

education otherwise



No. 165 - August 2005

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TO THE FOLLOWING EDITORS:**

DEADLINE FOR THE NEXT ISSUE IS 1st September 2005

LETTERS AND ARTICLES

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

BOOK AND SOFTWARE REVIEWS

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

HOME EDUCATION IN THE NEWS

Tanya Heasley, Amberley Lodge,
Common Lane, Great Witchingham,
Norfolk NR9 5QH
tanyaheasley@yahoo.co.uk

ARCHIVE SELECTIONS

Sarah Guthrie 01379 783678
*(NOT for back copies of NIs - see Publications,
inside back cover)*

COMPETITION

Tracy Coates, 79 Cumberland Avenue,
Cleveleys, Lanes. FY5 2DS 01253 858840
tracysolooney@tiscali.com

ADVERTISEMENTS / FLYERS

(subject/envelope "EO Advertising" please)
Anne Rix, Hembury Orchard, Frithelstock,
Torrington, EX38 8JT 01237 451535
anne@annerix.demon.co.uk

EO BUSINESS

Martine Frampton, 70 Fossey Avenue,
Moreton in Marsh, Glos.
GL56 0EA 01608 812411
martine-frampton@macunlimited.net

REGIONAL DIARY

Edana Edwards, 7 Firvale, Harthill,
Sheffield, S Yorks. S26 7XP
vulpixie3@btinternet.com
or ring Jo Borthen on 01392 438876

CHILDREN'S PAGES N.B. deadline 20th August 2005

Jessica Sanders, 15 Segrave Road, Leicester, LE3 1DJ,
jessica.sanders@virgin.net

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

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CO-ORDINATORIAL

Hi everyone and welcome to the August newsletter – I have reached my 1st anniversary as co-ord! (and changed my name in the process)...And I have finally got the hot weather which I've been banging on about for a year now in my intro to the newsletter! Of course some of you may prefer it cooler and damper, but I'm sure that by the time you get this your wish will have been granted; the British weather being as fickle as it is...

When we're not being given the run-around by ever-changing weather, many of us are filled with uncertainty and anxiety over 'proving' that we are home educating successfully to our LEA. The stress this causes can hang over your family life and your childrens' experience of HE like a

black, thundery cloud, blotting out the sunshine. For those, like me, who have a less than understanding LEA, there are some encouraging articles in this newsletter, so read on!

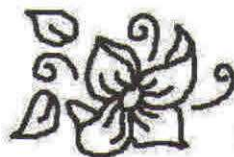
Meanwhile, bearing in mind that a year ago I had never even sent an email, there is hope for any other technophobe out there – to which end Jacqui has kindly written a couple of articles which may tempt you to steal your child's computer. I now wonder how I managed BC (Before Computer) – I have a sneaky feeling that the house might have been tidier...

Finally, many thanks to all contributors – and please do put pen to paper/fingers to computer keyboard and keep your thoughts, experiences and ideas coming in. And remember – united we stand, but divided we fall, so let's all support each other and Education Otherwise, in our attempts to do our best for our children.

Best wishes,

Edana Edwards 16/07/05

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EO Finances Review

New Member Pack and Newsletter Costs / Membership Fees / Paid Workers / Encouraging Membership Renewal

These interlinked issues have been discussed recently at council meetings and on EO Members Internet lists, and at the Leicester council meeting it was decided to consider these in more detail. A working group has been formed to consider the funding and policy issues. The group consists of Julie Ridley (Council Chairperson), Martin Wise, Anne Rix, Priscilla Park Weir, Gail Borrowes, Celia McDonagh, Martine Frampton, Sarah Cook, Phil Hicks and Lynda Hitchman. The group plans to meet in September and make recommendations to the next council meeting in October. The key issues are summarized below, and the views and comments of members are invited. Responses can be sent to:

Email: budget@education-otherwise.org

Letter: Anne Rix, Hembury Orchard, Frithelstock, Torrington, EX38 8JT

EO Finances (The official accounts are available on the website)

EO's finances are healthy but costs are rising as the membership numbers increase. In 2004 Income: £82K, Expenditure: £71K, Funds at Year end June 2004: £76K
In 2003 Income: £75K, Expenditure: £74K, Funds at Year end June 2003: £64K
In 2002 Income: £57K, Expenditure: £69K, Funds at Year end June 2002: £65K
In 2001 Income: £51K, Expenditure: £47K, Funds at Year end June 2001: £76K

During this period membership has risen from 3200 to 4200 and fees and donations have risen, maintaining but not building the reserves. Expenditure has increased due to higher printing costs (longer print runs, handbook issued from 2002), rising phone/admin costs due to the increased numbers of members and enquirers, and due to the decision to make database maintenance a paid worker role. Since EO's income is largely dependent on subscriptions it is good practice to maintain reserves of a year's expenditure. The majority of the expenditure (about two thirds) goes on the newsletter and new member pack printing and mailing.

Paid Workers

Database administration was made a part time paid worker role in 2002, as it is essential to EO's operation. Maintenance of the database, and its efficient use, is increasingly demanding as EO steadily grows and expands its activities. The Sheringham council meeting in Feb 2005 defined the circumstances in which it is appropriate to make a job a paid role: "Payment should only be made where jobs take up too much time for one person to do on a volunteer basis and without which EO could not function." (This assumes also that is not practical to break the job into pieces for several folk to work on). At the Sheringham meeting it was also decided to make a new part-time paid worker role for administrating and developing EO's website and Internet presence. This new post will cost £10,000 per annum, starting from July 2005. Initially the sum for the first year has been underwritten from reserves, but it is now essential that EO assesses whether a further membership fee adjustment is necessary to reflect the increased expenditure and improved service being delivered to members. Council have determined that the reserves may not be used to support the cost of the post after the initial year, so in future funding must either be found from increased subscriptions or fund raising. Council realise that there are concerns about changing voluntary roles to paid roles, and that this should only occur where it is unavoidable.

New Member Pack and Newsletter Costs

The largest element of EO's costs is printing and distribution of new member packs and newsletters. New members cost significantly more than renewing members. Approximately 40% of members in any year are new members. The calculated costs for a new member in the first year is £21.52. Since the annual membership fee is £20, this means that new members are being subsidised by renewing members. Since many new members join for only one year in order to learn about home education, and do not renew their memberships, it has been suggested that it may be appropriate to raise the cost of initial membership to ensure that new members are covering their costs, perhaps to £25, which should release £7-8K of the new web admin post costs. New members also make more calls to the enquiry line and local contacts. The accuracy of these costings and any options to reduce costs without reducing the quality of information and support will be reviewed before any increase in fees is proposed.

Other options / suggestions that are under discussion:

- trialling electronic mail distribution of the newsletter via the website, but only to those who wish
- a lower membership fee for members who choose to take newsletters electronically
- preferential rates offered for 3 year, 5 year or life memberships
- possibly removing items from the new member pack, such as the free copy of School Is Not Compulsory (£2.19 cost plus 94p saving in postage), or the car sticker (22p cost)
- the concessionary rate needs to be moved to differentiate it from old £15 membership renewals, so it is proposed to change it to £16
- new concessionary rate at £18 for new members would mitigate the significant increase for those eligible
- the council meeting agreed implementation of normal credit card sized membership cards for the future, but the cost of quality non PVC cards will be greater 48p black/white or 112p colour
- publicising EO's voluntary work to encourage members to renew memberships after their first year
- finding further ways to enhance the benefits of membership to encourage renewal
- development of member forums on the website
- review of PO Box forwarding service and use of first class post for new member packs
- review of the current costs of printing and mailings, size of newsletter and contact list, and fresh comparison of the market rates for printing will be considered.

Phil Hicks

IMPORTANT - MEMBERSHIP MAIL PROBLEMS

There was a problem with mail sent to 31 Audley Street, Reading, RG30 1BP from approximately 21st to 25th June; envelopes were being returned to sender marked 'addressee gone away'.

I complained to Royal Mail and have been assured it's all sorted out now and mail is being delivered properly. Mail to the Reading address is mainly renewal forms or changes of address notes, so if you sent a letter there over that period, or are unsure if I've received your renewal payment then contact me and I'll check. Apologies if you've been affected by this.

Lynda, Database Administrator

Email: database@education-otherwise.org Phone No: 0870 765 3650

The Helpline

More and more people are home educating, having found our contact details at the end of media articles. Many are now arriving having been referred to us by LEAs and DfES. The number of EO members continues to rise and it is believed that one of the reasons for the steadiness of call levels is due to the increased amount of information people can find on the EO website.

	2002	2003	2004	2005
Jan		538	566	480
Feb		490	472	442
Mar		590	573	450
Apr		408	374	473
May		423	479	466
Jun		495	417	421
Jul		429	311	
Aug		298	247	
Sep		746	627	
Oct	579	552	369	
Nov	541	455	501	
Dec	204	314	248	
Totals	1324	5738	5184	2732

(Thanks to Geoff Harrison for the figures)

Volunteers on the Helpline are usually experienced home educators having been home educating for at least two years. They are co-ordinated by Iris Harrison and Jo Borthen.

The calls are all directed to the volunteers via a machine set up in Iris's house which works 24 hours a day. Jo changes the redirect numbers each week electronically. Iris is also the back up for all the Helpline Volunteers when there are calls of an emotionally traumatic nature. Iris has often brought tears to my eyes as she talks about some of the calls from parents of suicidal children.

Jo answers all the enquiries that come into the email contact address. There are two volunteers answering snail mail enquiries, while the telephones currently have fourteen volunteers on the rota.

The range of enquiries is quite vast. Sometimes it will be EO members wanting information. Sometimes it will be the media wanting information or families to talk to. Normally it is possible to refer these calls to local contacts, database co-ordinator, media contacts and the EO website.

Calls from 'the public' cover everything from enquiries on what is legal in schools or in home education, to asking what EO can do for severely depressed, bullied children.

Many want to know whether anyone else has had similar experiences and whether their child would benefit from home education. This last is particularly true for children who have learning difficulties (mainly children on the autistic spectrum and with dyslexia, but not confined to these disabilities), many of whom are being forced into mainstream schools and are unable to cope with the restrictive, prescriptive national curriculum requirements. A 'directory' of information has been produced, collating all the information most often asked for, to assist in answering these calls.

Helpline volunteers monitored the types of calls they received over a four week period and the results are listed here. This does not cover all calls; there were times when the phones did not stop ringing all day and the volunteers are usually managing a home, home educating their children and possibly holding down a job, as well as answering the Helpline. It is not unusual for calls to last over an hour either.

Types of Calls Received 25 April to 20 May 2005:

Bullying	10
Special Educational Needs	7
No School Places	6
Problems with LEAs	2
Qualifications	6
School Phobia	2
General HE enquiries	24
Other	21

Several of the Volunteers have written brief accounts so that members can get an idea of some of the work that goes on 'behind the scenes'.

Fiona Chaff:

I have been working on the Enquiries line for Scotland for about 2 years and I get on average 3 calls a week. Most calls deal with bullying or special needs. Inevitably there are distressing calls, as we hear some of the worst cases from the education system. The authorities have often unfairly treated people. Often callers are stunned to find someone is sympathetic, and that the law is on their side.

Some calls are short with people asking specific questions or just wanting an information pack. Most calls take about an hour, as I listen to what the callers want and try to supply information specific to their need. Some people want to continue contact, as we feel a strong rapport; but most are happy to get started with home education. Some people ring several times, until home education is established. Sometimes we continue to send emails. I also use emails to keep in touch with others on the helpline and contribute to their discussions.

I sometimes get calls that are urgent, and have to supply callers with as much information as possible, as quickly as possible. I am glad to have the support of

others on the helpline so that I can share my feelings and get some support from time to time.

I also inform education authorities about the law on home education, if I become aware of them acting improperly. Sometimes in the past, LEA websites have given misleading information, so I have asked for them to be changed.

My life is very busy but I like to make time for callers and give some the benefit of my experience. I have 4 children, the eldest being 20. My eldest 2 children have never been to school. My 2 youngest have been to school for 2 years and 1 year respectively. I was a member of the local school board, which was a very interesting insight into how the system works, or fails to work.

I have a daughter with obsessive compulsive disorder, and find it difficult to access help for her. This is proving to be a great learning experience. I am now OCD contact for EO.

Jo Borthen:

Interesting, frustrating, time consuming and very worthwhile; answering the email enquiries is all these and more.

Most days I will go online 2 or 3 times a day and answer the emails as they come in so it fits in with my day. When I have been out until 7 or 8pm it is really hard to settle down to answer the enquiries. On days like this I often just check through the emails and answer the urgent ones leaving the rest until the next day.

If I only go online once a day I find my email in-box with about 45 emails, mostly junk ones but they all have to be checked, just in case a suspect looking address that has put no subject is really a parent wanting help with home ed.

Some of the emails are from other post holders in EO, either replying to an email I have sent them or passing on information. Other emails come from students or lecturers wanting statistics; from LEAs or Connexions Offices wanting information; from the media; from people offering website links or books and games they would like reviewed; from people wanting to place an advert in the newsletter; from Museums offering a course for home edders or wanting to promote a particular exhibition or to give a discount to EO members; some from parents chasing up their membership or supplying details of change of address; and most importantly, from parents enquiring about home ed.

Some of these parents and grandparents, and even friends and neighbours, just want to know if it is legal to home educate. Some people enquire about home ed in other countries. Some ask if it is necessary to buy a special desk to use for home ed or if doing 5 hours home ed a day is enough.

It is nice to be able to point these people in the right direction, giving info on deregistration and telling them that it is not necessary to have a structured approach to home ed but that they can if they want to, that there is nothing that tells anyone how to home educate but that most people tailor their home ed to fit their families, and that national curriculum info is available on the DfES website: www.dfes.gov.uk and key stage related books are on sale in good book shops, and that our website: www.education-otherwise.org is full of useful and interesting information.

