

MARCH 1981
NUMBER 17



education
otherwise

NEWSLETTER

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EDITORIAL

EO is about to become famous! The biggest news is the forthcoming Open University series (details on p.18) which devotes a whole programme to the concept of Otherwise education, including considerable reference to EO as an organization. On other airwaves various members have been, or are, taking part in radio phone-in programmes. Sarah Guthrie's recent article in the Daily Express brought in a brief spate of enquiries. And the membership secretaries reported at the last meeting a net increase in membership of more than 20% in the past twelve months. EO is indeed growing.

The next step involves wider publicity that doesn't depend on a chance encounter with the radio or a newspaper. We have at last - thanks to the promptings of Alan and Hazel Clawley - adopted a design for a poster/handbill for display on public notice-boards, in bookshops, libraries, etc., that will convey our basic message 'School Is Not Compulsory' (which is also the new title for 'First Steps') with a brief explanation plus our official address. Distribution details will be given in the next newsletter, but the success of this poster will depend on the efforts of every member.

If we are to capitalise on this increasing public awareness we must present a public face of efficiency and quickness of response, particularly to those enquirers who are faced with a desperate situation. Hence a need for more enquiries secretaries and typists; please, if you have this ability and some time to devote to EO work, let us know - the sooner the better.

This issue includes two substantial articles on the teaching of subjects which often cause anxiety to the 'non-specialist' parent - Maths and Science. Even the names are enough to conjure up visions of abstract calculations and expensive equipment. But when you start to analyse exactly what the 'subjects' involve, it becomes increasingly clear that much of it is the sort of thing that most people do every day without a second thought, and that the 'specialisms' involved are partly a myth put about by the specialists themselves in order to heighten their self-esteem. On another page Jean Lovius uses the example of washing-up to explore the amount of 'inter-disciplinary learning' that takes place daily.

It is one of the most appealing things about home-based education, that once you have overcome your dependence on the traditional 'subjects', you find that everything you do is educational and that it all links up and makes much more sense than fitting it into tight compartments.

Please let us have more articles of this sort, as well as your personal experiences (see also notice on p.14) - and that of your children; and how about following the lead of 'Growing Without Schooling', and compiling a register of helpful LEAs? Three members quote their experiences in this issue; you need not write an article, just drop us a line if your LEA has been actively co-operative in the setting up of your scheme of education.

All newsletter contributions should be addressed to:

EO, 18 Eynham Road
London W12

- - - keep them rolling in!

P.S. The new cover was designed by Irene Bethell; I think it is beautiful, which is why I have taken the unilateral decision to use it this issue. What does everyone else think?

Ed.

Education THRU' the Press

From Sarah Guthrie, with contributions from Janice Owen

EO A nine-year-old girl who has never been to school has become the youngest person in Britain to pass an O-level exam (GUARDIAN 31.1.81). Ruth Lawrence got a grade A in maths, and finished the exam half an hour early. Interviewed on BBC's BLUE PETER (5.2.81), Ruth was asked if she followed a timetable. "I don't have a timetable" she said, "I just get on with whatever I have." "So life is one big lesson?" concluded the interviewer ... Sarah Guthrie was interviewed for the DAILY EXPRESS for an article on home education (4.2.81), following the interest shown in Ruth Lawrence by the media. Wrote the Express's education correspondent: "For the vast majority of pupils this would be a foolish course of action. The official view is that the dangers clearly outweigh the advantages." However, he did admit that "... some rare youngsters are not harmed by home tuition." In a further interview for Radio Liverpool, Sarah was asked how her children would ever learn to add up if not in a classroom (4.12.81) ... Parents whose son has been educated at home since 1978 were given an absolute discharge in court (DAILY MAIL 16.12.80). But the boy has since been ordered to appear in a juvenile court. He had been caned at the age of 11, during his first week in a secondary school, and this had a devastating effect on him. The local council has now banned the use of the cane, despite opposition from teachers ... A 15-year-old boy must go back to school, after an absence of two years, until Easter - when he will be old enough to leave. (DAILY TELEGRAPH 6.1.81).

NO SUMS, B.A. Britain's university graduates cannot add up, according to a report from the Association of Graduates Careers Advisory Service (NEW STANDARD 9.1.81).

VIOLENCE A teacher from Litherland High School, Merseyside, has leaked the school's punishment record to STOPP (The Society of Teachers Opposed to Corporal Punishment). The record shows that a beating is administered every 45 minutes, for offences such as talking in class, late for lessons, or running in the corridors (GUARDIAN 27.1.81) ... Pupils at the school have since protested in support of the teacher who leaked the record (GUARDIAN 6.2.81) ... Corporal punishment will be banned in all Inner London schools from 2.2.81 (GUARDIAN 27.1.81) ... "No child should have to put up with avoidable unhappiness from bullying or any other cause, longer than one month" claims one teacher, quoted in an article about school bullies in the DAILY TELEGRAPH (19.11.81) ... A parent blamed his son's suicide on the macabre nature of his English homework, based on the theme of death (DAILY TELEGRAPH 24.1.81) ... Some hotels in Italy have refused to accommodate British schoolchildren any longer because of their bad behaviour (DAILY TELEGRAPH 31.12.80).

TELEVISION Further coverage on the effects of TV, this time with the publication of an American study by Neil Postman, "The Disappearance of Childhood". Postman's research into the effect of indiscriminate viewing on children's development lists many sorts of damage - inability to think clearly, shortening of attention span, erosion of linguistic and calculating skills. Most seriously, Postman claims the merging of adult and child cultures with the same highly sophisticated information being transmitted to all, means that the innocence of childhood gets swept away. (DAILY TELEGRAPH 17.1.81).

DRINK

Subjects who took part in a study of the effects of alcohol on the brain talked on their drink problems in connection with schooldays (SUNDAY TIMES 18.1.81). Said one, "I started drinking at the age of 12 ... " he hated the school he was at but did not like to disappoint his parents ... the teachers were priests who provided harsh discipline ... the child later became an alcoholic.

SPACE
IVASION

Electronic games of chance-called Space Invaders have been installed in some public libraries in Surrey (DAILY TELEGRAPH 22.1.81). The chief librarian admitted that "it does get a bit noisy. But it is better than ripping up books." ... Since he became obsessed with one of these machines, a 16 year old handicapped boy improved his reading ability dramatically, it was claimed ... Another child was driven to stealing in order to pay for his addiction to the game (DAILY TELEGRAPH 15.1.81).

LIFE IN
SCHOOL

An HMI report of last November blames Inner London teachers for the failures of many of their pupils (DAILY TELEGRAPH 13.11.80). It says: "there is much dull repetition together with mindless copying of notes and work often lacks obvious purpose ... it is evident that many teachers underrate the capacity of pupils, whatever their level of ability" ... Eton College is now too spartan to accommodate holiday package-deal courses (DAILY TELEGRAPH 16.1.81). Said the headmaster: "It is perfectly true that Eton is more spartan than a good hotel. That is because we are a school and not an hotel" ... According to the Religious Education Council, the 1944 Education Act is being flouted in 25% of comprehensive schools because there is no religious or morality teaching at all in the upper classes ... A group of fathers claim that their sons are becoming cissies because of attending cookery and needlework classes at school (DAILY TELEGRAPH 12.1.81). Said one father: "I can just about fry an egg and I can't even thread a needle, but it has never done me any harm."



