any of her own rocks over.

Schools Aren't Beaches

In contrast with the beach, schools are funny places. In the past, someone, somewhere decided which rocks everyone should look under and, equally, which ones they shouldn't. However, rather than go to the beach and look under them, it is much more efficient to bring the rocks to a central place - the school. Unfortunately, this means that children are now stuck with looking under old rocks, collected a long time ago by someone else, which aren't in their natural place and so lack their normal relationship to the wider world. They have little left on their undersides; most of the interesting stuff was left behind at the beach when they were collected. From these rocks the children are told to imagine the vibrant world outside.

If the child asks why they must study these old rocks, they will be told that this is important 'learning', that it will make them clever and successful: Some children find it hard to understand how turning over rocks they haven't chosen, in which they have little interest, which are old and have bits on, will be useful in their lives to come. If they persist in this questioning they will be disciplined and quickly labelled a troublemaker. So they have to be compelled to attend school where they are sentenced to many years of 'hard labour' amidst the dusty rocks. To be fair, schools do try and smarten up their collection of rocks, even getting new ones in, or using audio/visual techniques to show what they look like in their natural setting. However, simply using better, more interesting rocks still leaves many other problems and it's a long way from actually being on the beach with the wind in your hair and sand between your toes.

Many children stare longingly out of the classroom window, while the teacher at the front talks on and on about the stuff which they believe is under that lesson's particular rock. The child remembers the great times - the fun, the joy, the kites and the sandcastles, the sea and the sun - of the last holiday, when they went to the beach. Life was full of excitement, rich with experience, and much was learnt.

Lots of ways to play at the beach

Whilst some children are at their enforced rock-turning in schools, the home-educators are at the beach. Whatever the weather there's usually something to see and do and most days the 'beach-combers' come down to enjoy the ever-changing scene the real world offers.

Because people are different, beachcombers have a variety of styles they employ when they're at the beach. Some parents feel they (and their children) need some structure for at least some of the day. You will see them diligently at work with their kids, turning over a succession of rocks. Others will have a particular interest in one area of the beach, or a specific activity and encourage their kids to enjoy and explore their passions with them. Others are more relaxed and see their role as simply getting everyone to the beach with the basics (challenge enough sometimes!). Once there, it's over to the kids to sort out what's on the programme today. However, after some serious relaxation they are always ready to join in a game of catch, to help launch a kite, to explore the pools and turn over some rocks when they are asked to.

As an adult I have experience of beaches and know some things about them that I'm keen to point out and share with my daughter. Together we explore, finding new things, old things, and washed-up things. At times I make suggestions about where to go on the beach where interesting things may be found. Mostly though, we explore together, with my daughter leading the way. Of course my partner and I are seen as responsible for making sure we have drinks, food, buckets, spades, kites, surf boards, frizzbees, balls etc. etc. available as required!

Often the best times, when most fun and interaction occurs, are when there's not much structure or too many restrictions. And it's great when we meet others and develop the world's best game of frizzbee or cricket, or play together in the sea.

Whatever the different ways of playing at the beach, most beachcombers will always find time to simply enjoy being there. The children will have time to explore as they desire and to meet and chat with the other folk on the beach that day. Learning becomes an on-going activity that applies to most things; it's not a discrete process that only takes place in one location, in one way and for a set time. It's fun, exciting, and rewarding, encouraging children to explore and question their world, to turn over the rocks that take their fancy and seek to explain what they find. The learning is based on actual experience and observation, and firmly rooted in the real world. On occasion the beachcombers take time-out away from the beach to experience other environments. Some days a cliff walk takes them further afield, on others the fog rolls in or the rain pelts down and its good to stay warm indoors, watching the school-children from the house next-door struggling off to the bus-stop to spend the day at their labours.

Life's a beach: a rich and wonderful environment full of opportunities to play and learn – to experience, and thus to know. Who wants to go to school when you can go to the beach instead! Don't call me a 'home-educator'; call me a beachcomber!

Martin Wise, Kendal, LA9 E-mail: marttakes@dsl.pipex.com

Home Education and Social Skills

Mindful of the commonly-held view that home-educated children do not have the opportunity to develop 'social skills', I thought readers might be interested to hear of my 16 year old daughter's experience of her first job interview.

Two Saturday posts were advertised in our local branch of Boots. These jobs would involve handling the main till on the busiest day of the week, and later being trained to serve on the pharmacy counter. No special qualifications were needed, though clearly the ability to deal with other people was a major requirement. My daughter, who has been home educated from the age of eight, applied along with eleven others, including one other home educated teenager. Both posts were offered to the home educated applicants. The manager of Boots, who had conducted the interviews, gave us some interesting feedback. She said that the home educated candidates had stood out way above all the other applicants; in particular they had been far more outgoing and confident. This has certainly reinforced our view that the practice of putting children in groups of 30 or more, of exactly the same age, is not the ideal way for them to develop socially.

(name and address supplied) from EONL no. 148, October 2002

REVIEWS

The Dreamwalkers Child by Steve Vooke

All Sam wants is to be an ordinary boy. But ever since he moved to the country he has become obsessed with insects. Then one day he decides to follow a swarm of wasps. Suddenly he finds himself pulled into an adventure where there are horseflies the size of jet planes. The ideas are very new and inspiring and the cross-sectional diagrams of the insects were extremely good as well. I thought that the insect fighter planes were the best idea and the size difference between the worlds was also very clever. The writing is very explosive, informative and humorous. I think the book is good for anyone who likes technology and/or action. I think there is a message about how man is poisoning the earth. The only improvements I would like to see are perhaps a bit more detail in the cross-sectional diagrams, and the book mentions a few more piloted insects, and I would like to see some cross sections of these. Overall I think it is a very explosive, inspiring and action packed read.

Joseph Leech

ISBN 0-571-22346-X Faber

Goldie at the Orphanage

by Martha Sandwell-Bergstrom

Chloe says: I think this is a picture book for older children (5+). It is about 2 little girls Goldie and Lotta who live in an orphanage and the things they get up to. I liked the pictures but thought it was a sad story. I would like to read the sequel which is called *Goldie at the Farm*. Mummy writes: This is a beautifully illustrated book. However, there are certain parts which parents may wish to skip, such as Lotta being punished with a rod.

Emma Sibley-Morgan with Chloe (6)

£8.99 ISBN 0-86-15-443-3 Floris

Into the Forest by Anthony Browne

'Strange' is the only word I can use to describe this book. Romy said she enjoyed it but it was a bit sad and scary. I, on the other hand just thought it was weird. The story is confusing and the illustrations often quite disturbing with hidden images. It begins with a boy waking up to find his father gone. He is sent off to take a cake to his grandmother who (yes, you've guessed it) lives in the woods. He meets some fairy tale characters on the way but in quite surreal settings and with sometimes upsetting dialogue, (e.g. when he meets Hansel and Gretel, "As I walked on I could hear the dreadful sound of the girl crying, but what could I do?") The woods are dark and scary but when he gets to his Granny's the pictures suddenly become bright. He finds his Dad there but there is no explanation as to why he disappeared and it ends quite abruptly. We definitely wouldn't have bought this book but might have borrowed it from the library.

Hazel Simpson with Romy (5)

£12.99 ISBN 0-7445-9797-8 Walker

The Tale of Despereaux by Kate Di Camillo

This book is really good. This is a story of a runt mouse with large ears called Despereaux, who breaks the rules of the mouse council by looking, loving and talking to a human princess. He gets thrown into a prison full of rats who hate mice. They try to stop him going to talk to the princess. One of the rats goes to the princess's servant to try and tell her that the princess is evil and that she has to kill the princess to make herself princess and to make herself beautiful but the rat means to keep all the riches and treasures for himself. In the end Despereaux gets to stay with the princess. They all lived happily ever after.

Tabitha Cromie (11)

£6.99 ISBN 0-7445-9869-9 Walker

Hamish and the Wee Witch by Moira Miller

I loved this book because it is funny. The book is set in Scotland and is a collection of stories about Hamish and a little witch who lives nearby. The witch is naughty and wicked. The first two stories are about how Hamish and his wife deal with her; while the other stories are about Hamish's activities such as in *The Big Wind* when his hay is stolen by an evil magician. My favourite story is *Mirren and the Fairy Blanket*. It is about Hamish's wife making a new blanket but wool is being stolen by the little witch so Mirren plays a trick on her and wins the blanket. The illustrations are detailed and put pictures in your head of what a little farm in Scotland would be like. You can feel the wind and the rain and the cold coming out of the book. It is well written. For all ages. A good bedtime story book as well as reading on your own.

Karis Youngman (10)

£4.99 ISBN 0-86315-4603 Floris

Usborne Activity Books

What Shall I Be – ideas for dressing up has lots of inexpensive and creative ideas for dressing up outfits. It is packed with colourful diagrams and photographs to support the simple step-by-step instructions. Most of the dressing up projects involve face painting. Younger children will definitely be inspired. £4.99 ISBN 0-7460-2717-6.

The Usborne Book of Face Painting is a lovely book that is easy to follow and even complete beginners to face painting (like ourselves) can achieve really great results. It is packed with information on how to get started – what kinds of paint to use and equipment needed. There are lots of diagrams to support step-by-step instructions and large colourful photographs to illustrate the end results. We enjoyed transforming each other into animals, clowns, witches, and vampires. Excellent value for money. £4.99 ISBN 0-7460-1445-7
Julie Randall with Amy (8) and Izzy (6)

Dotty Inventions and some real ones too

by *Roger McGough*

Professor Dotty is known for inventing extremely dotty inventions like central heating for birdcages, the Mower-Glider and voice activated socks. Along with Digby, robot laboratory assistant, she enters a competition to win a holiday of a lifetime. A really funny book. Learn about inventions which have changed our lives, and join Professor Dotty Dabble and Digby on a hilarious adventure. You will have to read the book to see if she wins!