A lot of emails are passed on to the contact person who deals with the specific area in question. I usually give the enquirer the number of a local contact so that they can find out about the home ed situation in their area, and give details of other contacts or groups that could help and support in individual cases, and ask the enquirer to come back if they need more help or information.

Many enquirers do come back just to say thank you for helping them to improve the lives of their children, and this makes it all worthwhile.

I also help to co-ordinate the telephone helpline - organising the rota, changing the numbers online, making sure there are enough people to staff the telephone helpline and talking through any problems they may have.

On the helpline we feel that we work together as a team and it's good to be part of such a successful team.

Jenny Blower:

A week on the helpline.

Monday morning, just gone 10am, am up to my elbows in bread dough and the phone rings! (My first thought: 'damn, it can't be a month already!') So with daughter's help, holding the phone to my ear while I wash hands, I put my helpline hat on and spend the next 45 minutes listening to the sad tale of yet another child who's had enough of school. Phew! So by 11am bread dough is oozing across the worktop, and like a headless chook, I race around the house, gathering up envelopes, membership forms, leaflets and scribble pad as promised Jacqui I'd keep track of calls. Just time to have a pee, put the kettle on and ring.. ring.. here we go again. Needless to say, the bread didn't get baked till well after 6pm that day.

And that's the pattern for the week really. Lost track of total number of calls. On average 8 times out of 10 the enquiry is about kids 13-15 age group and these are most intense as they've had a bellyful of school and/or they're being bullied. The parents are at a loss as to what to do and desperately worried about exams etc. The majority usually want to know "Have you home taught?. How did you do it?" and "Where are they now?" kind of stuff. I do tell people about my own experience

if they ask, and if I think it will help. All depends on the caller at the time and my instincts, as to how much information they can take on board.

The calls I remember with great fondness, as I suppose they rang bells with how I felt when I first took my son out of school all those years ago.

Desperate to do something to help your unhappy child, but scared that you're not clever enough, or you haven't got enough money, or qualifications and the whole responsibility is on your shoulders, as you are also a single mum.

Oh didn't I just love those calls! It was great to be able to reassure and, at the end of the call, to have the mum say how pleased she was that she'd phoned, or how they felt more confident. Lovely stuff. I even got sent a box of yummy chocolate truffles once from a grateful caller.

It has certainly been an interesting experience being on the helpline and I am actually standing down now after 3 years, as recently I have found it just too time consuming. It's like when you're on call, the rest of your life has to go on hold for that week. It never ceased to amaze me how many enquiries there were, and how much work is done within Education Otherwise that I'll bet a lot of members don't realise, and the tireless devotion of a few dedicated individuals. Give yourselves a hearty cheer and a big pat on the back!!!

Frances Daunt:

Working as a helpline volunteer can be hard work. I have four fairly young children wanting my attention and some of the calls take at least half an hour; some can be heart-wrenching; some are just plain hard work. So why do I keep on doing it? Well, if you heard the number of people who finish their conversation with the words, "Thank you so much. You are the first person who has ever listened to me" then you would know why. If you spoke to someone who starts the conversation crying but ends up hopeful, then you would understand why. All I really do is listen, it's not really that much to ask. Sometimes people want other information - legal stuff; things that I'm not sure about. Then I phone Iris or Jo or one of the other helpful people who volunteer and they either talk to the person or fill me in on the details I'm unsure of. But mostly it's listening. Often people are told that there's something wrong with their child or something wrong with them because the child is school phobic. Often they work against every instinct to force their child into school because that's what they believe that they must do. If I spend half an hour listening, just letting them know that actually 'school is not compulsory', I feel that I've done something worthwhile with my time. Finally, yes my children do suffer with a certain lack of attention when I am on the helpline, but it only amounts to a few hours over one week a month and I think that it does them good to see that home education can involve helping others as well as ourselves.

Mary Thompson has a particular interest in bullying and she has collected a number of stories from families who have turned to Education Otherwise as a means of saving their

children. Many of these stories have now been anonymised and placed on the Education Otherwise website to help people see that they are not alone and that HE is a possible solution to the majority of the problems of their child.

The purpose of writing this article is twofold. Firstly to let members know some of what is done with their membership money. Secondly, Education Otherwise would like to thank those volunteers, particularly Helpline volunteers who wrote for this article, for the amount of time, energy and commitment they put into helping others to home educate. Without them there would be many more unhappy children in the country.

Next Issue: Local Contacts and their work. Any local contacts who can contribute to an article, please contact June Wilson-Billing on 01202 827945 or at bugchick@mac.com who is co-ordinating that article.

Jacqui Houlding

Notice for Local Contacts

It has been noted that many people who use the Internet lists are on several lists. In an effort to reduce the duplicate emails they receive (for example, EO business emails sent to all lists) and hopefully reduce any overload they feel, the Local Contact Yahoo email list will be closing at the end of August and will move to the members area of the EO website. It will also mean that all information is more readily accessible without joining Yahoo.

To join the Local Contact list for support and discussion on relevant issues to local contacts, please email Jacqui at forums@education-otherwise.org giving your name, preferred username, membership number or email address and you will gain access to the Members Area. Please indicate in the email that you are a local contact so that a password for that list can be sent to you.

Please note that, as with the Yahoo list, it is only open to those who are local contacts and moderators of the forums.

Jacqui Houlding

NEW LIST FOR H.E. SINGLE PARENTS

After several requests a new email list has been created for single parents who home educate. Although a single parent list exists, it is not EO run...and that's what I've been asked for. This list will remain with Yahoo as it will be for all single parents who home educate, not just members. It will exist to help single parents find support, information and the benefit of others' experience in home educating as a single parent. To join this list, go to <http://groups.yahoo.com/group/EO-SingleParent/> or alternatively send an email to EO-SingleParent-subscribe@yahoogroups.com

Jacqui Houlding

EO Members' Forum on EO Website is Now Operational

The Members' List run on Yahoo groups will close at the end of August. Eventually, as I get more proficient with the use of the forum administration, I hope to move the Local Contact, Enquiry Secretary and Council lists to this forum as well.

Using the forum should remove some of the hazards of Yahoo in that posts should not be lost and should arrive in your mailboxes in the correct order. It also means that all the advertisements that go with Yahoo are no longer a problem.

For information, you will be able to hide your email address from other members if you post and as this is private, your email addresses cannot be harvested and used to send you spam mail.

You can read online, or you can set to receive mail in your mailbox. You can choose to read only the 'general HE chat' online, and the business mail comes to your mail box - or set it to specific threads if you have raised a subject yourself and wish to receive responses in your mail box.

Files are stored online although the posting of files is restricted at this time. Many of the EO bi monthly bulletins are stored in the area for you to look back on. The June newsletter is stored online now in three sections, all in pdf format. The reason for the sections are:

- a) The contact information changes each issue but old information is not needed, only the current information.
- b) The articles and letters may be kept for posterity.
- c) The Book Reviews may be kept for around a year and then may not be relevant.
- d) Members may download and print to read/use only those sections which they wish to.

New sections will be added for the Handbook, EO official policies e.g. Child Protection Policy, Equal Opportunity Policy and any Guidelines which may be issued by EO from time to time.

To join the Members' Forum, send an email to forums@education-otherwise.org giving your preferred username (between four and 15 characters), your full (real) name, the email address you wish to have associated with the forum and either your full postal address or your EO Membership Number. You will receive an email at your associated email address confirming your username, giving you a password and the link to access the forum. You will be able to alter this password to something more memorable yourself.

Please note that membership of the forum will be reviewed regularly and lapsed members of Education Otherwise will be removed from the forum.

Jacqui Houlding

USING EMAIL, EMAIL LISTS AND FORUMS

Use of the Internet within Education Otherwise has become more and more widespread, but there are still those who are very new to it and, in particular, emailing and email lists.

Email

Email is typing letters... and instead of posting them, you send them electronically to the recipient. Depending on the email program you use, you can have fancy papers, different fonts (styles of type), different colours of font; you can embed pictures; you can attach pictures or databases or spreadsheets or, as I did recently, my mother's autobiography!

Your email address is unique to you, and you can have more than one. Many people have a number of different email addresses so that they can differentiate between work/play/volunteer ones. The first part is 'your' part; the second part will relate to a domain name (e.g. database@education-otherwise.org) or to your service provider (e.g. hotmail.com or ntlworld.com)

Sending Emails

When you send an email you have three different options on how to send it. There is the 'To', the 'CC' and the 'BCC'. 'To' means you are meaning for the people listed as 'to' to receive it because it directly concerns them.

'CC' means 'carbon copy' and the term is a hangover from the days when we slid carbon paper between sheets of paper in our typewriters and sent the carbon copies to other people. Not necessarily for them to act upon, but because they should be aware of what has been said 'to' people. When you send an email 'to' someone with a 'cc', all the recipients know about each other, and they will all be aware of each other's email addresses.

'BCC' means 'blind carbon copy'. This is used when you want someone to receive the email, but you don't want the others to know about it. This is particularly to be used when there are privacy issues. For example, many times people will send me things which they want circulated to other list members... but they don't want these list members to know their email addresses for a variety of reasons. I will then send it to the lists, and I will 'BCC' a copy to the originator. This means that they receive it and know I have actioned it... but their email address has not got out.

Another time BCC copies are used is when you have a wide and diverse list of people receiving emails. For example, if I send a joke to half a dozen friends and some family... my family may not be happy with all my friends having access to their email addresses. We have recently had a case where someone was 'spamming' (bit like cold calling from telephone companies but using email) lots of home educators. One home educator has moved and has police protection due to problems and she was really worried because the spammer was sending out these emails and not BCC'ing them... leaving an opening for them to be found. So BCC is very important.

You also have the 'Reply' and 'Reply All' boxes for when you respond to an email. By choosing Reply, you are responding only to the originator of the incoming email. By choosing Reply All, you are responding to all the people in the 'to' and 'cc' lists. Because the BCC people are 'blind', you will not be sending to them. It is generally etiquette (or netiquette as it is known) to respond only to the 'to' person unless you know that the others are all definitely interested as well.

As mentioned earlier, you can attach pictures and spreadsheets etc. to your emails. Be aware that a lot of mail boxes, particularly the free ones like Hotmail and Yahoo only allow emails which are a maximum of 1 MB (megabyte) in size. So if an email 'bounces back' to you, and you know you added an attachment, that could be the reason.

Email Lists

Imagine you are in a pub (or other meeting venue) and there are several rooms. In each room there are lots of people all talking together, sometimes in little groups, sometimes to the whole room. You can listen in on any of the conversations in the room, and you can join in with any

of the conversations in the room. All the conversations may well have a theme in common... they could all be about art or dogs or even James Marsters. You could go to one of the other rooms, and again, the structure is the same, but the theme of the conversation would be different. This is what email lists are, but in written form. You receive all the emails sent to the list from everyone. You can join in the ones where you want to and you can ignore the ones which aren't relevant or of interest to you.

You can 'reduce the noise' of your email lists though. You can either have 'Individual' emails where you receive each individual email in your email inbox. You could be set to 'Daily Digest' where all the messages from one day are put together into one long email for you up to a maximum of 25 messages (hence you might have one digest with 25 messages and one with four messages in it for one day). Or you could be set to 'Web Only' or 'No Mail'. This means that none of the emails comes to your email inbox... but you go to the email list's home page on the www and pick and choose which of the messages you wish to read and respond to from the web.

Most of the home education email lists are set to 'strip attachments'. This means that you can't send photographs etc. with an email to the list. This is because most viruses are sent as attachments to emails... and by 'stripping' them, we are protecting people from getting viruses via our email lists.

Forum

Like an email list, this allows you to read emails online and store files or photographs in specific areas. The beauty of these are that you, the individual, can find it easier to pick and choose what you read. If there is a subject which you are not interested in, it doesn't need to come into your mail box.

The forum recently set up for Education Otherwise (more information on this elsewhere in the newsletter) ensures that all mail to it is relevant and that there is no advertising. It is not subject to the vagaries of an Email List where, for example, if someone makes a complaint to Yahoo or Hotmail about a particular list, they will close down the list without notice or negotiation.

When you join the Education Otherwise forum, you will be accessing the Members' area of the Education Otherwise website. As with an email list you can join in on all the discussions as if in one big room or you can be in a side room only joining in the one conversation. You choose which discussions you take part in and are able to screen out others.

Emoticons and Acronyms

You will find lots of these once you start using emails on the lists. I've listed some common ones here for you... but there are lots more. When you get onto the lists... just ask.

Emoticons

:-) means happy	:(means sad
;-p means cheeky	O:-) means angelic
:~::~~::	means blowing a raspberry

Acronyms

LOL	Lots of Laughs/Laugh Out Loud
ROFL	Rolling on Floor Laughing
DH/DS/DD/DP	Dear Husband/Dear Son/Dear Daughter/Dear Partner
DS1/DS2	Son number 1/Son number 2
AFAIK	As Far As I Know
IIRC	If I Recall Correctly
HTH	Hope That Helps
TTFN	Ta Ta For Now

Jacqui Houlding :-)

VOLUNTEER VACANCIES

GET INVOLVED WITH EO!!

!! URGENT !! LOCAL CONTACTS CO-ORDINATOR

Volunteers are urgently needed to take over from Lize Stevens, who is resigning from end May (two or more volunteers would help to split the work). Sarah Cook is helping out in the meantime, and anyone interested should contact Sarah, tel: 01768 896019 email: sarah@croggies.freeseve.co.uk

!! URGENT !! ADVERTISING CO-ORD

Working with the newsletter editor, treasurer and advertisers this is an interesting job which helps to finance EO. No cold calling involved – many advertisers regularly book space with EO. For more information please contact Anne Rix (inside front page for contact details)

!! URGENT !! MEDIA CONTACTS

We urgently need more media volunteers, especially in the London area (or home counties willing to cover London). There is now much more support available for this important role. It is the main way that we educate the public about home education, so if you know anyone in your local group who might be willing to put in a little time for EO, please encourage them to ask about the role.