When I started on EO I felt pressure from the authorities "to have something to show" and I am afraid I sometimes passed on this pressure to my 5 year old son and wanted him to do educational things when he wanted to play shops. Gradually I have relaxed into it and realise that what I invented is far more artificial than what he invents. He loves playing shops and has a drawer of empty boxes within boxes, which he frequently covers the house in. Initially they were super for sorting work and we would sort the lounge into a chemist shop, a toy shop, with a fridge and a freezer, etc. There was lots of vocabulary work in playing with them where he had to get me something to make sandwiches with, something for breakfast, a present for daddy, something quick for afters or all the things to make cakes with.

More recently the boxes have labels on and prices and he will make out bills for me and add them up. To start with I chose carefully so that there were no tens to carry but have more recently chosen anything. We played shops the other day and there was a sale on, everything was half-price and he played for ages relabelling them. He has also drawn notices for the door of opening hours, etc.

For calculations, I keep a tin of money mainly 1p and 10p, and some toy £1 notes. In this way we have seen addition and subtraction work before we ever wrote the calculations down. We put the money with the goods, add (or put) it all together and change 10 x 1p for a 10p piece. It makes sense that way.

To do subtractions if we want to do $341 - 125$ we pile up the 3 x £1, 4 x 10p and 1 x 1p and try to take 125 away. If there aren't 5 x 1p to take away we change 1 x 10p into 10 x 1p at the bank of money in the tin.

Another love is playing hospitals and I recommend being examined laying down on the settee when the housework is wearing you out. The other day he wanted to play this so I suggested that real patients had temperature graphs at the end of their beds. Soon all the toy animals had theirs and we had begun to learn graphs and normal body temperature.


If they want to play cars on a construction road set, put a large piece of paper under the roads and draw round. You have a full size map and can discuss the need for smaller maps and be away on scale. I then drew a scale map of a road network and left my son to build it from my map and he still thought he was doing what he wanted.

A Few Purchased Games

1. Counting Games

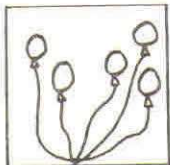
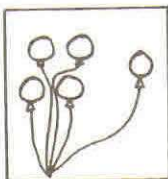
I am including games which I think are of use in counting, calculating, etc., and not just for entertainment value.

An excellent really early game is Scaredy Cat. It consists of a pack of cards of several cats, blackbird cards with 1, 2 or 3 birds on and 6 jigsaw pieces of a scarecrow. You pick up cards in turn from the pack collecting birds, putting the scarecrow together centrally. Cats scare away all your birds and are returned to the bottom of the pack; the game ends when the scarecrow is complete. The obvious end is to count the blackbirds but even before the child can count to 25 say, there is much value in distinguishing between 1, 2 and 3 blackbirds.

A follow-up type of game is the jigsaw type Animal Sixes or jigsaw Beetle type game where you throw a dice to obtain a piece of the jigsaw, I prefer the type with a figure 5 on the piece so that  has to be interpreted as 5.

Of similar difficulty are number dominoes, and all the variations of ludo. (snakes and ladders is far more difficult and confusing).

A suggested make-your-own lotto game is with a set of four 3 x 3 boards using 20 cards with from one to five of each of four different symbols (eg balloons, yachts, flowers, and icecreams). Instead of arranging the 4 flowers in a square domino pattern they are placed at random on the card and board, making counting more necessary. Hence also 5 balloons may be arranged on the board as a group of 4 on one side and one at the other but on the card it may be arranged as a 2 group and a 3 groups



Hence suggesting but not saying that $4 + 1 = 5 = 2 + 3$

It is a good idea to buy some card and make games in this way which may only have a short life but only have a limited length of use anyway as they are quickly accepted and grown out of (alphabet lotto and word letters are obvious ones especially at the very beginning of reading).

All these have been concerned with counting and can be started quite early.

2. Calculating Games

A good game once children count is Bingo to familiarise children with figures i.e. 23 as distinct from 32. If the usual bingo to 100 is a big step, make your own version of 20 or 30 first, using card.

Later on tables bingo can be played with calculations read out and their answers covered up e.g. call out 2×3 , 3×10 , etc. Again practice only up to 6×6 table if you prefer making a temporary game to gain confidence.

There are games on the market e.g. All at Sea. This has the numbers 0 to 12 then 15, 16, 18, 20, 24, 25, 30, 36 on a board. Two players each have coloured counters. Throw two dice and if you throw 3 and 6 you may score $3 + 6 = 9$, $6 - 3 = 3$, $6 \div 3 = 2$, $6 \times 3 = 18$ and hence can cover up one of the numbers 2, 3, 9, 18. Other simple practice games are ludo or snakes and ladders where you multiply 2 dice scores to find how far to move. (The game is over quickly too!)

Another game demanding calculation is Yahtzee. Five dice are thrown and any of them may be rethrown up to twice. Yahtzee is the event of five dice scoring the same, e.g. 5 three's, but there are runs of 1, 2, 3, 4, 5 etc to go for and you have to try to get 3 or more of each of the scores 1 to 6 to score a bonus. Start with only 7 turns scoring 3 of each of 1 to 6 and Yahtzee. Then bring in the runs as well. Later include full house and chance. Lastly add the 3 of a kind and 4 of a kind and you are playing Yahtzee. My 5 year old son learned this quickly and is very patronising when he beats me (I would be happier to explain this at length to anyone who is interested).

I have found other games can be taught in this subsets way, teaching a part of the game and then adding in more. For example, Mah Jong - played with a pile of tiles not a wall, no winds, dragons, flower or seasons and only 10 tiles meaning 3 triples and a pair is easy to learn. Next add the dragons, seasons, etc., and in no time you are playing the whole game. But introduce the scoring as you go along also and that too is easy.

Introducing Fractions

I was a maths teacher in a secondary school but until having a son of my own I had never really come into contact with early childhood experience, in particular in maths. I have noticed his development more I suppose for this reason and I think responded more to him.

When he was about 3 I always used to ask him if he wanted his toast cut in halves or quarters. I am sure that he still pictures fractions in terms of toast but it gave him a picture. Today at not yet 6 years, he is happy with the situation $\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$ in verbal terms. Later I cut a series of large circles in different colours and cut each up into different fractions i.e. 2/2, 3/3, 4/4, 5/5, 6/6, 8/8, 10/10, 12/12, 20/20. Also one whole circle. These were given to Tom for him to find what fraction they were and he labelled them himself. He has also done true/false work on $\frac{2}{3} = \frac{3}{4}$, $\frac{5}{20} = \frac{1}{4}$, etc and even $\frac{2}{3} > \frac{1}{4}$, $\frac{2}{5} + \frac{1}{10} = \frac{1}{2}$, etc.

Now he will use fractions mentally e.g. wanted middle of a line $11\frac{1}{2}$ cms long worked out in his head that it was $5\frac{3}{4}$ cms. Not by routine exercise but by understanding.

KEEPING AN ACTIVITY DIARY - Jean Lovius

If you are worried that your child is doing nothing or you want to justify to others that your child is developing constructively, the following idea might be useful.

Keep a diary type list of everything that is done by your child or children for a week or more and then check what has been done against the skills used whilst doing them. It is incredible how much goes on without notice. I've used washing up as an example. Obviously all the skills listed would not be used all the time or by all age groups.