Oliver Landsbert (8)

ISBN 1-84507-036-4 *Frances Lincoln*

Traitor by Gudrun Pausewang

This is a great book with an unusual storyline. It is based during World War II and is set in a German village called Stiegnitz, where a girl discovers an escaped Russian soldier in her family's barn. She feels that she must report him, but has a change of heart when she sees him shivering, almost dying in a corner filled with hay. She decides to give him food and warm clothes to keep him alive and then takes him to a bunker to keep him safe from the men with their dogs, who are desperate to find him. Her visits to the bunker become more frequent and her brother, Felix becomes suspicious. From this point, the story lights up and becomes more of an interesting read. I recommend this book to boys and girls from age 12 upwards. This book was originally German, but has been translated into English.

James Baker (12)

ISBN 1-84270-313-7 *Andersen*

I'm Not Telling You! Poems By Rachel Rooney

"From Funny Riddles and rhymes through quirky shape poems to more serious, thought-provoking verses there's a poem here for you!" exclaims the back cover and it's right. Even at the age of 16, I chuckled at some of the poems and so did my mum. My two favourite poems in the collection were - *A Song To Annoy Parents When Visiting A Museum* and *My Life As A Goldfish* (a goldfish swimming round in its bowl and everything is normal until a cat appears). *Annoying Song* is a cleverly reworked version of *Oh I Do Like To Be Beside The Seaside* with the words changed to children wanting to leave the museum and wanting to be inside the gift shop. *The Grumpy Shepherd* reminded me of me when I was little, and *Spots Grow Everywhere* - I certainly knew the feeling. I thoroughly enjoyed reading this collection of poems and would recommend this book to anyone who loves funny poems and riddles from young children up to adults, as there really is a poem for everyone. The only complaint I would have is that the book is very small for its price.

Simon Hoggarth (16)

£4.99 ISBN 0-9526541-2-1 *Rabbit Press*

Horrid Henry Meets the Queen

by *Francesca Simon*

This is a collection of 4 stories, the last one relating to the title of the book, about the antics of Horrid Henry and his family (particularly his brother, Perfect Peter) and friends (Moody Margaret, Sour Susan and Rude Ralph to name but a few!). Henry certainly has a wicked view of the world and all sorts of disasters occur, due entirely to his fiendish plots. Jack found it fun to read and both boys laughed throughout. We'll certainly be buying some more in the series.

Carole Yeomans with Jack (8) and Luke (5)

£1.99 ISBN 1-84255-068-3 *Dolphin*

Educating Your Child at Home

by *Jane Lowe and Alan Thomas*

A good book for those on the brink of home education, who are feeling uncertain about how to proceed. It covers most aspects and situations from the legalities to practicalities; primary and secondary stages, special education needs and examinations. It is well researched and full of advice and guidance with a good index for reference. This is a book to give to panicky relatives who fear that home education unravels children and destroys the fabric of society. It's on such an even keel it would surely stabilize anyone. Slip them a copy and read Holt, Gatto and Kunina yourself.

Carolyn McCourt

ISBN 0-8264-5227-2 *Continuum*

Usborne Spanish for Beginners Pack

We are very impressed by this Spanish pack. It is attractively presented and includes a book, a cassette, a concise workbook, a sticker dictionary and flashcards. The book is well laid out. The cartoon pictures and speech bubbles throughout make it fun for children. Each double page spread covers a different topic: the basics are explained, there are new words, a little grammar and a section where you have to understand the Spanish to work out what is going on. The cassette follows the book; it is presented in English with short Spanish conversations to copy. Excellent value. Internet linked.

Clare Crane with Natasha (9)

£12.99 ISBN 0-7460-6061-0 *Usborne*

Dogs Don't Do Dishes by Rebecca Lisle

This is an easy to read and enjoyable book about respecting others. Playing on the idea of a 'dogsbody' it explores the themes of exploitation and mistreatment of animals (or people) without being too upsetting. An excellent choice for young children, mine loved it.

Karen McIntyre with Holly (7) and Hamish (5)

£4.99 ISBN 1-84270-3145 *Andersen*

Princess Katrina and the Hair Charmer

by *Christina Shingler*

This is 'a story for girls with impossible curls' which is just right for Chloe as we often struggle with her hair! We both loved this picture book; the pictures are wonderfully vibrant and the story itself is about a modern Princess who needs a little bit of magic to show her how fantastic her hair can be. I must admit I'd never heard of Tamarind (who publish multicultural children's books) and it has inspired me to look for other books by them. It's recommended for children age 6 upwards.

Emma Sibley with Chloe (6)

£6.99 ISBN 1-870516-68-0 Tamarind

Help Your Child Succeed at School

by *Hilary Wilce*

This book is billed as a book to dip into rather than read from cover to cover, each chapter being self-contained. Despite this I found it difficult to read; it didn't hold my interest. It is teaching basic common sense, but sometimes we all need help on that front. There is a useful chapter on bullying and a few helpful tips on school systems that can be of use for parents considering school for the first time. Home schooling does get a good plug though!

Sarah Beard

£8.99 ISBN 0-7499-2491-8 www.piatkus.co.uk

Secret Places in History by Elizabeth Newbery

The cover of this book made me want to look inside because it was very bright and cheerful. You can find out about lots of secret places like stone circles, dungeons and priest holes. As well as information, the author also gives examples of places to visit which have a hidden secret. I really liked the part about smugglers - did you know that they used flashing lights to send messages over long distances? There is a joke on almost every page which, as well as making me laugh, also gave me another good reason for turning the page! I enjoyed the book, but would need a more specialised one if I was studying something in more detail. A good book for "dipping into".

Deiniol Murphy (9)

£3.99 ISBN 0-7136-5152-2 A & C Black

Signs and Wonders by J.J. Overell

This story is about a boy who travels from inn to inn with his father who is a sign-painter. Eventually he gets fed up of travelling, which relates to the characteristics of one of the images from his grandfather's book, and a sign his father paints. The story in this book seems to be aimed at older children as the message is quite deep, yet not obvious. The illustrations in some places are quite crude and dreary. Rowan preferred the brighter images of the dragons and the griffin. Rowan was

interested in the story but the moral to the story was too subtle for him to understand or even spot. I think this story is for a much older child but then I am not sure they would find it stimulating enough.

Kathleen with Rowan (6)

£6.95 ISBN 1-85776-898-1 Book Guild

Painting on Stones by Genevieve Ploquin

I found this book really inspiring, giving loads of bright, creative ideas for painting stones which you wouldn't normally think of. I enjoyed looking through the book and can't wait to find some good stones to try some of the designs on. I loved the page of stone faces and masks, especially the Buddha, and the "three wise monkeys" were superb. I also liked the ornamental tortoises and the baby in the pram. There were also ideas for things like games counters. I recommend this book to anyone who enjoys doing crafts. My brother Aidan was also fired with enthusiasm about this book, and comments, "I really liked the stone piano and the juggling clowns."

Jenny (12) and Aidan (4) Allwood

£6.95 ISBN 0-85532-864-9 Search Press

After Summer by Nick Earls

This book is written in the first person by a young Australian boy, Alex, who is waiting for his offer to go to university. In Australia this happens in January, so the story is set in the summer. Alex intends to spend the 17 days before his offer body surfing and watching television, and then he sees a girl who fascinates him. The book is based around the story of what happens next. The book is written in an irritating style, with italics and very short chapters and paragraphs. It is in the present tense, which has the usual problems associated with it - how is he writing whilst surfing or buying shopping etc.? It also claims in the blurb to be witty which bypassed me totally and I don't think it is my age, as neither of my daughters found the book amusing or even attractive enough to want to read it.

Ali Willer without Emma (14) and Molly (11)

£5.99 ISBN 1-84428-630-4 Walker

Journey to the Lost Temple

by *Susannah Leigh*

This is one of the popular Usborne Puzzle adventures. This one is set in the hot and hilly country of Wat-A-Skor-Cha. Follow Jack, Em and Wanda, as they trek across a dangerous jungle in search of a lost temple containing the other half of the legendary ancient mask. A really good book. I would recommend it for 5-10 year olds. I give it 9/10. If you love doing these adventures then you could opt for *Puzzle World* from Usborne (ISBN 0-7460-6116-1). This is all 8 Puzzle Adventures in one thick book for just £9.99!

Oliver Landsbert (9)

£2.99 ISBN 0-7460-5252-9 Usborne

Archives

compiled by Sarah Guthrie

Looking back at Her Majesty's Inspectors...

Snippets from 'HMI' by E.M.Sneyd-Kynnersley, written in 1908

'The ordinary work of school inspection is not exciting to a outside inspector. There is nothing in the Three Rs to quicken the pulse, or to raise the temperature. Grammar, geography, history, only seem to produce profound thankfulness in the onlooker's mind that he is not on the rack.'

'The object of the Education Act of 1870 was to supply all England with efficient schools. If voluntary effort failed, special machinery was devised 'not to supplant but to supplement. This machinery was summed up in the phrase 'school board' ...The absolute unfitness for any educational work of some Boards led to strange results....'

'It was recorded of another inspector, whose massive intellect had partly given way under the strain of compiling reports, that in a certain school he wrote: 'the masters wife has lately died - the school has been painted pea green.'