MEDIA CONTACT CO-ORDINATORS

As an area media co-ord, you will 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 Claire Turnham, new media co-ord (details back pages) We currently need media co-ords for:

Scotland
Northern Ireland
Northwest England
Southwest England

ENQUIRIES HELPLINE

We are looking for people who have been home educating for at least 2 years. An ability to talk objectively but sympathetically about home ed and problems caused by LEAs etc is necessary. You would be required to answer the phone calls redirected to your home for one week in every 4 weeks, send out information packs, pass on information and help people to be able to help themselves. You can claim expenses for postage. If you are interested call Jo: 01392 438876

VOLUNTEER SUPPORT

We are looking for someone who is happy to chat on the phone and support some of the people in EO who do remote jobs and do not have a co-ordinator. It would be your job to contact these people twice a year; find out if they are still happy doing their job, and whether there might be ways of improving things for them. It would mean less than one phone call a week, to slowly build up some knowledge of the people involved and their work. For further details, please contact Priscilla Park Weir Tel: 0845 458 3085 Email: priscilla@pvpw.fsnet.co.uk . She can answer your questions and will provide information and support for the job.

FUND RAISER

Pamela Walker has resigned and has material to pass over, but we need a volunteer to take this on. Anyone interested please contact Julie Ridley (chairperson – see back page for contact details)

LOCAL CONTACT

Informing, welcoming and supporting families new to home ed. or those experiencing difficulty. If you would like to volunteer as a local contact or find out more about the role please contact: Lynda Hitchman, Tel: 0870 765 3650 Email: database@education-otherwise.org

Areas currently needing a Local Contact:

ENGLAND

Derbyshire
Dorset - East
Dorset - West
Durham
Gloucestershire - North
Hampshire – West
Northumbertand
Somerset
Yorkshire – South - Sheffield

SCOTLAND

Angus, Dundee, Perth &
Kinross
Argyll & Bute
Clackmannanshire, Falkirk,
N. Lanarkshire & Stirling
Edinburgh & Lothians
Fife
Glasgow
Inverclyde & The Ayrshires

WALES

Anglesey
Denbighshire – North Wales
Mid Glamorgan
Vale of Glamorgan
West Glamorgan
Gwent

OVERSEAS Europe, America, Australasia.

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!'

GENERAL VOLUNTEER DATABASE

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.



LOCAL CONTACT UPDATE

New Acting Local Contacts

Cleveland.....	Lindsey Hutchby
Herefordshire.....	Charline Jordan
Hertfordshire.....	Karen Bartlett
Lancashire - Bolton.....	Lesley Radcliffe (SEN Only) - Joint LC with Joanne Collett
London - South West - Joint LC.....	Rehena Prior
London - South West - Joint LC.....	Lei Ashe
Norfolk.....	Gita Prasad
West Midlands (Birmingham, Walsall & Wolverhampton).....	Janine Blecker-Davis
Yorkshire South - Rotherham.....	Jayne Roscamp

Resigning Local Contacts

Cleveland.....	Pauline Butterworth
Derbyshire.....	Julie Loughlin
Hampshire West.....	Karen Robinson
Norfolk.....	Anne Weitz & Ali Willer

Areas Needing a Local Contact

See above.

AFFILIATION TO THE PHONE CO-OP FOR CHEAP PHONE CALLS

You can raise money for EO by switching to the Phone Co-op for your phone calls.

EO raises around £1,000 a year this way, so thanks to those of you who have already joined.

They are an ecological and ethical company and, being a co-operative, there are no Directors creaming off large salaries. Their charges are very competitive and I am always delighted with all the calls that only cost 1p (their minimum charge). They also offer customers an

0845 number for FREE so that long distant friends can phone you for the cost of a local call.

They are currently offering three alternative deals, including 1p anytime for calls under an hour in length, so have a look to see which one would suit you. There is a link towards the bottom of EO's home page (underneath the posters) on the EO web site, or telephone me giving your name and address and I will post you details. Priscilla Park Weir, Tel: 01980 629 737 - NEW PHONE NUMBER!

NOTICES

INSURANCE FOR LOCAL GROUPS

Following various enquiries concerning the insurance cover for local groups, I feel I need to clarify the nature of the cover offered. According to the definition which I gave to the insurance company, a "local group" consists of families, i.e. parents and their children, meeting for social and educational purposes.

EO cannot offer cover for ANY situation where parents leave their children in the care of another person.

I currently have a list of over 50 groups covered by the insurance. You can check if your group is included by visiting the web site or by phoning me. Following discussion at the council meeting, a group of interested people will be looking at the general situation regarding local groups, and we hope to develop some helpful guidelines in the next few months. Input from anyone interested is welcome.

Martine Frampton (Treasurer) 01608 812411

SECURITY OF INFORMATION

Please remember that non-members often see the main newsletter, so restrict your published contact details to those you feel comfortable with having in the public domain. When giving details of venues, remember that this may be sensitive information for some.

The Children's Pages and the Contact list are for members only. Please be careful of how you dispose of these, so that information isn't misused.

INFORMATION LEAFLETS

All those that have been updated are now available on the EO web site at <http://www.education-otherwise.org/Publications%20Files/Leaflets/NdxLft.htm>
Also from our bookshop with June Wilson-Billing (contact details back page)

AMAZON.CO.UK ORDERS

If you are buying books or software from Amazon, Education Otherwise receives a small percentage for everything purchased through the link from the EO website. The link can be found at the top of the publications pages.

CONFIDENTIAL CONTACT LIST 2005 and HANDBOOK PART 1

The 2005 contact list and Part 1 of the 2005 Handbook were distributed to all members with the June newsletter. Families whose membership had lapsed may have missed their copy of the contact list. For a copy of both of these items, send an s.a.e. with stamps to the value of 58p to Lynda, Memberships. (see inside back cover for contact details).

IMPORTANT - The contact list is confidential and for the sole and personal use of members. In no circumstances can it be used for any purpose other than to facilitate social contact between members. It is NOT to be used to prepare circular letters/emails or for mailing lists for advertising, research, marketing, resources or any other purpose.

Anyone found misusing the contact list or divulging any of its content to non-members will have their EO membership terminated.

Please contact Lynda or a Council Member with any concerns.

EO NATIONAL GATHERING

Thursday 29th September – Thursday 6th October 2005

Open Council Meeting Saturday 1st October

Featherstone Castle, Northumberland

Set in acres of beautiful parkland in the valley of the river South Tyne.

For information and booking form send a stamped, self-addressed envelope to:

EO Gathering, 2 Wistow Road, Newton Harcourt, Leics. LE8 9FT

or email: kcharlton@btopenworld.com



"Home Education" (working title)

Special edition (March '05) edited by Paula Rothermel, of academic journal "Evaluation and Research in Education". This publication provides a round up of the research on home ed globally. Its compilation led to the new academic email list through which home ed researchers all over the world are talking on a daily basis.

EO special discount price £7.50 incl. p&p (full cover price £16)

Cheques/postal orders payable to EO Trading Ltd, to June Wilson-Billing, Wychwood,

17 Woodland Close, Verwood, Dorset BH31 7PN Tel: 01202 827945

educationotherwise@mac.com.



Circomedia

Academy of Circus Arts and Physical Theatre

Britannia Rd, Kingswood, Bristol BS15 8DB

Now auditioning for the Autumn 2005 intake of students for their BTEC National Diploma in Performance (accredited through City of Bristol College)

Based in Bristol since 1993, Circomedia has an international reputation for its work and prides itself on a family atmosphere. **The two year course will be FREE for 16-18 year olds** and will provide a broad introduction and foundation in performing arts including

physical theatre and circus skills. Areas of study will include the history of theatre, physical theatre, dance and fitness as well as circus arts (trapeze and rope, acrobatics and juggling). Students will be able to use this qualification to gain university entrance in

a related subject such as drama, dance, sports and teaching, or continue to train in circus. The training is also an excellent means of building confidence

and life skills which are easily transferable to work environments.

The tutors will be experts in their field with a background in performance and a wealth of experience in theatre and circus skills. There may also be opportunities for lectures and demonstrations by visiting artists from professional circus or theatre companies.

Although the course is practical all training will be underpinned with academic study and key skills. For further information about the BTEC course please contact course

director, Kate Webb on 0117 947 7288 or kate@circomedia.com

Advertisements

To place: Adverts should be limited to 1/8 page or 50 words and sent to the NL Advertising Co-ord. (inside front cover) but please send cheque payable to 'Education Otherwise' to **Treasurer** (inside back cover).

Advertising Rates: *Non-members* - (subject to space and interest to members) £35 per issue (50 words)
Members (please give full contact details) - small items/notices, free; commercial enterprises, £25 per issue
NB: DEADLINE FOR ADVERT COPY AND PAYMENT - 1ST OF MONTH PRIOR TO ISSUE.

OXBRIDGE ENTRANCE: THE REAL RULES

A family guide which addresses fears and requirements, focuses academic interests and explains the interview.

"Bound to make for more clued-up students, teachers and parents" -

TES

From bookstores or
www.telbooks.com

Mathematical Board Games

As the UK's leading provider of fun & effective mathematical activities, we are offering home educators the opportunity to purchase some of the world's best mathematical board games. Three games in particular will really benefit the children with their mental maths -

MathMagic, Flip 4 and One Two Bee

Full details can be found by visiting our website:

www.PAULGODDING.com

Home Educator courses for:

11-14 yrs in Maths, English & Science.

IGCSEs in Maths, English, Physics, Biology, Agriculture, Environmental Management, History, Accounting and Business Studies.

Textbooks, study planner, tutor-marked assignments, mock exams and exam centre facilities all provided - a complete service for the home educator at affordable prices.
ODLQC approved.

For details

www.littlearthur.org.uk

or Little Arthur Independent 01720
422457

LeCardo

Help your children practice word-building with LeCardo, the fun new playing-card word game that's sweeping the UK.
Price £8.99 inc. p&p. Cheques payable to:
Leo Marshall Designs
322 Panther House
38 Mount Pleasant LONDON WC1X 0AN
Tel: (020) 7278 1269

w: www.lecardo.com

**If you like words, you'll LOVE
LeCardo!**

For sale.

Two GCSE courses (Maths and Psychology)

for home study with the **National Extension College**. Study materials, tutorial support and exam fees included in the price.

Unused due to change of academic plans.

Cost £500 for both.

Will sell for £125 each or £200 for both.

Please contact Elizabeth Bell. 01903
764732 or e-mail
elizamitch1955@yahoo.com

DVD album
6 short films by
home-ed animator **Mike
Fletcher**. each signed &
numbered. EO price £7.

AS SEEN AT
HES-FEST!

WARNING
MILD
NUDITY!

Cheques to **Mike Fletcher**,
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Chesterfield,
S40 1HL

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More Advertisements

FANCY THE LAKE DISTRICT IN
SEPTEMBER?

Cumbria Home Educators Camp

7th to 14th September 2005

This is a week camping for Home Educating families, on a lakeside site in our own separate camping field with toilet and shower block.

Launching is available free for sailing, rowing boats or canoes, so bring them if you have them. Water activities on Windermere evokes ideas of

"Swallows and Amazons", whilst the surroundings reflect the stories and paintings of Beatrix Potter who was home educated and farmed not far away.

It was glorious weather last year, but no guarantees it will be the same this year.

Bookings must be made in advance

Tents and camper vans only. Fees per night:

Adults £4.50 Children £1.50

Vehicles £2.50 Dogs £1.00

Contact Chris or Kathy

E-mail fgk40@yahoo.co.uk Tel 019467 21217.

Or by post Laurel Bank, The Banks,
Seascale, Cumbria, CA20 1QS

Juno

is a natural parenting magazine
for parents with children of all ages.

Contains features, reviews, interviews, crafts and celebrations. Juno aims to create a forum for sharing ideas, information and experiences.

Our readers describe Juno as 'different', 'down to earth', 'inspiring' and 'intelligent'.

For more information - visit

www.junomagazine.com

or for a sample copy send

12 1st class stamps to:

Juno Magazine, PO Box 592,
East Grinstead RH19 3AQ.

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LETTERS

NEW YAHOO GROUP

There is a new single parents online discussion / support group. The address is: eo-singleparent@yahoogroups.com.

Fiona Nicholson, Sheffield S11
fiona_j_nicholson@yahoo.co.uk

HELP AND ADVICE PLEASE!

Hello Everyone, I have been home teaching our daughter for 2 1/2 years, following 2 1/2 years of school. From the start I tried a formal approach as it seemed right to me and she certainly seemed better than at school. However, following many, many timetable changes, new starts and tears I have held up my hands and given up! (So to speak). In the month or so since, we have been playing games, reading, having discussions and going out etc. Our daughter seems to slowly be turning back into a happy, more confident child - without that haunted look that started at school. It is wonderful!

However, our main worry is the LEA visits. So far we have had a good relationship with our LEA advisor, who has visited us 4 times. But I think that is mainly due to the formal work we have had on hand to show him. Last time, for example, he was worried that she is still printing instead of using joined up handwriting. I told him that it is a battle to get her to write ANYTHING down and so I wasn't that worried about it. But he suggested that we work on that this year.

He is due again in October and quite frankly there won't be much to show him! From an educational point of view this doesn't worry me, (although it worries my husband) but reading our LEA website, with its "if your child's work is not up to standard we will allow you 6 weeks to improve....." etc, with the threat of a return to school, has scared me.

My husband has suggested contacting the LEA before October, explaining the situation and seeing how they react as he thinks a non-confrontational approach would be met with less resistance. I, on the other hand, am all for running away to a place where they can't find us!!!! I would be grateful for any advice or experiences anyone is willing to share.