<u>Activity</u>	Washing Up
<u>Science</u>	Understanding water/temperature/bubbles/mixing of temperature etc/detergent.
<u>Estimating</u>	Amounts of water & detergent/temperature/quantity/when to change/decision as to value of detergent/is it a good buy/timing of washing up to fit in with immersion heater.
<u>Reading</u>	Recognition of hot & cold/detergent container/reading of free offer/sending away for it/understanding implications of contents.
<u>Social</u>	helping/sharing/self-sufficiency.
<u>Creative</u>	Well, watch any youngster wash up!

Obviously one could use only one type of skill if one wanted to and do it in more detail. It can be done with no embarrassment to the rest of the family and it also provides lots of ammunition against troublesome or well intentioned advisors etc.

Science

out of school!

by Simon Grant

One of the major problems for education out of school is science. There is a lack of parents with a knowledge of science subjects, and also a lack of resources. And it could seriously be argued that education with no physical sciences (physics, chemistry) at least for the ages 13 - 16, was lacking a great deal, simply because anyone who has not studied these subjects is at a definite disadvantage for being employed, for employing themselves, or for going on to further study.

In the recent past, it was one of the attractions of large state schools that they could have the specialist staff and all the best equipment for the sciences. Now this is no longer. There is a chronic shortage of physics teachers and the cuts in expenditure mean that equipment grows old and is not replaced. The position in private schools has at times been worse, particularly in many girls' schools which did not offer physics or chemistry at all.

It is therefore clear that 'otherwise' science education is very important, and equally that it is going to be difficult. I wish here to describe some possibilities in the area.

Many people wish to follow an exam syllabus, because the qualification is necessary for education at a later stage, or because an employer requires it. For those of the highest intelligence and motivation it is possible to follow an exam course entirely from books, but it is easier, and for most people necessary, to include practical investigations and experiments. These help people to understand what they are reading about and they make the course less boring. To include a good range of experiments one needs an amount of equipment and materials which is beyond the scope of most families, because of the money and the space needed. One can use resources which are already established, but state schools are not usually willing, independent schools often charge a price, and neither have a large amount of time when their equipment is not already in use. So to follow an exam course out of school needs a new kind of organisation, which I shall say more of below.

If one does not want to follow an exam syllabus, and accepts the restrictions on future study and employment, the options are wider. One is then faced with three interlocking questions: what to study; what equipment and which materials are desirable and available; and who, if anyone, will provide specialist knowledge or experience. Let us examine three options.

The first I shall call the "home-hobby" approach. The idea is to buy a few kits - e.g. electronics, chemistry - and let the child get on with them. The advantages are that this is fairly cheap and easy to organise, needing no specialists, and it is more interesting than a teach yourself book by itself. The disadvantages are that the range of subjects is very limited, the approach offers no depth in theory or practicality, and if one tries to improve on this it can become very expensive.

The second option I shall call the "neighbourhood" approach. Assuming that you are friendly with some people who work in the neighbourhood, your child could go round to them finding out about their particular speciality. There are advantages in that the subjects to study would be relevant to modern life, and that the equipment would be easy to get hold of, either on site or via your contact. But even if one can persuade people to help in this way, specialists are not always good teachers, and this could be a real handicap if the nature of the business presupposes any depth of scientific understanding - as in a nuclear physics lab, a plastics factory, or a television repair firm.

There are areas like farming where one can help in return for instruction, but here the scientific content is fairly low.

The third option is one which, to my knowledge, has not yet been tried. It is a co-operative approach, but the details of its operation have yet to be worked out. It is the option which combines the greatest flexibility of subject matter with the possibility even of following exam courses. The key is to pool resources and to provide facilities beyond merely science.

We require a building or rooms (of perhaps 50 square metres) and a number of people prepared to put up capital to get the project off the ground. The centre would then be equipped with apparatus and tools for physics, chemistry, electronics, woodwork and metalwork. The facilities could then be used by all who contributed - and the contribution could be in kind for a number of people.

The aim would be to have the facilities as fully used as possible, so that there would always be some other people to help out or at least to offer another opinion about how to do anything difficult. People could repair things or make things; they could research into energy conservation or recycling of materials; and they could tutor or study for exams. All of these provide potential income and people who could not contribute directly with money could do productive work and sell it for the benefit of the co-operative.

There are many related activities which could easily be added on if the original scheme prospered: pottery; work in glass, ceramics or plastics; manufacture, testing and repair of wind generators, solar panels and heat pumps; and many other things. A larger centre with these sort of things would naturally be the core of a community - maybe a village - and could provide many of the needs of a village. Even at that scale, it would be of great benefit to have all these arts, crafts, sciences and technology together, so that they can help each other in a way that they do not in our society generally. I believe that science is more useful when intimately linked with technology, craft, and indeed art.

I hope that anyone who experienced working or learning in even the smaller version of the centre would find it truly educational.

If anyone is interested in setting up or participating in anything like I have suggested, please write to me:

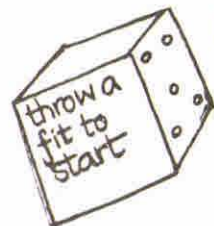
Simon Grant, Pill Farm House, South Hinksey, Oxford.

** Spotted in the CSSAS newsletter 4 **

"If you treat an individual as he is, he will stay that way; but if you treat him as if he were what he could be, he will become what he could be."

GOETHE

(N.B. this newsletter, available from A.C.E. contains several useful book reviews)



your child is beaten up at school ~ MISS A TURN

school says she would be socially deprived if taught at home

You join EDUCATION OTHERWISE ~ move on 5

your neighbours move ~ PAY FORFEIT (or not)

EOPOLY

By SEG



you appear in court PAY £200

complete acquittal COLLECT £200

attendance order served next day

BACK TO SQUARE ONE!

inspector says your child is hyperactive MOVE ON 8 ~ (QUICKLY)

laugh and gasp your way through the Fun Educational Game for 1981*

you're prosecuted for lack of Scottish dancing facilities ~ MISS 2 TURNS

school phobic unit opens in your front room

as a "slow learner" (back 3)

child assessed as "gifted": MOVE ON 4 ~ BUT! also...

child does first educational project: WAIT TO SPIN A 6

*does not include batteries!

EO in LITERATURE

"Mrs Garth at certain hours was always in the kitchen, and this morning she was carrying on several occupations at once there - making her pies at the well-scoured deal table on one side of that airy room, observing Sally's movements at the oven and dough-tub through an open door, and giving lessons to her youngest boy and girl, who were standing opposite to her at the table with their books and slates before them. A tub and a clothes-horse at the other end of the kitchen indicated an intermittent wash of small things going on.

Mrs Garth, with her sleeves turned above her elbows, deftly handling her pastry - applying her rolling-pin and giving ornamental pinches, while she expounded with grammatical fervour what were the right views about the concord of verbs and pronouns with "nouns of multitude or signifying many", was a sight agreeably amusing.

"Now let us go through that once more," said Mrs Garth, pinching an apple-puff which seemed to distract Ben, an energetic young male with a heavy brow, from due attention to the lesson. "'Not without regard to the import of the word as conveying unity or plurality of idea' - tell me again what that means, Ben!" "Oh - it means - you must think what you mean", said Ben rather peevishly, "I hate grammar. What's the use of it?"