'Most of the children were in the two lowest standards. These were supplied with slates, pencils and a reading book and were drawn up in two long lines down the middle of the room. They stood back-to-back to prevent copying, and did dictation and arithmetic, sometimes dropping their slates, sometimes their pencils, sometimes their books...when we had marked the results on the Examination Schedule, all these children were sent home...we proceed to examine the rest, the aristocracy, who worked their sums on paper.'

'In the dark ages before the Act of 1902...there was Form IX. There were countless questions spread over nine pages of foolscap and arranged sometimes in horizontal, sometimes in vertical columns...Two pages were devoted chiefly to signatures and general declarations...two more were for the school's accounts, five for the statistics, the size of the rooms, the names, ages, salaries, qualifications and past histories of all the teachers; the number of children...and so on...At the office in Whitehall there was an army of clerks whose duty it was to examine Form IX and hunt for errors and omissions. I have heard them compared with the railway men at important junctions who tap the carriage wheels with a hammer in search of flaws or fractures...'

'When Form IX was approximately finished it was tentatively offered to the Inspector ..who would run his eye down the pages and say 'Just put in 'NO' twelve times in these columns and 'YES' thirty-six times down there.' and the thing was done. It mattered little what was thereby affirmed or denied if the Inspector vouched it.'

In 1902 came Mr Balfour's great Education Act, putting the whole control of all Public Elementary Schools into the hands of the Local Authorities. This altered the whole machinery of inspection.



COMPETITION TIME!!

Well, here we are, second month of the year already!.....Closing date 28th Feb 2005
Find the latest competition below, remember that it's open to all, young and old....
But you can't win unless you enter!

The prize this month is either an EO T-Shirt or Hoodie - your choice.
Send you entry, remembering to include your name, address, phone and email (if you have one) to: EO Competition, 79 Cumberland Avenue, Cleveleys, Lancs. FY5 2DS.

The competition is not open to members or family of the EO Council or the puzzle compiler. Last months winner is Kim Benson-Bunch from Cheltenham - well done!



This months wordsearch words are all taken from the December newsletter...

ADVICE	ANGLESEY
DIARY	DYSLEXIA
LEARNING	LOCAL
REAL	UNIVERSITY
WORLD	CONTACT
GATHERING	NOBODY
VOLUNTEER	



CONCESSIONS

Please would all members look out for places of educational interest around them that may be willing to offer concessionary access to EO members. Please contact me with their details so that I can send them a letter of request, or let me know of existing concessions to include in EO's concessions list. Many thanks for your help! Write to - Dawn Waddington, Ty y Llyfrau, Bangor Rd, Penmaenmawr, Conwy, LL34 6AF. Phone - 01492 622063.
Email - dawn@home2school.co.uk



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REVIEWS

Teach Me To Do It Myself by Maja Pitamic

This is an ideal book for home educators and is an ideal introductory book to the Montessori approach for early years. There are five chapters broken down into Life Skills, Developing the Senses, Language Development, Numeracy Skills and Science Skills, along with a brief overview of what the Montessori teaching method encompasses. Each chapter's activities start off very simply and then build up in their complexity, albeit very gradually, and there is something suitable for every early years child in this book. All the activities are laid out in an easy-to-follow format and all can be done with either common household objects such as clothes pegs or by using the photocopiable worksheets contained in the appendix of the book. The cheerful illustrations make it easy to work out what you are supposed to do in order to set up an activity and there are suggestions for extending each activity. Overall, this book is great fun and involves minimal set-up time for those of you with hectic schedules and jugglers of more than one child. It gives plenty of ideas for 5-10 minutes here and there.

Liz Plant with Emily (3)

£12.99 ISBN 1-4053-0701-3 Dorling Kindersley

Educating Children At Home by Alan Thomas

This book is an excellent encouragement to parents who are already home educating and may also serve as an aid to ones who are considering it. It is well written with not too much educational jargon or research info. Instead it has many real life examples of HE families that are easy to relate to. Part of the book deals with how many parents, whilst starting off teaching at home in a formal way, have now found a much more informal approach to work best. Chapter Ten deals with the issue that we all get tired of hearing about - socialisation! But interestingly enough it also takes into account how HE affects a parent's life, not just focusing on the children. Real life examples make it easy to relate to. As the author says, there has not been much research into how HE works so it is good that this is so easy and pleasant to read. I can definitely recommend it.

Georgia Fowler

ISBN 0-8262-5205-1 Continuum

The Doomsday Trilogy by Cliff McNish

Which do you like best - frightening stories, magic or both? If the answer is both, this is the book for you! There are three stories: *The Doomspell*, *The Scent of Magic* and *The Wizard's Promise*. Rachel is an ordinary girl just like you and me. One day, she goes unexpectedly on a magical adventure where she meets evil witches and other creepy magical things. She becomes a wizard with multicoloured eyes and extraordinary spells. In *The Wizard's Promise* she meets Griddas - big hardheaded creatures that cannot be dented so how can she defeat them? In *The Scent*

of Magic, witches come to Earth and capture all the children so as to gain the children's hidden magic and kill Rachel. I was spellbound; it is a real page-turner. I never wanted to stop reading not even for bedtime. The characters make you feel you are them and also you can see their problems popping out of the page. Anyone who likes magic and scary books should read this. It is too good for words!

Karis Youngman (10)

£9.99 ISBN 1-84255-102-7 Orion

Beginner's Guide to Enamelling

by Dorothy Cockrell

This is an interesting book with lovely pictures of enamelled products. I couldn't make anything from the book as I don't have a kiln, but I read it and saw that it is very well written. It is divided into 22 short chapters and an index with clear headings. In each of the chapters there are clear, easy to understand, step-by-step instructions for different enamelling projects. It looks like a very good and helpful book. If you are interested in beginning enamelling or have just got started, then this book would probably help you with starting out in the craft of enamelling.

Molly Whitehall (11)

£8.95 ISBN 1-903975-61-1 Search Press

The Winding Road compiled by Matthew Barton

Hilary liked this book "This is another brilliant addition to the Festival series. It covers emotions, experiences and special events from conception, birth to leaving home. There are some very moving poems on bereavement, poems for adopted children and teenage issues. There's a good mix of modern and classic, written by parents, children and famous poets. It's a beautiful introduction to poetry and verse; a valuable and inspiring resource."

Hilary Woolf and Isaac (4)

But Francesca did not! "This is a book of poems and verses which covers all kinds of things that might happen in your life. I love poetry but did not particularly like this book as I found the poems etc. depressing. There is even one about Christmas which is set out like a prayer about a girl who has obviously died. I have always found poetry uplifting and informative, that is why I like it so much. Poetry makes you think about words and how you can use them. I found this book to be more of an adult type. I know children have to face up to good and bad things in the world and I suppose if a child was experiencing a birth or a death in their family, then some of the poems might help but they would have to be explained very carefully as I think they are complicated. I cannot say I was impressed."

Francesca Houghton (14)

£12.99 ISBN 1-903468-47- Hawthorne Press

Maths Conquer It 2XL – Your Personal Maths Tutor"

I am so grateful that I found this Maths programme and at such a reasonable price. The programme was reduced from £250.00 for each key stage (3 & 4) to £80.00 per key stage. This is a lot cheaper than other standard Maths programmes for home-educating parents. As a mother with 4 children it is a welcome relief to have a one-on-one personal tutor, which takes the burden of teaching from the parent. My son now loves maths and seems to learn each concept quite effortlessly from the easy to follow tutorials. The company gives you time to send the CD back if it does not suit your child. I have now bought both Key Stage 3 & 4 and feel confident that my son is gaining a solid foundation in Maths. Adam says "This programme has not only helped me with understanding my maths, it has helped me to enjoy maths. I like seeing the percentage of what I got right at the end. I also like each one of the tutorials because they are fun and easy to understand".
Angela Greenhalgh with Adam (12)
email address: info@maths2xl.co.uk, call 01670 505888 or visit www.maths2xl.co.uk

EXPLORERS WANTED! On the South Sea Islands by Simon Chapman

You are the main character in this adventure book, with problems, notes from Indiana Jones (!) and a story with a lot of ocean! The museum sends you on a journey to find the owner of the meter-long, metallic red, plume from one of the Luga Islands in the Pacific Ocean. Do you want to: explore exotic islands?; see wonderful wildlife?; meet the colourful natives? If the answer to any of these questions is yes, this is a book for you. Read on! 10/10 for age 7+ - a book that's worth the time.

Oliver Landsbert (9)
£4.99 ISBN 1-4052-0728-0 Egmont

EXPLORERS WANTED! On Safari by Simon Chapman

This was a very well designed adventure book, which leads you on a journey towards 'The Smoke that Thunders'. It is written in the present tense as it describes your trek through the African bush, where you meet tribes, wild animals and amazing landscapes. This book contains loads of facts and questions and also tells true stories about previous explorers who had visited the African bush. An added bonus is the fact that it is written by a proper explorer who has made many expeditions to amazing places all over the world. I can prove that this is a very easy book to read as it only took me 2 hours to finish it. This is an excellent book for boys and girls of ages 9 to 12. I give this book 8 out of 10.

James Baker (12)
£4.99 ISBN 1-4052-1422-8 Egmont Books

Look! Body Language in Art by Gillian Wolfe

This book has pictures of famous paintings on every page. There are ideas and questions about the paintings. They make you look more closely at the art. My favourite paintings are *The Fortune Teller* and *Going and Coming*. I think it is a good book and other people would like it too.