Thanking you all in advance,

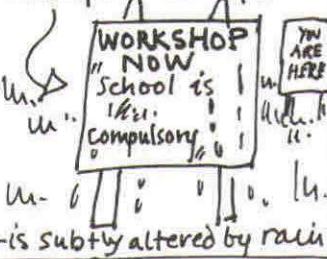
Helen Aldridge, Essex SS9
methos@dsl.pipex.com

Educating Archie: festival time again!

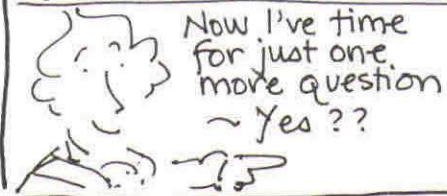
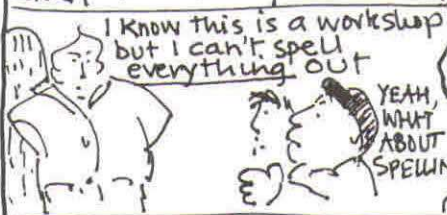
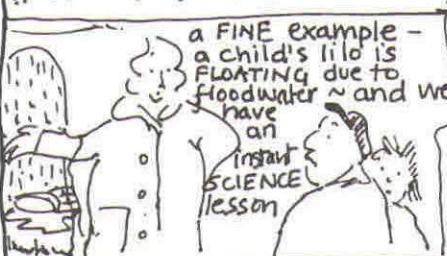
MRS G decides to give a workshop on how to be EO



MRS G's message -



nevertheless a curious few attend...



for the P.10th Howlers
by SFG

Diary Of A Home-Educating Nobody!

By Ross Mountney

Do you get stressed with planning sometimes? Do you think you're being neglectful if you don't have an educational plan? Do you get worried sick your children will never learn anything if you haven't planned it all out?

Me too!

Here I sit racking my brains for a plan to make conditions most favourable for my children to learn. Things like: the children not being tired; no distractions; everyone having been fed, had drinks, emptied their bladders and all the usual procrastinations all children think up when they don't really want to do something! The telly being off and there not being other things around to disrupt concentration like the cat fiddling with an escaped piece of pasta under the fridge, or a tantalising bit of Lego just asking to be played with. And finally investing in some nice attractive resources that look so appealing the children are bound to want to learn! (Dream on...)

And I SO wish they responded to all my organising without continually questioning! Resisting. And arguing! It would be so much easier! So much easier if my HEing was just like the National Curriculum, all nicely packaged in stages and levels and timetables and graded workbooks that all followed a reassuring predetermined plan! But the reality is that most children don't respond to learning best in that way. Deep down in my heart I know that type of education might be very convenient, but it fails to acknowledge the other type of education; the unplanned stuff, which is so incredibly valuable. The spontaneous moments when so much learning goes on. And a little while ago I had an example of just that.

Try as I might I hadn't been able to motivate the children to do anything remotely academic all week, despite my plans. I'd thought we ought to since it's increasingly rare in our house! I'd wandered about all day Friday thinking we should do 'something educational' yet we were mostly outside since it was a wonderful day and far too good to be in. (You'll know the excuse!) My youngest child, who takes to anything such as writing like a fish takes to dry land, had been entertaining herself vigorously and physically, just happy to be outside. On Saturday she had a friend over and they were so busy, again outside. So by 7.30 she was pretty exhausted and opted to go to bed. Amazing really since bedtime even at nine o'clock was usually a fight! So I read to her for half an hour while her eyelids drooped then left her to sleep. Immediately I went downstairs she got up, came down, plonked herself down in front of the television with teddy and announced she was going to write a book!

Oh yeah! I thought; this being a child who usually required thumbscrews to get her to write anything and that's only if I switch the telly off.

But do you know what? She did! She sat there all through my programme asking me how to spell words every five seconds. When ever I looked towards her she seemed to be staring at the screen yet she carried on writing and asking, writing and asking, while I gave up on the documentary and went onto trivia, and she went on to write a whole page.

So much for planning the perfect conditions for learning! Here she was, being distracted by the telly, dead tired after a busy two days, cuddly toys all around to tempt her, yet she wrote more than she'd ever done in her whole life! And she wrote more the next day. More in front of the telly. More in the car. More at the meal table. More at bed time. She wrote and wrote whatever the conditions. I couldn't believe it. Writing anything had nearly always resulted in tantrums, often from us both (some of which I think you'll have read about!) Then here she was happily writing a book. Who am I to say which conditions are perfect for learning and developing skills?! And to top it all she was so pleased with her achievement - she's never pleased with anything I've forced her to write! Meanwhile my teenager decided to spend her weekend catching up on her self-set timetable. This was because we were away the following week and she didn't want to fall behind on projects which she wanted to achieve by a certain time. Her timetable was not something that I'd advocated. She took it upon herself, after discussions about achieving her aims.

How does this happen, I ask myself? How does it happen that after all my worrying about my children's education not going to plan they're getting educated! After worrying about my child not doing enough writing she suddenly writes a book? After all my years of worrying about my teenager not doing nearly enough to stretch her, she's suddenly working on a weekend? How does it happen that despite all my planning and brain-wracking to try and make conditions ideal for learning, they learn without it! What plan was that?

That's the point I suppose. It wasn't a plan! But what it is, is a reflection of how HE works at its very best. How HE enables us to exploit all those unplanned moments when so much good stuff is going on.

We must try not to worry when we have no plan because actually, even in all those unplanned, seemingly idle moments, education is still taking place.

Instead of worrying let's try to remember that education, exactly like life, is not only valuable if it is planned. Or when it takes place in perfect conditions. Or at appropriate times. And there is definitely a case for us to guide yes, but at times to plan less. That way we take advantage of all those unplanned times when valid learning really is taking place.

Perhaps rather than planning to educate, we could plan to be flexible, take a deep breath, and plan to trust! For learn they surely will - whether we plan or not!

Our Philosophy of Education

The Law as it presently stands, requires that our children are educated "to prepare the children for life in modern civilised society, and to enable them to achieve their full potential" (Harrison & Harrison v Stevenson 1981). It is our belief that the world is changing fast and that young people growing up into this maelstrom of change need above all to be independent thinkers and to be flexible and adaptable in order to cope with the demands. We have personal experience of employers who increasingly look for these values in their candidates rather than relying on the traditional CV of exam results and qualifications, although of course these can have their place. It is their "emotional intelligence" that will count in the society of the future, for without that all the "IQ" in the world will not matter much.

In order that our children should grow into people best suited to fulfil their potential in this demanding society, we believe that they should be given autonomy and treated at all times with respect as sovereign individuals. We believe that their needs should come first and that we as their parents/education facilitators must be in a constant state of evaluation of those needs and how best to meet them. This certainly does not mean giving them everything they think they want! But it does mean always listening to their wants, validating their feelings, and helping them to accept and understand why it may not be in their highest interest to have/do/be whatever it is at this particular time. It means we need to be aware of their ever-changing levels of maturity and we need to know when it is time to intervene and when to let them try out their own wings. It is our conviction that children learn *ONLY* by example. You can tell them what to do until you are blue in the face – it is what you *are* that they will emulate.

Perhaps most importantly of all, we believe that our children are best prepared for life in our world by *living* life in that world – right now – as opposed to studying theory of life whilst being kept separated from it as they would be in a school. It has often been said that the only way a person truly learns something is through direct experience. It has been a joy and a revelation to us to observe A. & S. (aged 15 and 12 respectively) starting to develop their own questions and to express their creativity through this direct experience, and we can conclude – through our own direct experience – that there is no time during which learning is *not* taking place. A state of learning is intrinsic to human beings of any age.

Areas of development that Matter to Us;

Self-confidence/independence

Honesty/Integrity

Responsibility/reliability

Self-discipline/self-motivation

Creativity

A Love of Nature/respect for planetary ecology/knowledge of natural history

Spontaneity

Enthusiasm

Curiosity

Discernment

Compassion/Sensitivity to others

Physical confidence & self-mastery

Understanding & comprehension

Teamwork/co-operation

Mastery of basic literacy, grammar, spelling, numeracy, science & general knowledge

Music appreciation

Cultural appreciation: literature, theatre, dance, poetry, art, history, religions etc.
Socialisation - Interaction with people of all ages & situations
Direct experience of life in our world – as wide ranging as possible
Mastery of basics of French, Spanish –(in future) Italian & German/other languages
A QUESTIONING ATTITUDE = INDEPENDENT THINKING
HAPPINESS

Areas of focus within conventional schooling that we feel are UN important;

Approval-seeking
Memorising information in order to pass tests/exams
Arbitrary study of subjects labelled "history" or "geography" etc. regardless of child's interest or readiness to apply understanding
Obeying orders
Competitiveness

Examples of how each of the above listed "subjects" is fostered and assessed:

Self-confidence

Initially by the very act of commencing home-based, autonomous education (summer 2001). This in itself by definition released the children from coercive, school-based education that in our opinion had already eroded their self-confidence over a period of years. In the time during which they have been at home full-time, we have witnessed the blossoming of their self-confidence and have attempted to foster this by trusting them to manage their own time and choose their own activities. Our role has become that of facilitators, enablers, inspirers, guides and example-setters – and most definitely not "teachers". Self-confidence is at the top of our list because without it anything else they learn will not be of much use to them in life. Self-confident people of any age can decide to learn/educate themselves about anything at any time. Our experience has been that the more we allow ourselves to trust them, the more trustworthy they become, leading to the flowering of not only self-confidence, but all the other abstract qualities in the list such as:

Honesty/integrity

People who are treated with respect and trust have no need to lie, cheat or deceive. A. & S. exemplify this with their attitude of fearless honesty. They know they have nothing to fear from us. They also know that we do not believe that it is necessary to act from fear AT ALL in this life. It is this we strive to show by our own example and as the children gradually recover from the confusing messages they sometimes received from adults and children in the schooling situation, they are beginning to understand consciously that dishonesty of any sort serves no-one.

Responsibility/Reliability

Autonomy – being masters of their own destiny teaches above all responsibility for the self. By refusing to spoon-feed our children with constant activities, we allow them the invaluable experience of free time and space in which to experience stillness, to ask themselves questions such as "What do I want to make/know/do now?" Boredom is a vital part of this process and a powerful motivator to utilise the powers of the imagination and harness the will.

Responsibility for others and reliability has been fostered for example by looking after small children/babies/caring for the elderly/dying. (Activities which would be impossible within a conventional school context.)

Self-discipline/self-motivation

As the children learn to take responsibility for the management of their time, they develop the self-discipline and motivation needed to carry out their activities and see them through to

completion – when necessary. They also can decide by self-referral whether or not a project actually *needs* finishing rather than having to spend precious time finishing something for an arbitrarily imposed reason (for example because a teacher says so).

A Love of Nature/Respect for Planetary Ecology/Knowledge of Natural History

We are fortunate enough to live on the edge of a very large area of unspoilt forest and spend much of our time out in nature. We experience at first hand the seasons, the indigenous plants and animals and the consequences of humanity's efforts (or otherwise) to safeguard the planet's ecological balance. A. & S. have spent much time on our local organic farms, learning how to bring in and milk a dairy herd, feed and bed the calves and the farmer himself has spent much of his time in conversation with them about his life on the farm.

We also have our own garden in which the children have their own areas and plants to grow and nurture. They have raised butterflies, groomed and ridden horses, helped out at a dog rescue centre and keep pets.

Creativity

Creativity to us is almost the definition of a human being. We believe everyone is naturally creative, but that spontaneous creativity is often crushed out of us in situations of competition, pressure and being judged a "failure". In a home educating environment, children are free to experiment without such judgements, and it is up to us as facilitators to give them as many unlimited possibilities to express their creativity as we can. In A. & S. this creativity has been exemplified in the following (among many other examples): sewing kinder doll style puppets and putting on a puppet show in the village hall, making nesting-boxes, toolboxes and carving wooden spoons, writing plays poems and stories, writing letters to pen pals, making (endlessly) drawings and paintings, making clay pots and figures (including on one occasion digging the clay, building a kiln and glazing and firing), putting on plays with their drama group in the village hall, composing tunes on guitar and piano, singing, designing and making clothes for dolls and selves, cooking and making up recipes, dancing – ballet, modern and freestyle, gardening, making bead jewellery, felting, doll making, and last but not most definitely not least – long, uninterrupted games of creative play which we believe to be one of the most important, underrated (in our society at least) ways in which children learn and develop their creative selves.

Curiosity

A curious and enquiring mind is essential to learning. When children are free to explore the world according to their own natural impulses of curiosity, the things they find out stay with them instead of being forgotten over time as in the case of learning something to please a person in authority or in order to pass a test.

Discernment

When children are free to learn about what interests them, they naturally develop a discerning mind as their self-knowledge grows. Home educated children have frequent interaction with other adults on a one-to-one basis which enables their maturity to develop and they begin to form their own opinions, moral attitudes etc.

Compassion/sensitivity to others

Healthy human relationships can develop in a family situation where the fragmentation of school-based life is no longer present. In the case of A. & S. - their own relationship suffered as a consequence of the amount of time spent apart during school terms. Only at the end of summer holidays did we notice a marked improvement in their relationship as a result of the time spent together and working at their temperamental differences – which are considerable. Since being at home they have been obliged to work harder than ever at that relationship. They have been

finding out about reaching a negotiated peace rather than resorting to physical/verbal violence. They have been learning to respect each other's differences. They have been learning that what seems to be a win/lose situation can become a win/win situation with only a shift in perception. We believe these skills are of immeasurable value to their personal development (perhaps they will be able to teach world governments a thing or two).