"To teach you to speak and write correctly, so that you can be understood," said Mrs Garth, with severe precision. "Should you like to speak as old Job does?"

"Yes," said Ben, stoutly; "it's funnier. He says 'Yo goo' - that's just as good as 'You go.'"

"But he says, 'A ship's in the garden' instead of 'a sheep'" said Letty, with an air of superiority. "You might think he meant a ship off the sea."

"No, you mightn't, if you weren't silly," said Ben. "How could a ship off the sea come there?"

"These things belong only to pronunciation, which is the least part of grammar," said Mrs Garth. "That apple-peel is to be eaten by the pigs, Ben; if you eat it, I must give them your piece of pastry. Job has only to speak about very plain things. How do you think you would write or speak about anything more difficult, if you knew no more of grammar than he does? You would use wrong words, and put words in the wrong places, and instead of making people understand you they would turn away from you as a tiresome person. What would you do then?"

"I shouldn't care, I should leave off," said Ben, with a sense that this was an agreeable issue where grammar was concerned.

From 'Middlemarch' by George Eliot
first pub. 1871

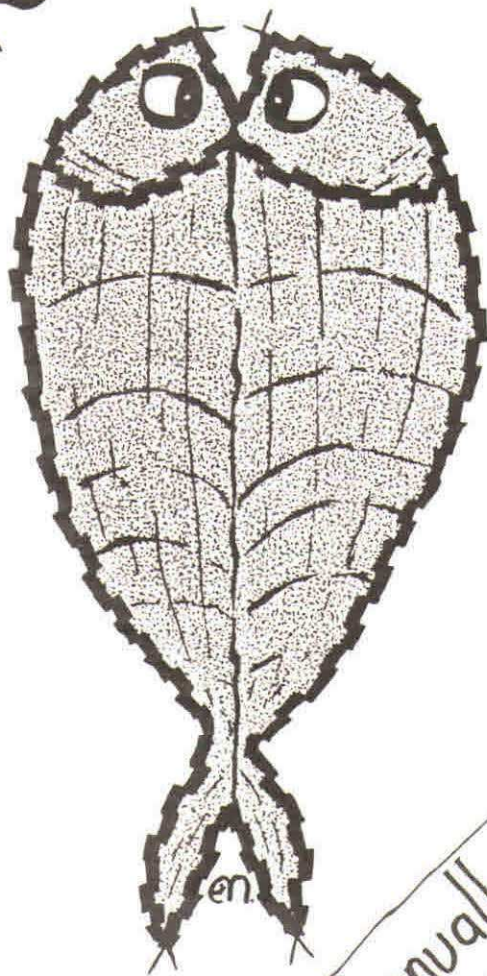
(Submitted by Janice Owen)

STOP PRESS FOR LOCAL CO-ORDINATORS

The literature that you were promised is at last on the press, and will be with you soon. (Dianne Cox)

The
All ages
Magazine
Run by Children for
You. Contains jokes, comps,
poems, hobbies etc. that you send in.

"The Kipper"



Twice Annually - 40p. incl.
Post. from: 173 Glen
Rd. Oadby
Leicester.



Personal Experience

by Gillian Drake

My daughter Sara has now returned happily to school after two years at home, and as a result we have several books for sale (see list below). This could be considered an EO success story, depending on your viewpoint. I know there are almost as many opinions on what education should be about as there are members of EO. However, I believe there are other members who like me are not basically anti-establishment or anti-school, but who are concerned at their own child's lack of progress within the system.

Our daughter began to have problems at about 8 years old, with loss of confidence, confusion and disenchantment. A change of school and consultations with teachers seemed ineffective in bringing about any improvement. So in September 1978 we withdrew her from school and I taught her at home for two years, until she was the right age for entry into secondary education this September. Her confidence restored and her horizons widened, she was ready to go. She has settled very well, both emotionally and academically. She has made many friends, and she has come second in the 'A' stream. We knew that previously she wasn't being taught the basic skills to help her reach her potential.

If any members are needing the encouragement to carry on, or perhaps the courage to start a programme of home education for their child, I hope our 'success' story may give them the boost they need.

Books for Sale

Maths Adventure by Jan Stanfield: cards 1 & 4	£1.00
pupils & teachers books 1,4,5	75p each
activity books 1 & 4 (used)	25p each
activity book 5 (unused)	75p
Maths Adventure for Schools by Ronald Fletcher:	
teachers book 1	£1.50
teachers book 2	£1.00
pupils book 2 (4)	50p
Beta Mathematics 2,3,4:	70p each
Answer books 2 & 4	10p each
Alpha Mathematics 2 & 4	70p each
Answer books	10p each
Longmans Junior Maths by N V Brindley Book 1	50p
Botanic Action with David Bellamy	£1.00
Science Experiments You Can Eat by Vicki Cobb	30p
Experiments with Everyday Objects by K Goldstein Jackson	30p
Fun with Physics by Colin Siddons	£1.00
Exploring Nature by Derek Hall	25p
Activities for Young Naturalists by V E Graham	£1.00
Science 5/13: Trees stages 1 & 2, Using The Environment 3	
Like & Unlike Stg.1,2,3: Tackling Problems Part 1	
Guide - with Objectives in Mind	£1.00 each
The Ladybird book of Handwriting	10p
Nelson Handwriting books 2,3,4.	15p each
Using Good English by T H Dalzell Books 3 & 4	75p each
Cours Illustré de Français by Mark Gilbert Book 2	50p
Eclair 1; teachers guide, pupils book & tape (together)	£2.00
Phillips Modern School Atlas (1973 edition)	50p
The Musical Instrument Recipe Book	25p

Postage at cost (2nd class unless requested otherwise)

Available from: Gillian Drake, Newdenne House, Church Street, Warnham, Sussex
(Telephone: Horsham 51965)

Personal Experience

from Roy Dunster

The stress of school life left me a prematurely retired teacher with time on my hands and three children (15, 14, 12) to bring up. The eldest, my daughter, is approaching examinations and will adequately cope intellectually but the pressure is mounting and is quite out of proportion to the result to be achieved. Emotional outbursts and stress-produced illness already manifest themselves.

First let me say what I want for the children. I and the wife want them to grow into well balanced, literate and considerate people, generous in disposition, and outgoing in their personalities. We want them to be well-informed and adaptable, able to think for themselves and to take their place in a community whose values are morally defensible. With the best will in the world the school seems to be failing in many particulars.

As an organisation dedicated to learning it stultifies enquiry, inhibits exploration of ideas by its structure and numbers. Observing the legalities has imposed administrative practices which are inefficient and time consuming.

Learning is equated with academic progress whereas the two boys are very practical in their approach to life. David (the eldest) hasn't a clue what he wants to do when he leaves school, has little regard and respect for his teachers - some of them seem to have a dislike for him because they have not succeeded in gaining his co-operation and he in return adopts a surly and even antagonistic attitude. Moods are common and frustration is expressed far too emphatically with the result that the quality of home life suffers. With his peers he maintains good relationships and has at times been influenced to smoke - as has Deborah - something which we deprecate.

Alan, the youngest, has had many changes of school and hasn't liked any of them. He does not easily make friends with his peers as his interests are different to theirs with greater variation and a more mature approach to activity. He relates well with adults and younger children. He looks forward to purposeful activity.