Holly McIntyre-Bhatty (7)
£12.99 ISBN 1-84507-034-8 Francis Lincoln

Peter in Blueberry Land by Elsa Beskow

Peter goes to the woods to pick berries for his mother's birthday. When Peter cannot find any, the King of Blueberry Land shrinks Peter so he can go on an adventure through the undergrowth to find some. He now encounters the world through a different viewpoint. Ferns like trees, spider web swings, giant bugs and slugs and a mouse ride through the forest. The children I have read this book to have loved this cheerful and exciting story. They have been fascinated at the thought of being made tiny for the day.

Hilary Woolfe with and Isaac (4) and others
£9.99 ISBN 0-86315-050-0 Floris

Oh Dear-Me-Oh-My

I really wanted to like this book. It looked promising when we received it. The illustrations are very good. Romy asked to be read it straight away.

Unfortunately though, we quickly came to the conclusion that the poems in this book are not funny and, I hate to say it - quite amateurish. The rhyming is poor and sometimes one is left feeling that the author tried desperately to find something to rhyme with a certain word, resulting in rather strange situations. The praise on the back of the book includes a head teacher saying that it is "a super way to read and learn about the alphabet." To me that would mean it is aimed at 2-4 year olds, yet the vocabulary was often way over Romy's head, (e.g "bovine" "defy" "surmised" "coddled" "recoiled") and she is a very bright five-year-old. Overall this is a confusing book, but maybe worth a loan from the library.

Hazel Simpson with Romy (5)
£8.95 ISBN 1-85776-896-5

FREE BOOK FOR YOUNGER CHILDREN You Beautiful Swallow

The European Commission has published a story book (20 pages, colour) aimed at the younger readers. It is about the importance of keeping our environment pollution free. It is available in the UK from Pesticide Action Network UK.

For your free copy send a large SAE to PAN UK,
Development House, 56-64 Leonard Street, London
EC2A 4JX (tel 020 7065 0914)

Boys Rule, The Tree House by Felice Arena and Phil Kettle

We both liked this book. It is aimed at boys and completely understands a boy's sense of humour and what interests them. This book consists of a story about building a tree house, tips on building your own, definitions of related words and a quiz to check that you understand how to build a tree house. This book is one of a series where hobbies which interest boys are the theme, for example, camping, skateboarding, tennis and golf to name but a few. Rowan has already decided which ones he would like to read next, and I really like the layout and idea behind these books also Rowan liked the funny black and white illustrations. These books would also be ideal for a child gaining confidence in reading. You can also access these books on www.risingstars-uk.com
Kathleen and Rowan (6)

£3.50 ISBN 1-904591-69-8 Rising Stars

Boys Rule! - Camping Out by Felice Arena & Phil Kettle

One of a series of books written in 'play-style' dialogue, apparently aimed at boys between the ages of 8-11. The story revolves around two friends who camp out in their backyard and the 'visitors' they have during the night. There is camping info at the back of the book, facts and figures, quiz, etc. The book is also aimed at reluctant readers so may be of use as a parent/child tool. The story is spread out over 32 pages but there are plenty of pictures and the writing is aimed at inexperienced readers both size-wise and content-wise.

Carole Yeomans with Galen (6)

£3.50 ISBN 1-904591-71-X Rising Stars

The Shamer's Signet by Lene Kaaberol

I really enjoyed this book. It's written in an interesting style, so that every chapter is written as if seen through the eyes of either 11 year-old Dina, who is the Shamer's daughter and possesses the Shamer's gift, which means she can turn people into gibbering wrecks by bringing back all their shame, or 16 year-old Davin, her brother, who hasn't inherited the gift. The story goes that followers of the Dragon Lord capture Dina. She is believed dead but her brother Davin and friend Rose do not give up hope and set out to rescue her. They successfully manage to free her and two other prisoners but on the way back they all get captured again. A sudden attack allows them to run free and get home safely. This is a story full of darkness and discovery. This book is the sequel to 'The Shamer's Daughter' that I have also read and enjoyed very much.

Molly Whitehall (11)

Note: This is one of the five books short listed for the Marsh Award for Children's Literature in Translation
£5.99 ISBN 0-340-85068-X Hodder

The Story House by Vivian French

This is a collection of 52 stories (one per week) told by Big Ghost to Little Ghost. Each story is loosely connected to the family (mum, dad, granny, children as well as the family dog, goldfish and rat, plus the children's toys that come to life) whose house they 'haunt'. The book, whilst aimed at under five year olds, I think is better read alone by a confident older child, reading at his or her own pace. The stories are well written and lively but I am not sure that the under fives would be happy with the one story per week regime or with the ghostly storytellers (albeit friendly ones!) The illustrations are beautiful. If you can get this hefty book for less than its £20 rrp you will not be disappointed. Molly loved it and has dipped into it again and again.

Becky with Molly (6)

£20 ISBN 1-85881-645-9 Orion

The Story of London by Richard Brassey

What an excellent book! I loved it! The author takes us on a journey through the history of our capital city; its people and buildings from the time the Romans arrived up until the present day, with lots of interesting stops on the way. The pages are all colourfully illustrated in a sort of comic book style, but this doesn't make it a difficult book to read. I found out all sorts of things about London - that alligators were once kept in the moat around the Tower of London; that people still look for Sherlock Holmes' flat in Baker Street even though he didn't really exist; and that, during the Blitz, people lived in the Underground stations and many babies were born there! Reading this book has made me want to visit London this summer - I've started saving up already!
Deiniol Murphy (9)

£4.99 ISBN - 1-84255-222-8 Dolphin

Draw Alien Fantasies by Damon Reinagle

This book is a brilliant step-by-step guide to drawing alien fantasies. It is part of a series of 'how to draw' books that cover lots of different subjects. I particularly liked this one. There are six easy to follow chapters, on drawing basics to space perspective; heroes and villains to the rod and joints method of drawing. It also covers Galactic vehicles and has a chapter on more ideas on the alien fantasy theme. It also has commonsense drawing rules. My favourite drawing is *The Laser Scorpion*. The instructions are very easy to follow but my suggestion is to copy the shapes carefully on the first steps, as otherwise it is very hard to get the angles right.

Keith Hall (10)

£6.95 ISBN 0-939217-31-7 Search Press

Watercolour Greeting Cards

by Jane Greenwood

This has got to be one of my favourite books as I just love making cards and I love painting too! It has got some lovely ideas and instructions but I found that the projects included sparked off ideas of my own too, which was brilliant. I thought the idea of a chicken painted in watercolours with real feathers for a tail very unusual and I made lots of these for New Year cards for friends. Well recommended for all ages and you don't even have to be good at painting because you can trace the pictures by using the line drawings at the beginning of each idea.

Paul Chandler (11)

£6.99 ISBN 1-903975-78-6 Search Press

Crafty Containers from Recycled Materials

By Lois Walpoll

Some of the ideas in this book must have been thought up by a genius! It is full of innovative ideas in three different, colourful sections (my favourite was definitely the sewn cardboard and ribbon laundry basket). The ideas use all sorts of easily obtainable 'waste' materials ranging from old juice cartons (to make bowls) to corks and bottle tops. There is a really good gallery at the end of every section giving you more ideas and good pictures (as well as instructions) of all the items you can make so you can see exactly what the item should turn out like.

Carol Lewis (12)

£8.95 ISBN 0-85532-810-X Search Press

Adventures in Frostavia by Robin Cousins

Celeste listened to this story – a fairy tale with ice-skating as the theme. Some of the mythology was quite interesting but on the whole the story-telling was rather poor, which made it tiresome to read. The idea was good but it doesn't quite work I'm afraid and Celeste has not asked me to read it again.

Kirsten Freiesleben with Celeste (6)

£9.99 ISBN 1-85776-824-8 The Book Guild

Bitsa the Vintage Car and Friends

by Sharon J Kirk

Hmmm.....much as I don't like to be negative about people's creative endeavours, personally I thought this book was dreadful! It is a collection of short stories about a group of anthropomorphised vehicles and a cat (need I say more?). The stories are badly structured and only have a vague plot - I suppose small children with a passion for vintage cars may be interested in listening to them, but I doubt they would hold their attention for long. Aidan did actually sit through a couple of stories and even said he liked them, but couldn't remember much of what had happened.....There are sentences such as: "Mrs Cropley and Bitsa visited their friends Farmer William and Joy Tractor, Lord Stirling, Marjory Big 7, Monty and Mary Motorbike and Sidecar and Arthur Horsebox, Tricky Dicky, the used car

salesman, and Florrie Ford, Mr Spanner the mechanic and Les Box Saloon and of course Mr Drill and Chummy." (Gasp for breath!) NOT recommended.....

Merrylah Allwood with Aidan (4)

£8.96 ISBN 1-85776-868-X The Book Guild

CONTACTS

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 or games 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

Andersen Press 020 7840 8701

www.andersenpress.co.uk

Book Guild 01273 472534

www.thebookguild.co.uk

Continuum Books

www.continuumbooks.com

Dolphin (Orion) 0207 520 4318

www.orionbooks.co.uk

Egmont 020 7761 3696

www.egmont.co.uk

Floris (Book Source) 0870 240 2182

www.florisbooks.co.uk

Francis Lincoln 020 7284 4009

www.francislincoln.com

Hawthorne Press

www.macmillan.com

Rabbit Press 01580 830134

www.rabbitpress.com

Search Press 01892 510850

www.searchpress.com

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

Camp Mohawk Educational Centre

A new Educational Centre has been opened in Berkshire for Home Schooling families. It is set in the grounds of acres of woodland with fantastic facilities. The Centre is run on a membership basis and we have workshops running all day. We are open Monday, Tuesday, Thursday and Friday, 10.00am - 3pm.