Compassion is developed as a consequence of learning not to judge others but to accept them as they are. We believe this is fostered by raising the children in an atmosphere of non-judgement, so that they will naturally adopt that attitude. The varied and wide-ranging social situations that they can be exposed to within HE (as opposed to the narrow confines of the peer group in a school situation) also foster non-judgemental and accepting attitudes towards others. In particular A. & S. have enjoyed making friends across a wide age-range and of both sexes, and have also befriended children with ADHD, learning difficulties, severe autism and Asperger's syndrome.

Physical development/self-mastery

A. & S. have among other things learned abseiling, windsurfing, kayaking, skiing, wall-climbing, played tennis, badminton, table-tennis, snooker, rounders, cricket, trampolining, roller blading, ice-skating, horse riding and football. A. & S. attend a HE group gathering for games once a week. S. does ballet/modern dance in two weekly formal classes.

Understanding & Comprehension

We believe one-to-one attention is the only way in which to gauge properly the levels of progress in the children's understanding. In home education we are free to give as much time to this as we feel is necessary. As the educationalist Roland Meighan observes in his book *Natural Learning and the Natural Curriculum*, "purposive conversation" with adults is essential to a child's development of understanding the world about him/her. A. & S. have experienced a wide variety of people as role-models or mentors; for example they have chosen to work for prolonged periods with professional teachers of English, French, drama, puppetry/handwork, guitar, dance and ceramics, and have enjoyed the enriching variety of contact with adults that socialising with other home-educating families provides.

Teamwork/co-operation

A. & S. have learned much about working as a team in putting on shows in their drama and puppetry groups. They have also played many team games including team building at a local outward-bound centre.

We feel that one of the most important ways in which the girls appreciate teamwork is in running the household with us. We are encouraging the development of their sense of responsibility by asking them to share in domestic finance, nutritional needs, logistics (shopping!), cleaning, laundry, filing and general organisation.

A future project will be the setting up of a resource centre locally for our thriving group of home-educators. We want all the children to have a real role in running this centre.

Mastery of basic literacy/ grammar/ spelling, numeracy, science/general knowledge

Mastering the basics will not present a problem for A. & S. in our opinion. So much time is now available to us (as opposed to the immense amount of time wasted in school) to concentrate on these whenever we feel it necessary that we feel confident of the girls reaching high standards in all of the above. We would not hesitate to employ professional tutors in any areas we felt ourselves falling behind the girls' level.

Music appreciation

S. attends guitar lessons every week. The girls are growing up in a household of passionate music lovers. Enough said!

Cultural appreciation

See attached list of books, plays, musicals and shows. A. is passionately interested in history and we watch many documentaries/dramatisations on video with her and have lengthy discussions. We also frequently visit National Trust properties, stately homes, museums, locally and in London. Both A. & S. love to write stories, plays, and poems, acting and theatregoing.

Socialisation

Socialisation, like learning is innate in everyone. It would be almost impossible to *prevent* children from socialising/making friends – unless one lived in a remote and isolated position – which we do not. We believe home education has enriched our children's social lives beyond all expectation. It seems far healthier and more natural for them to socialise across a wide age-range than to be confined to the peer-group as in school, and in particular to socialise with a variety of adults, which certainly does not happen in schools.

Bullying in our experience appears to be virtually non-existent within the home-educated community. We attribute this to the fact that the children generally are never far away from a group of adults, usually including one of their parents. We believe that this situation is more natural and in tune with all children's needs than isolating them in large groups with little or no adult supervision (e.g. the school playground). Our children are both relieved to be removed from the constant stress of peer-pressure that they had experienced in their classrooms. They enjoy being in control of their social lives and choosing who they spend time with. They also benefit from much more time spent quietly without being forced to spend entire days in large groups.

Direct experience of life in our world – as wide ranging as possible

As well as all of the above we intend to travel – as much as possible. So far we have taken A. & S. all over England and Scotland, to France - on three occasions to different areas, plus Portugal, Majorca and Fuerteventura. A. has accompanied friends on a week-long trip to Germany to attend a life-skills course.

A Questioning Attitude = Independent Thinking

To us this would be the outcome of a successful education. Any human being who is to fulfil his/her potential needs to develop whatever questions live within, to have the self-knowledge to know *what they want* and to follow joyfully whatever their particular path in life may be.

Happiness

We believe that this is the most important "subject" on our "curriculum". It is not an issue taken seriously by our educational system in particular and our society in general. Even though "the pursuit of happiness" is written into the American Constitution, in this country it seems almost taboo to mention something as unquantifiable and unmeasurable as happiness. It is our conviction that our society would be healthier and the world a better place if more people were taught how to achieve happiness *in the present moment* – at all stages of their lives.

A. & S. have always been happy, healthy children – they were happy when they were at school but since commencing home education their levels of happiness have been clearly increasing. We believe everything on the above list is contributing to this fact and we intend to go on increasing the level of happiness of our whole family – and everyone who comes in to contact with us too, where possible!

Winnie Durdant-Hollamby, East Sussex
barry@artofchange.co.uk

One Dad's H.E. History

I can't remember where I first heard of home education, but it must have been when I was at school. I remember thinking that I would not put any of my kids (when I have them) through this hell. Other reasons came to mind like the continuous changes in education policy, and teacher's strikes (precocious eh?)

When my wife and I were courting and the subject of children came up I was delighted to learn that she too did not want to send her kids to school.

When she became pregnant with our first child the issue came back to the fore and then the doubts. Can we do it? Is this the right thing to do? Will it count against them?

What about friends? What about exams? What about...etc. etc? Is it just my experience of school causing unreasonable bias? After all, it can't be like that for every one.

However, at that time, I worked in a secondary school (supposedly a good one for the area) and every day (at least it seemed like every day) I witnessed things that reinforced my views.

I came to think of sending children into this environment as brave! The problems were not all the same as they were when I was at school; although there was still the violence and bullying (both pupil and teacher), the drugs culture was more pronounced and even viewed as normal. Problems with kids, that I saw as being partially the fault of the school, were blamed on the parents. This attitude never allowed the school to see faults internally, although with internal politics the teachers could often find things to carp on about; the contradiction not apparent to them.

How were we, as parents, to resolve our doubts about sending our child to school or educating at home? We decided to find out more. We looked into whether problems with schools were common and we looked into H.E. So when our daughter was born we joined Education Otherwise with a view to researching. We read 'School is Not Compulsory', we read the newsletters and we met with others. It was very liberating - our thoughts were not silly, abnormal nor likely to disadvantage our child but a sensible reaction to accurately perceived issues. We enjoyed our year's membership of E.O. and learned a lot; we made our decision to home educate, got on with it, and vowed to rejoin EO when our daughter got to compulsory school age, which we did, and we have been members ever since. She is now 10 and has been joined by 2 sisters. They are all very happy.

Since then we have promoted H.E. together and have met a few of the 'unsure husbands'. Each time, I think the bloke just needed reassurance that this was lawful and wasn't some 'loony-tune' idea of a group of hippies or 'hot-house-ers' or some other group of popular prejudice. Once past this, the usual doubts of us all (socialisation...can I?...What about..?) can be met with the usual answers - newsletters shown; research mentioned. A common complaint of my wife was that when she gave these same answers they made little impact. The men often needed to get past the pre-conceived ideas of home education, and perhaps talk to another bloke, before their reasonable doubts could be tackled.

If there are any blokes out there with doubts about what your partner is proposing - let me, an ordinary dad, reassure you. Home education is not a quirky or foolhardy idea of a tiny few - dads without beards do it too! And genuine academic research has shown it in a positive light.

Paul, Hampshire

Canoe Building Courses & Summer Camping

EO members who would like to camp in our garden over the summer are welcome!

Please contact us beforehand to arrange dates but don't worry if it's short notice. We have over 2 acres of rough land between a riverside and a busy railway line (with homemade canoes you can use).

We have a cat, a dog, four sheep and noisy chickens!

We also run canoe building weekends for home educating families so let us know if you're interested in joining us!

John & Carole Clohesy, Brooksby, Station House, LE14 2LE
carole.clohesy@btinternet.com

A Little Observation on Home Educators

Something I have been hearing quite a bit of recently is a division between those who home educate right from the start (i.e. children have never been to school) versus those whose children have been removed due to "problems" at school. I have heard comments such as "Well I do agree with LEAs monitoring those parents who have taken their children out of school, because they may just be getting out of truancy stuff and not properly educating".

On the reverse I have heard it commented that those who don't choose school right from the start should have no financial help but "we parents who are forced into removing our children from school should get some help because we didn't have a choice".

Many people also accept home visits from the LEA (either through misinformation or because that is a method they prefer to convey information), which is fine if that is what you choose but there are plenty of responsible parents who will not accept them – individual choice yet many people seem to attack each other over it. If you fall into one of those camps, please have a good think – regardless of what methodology/what reason/what educational philosophy we may be following or utilising, we are all home educators and it is all about being a responsible parent, with an understanding that all our circumstances are different and our children are unique individuals. We don't want unnecessary divisions further dividing our political power, which may result in our legal status changing. Remember that many countries do not allow home education – here in the U.K. it is still legal.

Please read through the E.O. website and newsletters – get to grips with the law, know your rights, stand up for them and do not feel guilty for being a home educator, however you came to it!

Name and address supplied

The Animal School

Once upon a time the animals decided they must do something heroic to meet the problems of a 'new world.' So they organised a school.

They adopted an activity curriculum consisting of running, climbing, swimming, and flying. To make it easier to administer the curriculum, all animals took all the subjects.

The duck was excellent at swimming - in fact better than his instructor - but he only just made the grade in flying and was very poor at running. Since he was so slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his webbed feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much extra work in swimming.

The squirrel was excellent at climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the treetop down. He also suffered from overexertion and got a C in climbing and a D in running.

The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb and fly a little, had the highest average marks and was top of the class.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to a badger and later joined the groundhogs and gophers to start a successful private school.

And that is why we decided to home educate!

George H. Reavis, 1883-1970, Initial Benefactor of the
Phi Delta Kappa Educational Foundation

AUGUST COMPETITION

Closing date: August 30th

Hi all, another month upon us yet again, $\frac{2}{3}$ of the year nearly gone!

I have decided to base this month's word search on 'Make Poverty History' mainly due to the fact that the week I am writing this, is the week of the G8 summit and I am hoping that they will have come to some poverty ending decisions!

Thank you to all who enter the competition, I do look forward to receiving your entries and all the little notes that some of you enclose :-)

If you have any ideas for future competition and have anything that you would like to donate as prizes maybe, then please include details with your next entry.

Usual competition rules apply - no council members or competition compiler and/or their families allowed to enter.

Please feel free to photocopy the page if you don't want to tear pages out of your newsletter - send your completed entries, remembering to include your name, address, telephone number and email if you have one, to:

EO Competition, 79 Cumberland Avenue, Cleveleys, Lancashire. FY5 2DS.

Last issue's winner was Karen Broadribb, from Horsham who will by now be in receipt of her set of books.

This issue's prize is another set of 3 books from the 1-2-3 Draw Step by Step Children's Crafts series (packed with stimulating ideas and clear step by step instructions, all you need to know about the various topics covered), details of which can be found at www.searchpress.com.



Late addition - this competition was compiled before the events in London on July 7th and our thoughts are with any families affected by this.

!! Home Education Fair !!

17 September 2005

1-5pm

Westbourne Grove Church, Westbourne Grove,

Notting Hill, London W11 2RW

(corner of Ledbury Road and Westbourne Grove)

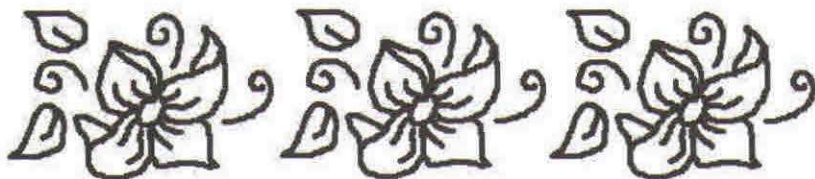
Location is 5-10 minutes walk from Notting Hill (Central, Circle)
and Westbourne Park (Hammersmith) tube stations.

Contact: info@choiceineducation.org.uk

Tel: 020 8969 0893

Lots to do...

- Stalls: Education Otherwise, ARCH, Choice in Education, Home Education Advisory Service and others
- Book stalls and Information about all aspects of Home Education
- Talks and workshops on different aspect of Home Education
- Information about Home Education Groups all over London and the South East
- Things for the children to do
- Tea and cakes etc... made by young people from The Otherwise Club



EDUCATION OTHERWISE MERCHANDISE

Resource Texts

Based on National Curriculum materials. Covering all primary levels and some secondary.

Most useful to parents looking for a structured, curriculum approach.

Available **FREE** from
henrietta.turnbull@btinternet.com
(rtf or wpd or doc file);

or please send a stamped SAE
plus £1 for printing costs to

**H. Turnbull, Hadlow House, 2 Hadlow
Road, Sidcup, Kent, DA14 4AF**

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.freerve.co.uk

EO Car Stickers

Help spread the word.

Please send a reasonably large SAE to:
Gail Borrows, 48 Marlow Bottom,
Marlow, Bucks SL7 3NB

EO Hoodies - hooded sweatshirts

with the triangle logo and the
letters SINC - Now available in
navy blue and black - children's
and adult sizes - £15 children's
and £20 for adults' size
(including postage and packaging)
For further details please contact
alex.caldwell@tiscali.co.uk
tel: 0116 2720209

EO Cotton T-shirts

Good quality - choice of 2 designs:
a) white shirt with red, triangular
'school patrol' EO logo.
b) 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, More
than 7 shirts, p+p £4
Cheques to E.O.Trading Ltd.
Lucinda Smart, 4 Chester Gardens,
Church Gresley, Swadlincote,
Derbyshire, DE11 9PU.