In addition to these considerations I have yet to mention that I am coaching a 14 year old lad who himself has had problems at school. We have a very good relationship and although much patience is needed, Peter has on several occasions learned things in our sessions together that have been beyond the school to reach him.

Considering the advantages, I have my own expertise to offer and Peter's parents have also offered their expertise. I am a teacher of some 16 years standing and a graduate of the Open University in the Humanities, with further qualifications in science and religious education. Apart from these specialisms I have taught Maths to GCE level, History, Geography, Music, English and have a certificate in Agriculture. I am a photographer and organist. Peter's father is an electronics engineer and runs an optical business in connection with his interest in astronomy. He operates a computer and has offered this facility. It is possible to hire from the LEA laboratory facilities in the evenings and during holidays for science teaching. Recreational activities are available on the seashore, swimming baths, badminton clubs and Y.M.C.A. Peter's mother has offered to teach Domestic Science and Business Skills and we have typewriters and a duplicator available. Externally set exams can still be taken as at school.

Opposing these advantages, the interdisciplinary nature of the approach will require ultimate restructuring for examination purposes. There is a very real objection to the scheme in that future employers (if any) normally rely upon a school for an independent reference.

On balance we have decided that to create a new situation for learning will be to the children's advantage and as parents we will have to constantly keep ultimate objectives in front of us, using our ingenuity to overcome obstacles as they arise.

Progress to date

The local authority has been contacted over the phone and want us to submit our proposals in detail. The Headmaster is not against the scheme but has reservations on the principle of father teaching son. We have joined Education Otherwise for support and would welcome any thoughts that others might have on the project.

can you help?

EO is receiving an increasing number of enquiries concerning 13-14 year old children - usually boys. For those who want information about obtaining qualifications, it would be nice to be able to refer them to written accounts of the actual experiences of members. If you have this experience, we'd be very grateful if you'd write something for the Newsletter. As always, it doesn't need to be in essay-form - nobody's going to mark it! If YOU gained the confidence to go ahead and help your child acquire qualifications, how did you acquire that confidence?

What questions did you ask yourself? How did you answer them? Many of us know that what now seem small and insignificant steps once seemed large obstacles. There are many people 'out there' who need help in overcoming these particular ones - can someone please help them?

Write to the newsletter, c/o 18 Eynham Road, London W12

SMALL ADS

* We are looking for someone to help us on a 15 acre self-reliant homestead, 15 miles west of Norwich, for the summer or longer. We are in our mid-thirties and Rebecca is 9. There are cows, sheep, pigs, bees and poultry, also 2 ponies. We produce most of our own food, and sell dairy produce. We need help with the animals, veg., haymaking etc., and with the projected de-schooling and/or fun and games for Rebecca. We offer comfortable, attractive accommodation, (self-contained), some food from the farm, pocket money and an opportunity to learn about small-scale organic farming. This might suit a single person (?craftsperson) with/without a child; or possibly a couple, though there's only work on the farm for one.

Jock and Christabel Butler, Walnut Farm, Southburgh,
Thetford, IP25 7TE, Norfolk ... Dereham S20218.

* Anyone with a copy of "The House on the Hill" by Frances Wilding (alias Joy Baker) who is willing to part with it will find an eager buyer in

Janice Owen, 101 Fortescue Road, Edgware, Middlesex

as it was my original inspiration for EDOing.

TALKING ABOUT SCHOOL

The Dyslexia Institute held a conference in London where dyslexics talked of their problems. Among them, Duncan Goodhew, Olympic Gold medallist, said he used to burst into tears every time a teacher asked him to read. "I used to be known as Duncan the Dunce and told to sit in a corner and shut up just because I found it difficult to read" he told the conference. (DAILY TELEGRAPH).

"I remember being hauled through maths when I was little, and not being at all able to understand. But when I looked at books on the subject when I was grown up, I thought 'gosh, this is fascinating...'" (Johnny Ball, presenter of a maths programme talking on SWAP SHOP, BBC1 3.1.81).

Ted Osborn, headmaster of a South London primary school, said that a few children were bored at school, and there were cases where the teachers could not compete with the most stimulating home (TUESDAY CALL, BBC Radio 4, 27.1.81).

"It is a traumatic enough experience to be starting school at all... (let alone having to be bussed out of the area)" (Joan Lester MP on ANY QUESTIONS 19.12.80).

Patrick Campbell was educated at Rossall, the public school in Lancashire - "where high tides blocked the drains and the headmaster beat tall pale students with billiard cues." (SUNDAY TIMES 16.11.80).

"All that stuff they give you about your schooldays being the happiest of your life is just a load of rubbish. The teachers I had were a load of psycopaths .. (Billy Connolly, in a biography by Duncan Campbell (Pan Books)).

"He was intractable ... once we used corporal punishment ... we let him go his own way ... an acute problem for myself and all my colleagues ... " (Mr Pobjoy, headmaster, describing his former pupil John Lennon on BBC News 9.12.80)

"It's getting better all the time
I used to get mad at my school
The teachers that taught me weren't cool
You're holding me down, turning me round
Filling me up with your rules."

(GETTING BETTER, song by John Lennon/Paul McCartney)

Michael Parkinson, talking on his TV chat show, said, "I think Barnsley Grammar School did for education what myxomatosis did for rabbits." (DAILY MAIL 2.2.81).

- Sarah Guthrie, with contributions from Jackie Fearnley

Recent research among primary-age children of working-class background has revealed that children whose mothers hear them read at home are better readers than those whose mothers do not (See New Society 12.2.81)

What a surprise! Is there any chance of teachers accepting this?

Part-time Schooling?

Just suppose your 13 year old daughter was desperately keen to study chemistry. How would you help her? Perhaps you could buy laboratory equipment? Perhaps you know the chemistry teacher in the local school and he'll let her use the lab after school on Thursdays?

But what about 'part-time schooling'? It seems (solicitors, please correct me if I'm wrong) that the law is loose enough to allow attendance for certain subjects/days and not others. I am advised that to attend at all, you must be registered. If you're registered, you must attend "regularly", but regular attendance is not defined. Further, the law allows the school to grant absences without risk of prosecution for truancy (e.g. for holidays, sickness etc.), all of which is at the discretion of the school.

So it all depends on the goodwill of the individuals involved. The law seems to allow for part-time education. Yes, of course there are snags ("think of the effect on the other children ... they'll want to go to school part-time as well" etc). But, has anyone tried it? Does anyone want to try it?

Grants for EO?

I am also advised that an LEA has the power to award grants to families who educate their children at home. And we know that an EO child saves the authority their capitation allowance, perhaps bus money, capital equipment, space etc., so that in theory money ought to be available. But has anyone tried to get a grant from an understanding and co-operative LEA?

It seems that some counties get near this. Devon LEA, for example, paid for correspondence courses for children being educated at home on an offshore island which has no school, presumably because it hadn't provided a school and because daily travel was not feasible. Nevertheless, it still paid a grant for EO, in effect.

I know the time is not "ripe", but I feel we need to move towards this kind of grant system (which is, I believe, found in other European countries). Is any family working with an LEA's full approval willing to ask?