Some of the things we cover are Maths, Spanish, French, Piano, Japanese, Drama, Pottery, Art, Drumming and Cookery. The Centre opened in September and has been a great success. If you would like to know more go to www.homeeducators.co.uk or email me, Dawn Dingwall, on thirdeye1@compuserve.com

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ONLINE EO MESSAGE-BOARD CHANGES NAME

The name of the EO Business List has changed to EO Members List. This is due to the numerous enquiries and applications to join the list that we get from people who don't read the list description and don't realise it is for members of EO. We're hoping that the change of name will make people realise that it is for members and reduce the amount of emails that we (the moderators) have to respond to, as well as encourage people who are members, to actually join the list and participate.

This list will only be to discuss the business of EO; general discussion on the day to day problems of home education will still be on the EO general list which will remain the main support list

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GCSE Exam Centres

EO has received the following invitation:

"Christian Education in Deeside have decided to set up a centre in Rochdale which will allow home educators to sit International GCSEs and International 'A' levels. It will be possible to sit exams from Summer 2005, but the agreement we have with Cambridge will be that candidates will become members and will therefore be able to sit exams at our centre. They will not in effect be classed as private candidates.

Candidates will still be responsible for preparing themselves for the exam.

The Centre is being run on a non profit making basis and anyone will be able to use it.

We are a group of home educators who feel this will provide an invaluable service to the Home Education community. It has grown out of our own need to access a centre for our own children. If anyone is interested please e-mail me: deevillal@aol.com
If anyone is interested in sitting exams in 2005, you need to be registering as soon as possible."

In addition to the above, the GCSE page on the EO website has been updated with additional venues for sitting the IGCSE examinations run by EdExcel. These can be seen at:
<http://www.education-otherwise.org/Links/Resources-Qualifications/GCSEs.htm>

If anyone knows of any other venues where this examination can be sat, please advise Geraldine Adams or Sarah Cook (back page GCSE contacts) or Jacqui Houlding, so that the website can be updated. Thank you!

EDUCATION OTHERWISE ADVERTISEMENTS

Resource listing

based on National Curriculum materials available to parents.

Covering all primary levels, and some of secondary.

Most useful to parents looking for a structured or NC approach.

Available free from
henrietta.turnbull@btinternet.com

(rtf or wpd or doc file);

or please send a stamped addressed envelope plus £1 for printing costs to
H. Turnbull, Hadlow House, 2 Hadlow Road, Sidcup, Kent, DA14 4AF

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.

Lucinda Smart, 4 Chester Gardens,

Church Gresley, Swadlincote,

Derbyshire, DE11 9PU.

EO Car Stickers

Help spread the word.

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

Compliment slips, Summary of the Law, leaflets and other stationery also available ~ please see inside back cover, and page 16 of Handbook

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.eo@ntlworld.com

or ring at 0116 212 8120 for further details

EO Home Education Cards

("Truancy 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

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 may 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 us know if changes are needed. Please do check every issue, it really helps!

CHANGES BY LETTER OR EMAIL PLEASE -to: EDANA EDWARDS, (see inside front cover for addresses) by 12th of month preceding publication. or by phone to Jo, 01392 438876

ENGLAND

BATH

H.E.L.P. group meets regularly for outings and activities. Contact: Louise Jensen 01761 472568 jensen-thomas@clara.co.uk

BEDFORDSHIRE

For full details of events programme contact June McDonald on 01234 341375 or email info@Bedford-Home-Ed.org.uk

"Countries" theme for spring: lots of Art & Craft sessions with a geographical focus, "Countries" Fair; workshops and visits including the British Museum, Bletchley Park and the Tower of London. Also regular swimming, multisports, gym, chess club, carpentry group, GCSE groups, etc. 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>

NEW Camp Mohawk Home Education Centre 4 days per week - workshops; lessons; other activities; also for Local NL/What's on Contact: Dawn 01628 783107 thirdEye1@compuserve.com Or New Web Site for Berkshire www.homeeducators.co.uk

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

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

Pangbourne (near) Monthly, 2nd Tuesday, 11am - 6pm 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, Fridays term time, organised sports session 5 yrs up, 11am-noon. Contact Muriel 01628 664939

Windsor Leisure Centre, Fri's termtime, family swim 12.30. contact Angela or Edwina (see Bracknell)

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 Ian or Silke 0117 9412707

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.

Milton Keynes home educators network extends a warm welcome to all (wherever you live): activities, socials and support. Local Contact Georgeanne Scott 01908 662256 or www.mkhen.co.uk (and another Milton Keynes HE group...)

MKHE - Milton Keynes Home Educators, friendly group welcomes all, lots going on, arts + crafts, socials, outings, chess club, sports, open afternoons, themed activities etc, monthly newsletter + online discussion room contact Georgina 01908 371945 www.miltonkeyneshomeeducation.co.uk

South Bucks: meetings for craft, activities, play, speakers, drama, trips etc. Contact Jackie 01753 886924

CAMBRIDGESHIRE

Cambridge regular meetings and outings.

Contact: Penny 01223 526441 penny.k@ntlworld.com

Alconbury monthly activities run by Christian group. All welcome Contact: Audrey Hull 01480 219881

Peterborough weekly meetings for art, craft, science, swimming, sports, play and visits. Contact: Sarah 01733 265043 sarah.lambert7@ntlworld.com

Cambridge/Norfolk border

North Cambridgeshire: Fortnightly at March, Contact Jane 01354 677869 or Sarah 01354 688245

Email: Pat Northcamps@chauntryhouse.fsnet.co.uk

North Cambridgeshire Contact Jane 01354 677869

CHESHIRE

South Cheshire and North Staffs newsletter for local social and educational events. Contact Carrie: 01782 786 720. Email: home.ed@ntlworld.com

CLEVELAND AND DURHAM (see also DURHAM)

Tel: Lynsey Hutchby 01642 800940 l.hutchby@tesco.net

CORNWALL

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

Email: Annawheeler@cambrose.fsnet.co.uk

Local information on our local home ed website: Homeedinkernow.tripod.com

CUMBRIA

Informal gatherings for socialising, support and activities. Cumbria Otherwise Newsletter, for full details of events throughout the county contact Martin, 01539 732918 or email cumbria.otherwise@dsl.pipex.com

Kendal alternate Mondays Endmoor Village Hall

1-4pm, Contact Jo Collier 01539 567005.

Penrith alternate Tuesdays Castletown Community Centre 1.30-3.30 Contact: Sarah Cook 01768 896019

DERBYSHIRE

Chesterfield group meets every Wed. morning.
Contact: Kaz 01246 205463 or Yvonne 01246 555645
****NEW****Derby Group, 4th Thurs of month.
Contact Andy 01332 752998 or andy@derbyhe.co.uk
South Derby/N.W. Leica/E. Staffs :
regular meetings, socialising and days out
Contact: Julie 01283 760800

DEVON

Devon Newsletter, full details of events throughout the County: £3.00 for 6 months by post. E-mail copies free: news@ed-he.org.uk or 01297 625439

National Trust (Devon) - free membership/entry to NT sites to all Devon EO members for pre-booked 'educational' visits. Card held by Moira Kneale on 01395 279026

Exeter: Tuesdays, Free Range Learning, something for all ages: 10 - 12.30am Yoga, Maths, cooking, swimming, free play indoors and out. Plus 1.30 - 3.30pm, A varied arts programme provided by Magic Carpet, Wren Trust etc. including Drama, Craft + Musical activities. Bring packed lunch & stay all day, further details Annie 01392 434167

Thursdays, fortnightly EO social meetings, 2-4pm, Exeter, outings on alternate weeks, contact Louise on 07745 461317 Credenon, meetings, contact Kathy 01363 82401

Pottery - held in pottery workshop with kiln etc, fortnightly 11am contact Neil 01363 82314 or Annie 01392 434167
East and Mid Devon: Local Contact Becca 01404 549479 Lots of varied activities - full details in Devon newsletter (above)

North Devon Local Contact: Amanda 01237 422403
Bideford area Fortnightly social meetings on Tuesdays. Ring Louise 01237 441786 or Amanda (above)

South Devon Local Contact Bridget 01803 862158
Loads of activities for all ages - full details in Devon newsletter (see above)

Youth Club at Buckfastleigh (& alternate weekly outings)
Thursday 12 to 3pm contact Corinne 01626 368044

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 853593
Bournemouth area: local website www.he-ed.org.uk
Meeting every Monday for crafts, games, play etc.
Friendly, welcoming group. Contact June 01202 827945 bugchick@btinternet.com

DURHAM

Durham based weekly meeting contact Juliet 01207 544473 or Beth 07719530472. There is a yahoo chat group at
http://groups.yahoo.com/group/durhamhome_ed.
To join e-mail s.waynforth@btopenworld.com.

ESSEX**NEW*

Chelmsford meetings - monthly, third Thursday 1-4pm, various activities. Sally@brisley.freeserve.co.uk
Chelmsford ice skating - Riverside, Fridays 3.30 - 5pm.
Colchester - Bowling and swimming monthly - also informal meetings fortnightly. debbie-m@lineone.net or 0778 6570870

Southend - informal meetings monthly, first Mondays.
paul.nadine@blueyonder.co.uk 01702 319682

Tiptree - Meetings monthly - last Tuesday of. Contact Julie on julie.ashton@ntworld.com

New Teens Group - meeting monthly - various venues across Essex. Sally@brisley.freeserve.co.uk
Around Essex Educational visits twice monthly, Thurs. Full details of all Essex groups and visits in *Epicycle* available at meetings - or for more info contact Corinne epicycle@wavy.org or 07802 630696.