REVIEWS

Eyelet Greetings Cards by Polly Pinder

This book was very inspiring. I enjoy making my own cards and this has given me lots of new ideas. The book gives a full list of the materials needed and basic eyelet techniques. It has a good list and illustrations of the materials needed to make each card and a picture of the end product. The book is easy to read and I liked the names they gave to each card. The templates for the cards are drawn clearly in each chapter and a variety of different cards on the same theme are shown at the end of the chapter. It is a very inventive book which uses a wide range of materials. I would recommend this book to anyone who enjoys making their own cards.

JJ (10)

£6.99 ISBN 1-84448-053-4 Search Press

The Story of Castles by Lesley Sims

Rowan really loved this book. Basically facts about castles have been made into a story, which is interesting and fun. The illustrations are bright and often funny and as a result Rowan now knows a lot more about this subject. We really do not have any negative comments about this book and as a result we went and bought some more from the series. We also think they would be a good book if you are just starting to gain confidence in reading.

Kathleen with Rowan (7)

£3.99 ISBN 0-74605779-2 Usborne

Prince of the Birds by Amanda Hall

This book is beautiful, the pictures are splendid with brilliant use of colour, making the landscape look soft and magical. The story itself is lovely and tells the story of a prince and princess finding love with the help of an owl, a dove and a parrot. The prince and princess had both been imprisoned in towers in different parts of Spain, because astrologers had foretold that they would be ill fated in love. The end of the story is sweetly predictable with the prince and princess getting married but exciting as they fly away from the wicked king on a magic carpet with birds all round. This book is worth it just for the pictures, which almost tell the story on their own. It is probably be suitable for any age from about four, and everyone should get a chance to read it.

Jenny (13) and Aidan (4)

£10.99 ISBN 1-84507-102-6 Francis Lincoln

Zip's Apollo by Philip Ridley

This book is a science fiction story about a boy called Zip Jingle and his little brother Newt. One day they go to a supermarket in the plastic-filled New Town where they've just moved to and they name their shopping trolley which then comes to life. This is the start of their adventures. In my opinion, the characters are rather unrealistic and wooden. I liked the idea of a trolley coming to life but I found the end

of the story a bit pointless. I would recommend this book for 7-9 year olds, but I only give it 5/10.

Alexander (10)

£4.99 ISBN 0-14131384-6 Puffin

Long Long's New Year

by Catherine Gower and He Zhihong

A small boy and his grandfather set off to town to sell cabbages to raise money for the Spring Festival. They have a few mishaps as they try to earn the money in the market place, but eventually all is well. This book is beautifully illustrated with plenty of detail to discuss and the narrative is gently straightforward. A useful glossary at the back explains the Mandarin Chinese words and there's a page about the origins of the Spring Festival. Finn enjoyed the story and especially liked the pictures of the Chinese dragons. I would certainly recommend it to borrow from the library.

Tina with Finn (5)

£10.99 ISBN 1-845078-X Frances Lincoln

Action Jackson by Jan Greenberg & Sandra Jordan, Illustrations: R A Parker

A wonderfully entertaining, inspirational tale about Pollock's painting "Lavender Mist", narrated succinctly and beautifully animated - with the younger readers in mind. This book is a must-have for any youngster wanting an early appreciation for abstract art and an understanding of what it takes to be an artist in a world which frowns upon non-conformity. An excellent choice for younger readers and adults too, especially if you are unfamiliar with abstract art. This is an excellent book if you're looking for a concise introduction to the works of Jackson Pollock, budding artists everywhere will enjoy this book!

Robin & Michael with Isis (5)

£10.99 ISBN 1-84507-3266-6 Frances Lincoln

T-Rex by Vivian French

This is a fast-moving, poetic book exploring dinosaurs. Set in a museum, it satisfies the young reader and parent on several levels. The bright pictures demand attention. There were gory details of the hunt for food (the kids loved this!), and factual pieces throughout the book, including the recent scavenger theory. It encourages an early interest in museums and palaeontology. Robyn said "I liked the dinosaurs hatching, very clever drawings and I liked it being in a museum." Max commented "I like it 'I like the carnosaurus'" and Oliver liked the repetitive rhyme; but was a little scared of the teeth of the T-rex, although this did not spoil his general enjoyment of the book.

Jane with Robyn (7), Max (5) and Oliver (2)

£10.99 ISBN 0-7445 862911 Walker

Girls Rock; The Sleepover

This is a rather strange book. It looks like a young girl's novel for ages 5-8, but inside it is set out like a play. This is ok for children reading on their own but if they like a story read out to them too it can be quite frustrating. Unless you begin every sentence with "Rachel" or "Ellie" it can be unclear to the listener who is saying what. I also thought the contents seemed to be aimed at older girls as it focuses a lot on music, clothes and boys. For £3.99 this book was a bit thin on the ground; only 32 pages of story and a few pages of "sleepover lingo", "must-dos, and "instant info." Most of these seemed to be nothing but fillers which is a shame. Romy said she enjoyed the book though.

Hazel with Romy (6)

£3.99 ISBN 1-90505-616-8 *Rising Stars*

BRAIN ACADEMY MATHS SERIES

This is a series of five books plus an accompanying 'Teacher's Book'. We reviewed these books as a group in a morning session, concentrating on some of the missions in the first book, Key Stage 1 (ages 6-7). There are over 50 challenges in each book and the same lively characters are used in each, which the children loved. The layout is bright with several cartoon-style images. The aim is to complete each of the files within the mission. Despite the diverse age range of our group, everyone worked well and completed the activities set. Rosie and Jake even continued with another activity whilst the others had a play break. The activities are challenging; marketed for 'able' children and published in association with NACE (The National Association for Able Children in Education). Maybe this was why we all had difficulty with interpreting some of the instructions but then surely this was part of the educational process for us all!

Kerry, Becky and Sally with Jake (12), Keith (11), Rosie (10), George (8), Molly (7), and Ben (6)

£5 each *Rising Stars*

Millions by Frank Cottrell Boyce

Two brothers, Damian and Anthony, suddenly have a great deal of money – a sack of money falls onto Damian's hermitage (hideout) from a passing train. For reasons I won't go into, they only have a limited time to spend it all. I found this book realistic and funny, and I would recommend it for 9-11 year olds. I would give it 9 out of 10.

Alexander (10)

£9.99 ISBN 1-40504736-4 *MacMillan*

The House that Jack Built by Diana Mayo

This was one of my favourite poems when I was a child and I was keen to read it to my daughter. She loved it every bit as much as I did. This wonderfully produced edition has bright, colourful drawings and good clear text, excellent for the early reader. The characters are humorous and portray the storyline

brilliantly. We loved the expressions on the creatures faces and when we came to the page where the cow with the crumpled horn tossed the dog, that worried the cat ..., we giggled and giggled.

Caroline with Stacey (5)

£4.99 ISBN 1-84148-252-8 *Barefoot Books*

Shakespeare's Globe by Toby Forward

Please do not be put off by the title. If you don't know much about Shakespeare use this book to learn about him and his works. This book features a pop-up model of the Globe Theatre in London; two books with outline scenes from some of Shakespeare's most famous plays and pop-out cardboard characters for the plays. The characters are for using to act out scenes from the plays. A history of the Globe Theatre is included. I found this book good fun and extremely interesting.

Tim (10)

£14.99 ISBN 0-7445-9279-8 *Walker*

Lucky – A Dog's Best Friend by Gus Clark

I thought the book was very good. It is about a dog in a dog's home trying to get new owners. The pictures were good.

Ivo (5)

£4.99 ISBN 1-84270-4257 *Andersen*

Dictionary of Perfect Spelling

by *Christine Maxwell*

I find writing and spelling quite difficult even though I can read perfectly. I think this is because I spell words as they sound so I often can't find a particular word I want to spell in a normal dictionary. I found this book really useful because instead of the usual type of dictionary where all the words are spelt correctly and alphabetically this one gives you wrong spellings in red and the correct ones alongside in black. With this book I was able to write out a story and then check all the spellings easily. It is funny because I can always recognise which words I spell wrong when I read my own writing! A very useful book for anyone who can't spell easily.

Keith (11)

ISBN 1-84299-281-3 *Barrington Stoke*

Naming – Choosing a Meaningful Name

by *Caroline Sherwood*

This is a helpful book with sections on animals, gods, trees or personal qualities, rather than just an alphabetical list. Each name is covered in more details than usual and includes the Saints day or Feast day along with the language and words it was derived from together with people who have had that name. The part on the history of names and naming ceremonies is interesting.

Hilary

£14.99 ISBN 1-869890-56-6 *Hawthorn Press*

The Usborne Introduction to the Second World War – Internet Linked

This book, as the title suggests, is a really good introduction to information about the Second World War. It introduces you to all the major characters in the war giving you some information about their political backgrounds. It takes you through the war in chronological order, telling you about the battles as they happened and also how the war affected people back home. The internet links are really good because they have educational games, film footage, animated maps and give you lots more information. The internet links are not quite as easy to access as other internet linked books I have used. It is a good enough book to have without using the internet as there is plenty of information about all aspects of the war.

We have spotted this book in this month's Book People catalogue priced at just £4.99!

Jake 11

£12.99 ISBN 0-7460-6206 Usborne

Teach Me to Do it Myself by Maja Pitamic

A clear, easy to follow book of Montessori activities, which are quick, simple and use everyday objects. The basic principles are explained on areas such as the senses, like skills, literacy and numeracy. There is a lot of focus on creating independence, some obvious (such as hair brushing and cleaning teeth). Many HE's will already be familiar with sorting, smell identification and paper weaving but there are many other good, cheap or free ideas such as cutting up diy paint strips for colour sorting. Although the book contains no startlingly new activity ideas there are a number included with advice, providing a good starting point for those interested in this learning approach.

Hilary

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

Stone Me! by Steve Barlow and Steve Skidmore

Pierce (short for Priscilla) and Andy have a new supply teacher called Ms Dusa (ring any bells, Greek fans!). She wears a turban, a cape and night black sunglasses. She also drives a dragon-like car and they have this strange feeling they know her from somewhere. Things start to get suspicious when people start turning to stone. What is it about Ms Dusa and how do they turn everyone back?

Oliver (9)

£4.99 ISBN 1-903015-43-X Barn Owl Books

The Woman of the Forest by Betty Swinford

This book covers the subject of a young boy's rebellion against his family when they become Christians. He is torn between his friends and his family and feels pressured from both sides. Eventually, he decides that the only answer is to run away to California. He steals his father's truck and heads off along well-hidden roads so that he will not be seen. Unfortunately for him, the night he decides

to run away there is a terrible snowstorm and he finds himself stranded in a deep forest. He is rescued and taken in by an old woman who lives alone (apart from her dog) in a tumbledown shack. Whilst he is there, the old woman begins to show him what God could do in his life. Towards the end of the story, the old woman is attacked by a mountain lion and the boy saves her. He manages to summon help and everything turns out OK in the end. The twist at the end of the story came as quite a surprise to us both - just exactly who is this mysterious old woman? A book suitable for younger teens, possibly more suited to Christian families.

Christine with Deiniol (10)

£4.99 ISBN 1-84550-034-2 Christian Focus

Frida by Jonah Winter

This is a relatively big, coffee table-style book for children, about the famous Mexican painter Frida Kahlo. This is an interesting story, particularly for children for whom everyday tasks seem a struggle, or for children who often feel just like giving up. The illustrations are lovely, and, whilst the story is inspirational in tone, it is, in accordance with Mexican culture, not shy of discussing death or depicting death in rather overt terms. This could be upsetting. However, my three-year-old and eight year old girls loved it, despite my possible concerns. I have been looking into issues and traditions surrounding death and its taboos that surround it, and in this regard this book is invaluable. (So too, incidentally, is *The New Natural Death Handbook 3rd Edition* edited by Nicholas Albery and Stephanie Wienrich ISBN 0712605762.) I recommend this book, but it is hardback, and thus a little expensive.

£10.99 ISBN 1-84507-354-1 Frances Lincoln

The Sandstone Tower by Betty Swinford

Jon and Tara Have moved to the east coast of America. Tara is making the most of it, Jon is thoroughly fed up. The screaming gulls and the crashing waves are enough to drive a guy nuts, and there's nowhere that he can go on his roller blades. But there is the old tower in the distance that might be worth a look, there's nothing better to do. When Jon spends the night in the old tower he finds that there is ghostly organ music and a baby crying in the upper room. Jon tells Tara of this and they tell their friends Woody and Renee and they all start an adventure. Betty Swinford has written an ideal book for the reader who wants a nail biting back shivering tale.

Tabitha (11)

ISBN 1-84550-033-4 Christian Focus

Easy Reading Shakespeare (The Bard in bite-size verse) by Richard Cuddington

This book comes highly recommended by me!! It is excellent. I am a lover of poetry in any event, but to read Shakespeare's plays in plain, down to earth English poetry is bliss! Richard Cuddington has taken ten of the best plays of Shakespeare and put them into understandable modern verse, which would appeal to the young and adults. The plot of each play is made clear and the characters seem to come to life. I loved it and although I often say to get various books I have reviewed from the library, this would definitely be one book I would recommend to buy and keep. It would make a good birthday/Christmas present.

Francesca (15)

£14.95 ISBN 1-85776-911-2 The Book Guild

The Tall Tale of Gingernut and Barnacle by Jan Cave Barry

This is a beautiful book in every aspect - cover, pictures, writing and unusually, no chapters! The story takes place "in the garden" where the children Gingernut and Barnacle are persuaded by Bisley the Bee to assist Queen Bee Bulbonia in her rescue of Mortimer Blackback (beetle) from the evil Jezebel Golightly (spider). The children are promptly shrunk to size and help the other hero of the story, George (centipede) in their successful battle. A real triumph of good over evil, insect-style. A lovely book. (102 pages).