(Reprinted from the Devon Newsletter)

Which eminent Christian wrote the following:-

"How to bring up children:-

Break their wills betimes; begin this great work before they can run alone, before they can speak plain or perhaps speak at all. Let him have nothing he cries for, absolutely nothing, great or small. Make him do as he is bid, if you whip him ten times running to effect it. Break his will now and his soul will live and he will probably bless you to all eternity."

EO and the LEA

- Betty Ball

It is now one year since we decided not to send Tom to school. He was due to start in January 1980 and would be five in the following February. As we had previously registered him with the village school we notified the Headmaster just before Xmas and he in turn notified the Education Department. My husband and I were summoned to see the Senior Area Education Officer and the Primary Schools Adviser.

The atmosphere was quite pleasant and we were asked about our aims, our competence and how we would deal with the social problems of isolation and the inevitable team sports. We were asked to supply a curriculum in writing and we said we preferred not to but would send in something explaining our aims. This we did by February. It explained how we wished to follow Tom's interests in subject matter; we stated that he already read well and was moving quickly towards numeracy. We stated in general terms what we felt was important i.e. an understanding of the world we live in, etc. The Primary Adviser replied in writing saying that she was concerned at -

"the absence of any reference to imposed discipline... Society as we know it, whether acceptable or not, does demand whether we like it or not both self-discipline and submission to externally imposed discipline. The development of "stickability" despite one's inclinations is a necessary discipline of learning."

She wished for more details and recommended some books including one on Pre-reading Skills even though I had assured her he read well. She suggested we experiment for one term and then submit a new expanded curriculum.

In June we replied reiterating that we were working in an individual-centred system designed to encourage choice and obviously too rigid a curriculum was impossible. We then went on to list his achievements to that point under various headings, also a list of visits of interest since January.

This was acknowledged with a wish that we contact the Primary Schools Adviser in December to show her sample's of Tom's work so that she could assess the progress he is making. On phoning for this appointment she suggested that I bring along notes on my plans for the next few months.

The meeting took place a fortnight ago and I attended with trepidation. I was not using any maths text book or scheme and much of my evidence of Tom's development I felt was in terms of conversations we had had together - with no evidence. I need not have worried, on the maths side (I must confess here I used to teach secondary level mathematics) she was pleased that I wasn't using a text book. She said that most parents teaching their own children ploughed through a text book because they thought it was what they would be doing at school but that understanding in real life situations was much better at this stage.

We also discussed at length how having relaxed into the situation of home education, I felt it less necessary to manufacture situations for learning but to use my son's interest. It really does just happen if you are receptive to their ideas. Also use of suitable games gives practice in arithmetic and logical manipulation without drudgery. All this she accepted and tended to agree with although she still wishes work discipline to be there.

At the end of looking through the samples of his work she mentioned the plan for the next few months. I said that I hadn't written anything down as I wished to discuss it with her. My aim was to continue with the sort of things we had done so far, widening our interests and following Tom's interests

more. This she accepted and suggested that I phone her at the end of the summer for a chat and see how things are going.

Its a good feeling now that I am not committed to anything specific except to make progress - which is my hope for my son's education anyway. I feel that we are being treated as reasonable and responsible people and certainly not being harassed.

About a week after this last meeting the Primary Adviser was talking to a training course for Playgroup Supervisors about Early Education. She told them about a group of parents called Education Otherwise who were interested in their children's education from birth onwards and the excellent work they were doing. This was reported back to me by a friend on the course and was very reassuring - she may yet be joining us!

FORTHCOMING BROADCASTS

The Open University course E200 'Contemporary Issues in Education' (on radio) includes a programme on Education Otherwise, with Dick Kitto talking about our origins, and the experiences of two families. The programme is broadcast (on the usual OU frequencies at the usual obscure hours of the day and night) on Sunday 29th March at 7.35am, and Monday 30th March at 11.50pm. **

Thames TV is broadcasting a schools series in May and June about computer education and its (presumably) explosive effects on teaching patterns in the near future. The series is called 'Living in the Future' and is aimed at 7 - 9 year olds, the director and deviser are hoping for audience feedback, which should be addressed to Michael Feldman, 'Living in the Future', Thames Television Schools Department, 149 Tottenham Court Road, London W1. (See also Jane Davies article on p.20).

BBC SCHOOLS PROGRAMMES Material accompanying schools' programmes is still available to private enquirers - from BBC publications (Schools), PO Box 234, London SE1 (01.407.6961). Ask for BBC Annual Programme for Radio and Television for Schools and Colleges 1980/81 the list of BBC Publications 1980-81 and an order form.

''' STOP PRESS '''

Congratulations to Sarah Guthrie on giving birth to a
10½ lb girl a few weeks ago ... the ranks of EO are growing...

** If anyone has comments on the programme or accompanying notes, please send them to:- Peter Barnes, Faculty of Educational Studies, OU, Milton Keynes, MK7 6AA.

SUPPLEMENT TO SKILLS - LIST 1

Mrs Christina Carol Cordingley
Hargate House
Moor Lane, Brierley,
Barnsley, S Yorks

Daphne Watson
40 The Ridgeway
Marlow, Bucks

Lesley & Roger Downie
Glasgow

David & Monica Dobbs
7 Reservoir Road
Broomhill, Sheffield

Arthur & Prue Phillips
Little Deilworthy Farm
Milton Damerel, Holsworthy
Devon

David & Irene Margaret Bethell
Strines, Upper Hulme
Leek, Staffs

Lesley Patricia Rose
51 Glebelands Road
Prestwich, Manchester

Ann Martin
Berachah, Well House Lane,
Glastonbury, Somerset

David & Jackie Hall
25 Heywood Road
Diss, Norfolk

Alexander & Eleanor McNeill
Machrins Farm Isle of Colonsay,
Argyll, Scotland

Bernard & Anne Bagshaw
45 Earle Road
Bramhall, Stockport

Roy & Marjorie Dunster
5 Britannia Road
Southsea, Hants

Personal experience in home
economy willing to help and
advise

Trained Montessori teacher of
3 - 7 year olds in all subjects.
Also craft teacher to all ages
and yoga for children.

Biology, Conservation,
Art

Simple dressmaking

Farming, Electronic Engineering
(computers, etc) archaeology and
general common sense

Professional historian and
genealogist, palaeography and latin,
graphic designer

Solicitor for general advice
Home computer - 14 year old would
be glad to teach a younger child
the basics.

Feminism, Badgemaking

Simple book keeping, pet care,
gardening, railway modelling and
railway and industrial history

Letters about life on a small
Scottish island.

Qualified secondary art teacher,
also general subjects to infants.

Certificate in Agriculture, Science
and RE trained teacher. BA OU
Humanities + Education. Licentiate
College of Preceptors. Fellow Royal
Geographical Society. Associate
Royal History Soc. Examiner in East
Anglian CSE and RSA.

Margaret Patching
5 Wayside Avenue
Harrogate

Trained primary teacher
experience with playgroups and
childminder groups

Jane & Johnnie MacFie
Lower Ettrick Cottage
Ettrick Bay
Isle of Bute, Scotland

Farming, Gardening, Furniture
Restoration.