GLOUCESTERSHIRE

Monthly social meetings open to all.
Regular workshops and outings. Website:
<http://members.lycos.co.uk/GlosHomeEducators/index.htm>
also Email list for events and forum for discussions, information and virtual activities. Contact Rob and Fiona 01684 290087 openhorizons@ntworld.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 or Tracy 07941 612092

****NEW*** South Gloucestershire: New group has occasional meetings/outings in a variety of locations throughout South Glos. Mailing list available at <http://groups.yahoo.com/group/SouthGlousHomeEd/>
For further details contact:
Diane Lovett@blueyonder.co.uk or phone 01454 853455

HAMPSHIRE

ACTIVEO: 5 events a week within 20 miles of Petersfield. All welcome. 01428 712394 www.activeo.co.uk
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 823112 or Ros 01329 516482 or Email for more details gayle@timica.com

North Hampshire: Friendly group for children aged 0-13 meets Wednesday afternoons. Regular themed meetings in Scott Centre, Andover; ice skating in Basingstoke plus other educational visits and fun activities in Hants and Wilts borders. Contact Carol 01264 357650 email_eo@azakit.com

Farnham/Aldershot Friendly group for under 10s, weekly meetings/outings/activities. Contact Emma 01483 426277 emmajeavons@supanet.com
HERTFORDSHIRE (see also N.London)
Events List for Herts Home Educators please email karen.bartlett1@tesco.net

St Albans, Social group meeting at Sandridge village hall, 1- 3pm, 2nd and 4th Thurs. Contact: Carolyn 01727 851073

Swimming Lessons at Stevenage Swimming Pool, every Thursday 10.30am, term time. All ages and abilities. £1.40 per session. Contact Barbara on 01707 891021 or email: babs.mcdonald@ntworld.com

ISLE OF WIGHT

Contact Shara 01983 562313
Isle of Wight Learning Zone workshops, social events and newsletter, contact Sue 01983 241095 for details.
I.W.E.O. group: craft sessions, visits, swimming, theatre, picnics, barbecues, mutual support, especially older EO kids but new members and visitors always welcomed.
Contact Jude 01983 531680

KENT

Wealden Home Ed website: www.when.omnia.co.uk
and email group:
wealdenhomeeducatorsnetwork@yahoo.groups.com

****NEW*East Kent** including Dover, Canterbury and all surrounding areas - East Blean HE Group. Meets alternate Thursdays for social and activities, £2.50 per family. Contact Wendy 01227 463077 or Heather at he@simonandheather.fsnet.co.uk

****NEW*Ash, Sandwich, Dover, Canterbury, Ramsgate** and surrounding areas Contact Leanne 01304 814498

****NEW*Isle of Thanet** Contact: Vanda 01843 842629

Medway towns Contact: Bridget 01634 234938

Bromley Contact: Claire 0181 480 7347

Claire@wdefamily99.freeserve.co.uk

Tunbridge Wells group meet every Monday from 10-4 for Tae Kwan Do, art and crafts, & many other activities. Contact Kim 01892 863941

French for beginners through songs and games. Yoga for children. Contact: Katherine 01892 863958

****NEW*Edenbridge:** Family Learning every Tues 11-1pm

Group meet fortnightly afterwards. Swimming,

workshops, museums etc on other Tuesdays.

Contact Tracey for details on 01732 700477

LANCASHIRE

Fortnightly sessions at Botany Bay: contact Jacqueline 01204 361072 or Angela 01204 659634

Fortnightly badminton lesson followed by swim: contact Angela/Jacqueline

Crafts at St Paul's/Old Cobblers; pond dipping / kayaking/wall climbing etc. contact Pam 01706 215585 or davidandpam@ntlworld.com

Events on Fylde coast: Contact Tracey on 01253 858840

Ice skating group on 2nd Wed every month at Blackburn Arena. Cost £4.15 + £1 skate hire. 2pm - 4.30pm. Tel: Jackie 01695 424220 for information

Blackpool weekly meeting at Michael Hall Theatre School, Preston Old Road (Whitegate Drive end) Details: Tracy 01253 858840

****NEW*Pendle and Craven** Group

Meet once a month in Carleton (near Skipton) for music and dance etc. For info call Judith on 01756 791358

LEICESTERSHIRE

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

Contact : Lise 0116 242 5802

LINCOLNSHIRE

For a free email newsletter of activities and local events contact: Donna 01472 752507

Donna.Eures@ntlworld.com Helena 01724 720595, Teasa 01522 790452

Variety of informal events and get-togethers. Contact Christine 01507 338070, christinehalse1@yahoo.co.uk

****NEW* S Linca** Regular meetings & activities, swimming etc. Contact Lorraine 0845 458 3004

LONDON

Bromley/Croydon Chrysalis group meets most Tuesdays in Bromley also other activities + outings, contact Jenny 0208 654 3972 or Mish 0208 289 5886 or email chrysalishomeed@yahoo.com

Clissold Park. Tuesdays. All welcome.

Contact: Charlotte 0207 254 0419

SE London Wednesdays Honor Oak playground.

Contact: Steve 8680 2933

****NEW*Grove Park** group meets every other Friday, music group, archery, crafts, volleyball, football, table tennis and open to any ideas.

Contact: Beverly Meekings 0208 312 2160

Lewisham Thursdays 11-1 then to park afterwards

Contact: ****NEW*Jemima** 0208 2975872

jemimacornish@tiscali.co.uk

Kidbroke rollerblading Contact: Fiona 020 8852 9756 bettleslake@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 7292

NW London Otherwise Club Contact: Leslie 020 8969

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

(currently under 10s, meet for arts, crafts, drama, games etc) Thursdays 11.00-12.30 contact: Tina 0208 340 4212

N London Barnet Group, meets Mondays, contact

Mirelle 0208 449 7868, email lance.e@virgin.net or

Lynda 0208 368 9046.

West London (and Middlesex) Home Ed group meets every Tuesday for varied educational and social activities and visits. Contact Betsy 020 8993 0677 or

betsyhomeed@yahoo.com. Also contact Betsy (EO West London Local Contact) to join WestLondonHomeEd

yahoo group. Also Wednesdays 12-2.30 pm, fortnightly during termtime. Good-sized meeting place, with pool

table, soft play room, outdoor play area, equipped for all

ages. Optional organised activity for part of the session.

Welcoming all for fun, friendship and support. Please

ring: Alison 0208 56 99398 or Kathryn 0208 566 0543 or

e-mail Alison Alison@rothwell1973.fsnet.co.uk or

kathrynvglynn@hotmail.com

West London (Chiswick & Ealing) home education

group now meeting every Tuesday. Outdoor activities

throughout the Spring / Summer. Warmer/drier activities

every Tuesday during the rest of the year. For full details

and more information about winter activities, contact

Naomi 020 8567 7589 or naomisandler@yahoo.co.uk.

Also contact for details of yahoo group membership for

discussion and information about events throughout area.

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 Sats at Moores family

home, limited places, Contact: Karen 01204 573136

NORFOLK

Free e-mail listing of events for Norfolk available from

All Willer at simon.whitehall@tesco.net or ring 01603

401020.

NORFOLK/SUFFOLK BORDER

Term-time, every Thursday 2.30 - 4.30

Swimming, indoor sports/play at Breckland Leisure

Centre, Theford. Contact Fay 01953 681785

NORTHAMPTONSHIRE

For email updates of activities and outings send your

email address to northantshomeed@aol.com

or phone Jane 01234 328479.

Want to get together with other local home ed teens?

Please contact Lynne Stewart 01604 454240

andrew.stewart77@ntl.com

****NEW**NORTHUMBERLAND/NORTH EAST**

<http://groups.msn.com/EducationOtherwise>

NOTTINGHAMSHIRE

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

OXFORDSHIRE

Group meets alternate Thursdays for structured timetable of activities. Children split into 3 age groups 0 - 4, 5 - 7 and 8+. Workshops include - singing, cooking, crafts, science, history, literacy, sport, watercolour painting and lots more. Regular visitors to the group bring subjects we can't cover as individuals and we go on lots of trips. Contact Wendy 01885 514973

SHROPSHIRE

Activities and outings Contact: Val 01952 502225
South Shrops. regular meetings every Tuesday, outings and workshops: Carolyn 01588 680503

SOMERSET

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

Wivellscombe/Taunton area - regular get-togethers and outings: Maggie 01984 624651.

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

STAFFORDSHIRE / S. CHESHIRE / N. SALOP

Stafford every 2nd and 4th Wednesday in village hall for games craft etc. 12-3.30 Contact Jane 01283 820642 jane@jackslane62.freemove.co.uk or Theresa 01889 563052

North Staffs and South Cheshire newsletter for local social and educational events. Contact Carrie: 01782 786 720 Email: home.ed@ntlworld.com

SUFFOLK

Felixstowe, group meeting fortnightly in town centre location for socialising, outings, sports etc. Karen 01394 279117 kjc88@whsmithnet.co.uk

North Suffolk nr Lowestoft - Weds pm - £2.50 per family. Christine 01502 519649 or Jackie 566266

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

Wetherden meetings every 3rd Friday 10.30-2.00 £3 per family, shared lunch: Details from Heather Ward, 01953 688 128

SURREY

Banstead base but everyone is welcome. Weekly meetings/activities. Contact Sue 01737 556683 or Lindsay 01308 501229

near **Cobham** just off A3 - Learning Group for parents & children 0 - 7, in 26 acres of private woodland, based on High/Scope approach to independent learning and problem solving. For more details contact Rachael rachael.underwood@classicfm.net or phone 01932 706191

Guildford area: Theatre bookings. Tisha 01483 898575. Skating during term time Friday 1-4: Rachel 01483 565703 (no Sunday calls please) Under 10s: Nicky 01483 232080

Dorking/Reigate area. Contact: Helen Burnett 01737 243606

Farnham/Aldershot Friendly group for under 10s, weekly meetings/ outings/activities. Contact: Emma 01483 426277 emmajevons@supanet.com

North Surrey Home Ed group meets up in Croydon once a month, Age range from 2-15, small group, looking to grow. Details, contact Karen: karen_wilkins@hotmail.com or Viv: viv@madtoyman.fsnet.co.uk

SUSSEX

Wealden Home Ed website: www.when.omnia.co.uk also email group:

wealdenhomeeducatorsnetwork@yahoo.com

Local Contact: Isobel 01403 261178 (W.Sx)

Winnie Durdant-Hollamby 01342 826087 (E.Sx)

Many events and activities throughout the County.