Carole with Jack (8)

£8.50 ISBN 1-85776-955-4 The Book Guild

The Best of British Scrapbooking and Cardmaking by Joanna Campbell Stan

Being an artistic, craft loving person, I looked forward to reading through this book but found it rather boring. Scrapbooking and card making, in my mind, should be bright and cheerful. After all we are dealing with what should be happy memories and happy occasions. I thought the pictures uninspiring and the dark materials used did nothing to make you want to sit down and produce a scrap book page or card. I think the ideas put forward in the book are a little dated. The popular monthly magazines produced on card making and/or scrapbooking are far more bright and cheerful.

Francesca (15)

£9.99 ISBN 0-9762784-0-5 Search Press

Under the Spell of Bryony Bell by Franceska G Ewart

Sparks fly in the Singing Bells family home because Bryony Bell brings home a magician called Ken Undrum and his white rabbits. Bryony wants him to stay so he can teach her magic but the Singing Bells have bigger dreams. They wish to shine under the stage lights of Broadway and nothing else will do. Luckily for Bryony; Ken has more up his sleeve than anyone realizes.... Will Bryony be a magic star? I

loved this book because it is easy to understand and a good story. The characters are lively and interesting especially Bryony. I would recommend it for children of all ages. The characters are alive and they feel as though they are next to me when I am reading. The illustrations are funny especially when it comes to sawing Bryony in two!

Karis (11)

£4.99 ISBN 0-7136-71726 A & C Black

Comparing Learning Systems: the good, the bad, the ugly and the counter-productive by Roland Meighan

The author's central focus of work is the sustained analysis of learning systems - initially researching those adopted in schools, later developing democratic learning co-operatives in teacher education and more recently analysing those utilised in home-based education. In this book he outlines the four different learning systems each of these use, either in isolation or as a combination: Authoritarian, Autonomous, Democratic and Interactionist. The concept and workings of each are examined and case studies provided. The book concludes that schools need to radically change in order to provide an education system that meets the needs of everyone (an interesting point made here is that this should not be limited to 'school-age' children, but to all, as learning is a life-long process). Alternative solutions are suggested and it was reassuring to read that 'Home-based educators are well ahead in developing and field testing many of the features....indeed they are blazing a trail to the next learning system and it is high time we learnt some important lessons from their success.' An interesting and thought-provoking book that I would recommend to anyone interested in education and learning.

Caroline

Educational Heretics Press ISBN 1-900219-28-X

MAGAZINES

JUNO Magazine

JUNO is a parenting magazine, first published in 2003. Concerned mainly with natural parenting, sustainability, social justice and spiritual awareness it is an interesting read. Subjects covered are diverse with features, reviews, interviews, personal stories seasonal crafts and activities, including pages for children. It is one of the few magazines that I read from cover to cover as I find the majority of its content of interest. 10% of profits given to children's charities. Excellent value at £11 for 4 issues. Email subscriptions@junomagazine.com.

Sarah

The Face of Home Based Education

by Mike Fortune-Wood

This is the first in a series of publications covering the results and analysis of an extensive survey on home education by the Centre for Personalized Education Trust. Few surprises for home educators who have attended any home education groups and had an intelligent look at who else was there. But it is an important study that will provide useful information for diverse individuals or groups needing some hard facts or statistics. Although we are told this book is part of a series, it fails to mention how many more will follow or what their content will be; facts that would be of use to potential readers.

Carolyn

Education Heretics Press ISBN 1-900219-30-1

SPECIAL NEEDS BOOKS

Pre-Schoolers with Autism; An Education and Skills Training Programme for Parents

by Avril V. Bereton and Bruce J. Tonge

This is the manual for parents attending a 20 week course. Despite the handy worksheets, advice and tips, this is evidently meant to work in conjunction with the attendance of the course – which unfortunately for us living in the UK takes place in Australia. On its own, the book was an uncomfortable mixture of over simplified treatment and behaviour management techniques in the main section, followed by frightening scientific and prognostic data in detailed appendices. As a parent of a child with Autism, I found it informative but too clinical in its approach and ultimately disempowering.

Laura

ISBN 1-84310-342-7 Jessica Kingsley

Making it a Success, Practical Strategies and Worksheets for Teaching Students with Autism Spectrum Disorder

by Sue Larkey

It took me a while to work out what was 'different' about this book. In the end I worked it out – Sue Larkey is Australian! Most of the time you wouldn't know, but she occasionally refers to 'recess' or 'morning tea', and 'teacher aides'. The money section refers to cents and dollars, which is not helpful. This shouldn't put you off buying the book, but there are other things which might. It is written with busy teachers in mind, and so contains succinct information about Autism Spectrum Disorder (ASD) and photocopiable worksheets for use in the classroom. The various areas covered include social skills, special interests and obsessions, play, communication, and work tasks, as well as some curriculum subjects. Most chapters start with 'The nature of autism spectrum disorder is such that...' followed by the characteristics of ASD which are relevant to the chapter heading. This is the most useful aspect of the book. The photocopiable

materials are rather bland and un-innovative; many people would be able to produce at least as good worksheets themselves. Some of the advice and suggestions were useful, but - for me - this book just didn't hit the spot. I would hope that there are other resources which would be a more worthwhile investment.

Margaret

£12.95 ISBN -84310-204-8 Jessica Kingsley

Transfer Boy; Perspectives on Aspergers

Syndrome by Ljiljana Vuletic, Michel Ferrari and Teodor Mihail

This book is a case study of a twelve year old with Aspergers Syndrome. It includes reports from people who know him and professionals who have studied him. Many parts of the book were scientific criteria and there was little on practical support or help for this child. It was frustrating to read how many people did not really understand him but then that is the main problem with the syndrome.

Sally P

£14.95 ISBN 1-84310-213-7 Jessica Kingsley

Succeeding with Autism- hear my voice

by Judith H Cohen

The book is about the story of Michael, an autistic boy who has a highly developed talent for mathematics. He has gone from being a non speaking 5 yr old to teaching maths to senior level students in school in the USA. The book deals primarily with how his family and the professionals around him helped him to achieve this. Although instructional, I disliked the format that the book takes. It is written in 'flashback' format with the opinions and viewpoints of those who were dealing with Michael at the time, these are linked together as if the writer was conducting an interview and then commenting on them. I found it difficult to read and digest the information given. However Michael has made enormous strides both educationally and emotionally, but the credit for this is given to 'the system' and his family's use of it. An interesting section of the book explains how behavioural therapy was used to change him, the methods of which I found personally distasteful. I came away from reading the book feeling sorry for both him and his family as I'm not sure that the educational gains were necessarily worth the emotional roller coaster that their lives became. Michael is estranged now from the very people who gave so much to help him succeed.

Wendy

ISBN 1-84310-793-7 Jessica Kingsley

Teaching at Home -

A new approach to Tutoring Children with Autism and Asperger Syndrome by Olga Holland

This is Olga Holland's second book based on how she deals with and helps her son Billy, who has high functioning Autism. In this volume, she describes in

detail her "Aristotle school for the gifted" and outlines some of the tools she uses to help keep her son motivated. This book feels a little hurriedly put together, with swooping statements followed by minute descriptions of a particular aspect of her teaching. All in all, however, it is a positive read with plenty of encouraging advice and tips for teaching children with high functioning Autism or Asperger Syndrome - in particular her "net fixing" concept (akin to social stories, which you are hopefully already familiar with as she does not explain what they are!) using questions to help focus the mind. She has a holistic approach, taking into consideration all aspects of her son's development - including a form of Sensory Integration and meditation for parent and child!

Laura

ISBN 1-84310-787-2 Jessica Kingsley

A Guide to Child Health

by *Michaela Glockler and Wolfgang Goebel*

This is an invaluable book written by two German doctors that have twenty year's experience in an anthroposophical hospital. It deals not only with diagnosis and treatment but also takes a holistic view of health, addressing the connection between education and healing - the need to study the whole child; body, soul and spirit. The first section deals with the more common childhood ailments and home nursing. The second part looks at the development of the child and how to maintain good health. It outlines the connection between education and healing. It provides a comprehensive guide to children's physical, psychological and spiritual development combining medical advice with issues of upbringing and education as well as possible consequences for later life. It is a very practical book with many examples of conflict and crisis presented along with possible solutions. I recommend this book as an essential addition to your library.

Sally

£18.00 ISBN 0-86315-390-9 Floris

FREE RESOURCES

The Centre for Sustainable Energy has produced new energy education resources for anyone interested in teaching sustainable energy issues. Unit 1 covers energy use and the environment. Unit 2 deals with saving money and reducing pollution. Unit 3 is all about renewable energy. Download from www.cse.org.uk/familylearning resources or contact Cheryl Gilbert 0117 929 9950

Note

Where prices are given these 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 607780 or visit www.thebookpeople.co.uk) is a good, economical source for books. It is NOT a book

club and you order what you like, when you like (at prices well below publisher's rrp). Postage / packing is usually free on order over £25 but if you are ordering less tell them you are home educating and you will be able to get a discount rate. Many local EO groups have meetings where books and other resources are swapped or sold. Don't forget you can usually pick up cheap books at car boot sales, jumble sales etc and the library is a free resource.

Any EO member can review books for these pages.

If you would like to be part of the review team please email or telephone Sally for more information.

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Regional Diary

All regular meetings listed below are included automatically in every issue, **please reduce your details to minimum.**

New members attending their first meeting should phone to check it is happening as shown. **CHANGES BY LETTER OR EMAIL PLEASE -to: EDANA EDWARDS, (see inside front cover for addresses) 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 **NEW* The Luton Home Education Group established 2004 - We are a small but expanding group, and our aim is to not only help bring HE into the open but to also provide ongoing events to keep our children learning and entertained. All are welcome to join in. For a copy of the latest newsletter, contact Fran on 01582 515458 email: frantificran100@yahoo.co.uk

For events programme in Bedfordshire contact June McDonald on 01234 341375 email info@Bedford-Home-Ed.org.uk "Countries" theme for first-half of summer term; "Human Body" for second. Lots of Art, Craft, Pottery and Sculpture sessions. Also regular swimming, multisports, gym, chess club, carpentry group, GCSE groups, etc. Website: www.Bedford-Home-Ed.org.uk

BERKSHIRE emailing list for home educators in Berkshire and surrounding areas for events/activities <http://groups.yahoo.com/group/BerkshireHomeEducators> Activities and HE events for all ages most days including social, play, crafts, and other indoor and outdoor sports, camping, caving, walking and cycling trips. For details contact Gail: 01628 483895 gail@borrows.plus.com 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

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)

Caversham Fridays 12 - 5pm social, all ages, separate room for teens in hall...park outside & woods. £2/ family. **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

Reading - MuddlePuddle group for families with 0-8ish year olds. Meet every Thursday for games, crafts and other activities. Contact Alison - alison@theporico.co.uk or 0118 961 6657

Pangbourne (near) Monthly, 2nd Tuesday, 11am - 6pm chat and play, Adventure playground, animals. £3/family Also activities 4 teens. Contact Gail 01628 483895

Windsor Leisure Centre, Fridays term time, organised sports session 5 yrs up, 11am-noon. Contact Muriel 01628 664939

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

Lambourne. 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; 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...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 Gail Borrows 01628 483895 gail@borrows.plus.com **CAMBRIDGESHIRE Cambridge** regular meetings and outings. 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@chauntyhouse.fsnet.co.uk **CHESHIRE Chester** area group - weekly meetings Chester; Monthly meetings Frodsham. Contact Clare Farrell 01490 412167

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 Small School for HE children age 5 - 10. Menheniot, Thurs term time. Led by qualified teacher. £5 per child/session payable half termly. Contact Kath Revell (01752 851091) or Michelle Virgo (0845 3305034). Sci/History Wkshp. Menheniot, 2nd Monday of month. For ages 6 - 13. Theme for Spring is colour. £5 per child/session - book in advance - Contact Katinka Soetens (01208 813490).

Forest School. Last Monday of month, Pensilva. Contact Ruth Cullin (0845 4560247).

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: Homeedinkemow.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 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 South Lakes, Wednesdays. Contact: Lex 01229 885206

DERBYSHIRE Chesterfield home ed group, meets Weds - NEW larger premises. Age related activities. Contact Yvonne 01246 555645 or Sian 01246 473902. Derby Group, 4th Thurs of month. Contact Andy 01332 752998 or andy@derbyhe.co.uk Meetings in Amber Valley, Alfreton area, 30 minute drive from Derby, Nottingham, Matlock and Mansfield contact: Deborah 01773 778380 or Helen 01332 883545

DEVON Devon Newsletters, 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. National trust card is held by Louise contact: 01392 275426 louise_239@fsmail.net

Exeter: **NEW EO Group, Friday afternoons 12.30 till 4pm £2 per family. Theme each week. Play inside and out. Also Pool table, table tennis, bar football. Contact Louise 01392 275426, email: louise_239@fsmail.net Tuesday - Free Range Learning, something for all ages. Yoga, science, music, cooking, skittles, and art and craft. Please ring Annie for more details - 01392 434167 or email Louise: louise_239@fsmail.net Thursdays, fortnightly EO social meetings, 2-4pm, Exeter, outings on alternate weeks, contact Louise on 01392 275426. Meetings at Okehampton on alternate weeks, contact Neil on 01363 82314. 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 Corrine 01626 368044

DEVON EAST/DORSET WEST Lyme Regis, Axminster, Bridport, Chard Contact Habiba 0845 4582984

Dorset/Somerset/Devon borders Regular meetings on Tuesdays (contact Karen 01460 30461) and Thursdays (contact Ali 01297 443816).

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@bopenworld.com.