Margaret & Christopher Cavanagh
Fife, Scotland

Electronics (7 year old upwards)
Macrame, Embroidery

Stephanie & David Leland

Duplicating, possible journalism

Andrea Lowe
319 Rochdale Road
Bury Lancs

Dancing (ballet, tap, etc) basic
handicrafts, general clerical

Christopher John & Beverley Addison
24 Kindersley Street
North Ormesby,
Middlesbrough, Cleveland

BA(Hons) Sculpture, Cert in
Education. Lecturer in Art
Education

Jane Brown
144 Peterswood
Harlow, Essex

Trained teacher

Michael & Wendy Dacre
St Michael's,
Camp Hill Okehampton Devon

Music, Drama + theatre arts
with and caring for mentally
handicapped/mentally ill.

Ian & Annie Wilton-Jones
110 Pierce Avenue
Olton, Solihull, W Midlands

Middle and long distance running
breastfeeding, Laleche League
counselling, Potholing + caving
Talks given

SUPPLEMENT TO RESOURCE LIST

Michael & Wendy Dacre
Devon (See skills list)

Accommodation in a small community on Dartmoor, or camping room, music and drama courses/sessions. Possibility of EO Summer School with arts and outdoor activities if anyone is interested.

Andrea Lowe,
Lancs (See skills list)

Holiday exchanges, possibility of works visits.

Stephanie & David Leland
London

Holiday exchanges.

Margaret & Christopher Cavanagh
Fife, Scotland

Accommodation for 4, holiday exchanges.

Sandra & George Annison
26 Walden House Road
Great Totham
Essex

Holiday exchanges.

Jane & Johnnie MacFie
Scotland (See skills list)

Camping space with farm 100 yards away for visits and information.

Ann Martin,
Somerset (See skills list)

Holiday exchanges, button badge making.

Frances Howard,
Herts

Textbooks for 11-13 year olds, Primary French records, 2 German record courses and papers, Esperanto books.

Lesley Patricia Rose,
Manchester (See skills list)

Home computer and help with use offered.

Lesley & Roger Downie
Glasgow

Workshop facilities, accommodation.



Book Reviews

From Jane Davies

- . Print and Prejudice by Sara Goodman Zimet (Hodder & Stoughton 1976)

This is one of the Open University Set Books, well written and easy to read, and not too lengthy. It is concerned with the effects that reading might have upon us, particularly looking at the books available to children, and is critical of books which are thought to be racist, or that might reinforce stereotyped behaviour in children. Some school reading schemes are discussed, critically, and part of the book considers how the literature that is used to teach children to read might in fact inhibit the process.

- . Progress and Performance in the Primary Classroom by Galton & Simon (R & K Paul 1980)

This is the second book from the ORACLE team who studied Leicestershire primary schools. The first book 'Inside the Primary Classroom' explained the research and discussed some of the principles behind it. The sequel discusses the findings of the project, particularly looking at Pupil Progress, Pupil Personality types, and Teaching Styles. It is a book concerned with current educational issues and might prove to be of value to parents battling with LEAs. For instance one of the findings was that most teachers use groups rarely and many children do not experience co-operative group work at all. This might be used to support a home situation in which children do learn to work in co-operation with others. It also suggests that it is impossible for a teacher to give the individual instruction that was idealized in the Plowden Report, which is in direct contrast to the opportunities available in the home. This is an interesting theoretical book but of little value to the parent wanting practical help with day-to-day activities.

- . The January issue of WHERE mentions various publications that might be of interest. A report 'Educational provision by the ILFA' (free from DES, Elizabeth House, York Road, London SE1 7PH, is apparently heavily critical of schools in London e.g. 'Too many secondary schools expect too little from their pupils at all levels, and much work lacks pace, variety and interest.' Report collated by HMI.

On page 4 of Where, Article 2 of Protocol 1 of the European Convention on Human Rights is quoted: 'In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the rights of parents to ensure such education and teaching in conformity with their own religious and PHILOSOPHICAL convictions.' (my emphasis).

There is a very useful guide to education law which summarises and sorts out the effect of the Acts since 1944, in amending the 1944 Act.

- . There is a Flexistudy manual available which might be of interest to secondary school youngsters who want to study at home - from National Extension College, 18 Brooklands Avenue, Cambridge - £1.75. Flexistudy is a system run jointly by NEC and local colleges to provide home study courses for adults unable to attend regular college classes. It may be possible for older children to use it too. 60+ schemes and 600+ courses now available.

. Finally, I am engaged in study at College that involves reading about microelectronics. All that I have read so far suggests that Education needs to rapidly adjust to the revolution in life and working styles that will, and is, coming. Changes that will be necessary relate to the adopting of new attitudes towards work and leisure, the ability to know how to do things rather than having a lot of facts stored in ones memory, the ability and willingness to continue learning throughout life, instead of seeing it as something that happens from 5 - 16/21, and, as far as job skills are concerned, an ability to understand and use computers and computer languages, for the main jobs available will be in electronics, computers and designing of products that will use the microelectronic technology. I also see education as needing to reaffirm our instincts that tell us we need to do things as well as read and think about them. Schools and teachers will be needed but they will be used in different ways. Much EO learning is likely to be suited to the demands of the future, but perhaps we are not yet conscious enough of the need to be using electronic machines and computers and to be learning about the way they work. Particularly parents of exceptionally bright children need to consider this, and perhaps help their children who are already interested in physics to understand the scope that will be available to them in their adult lives. Might local EO groups be able to club together to finance the recruitment of computers etc., and then share the use of them? Microcomputers are within the £100 mark now, or will be soon, and machines like 'Speak and Spell' or 'Dataman' are within the £10 - £40 range.

I have photocopies of some articles on the subject, and can either duplicate them if requested, at 3p per sheet, or can let EO have some for printing in the newsletter. Having read about 10 articles this week I am really excited about the possibilities open to us, if we are sensible and open-minded. College, as you might guess, doesn't, but should, cover this area in its compulsory courses. The Government is sponsoring research and, I think, training in this area - perhaps some people in EO might like to train in this area - money for doing so might well be more forthcoming than it is for other non-mandatory grant seekers. I'll let EO know if I come across any interesting looking courses. **

** See also preview of an ITV series on page 18 (Ed)

From Gabrielle Harwood

"And the Children Played" by Patricia Joudry (Tundra Books £8)(approx £3.50)

Recommended by John Holt and worth every penny. I couldn't put it down, it was so moving, funny and true to life. Quote "Mummy, does kids have to go to school?" No, said these parents who believed in freedom. They turned a dilapidated farmhouse into home, school and church (of souls). An off-beat story of kids who educated themselves, and parents with guts and humour who decided "happiness comes first". But believing in childrens lib meant more than keeping kids out of school; it meant having babies at home, breast feeding until 3, letting 2 year olds eat mud and 12 year olds have baby bottles and - hardest of all - leaving the kids alone to do exactly as they pleased, day in and day out, year after year.

Patricia's youngest daughter, now 12, still stays home and plays.

I highly recommend this book.

- . The Facts of Life by R D Laing (Ballantine \$1.95 - 75p approx)

From John Holts booklist. This book I personally found hard going and did not feel that I could grasp or understand exactly what the author was trying to say, but for many it could be different and refreshing reading.

Quote "The main fact of life for me is love, or its absence. In this book I've tried to portray some facts of my life. Who am I? etc., a theory of intra-uterine life, mythology, dreams and fantasies, reflections on birth, birth trauma, birth practices, vignettes and the psychiatric world, questions of ethics, of knowledge, of meaning of faith, of belief ..." from the back cover and written by the author.