Monthly newsletter gives full details: £8pa or £4 six months, For NL contact Tula 01323 648127, email asanababy@aol.com

Or ring one of the following local events organisers:

Lewes: Sylvia on 01273 474375, Hope 01273 401594 or Jan 01273 514528

Lindfield EO Friday club: Liz 01444 414058

Hastings HEDGE Group: Rachel 01424 422178, Emily 01424 719570 or Ali 01424 814175

Brighton: Kathy 01273 685674, Lucy 01273 204764 or Jim 0779188343

Eastbourne Home-Ed Club: Tula 01323 648127 email asanababy@aol.com

Worthing/Shoreham Beach ****NEW****Avis 01273 542589 or 0770 3647954

Forest Row Area: Winnie 01342 826087

Petersfield ACTIVEO: 5 events a week within 20 miles, All welcome. 01428 712394 www.activeo.co.uk

****NEW**St Leonards/Hastings** call Jenny 01424 434953 for an informal chat/meeting

TYNE & WEAR and NORTHUMBERLAND: Regular, frequent and varied activities. Age range from 1 to 17yrs. New members welcome. Website:

http://uk.groups.yahoo.com/group/home_ed_tyneandwear

Weekly meetings(all ages), Film Club, Friday Club (10+) and to receive our free monthly newsletter or quarterly TWANG mag, please contact

Carol 0191 2291178 or email: jcipb@btinternet.com

Music- Rosemary 0191 2853707 or

paul@thenews.icom43net

National Trust & English Heritage Visits - Deborah 01434 674713

Woodland visits - Juliet 01207 544473 or

ablett.jules@tesco.net

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@bbunch.freemove.co.uk

WILTSHIRE contact: Beccy 01985 840174

Warminster meeting each Monday at Tropical Park, Woodcock Road from 2.30pm, Beccy 01985 840174

Salisbury meeting every Tuesday afternoon, for details contact Vicky 01722 324883

Swindon Swimming every Monday term time 1.30 onwards phone Susan: 01666 510217 07801734044 or Mandy: 01793 644472

Ice Skating 2nd and 4th Wednesday 10am-12pm, optional lesson. phone Susan.

Swindon meeting: informal get together 1st and 3rd Wednesdays 2pm-4pm phone Shena: 01793 334673 or Mandy. 2nd Friday of the month 12.30-2.30 phone Eleanor: 01793 616854

Pottery 1st Friday of the month 11am-2pm in Lamborne. Phone Jane: 01380 860969

Join email list at: http://groups.yahoo.com/NWlits_HE/
Devizes: Last Thursday of the month 11.30-14.30 games, activities, support and socialising. Phone Janet 01249 818672 email: janet.eldekvis@btopenworld.com or Jane: 01380 860969

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 01562 822034 gail@tqmi.co.uk

YORKSHIRE EAST

Regular meetings and visits. Alison 01405 769902

YORKSHIRE NORTH

Regular meetings and outings. Contact Karen 01904 400317 kkarensandy@aol.com

Meetings at various venues over the summer: for info phone Tess 01947 825 772 or email at chris.geall@btinternet.com

NEWPendle and Craven Group

Meet once a month in Carleton (near Skipton) for music and dance etc. For info call Judith on 01756 791356

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

YORKSHIRE WEST

Bradford: Bradford Environmental Community Project (1st Monday of month) at Carlisle Road Business Centre, Bradford Contact Niki (01274) 583164.

Badminton, football and table tennis (every Monday

except 1st and last in the month) at Manningham Sport Centre, Carlisle Road, Bradford. Contact Gillian (01274) 586146. Ten-pin bowling (last Monday of month) at

Hollywood Bowl. Contact Sarah (01484) 361206.

Ice skating (every Friday) at the Ice Arena, Bradford. Contact Anne (01274) 875357.

Leeds: Ten-pin bowling (2nd Monday of month) at Hollywood Bowl, Leeds. Contact Sarah (01484) 361206.

"Wednesday Club" (every Wednesday) at West Park Centre, Headingley, Leeds. Contact Sarah as above.

For a list of local Museum/venues of interest and Theatre trips, please contact Sarah (01484) 361206 or e-mail sl.marshall@ntlworld.com.

Halifax: Gymnasium, Heath Training Centre, Free School Lane, every Monday except bank hols. 12 noon-3pm. Meeting: Free-range activities + exchange of

friendship and support for home educating children and parents.. Contact: Gill Kilner 01422 311876, email: GillKilner@aol.com

****NEW**Pendle and Craven Group.** Meet once a month in Carleton (near Skipton) for music and dance etc. For info call Judith on 01756 791356

Huddersfield:Swimming (every Wednesday - term time except 2nd Wednesday of month) at Huddersfield Sports Centre. Contact Tracy (01484) 317176.

****NEW**Huddersfield monthly meeting (2nd Wednesday of month - except Feb when on 2nd Friday of month) at Paddock Scout Hut, West View Rise, Paddock. Contact Helen (01484) 841041 or Jane (01484) 645034.**

"Lunch and Chat" (last Thursday of month) at Civic Centre, Huddersfield. Contact Tracy (01484) 317176. Art Workshop (last Thursday of month) at Huddersfield Art Gallery. Contact Jane (01484) 645034.

SCOTLAND

ARGYLL Home-Ed Group - Monthly meetings and occasional outings/activities. All welcome. Contact Joanne 01866 822034 or Debra 01631 730469 email: debra@celtic-soul-music.com

****NEW** DUMFRIES & GALLOWAY** home ed group planning monthly meetings. Contact: Jean 01387 820374 or Debbie 01848 600348

FIFE Friday fortnightly meetings, activities and social get-togethers. All welcome. Contact: Nicola 01334 478530 nicola.stubbs@btinternet.com

HIGHLANDS meetings Fortnightly meetings in Inverness, plus occasional outings. All ages welcome. Contact: Rebecca 01867 462772 or Alison 01463 232571 alison@sauer.demon.co.uk

IRVINE For details of regular and one-off activities please contact: Rhona 01294 273644

or Shirley 01563 540063 or Vivien 01563 537428

LOTHIAN, CENTRAL & S.E. SCOTLAND fortnightly group for meetings and outings. Ann 0131 556 6271 or <ann.samuelhill@blueyonder.co.uk> or Jane 01835 863 118.

WALES

SOUTH WALES

South Wales Home Educators Network

Weekly meetings in Llantrisant and Swansea, Home Learner's days at local museums, e-mail support list, plus trips, parties and get-togethers. For information and support e-mail: contactSWHEN@aol.com or bev1.french@btinternet.com or contact Louise 01443

231362 (Llantrisant), Bev 02920 797628 (Cardiff), Juliet 01639 760987 (Port Talbot), Amanda 01792 862305 (Swansea) or see www.swhen.netfirms.com

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

POWYS Weekly swimming/Tumble Towers in

Welshpool on Fridays (term time only). Monthly

workshops, outings, skateboarding and events in Welshpool and surrounding area. Contact: Julia Phillips 01691 648152 gwastad@lycos.co.uk

Newtown area: Mondays get-together, twice a month, in Newtown, for activities, play and socialisation. Contact Sue 01686 688748 or smw5@tutor.open.ac.uk

N.E. WALES / BORDERS weekly gym/trampolining in **Wrexham** (Thurs) various meetings in Oswestry,

W. Cheshire/NE Wales. Also sports and ice skating at **Deeside** Leisure Centre. Contact: Genny 01978 757489

49 Westminster rd, Moss Valley, Wrexham LL11 6DH -

£2 for a year's listing. eo@7times7.freeseve.co.uk

****NEW**Wrexham** themed craft sessions run by prof. artist, with parental help. Contact: Marie 01978 362436

MORE NOTICES

VOLUNTEERS to update Information Leaflets

THANK YOU to those who have already volunteered to update our leaflets in this series – more volunteers are needed please. They are only 4 A4 pages, but it can be quite time consuming checking that every reference is correct and deciding what information is most important to include. It is ideal if two people can work on a leaflet, perhaps one taking the initiative and the other being available to bat ideas back from. Please do not be backward in coming forward and choosing a leaflet you would be interested in updating.

The remaining leaflets are:

Choosing Your Approach to Home Education
Special Educational Needs
Flexi Schooling

Contact Priscilla Park Weir - Surrey Tel: 01276 22735 priscilla@pvpw.fsnet.co.uk

2004 CONTACT LIST - IS YOUR ENTRY CORRECT????

The contact list is based on information received by the beginning of April 2004. Please look at your listing to check it's accurate and that you are in the right county/area.

If any of your entry has changed, do get in touch with me.

If you move during the year, please let me know as soon as possible to ensure that future newsletters arrive on time at your new address. Please also contact me if you have renewed your membership but are missing a newsletter.