ESSEX Chelmsford meetings - monthly, third Thursday 1-4pm, various activities. Contact: Sally@brisleys.freereserve.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 - monthly meetings - last Tuesday of month 2pm - 5pm. Contact Julie email: julie.ashton@ntworld.com

New Teens Group - meeting monthly - various venues across Essex. Sally@brisleys.freereserve.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.html> 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 camrose@iee.org Beverley 01242 524091 or Mhairi 01452 384104.

Gloucester meetings & swimming. Contact Dawn 01452 540019 dawnandmike@blueyonder.co.uk or Tracy 07941 612092

HAMPSHIRE ACTIVEO: 5 events a week within 20 miles of Petersfield. All welcome. 01428 712394 website at: www.activeo.co.uk

FAREGOS HE meets twice weekly in Fareham and Gosport areas for craft, swimming and other activities. Contact Tracey 02392 551870 or Julie 01730 261468 or email jkbar1955@myrealbox.com for more details

North Hampshire: NHEO: For home educators in North Hampshire and across its borders. There are regular activities and meetings organised, throughout North Hants and surrounding areas suitable for all ages. Web group address: <http://uk.groups.yahoo.com/group/NHEO/>, Contacts: west; Carol 01264 357650, email: eo@azakit.com, or east; Lesley 01420 543414, email: lmaskell@tesco.net

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

Romsey/New Forest area, fortnightly - details email Karen Robinson on karenca@btinternet.com

HERTFORDSHIRE (see also N.London) Events List for Herts Home Educators please email karenbartlett@btinternet.com

St. Albans, Social group meeting at Sandridge village hall, mornings 2nd and 4th Thurs. 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 MAN Isle of Man Home Education Network. Meet monthly for themed activities. Web Group Address: <http://uk.groups.yahoo.com/group/hen-iom/> email hen-iom@manx.net

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 Gillingham Ice Bowl Fridays term time plus other meetings, swimming etc. in area. **Web group:** <http://groups.yahoo.com/group/kentandlondonbordersHomeEDers/?ygid=187701678> For further info contact: Sandy Jones (LC Kent) tel: Medway 01634 326868 email: klemisdynamite@aol.com

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

wealdenhomeeducatorsnetwork@yahoo.groups.com

East Kent including Dover, Canterbury and all surrounding areas - East Bleas 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

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

Isle of Thanet Contact: Vanda 01843 842629

Medway towns Contact: Bridget 01634 234938

Bromley Contact: Claire 0181 460 7347

Claire@wadefamily99.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

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 Regular events on Fylde coast - contact Tracy on 01253 858840

Blackburn Ice Rink monthly - contact Jackie on 01695 424220

Botany Bay - contact Angela 01204 659634/Jackie 01204 361072

Preston Badminton/Swimming - contact Angela/Jackie Old Cobblers 23rd March/all ages children - contact Pam 01706 215585 davidandpam@ntworld.com

For comprehensive list of monthly events please email Pam at davidandpam@ntworld.com or send SAE to 2 Melia Close, Rossendale, Lancs, BB4 6RQ.

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

LINCOLNSHIRE website: www.activelincs.org.uk

Activelincs Home Education Group - for a

newsletter and list of regional events call:

Donna 01472 752507 or Helena 01724

720595 or Tessa 01522 790452

Lincoln Cathedral Home-educators - Central Lincoln

activities crafts, play, walks, science etc. Regular

meetings for the city. Contact Ruth 01522 804583.

Variety of informal events and get-togethers. Contact

Christine 01507 338070, christinehalse1@yahoo.co.uk

S Lincs 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@yahoogroups.com

Clissold Park. Tuesdays . All welcome.

Contact: Charlotte 0207 254 0419

Dulwich, Woodland Club, Wednesdays.

Activities/social, ages 7-16, contact Jo 0208 693 5066

Forest Hill, all day meetings for age 11 plus, contact

Denise 020 8699 6866

Grove Park group meets every other Friday. Crafts,

volleyball, football, tabletennis - open to any ideas.

Contact: Claire Wade 0208 402 5831

Kidbroke rollerblading Contact: Fiona 020 8852 9756

bettleslake@clara.net

Lewisham Thursdays 11-1 then to park afterwards

Contact: Jemima 0208 2975672

jemimacornish@tiscali.co.uk

New Cross, term time swim on Tuesdays at 12.30,

contact Denise 020 8699 6866

Sydenham contact Chrystia + Keith 020 8776 8597

NW London Otherwise Club Contact: Leslie 020 8969

0893 Harrow meetings fortnightly on Fridays

Chelsea Open House Project SW London,

NLP cafe study group Mondays afternoons in June & July

- acting and storytelling visiting lecturer.. August - poetry

evenings and board games...ongoing speed networking

for HE families call Sophie on (020)7581 5238 to book.

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. Pool table, soft play room, outdoor play

area, equipped for all ages. Optional organised activity.

Welcoming all for fun, friendship and support. Alison

0208 56 99398 or Kathryn 0208 566 0543 or e-mail

Alison@rothwell1973.fsnet.co.uk or

kathrynvglynn@hotmail.com

West London (Chiswick & Ealing) home ed group

meets every Tuesday. Outdoor activities in Spring /

Summer. Warmer/ dryer activities Tuesdays 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 - discussion and information

about events in the area.

MANCHESTER Monthly formal art lessons at Stockport

Art Gallery £1.50. Also Monthly meeting at Stockport

library. Email young writers group Ed Wilson

wilson-net@lineone.net

MADCOW newsheet, send SAEs : Gill Wilson,

20 Brook Rd, Heaton Chapel, Stockport SK4 5BZ

Computing Skills 1st and 2nd Sats at Moores family

home, limited places, Contact: Karen 01204 573136

NORFOLK Norwich area - Free Wheel for under 10s -

activity group Weds fortnightly. Details tel: 01603

478402.

Yoga Bugs Fri fortnightly. Contact Sally 01603 279832

Norfolk/Suffolk border Steiner style grp for the under

7s. Craft activities and peaceful, imaginative play.

Contact Hilary 01508 518870

Swimming, indoor sports/play at Leisure Centre, Thetford.

Term-time Thurs 2.30 - 4.30 Contact Fay 01953 681785

NORTHAMPTONSHIRE For email updates of activities

and outings send your email address to

northantshomeed@aol.com or tel: Jane 01234 326479.

Want to get together with other local home ed teens?

Please contact Lynne Stewart 01604 454240

andrew.stewart77@ntl.com

NORTHUMBERLAND/NORTH EAST

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

NOTTINGHAMSHIRE meetings in Amber Valley area, contact: Deborah 01773 778380 or Helen 01332 883545 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 01865 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

Wiveliscombe/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 HESEO (Home Educators Supporting Each Other) Meeting 2nd and 4th Wednesday of every month 11:30 - 3:30. Craft, drama, dance, socialising and varied activities. Bring lunch. Contact Jane 01283 820642 christopher.perkins@onetel.net

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

SOUTH GLOUCESTERSHIRE SGHE group has occasional meetings, activities & outings arranged by members. Email Discussion group at <http://groups.yahoo.com/group/SouthGlosHomeEd> Website at <http://www.southgloshomeeducators.org.uk> Contact: Diane at 01454-853455 or email DianeLovett@blueyonder.co.uk

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

Suffolk/Norfolk border Steiner style grp for the under 7s. Craft activities and peaceful, imaginative play. Contact Hilary 01508 518870

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 01306 501229

Cobham area 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. 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.groups.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

Limfield 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 'SHINIES' home ed. group - All ages and abilities welcome. Contact Loretta 01323 509283 or email madboys@tiscali.co.uk for details.

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, For details please tel: 01428 712394 www.activeo.co.uk

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 Music- Rosemary 0191 2853707 or paul@thenews.icom43net

National Trust & English Heritage Visits - Deborah 01434 674713 Woodland visits - Juliet 01207 544473 or ablettle.jules@tesco.net

WARWICKSHIRE Usually 2 Thursdays a month; at Wolston nr Coventry and for an outing in the 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.freeseve.co.uk

WILTSHIRE contact: Beccy 01985 840174

Lynham/Calne/Devizes area - every Weds - Visits to places of interest, in and around Wiltshire. Fully inclusive group aimed at under 8's but all welcome. Phone for latest details: Rachel: 01249 890525 or Amanda: 01380 739845

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 324863

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 816854

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

Join email list at: http://groups.yahoo.com/NWILts_HE/
Devizes: Last Thursday of month 11.30-2.30 activities, support, socialising. Tel: Janet 01249 818672 email: janet@eldkivist.com Or tel: Jane: 01380 860969

WORCESTERSHIRE LC - Rachel 01527 597809
Meetings, events, trips out etc happening all through the month throughout the county.

Meetings - Karen Raybould 01527 835384
Meetings - North Worcs/Kidderminster - Gail Tutcher 101562 822034 gail@tqmi.co.uk

YORKSHIRE EAST

Regular meetings and visits. Alison 01405 769902

YORKSHIRE NORTH Carleton Music Group
Meets the last Friday of the month, 1pm-3pm, in Carleton Village Hall (near Skipton) for musical activities. Contact: Judith, 01756 791356.

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

weekly on Wednesdays near Malton - contact Tess on 01947 825772 or tess@chrisgeall.com

YORKSHIRE SOUTH Bradway, Mondays fortnightly 1-4 Activities /play for 0-8s but older siblings welcome. £1 per family. Contact Barbara 0114 235 3224. Jax 01246 430616 or Kirsty 01709 865721

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. Free entry, small contribution for craft materials. 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/places 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

Huddersfield: Swimming (every Wednesday - term time except 2nd Wednesday of month) at Huddersfield Sports Centre. Contact Tracy (01484) 317176.
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 - Regular meetings and occasional outings/activities. All welcome. Contact Joanne 0845 345 2291 or Debra 01631 730469 email: debra@celtic-soul-music.com

DUMFRIES & GALLOWAY home ed group
Regular 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 01667 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

CEREDIGION & CARMARTHENSHIRE

Weekly meetings on Tues - Lampeter; weekly meetings on Fri - Aberaeron; monthly meeting Llanddeusant. Contact Laura 01545 580528

GWYNEDD Weekly meetings for crafts, socials and outings. Contact Heather 01248 352336
Weekly meeting at Tremadog on Thursdays. Contact Annie & Keith 01766 514867

POWYS Welshpool on wednesdays, swimming/Tumble Towers, workshops, skateboarding, and events, contact Dee + Dave Yeoman 01938 590098 email: d.yeoman@tesco.net

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, Oswestry, W. Cheshire/NE Wales. local newsletter of events please send your details and £2 payment to: HENWOS, Berlan Gron, Llanyll, Bala, Gwynedd LL23 7YG

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

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,
Gail Borrows, Anne Rix, Terry Scott-Alexander

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 Fossey 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, 235 Coed y Gores, Cardiff
CF23 9NL 07763 729055

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

Media Contacts

Media co-ordinator: Claire Turnham, (SE area,
below, for contact details)

Scotland: (VACANT) *Volunteers please!!*

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: (retiring) Celia McDonagh, Cardiff, 07763
729055 email: celiamedonagh@yahoo.co.uk

(new acting) Edwina Theunissen, Wrexham, 01978
661882 theunissen@freereserve484.fsnet.co.uk

East Anglia: Ali Willer, Sprowston, Norwich
01603 401020 simon.whitehall@tesco.net
mailto:webmaster@education-otherwise.org

South West: (VACANT) *Volunteers Please!!*

South East: (acting) Claire Turnham, 6 The Butts,
Aynho, Banbury, Oxfordshire, OX17 3AN
01869-811099 Claire@birthandbeyond.co.uk

London(1): (acting) Winnie Durdant-Hollamby,
East Sussex tel: 01342 826087

London(2): (VACANT) *Volunteers Please!!*

Isle of Wight: Shara Ouston, Ryde tel: 01983
562313 email: sharaouston@aol.com

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@yahoogroups.co.uk
You will receive an automatic response from
Yahoo asking for your full name and address.
When you have responded and your
membership has been verified, your
membership will be approved.

Council Members

Jane Bathgate (Borders) 01835 862118
Pam Belling (Leics) 0116 282 7929 (Co Secretary)
Gail Borrows (Bucks) 01628 483895
gail@borrows.plus.com
Tracy Coates (Lancs) 01253 858840
tracysolooney@tiscali.co.uk
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@hickslondon.com
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
Rowenna Williams (Wales) 01678 521348
rowenna73@hotmail.com
June Wilson-Billing (Dorset) 01202 827945
educationotherwise@mac.com
Martin Wise (Cumbria) 01539 732918
martlakes@dsl.pipex.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** or
01945 860483
Email database@education-otherwise.org

Stationery

Leaflets, posters, membership forms, car stickers:
Gail Borrows, 48 Marlow Bottom, Marlow,
Bucks SL7 3NB tel: 01628 483895 email:
gail@borrows.plus.com (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 Berlan 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: Sue White, 2 Pretoria Villas, Eye
Rd, Brome, Eye, Suffolk IP23 8AL tel: 01379 870036
sue_white@tiscali.co.uk

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

Treasurer: Martine Frampton, 70 Fossey Avenue,
Moreton in Marsh, GL56 0EA tel: 01608 812411 (not
mornings) email: martine-frampton@macunlimited.net

Membership Secretary: Gail Borrows (acting)
01628 483895 gail@borrows.plus.com

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

**Coordinator for Local Contacts: VACANT -
volunteers please!!**

Enquiries Secretary: Rowenna Williams (acting)
01678 521348 rowenna73@hotmail.com
Coordinator for Enquiries Secretary: Iris Harrison
(Assistant) **Jo Borthen** 01392 438876 jo4eo@aol.com

Newsletter Coordinator: Edana Edwards
01909 774811 vulpixie3@btinternet.com

Chairperson: Julie Ridley, 32 Cheltenham Road,
Chorlton, Manchester, M21 9QN 0161 860 7589
julier@breathemail.net

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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