Lynda Hitchman

database@education-otherwise.org (see inside back cover for address/phone number)

Security of Information

Please remember that non-members may see the main newsletter, and restrict your published contact details to those you feel comfortable to have in the public domain. Remember when giving details of venues, dates etc. that this may be sensitive information for some members.

The Children's Pages and the Contact list are for members only; please be careful of how you dispose of these so that private information doesn't get out. Someone had placed the Children's Pages of the newsletter in their recycling bin....and then had second thoughts.

**IF YOU CHANGE YOUR ADDRESS, PHONE NUMBER, EMAIL OR OTHER DETAILS,
OR IF YOUR NEWSLETTER DOES NOT ARRIVE please contact the DATABASE ADMINISTRATOR**

Do you pay your Membership Renewal by Banker Order?

We are very grateful for the continuing and valuable support of those members who pay their subscription by bankers order. However, the subscription rate is now £20 per annum, (concessionary rate £15 per annum).

I am encouraging all members who pay their membership fees in this way to check that they are paying the current rate. If you need to change your subscription the easiest way to do this is to telephone or write to your bank

and ask them to increase your annual Banker's order to the new rate. If you prefer to set up a new banker's order then contact me and I'll send you a form. Should you have any queries, contact me, Lynda Hitchman at database@education-otherwise.org

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)

If you would prefer to volunteer for infrequent or small tasks please contact Emma Birkenshaw
emma-birkenshaw@ntlworld.com tel 0113 2172795 Emma will add you to our volunteer
database and contact you with information when help is needed.

Small Groups:

Finance: **Martine Frampton**, Lynda Hitchman,
Ann Samuel Till, Ali Willer, Priscilla Park-Weir

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

Publications: **Gary Podmore**, Lucy Charlton, **Ali
Willer**, **Anne Rix**

DFES Team: Ann Samuel Till, **Gary Podmore**,
Phil Hicks

LEA/EA Group: Anne Wade, **Sarah Cook**, Ann
Samuel Till, Lize Stevens, Rob Wade, Priscilla
Park-Weir

Communications: Priscilla Park-Weir, **Anne Rix**

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

Information for other organisations: Priscilla
Park-Weir, **Anne Rix**

Grievances and Complaints

Martine Frampton 70 Fosseyway Avenue, Moreton
in Marsh, GL56 0EA 01608 812411

martine-frampton@macunlimited.net

Lynda Hitchman, 31 Audley St., Reading, Berks,
RG30 1BP 0870 765 3650

database@education-otherwise.org

Celia McDonagh, 169 Habershon Street, Splott,
Cardiff, CF24 2LA 07763 729055

Anne Rix Hembury Orchard, Frithelstock,

Torrington, EX38 8JT 01237 451535

anne@annerix.demon.co.uk

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:

Media co-ordinator: Belinda Harris-Reid (see SW)

Scotland: Alison Sauer, Barnoldswick.

Tel: 01282 854721 Fax: 01282 854722

Mob: 07949 445 165 alison@sauer.demon.co.uk

Northern Ireland (VACANT) Volunteers please!!

North West: (VACANT) Volunteers please!!

North East: Eva O'Rourke, Wilsden

01535 274520 evaandmary@aol.com

Midlands: Simon Foster, Birmingham tel: 0121

443 2752 email: simonf@surefish.co.uk

Wales: Celia McDonagh, Cardiff, 07763 729055

celiamcdonagh@yahoo.co.uk

East Anglia: Ali Willer, Sprowston, Norwich

01603 401020 simon.whitehall@tesco.net

mailto:webmaster@education-otherwise.org

South West: **Belinda Harris-Reid** Buckfastleigh,

Devon 01364 643343

bharrisreid@baselinedata.co.uk

South East: (acting): Claire Turnham, 6 The Butts,

Aynho, Banbury, Oxfordshire, OX17 3AN

01869-811099 Claire@birthandbeyond.co.uk

London(1): (VACANT) Volunteers please!!

London(2): (Acting) Kathleen McLaren,

Walthamstow. 0208 527 3296

krmclaren1@tiscali.co.uk

EO Email Lists

The EO general list, where general HE
discussion can take place, can be accessed via
the website at www.education-otherwise.org

The EO Members list discusses the
organisation, admin. 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.

To join the Members list go to:
<http://uk.groups.yahoo.com/group/EO-Members/> or send a blank email to:
EO-Members-subscribe@yahooogroups.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 verified, your
membership will be approved.

Council Members

Geraldine Adams (N.London)0207 2634922
Jane Bathgate (Border)01835 862118
Pam Bellinger (Leics)0116 282 7929
(Company Secretary)
Sarah Cook (Cumbria)01768 896019
sarah@croggies.freereserve.co.uk
Martine Frampton (Gloucs)01608 812411
martine-frampton@macunlimited.net
(Treasurer)
Phil Hicks (London Central)
0207 2294385 phil@hicksllondon.com
Jacqui Houlding (Cheshire)01925 654856
jacqui@thecrystalball.org.uk
Celia McDonagh (Wales)07763 729055
celiamcdonagh@yahoo.co.uk
Gary Podmore (York)0114 2585702
podmorefamily@blueyonder.co.uk
Julie Ridley (Manchester)0161 860 7589
julier@breathemail.net (Chairperson)
Anne Rix (Devon)01237 451535
anne@annerix.demon.co.uk
Janet Simpson (Lincs)01427 617313
HE@hubblesimpson.co.uk
Ali Willer (East Anglia)01603 401020
simon.whitehall@tesco.net
June Wilson-Billing (Dorset)01202 827945
educationotherwise@mac.com

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 0870 765 3650**
Email database@education-otherwise.org

Stationery

Leaflets, posters, membership forms, car stickers:
Ali Willer, 28 Cozen Hardy Rd., Sprowston,
Norwich NR7 8QF (donations toward postage
welcome, reuse labels £2.50 per 100, free for EO
business use)

Publications

Books, information leaflets and back issues of
newsletter. For a full list send SAE to :
June Wilson-Billing, 17 Woodland Close,
Verwood, BH31 7PM Tel: 01202 827945 e-mail
educationotherwise@mac.com (please ring to
check availability of items before ordering)

Website and email lists: Jacqui Houlding,
01925 654856 jacqui@thecrystalball.org.uk

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 query not covered
below please contact your nearest Council
Member (list left)*

Single Parent Family Contact: Rowenna Williams
rowenna73@hotmail.com Berllan Gron, Llany Cil, BALA,
Gwynedd, LL23 7YG Tel: 01678 521348

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

GCSE Contacts: Geraldine Adams 0207 263 4922
Sarah Cook: 01768 896019
sarah@croggies.freereserve.co.uk
School Phobia: Mary Thompson (acting)
01942 795975 ktmusic59@yahoo.co.uk

College Contact: (Acting) Lianne Smith Ivy Mount,
Canny Hill, Newby Bridge, Ulverston, Cumbria LA12
8NU Tel: 015395 30716 (07717 301 887)
Autonomous Education Support: Sammy and Nick
Vidal-Hall, Home Croft, Brownston St, Modbury,
Devon PL21 0QR tel: 01548 830716

Research Contact: Pam Vickers: 25 Boxley Rd,
Walderslade, Chatham, Kent ME5 9LF
tel: 01634 671507 email: pjvickersscan@aol.com

Company Secretary : Pam Bellinger 56 Beech Drive,
Braunstone, Leicester LE3 3DA 0116 2827929

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Moreton in Marsh, GL56 0EA
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education otherwise

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

Our principal aims are to:

- encourage learning outside the school system;
- reaffirm that parents have 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;
- 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 73 000 74

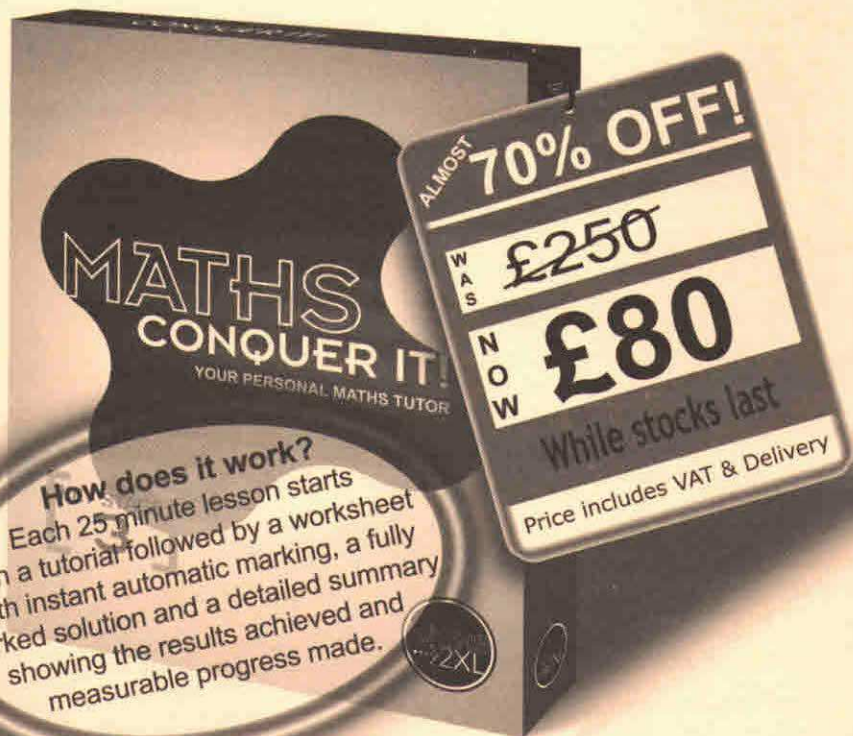
<http://www.education-otherwise.org>

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1st February 2005

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