- . Growing with your Children by Herbert Kohl (Little, Brown \$8.95 - £4. approx)

Holt booklist. A book on child raising unlike any other, that speaks in direct practical terms of the parents we wish we were and the parents we hope to become. Kohl speaks from his own experience. He insists that parents responsibilities begin with controlling their own behaviour rather than demanding perfection from their children. No ten easy lessons on how to raise children, but a kind, sensitive, sensible encouragement to explore themselves, and the world around them, parents and children, together.

The book is arranged around five broad themes:- discipline and self discipline (without the strap), strength and violence, respect and the problem of self-usage, being fair and believing in justice (trying to be fair in an unfair world), and joy. It is written in simple language, but needs to be read several times to be digested.

- . Montessori, A Modern Approach by Paula Polk Lillard (Schocken Books \$ 2.75 approx £1.00)

This book is an introduction to Montessori education and its basic principles and techniques. Preceded by the historical background in Italy and the States. It is written with clear and careful descriptions of Maria Montessori's highly perceptive observations of how children learn. It provides an intelligent guide to the famous philosophy and method, and answers many questions parents and teachers may have.

I know very little about the Montessori method, and found this book most interesting.

John Holt says of it "It is the best introduction I know of to the Montessori movement in education".

- . The Continuum Concept by Jean Liedloff (Warner Books \$2.50 approx £1.25)

Holt booklist. A guide to natural baby care for more secure, confident children and more lovable, loving adults - this is where EO really starts. A rediscovery of man's natural capacity for happiness from the first critical months of life.

"Babies yearn to be touched, held, moved about to be where there is life and action..."

The Yequana Indians, a Stone Age tribe living deep in the Venezuelan jungle, know this - and among them Jean Liedloff discovered a joy of life and emotional security that is lacking in our society. It is the closeness, the bodily contact that children experience all through infancy that is the key to their happiness. She shows how the primitives' natural baby care can be adapted to bring our children self-reliance and joy as they grow. Your child's happy life as an adult begins in your arms. A book to shake some sense into our heads about child-rearing - all parents-to-be should read it, I wish I had, it made me sad to think what I could so easily have changed in my sons first years of life, had I read this book before.

. The Underachieving School by John Holt (Pelican Books 95p)

What can I say, I'm sure you all know of John Holt and his books, which say a lot of what all EO members already know and think. Maybe that is why I like to read them.

John looks at such problems as the sterility of most teaching methods, the amount of time teachers spend simply keeping order, the irrelevance of many school subjects and the reluctance with which children attend school. He concludes that most schools are jails and that, far from encouraging natural inclination to learn, they stifle all enthusiasm. He believes that learning must not be separated from living and suggests that compulsory school attendance be abolished and formal teaching cut to a minimum. Children should choose what they want to learn and when they want to learn it.

These provocative and stimulating essays examine a wide range of contemporary educational controversies.

. The One-Straw Revolution by Masanabu Fukuoka (Rodale Press \$7.95 approx £3.50)

You are probably thinking, an odd book to include in EO, but strangely enough it has something to do with education.

"Readers who expect this to be a book only about farming will be surprised to find that it is also a book about diet, about health, about cultural values, about the limits of human knowledge."

An inspiring, necessary book about agriculture because it is not just about agriculture.

"A child asked her mother 'Why was I born into this world? To go to nursery school?' Naturally her mother could not honestly say 'Yes, that's right, so off you go' and yet, you could say that people these days are born to go to nursery school..."

"From the time they enter nursery school, people's sorrows begin. The human was a happy creature but he created a hard world and now struggles trying to break out of it."

In this highly sensitive and thought provoking work, Fukuoka describes the events that led to the development of his natural farming methods - he understands the interconnections of farming with other aspects of culture, and his book is highly suggestive.

. Perma Culture Two by Bill Mallison (Tagari)

Permaculture, in brief, is a philosophy of working with, rather than against nature.

"Permaculture Two is about design, not gardening or livestock..."

"Society is in a mess; ... gather together a few friends and commence to build the alternative as a philosophy of individual responsibility for community survival."

Above a couple of quotes from this individual and unusual book - Bill Mallison has started a community in Tasmania which demonstrates permaculture at work.

This book is the ultimate in organic, natural living - I consider of great interest to anyone into organic gardening. (Has Dick Kitto heard of it? Otherwise I expect he would enjoy it).

. Magazines like "Mothers Earth News" and "Sesame Street" will deliver yearly subscriptions to England for only a little extra, if anyone is interested. The latter is an extremely good comic for young children. Similar to the TV show but even better I think, my son loves it. And is gaining a lot of letter interest from looking and reading it with me.

From Janice Owen

. My Best Fiend (sic) by Sheila Lavell (Hamish Hamilton 1979 £4.25)

For anyone who enjoys stories about naughty children this book is a must. What the appalling Angela gets up to is told by her best friend Charlie who frequently takes the blame. Finally Angela is hoist with her own petard. Definitely not for children who act out all they read! Much enjoyed by this mother, and daughter aged 11.

. Betsy by Dorothy Canfield (Bodley Head Paperback - Carousel Books)

Originally published in 1916 as 'Understood Betsy' the heroine of this story is an over-protected city child who learns to stand on her own feet when sent to live with undemonstrative New England farmdwelling relatives. Her transition from large 'grade school' to tiny one-roomed village school ruled by a very practical teacher provides some amusing passages. Not for those who cannot tolerate the slightest degree of 'twee'ness, but enjoyed by mother and 11 year old daughter.

From Jackie Fearnley

. I have just come across a series of books entitled 'Beans'. They are described as a new series which explores the lives of ordinary people, both past and present. The one we have read was on the Vikings and attempted to give a less one-sided version of their activities.

It was most refreshing to reach the last paragraphs: "These days we have disagreements about the same sorts of things. Although we don't raid and plunder like the Vikings did, we can often get goods very cheaply from poorer countries. When these goods become very important to us, we use force to protect our trade.

Although we don't have slaves to work for us like the Vikings did, there are still a lot of poor people working for a few rich people. In many ways things have changed greatly since the time of the Vikings - but in some ways things are still very much the same".

My only reservation about this particular book was the inclusion of a rather gruesome picture of the sacrifice of a horse, which the girls (7½ and 4½) found rather disturbing.

Vikings is by Palle Petersen and published by A & C Black. I'm not sure whether they're available in paperback as this copy came from the library and had cost £2.80.

From John Elenor - Some Recommended Music Books

.'All Kinds of Music' by John Paynter (OUP)

Designed for classroom use, hence four pupils books plus teacher's notes and tape, but most of it could be used by children in ones and two - for anyone old enough to work a tape recorder - assumes only minimal experience. Its chief virtue is to link musical activity to everyday living, e.g. patterns and sounds in nature, in industry; poetry; history; noise pollution; it stimulates invention and introduces concepts such as key, scale, etc.

.'My Kind of Playgroup Music' by Margaret Shephard (PPA)

Designed for the under-fives, but applicable in outline (if not in detail) to older children.

.'The Music Club Book' by Albert Chatterley (Galliard)

A follow-up to the successful Music Club radio series - again intended for secondary school classes, it encourages making and playing instruments with little technique, with an emphasis on listening and creative response.

From Helen Holland - Two Magazines

.'Children's Literature in Education' is an international quarterly published by Agathon Press, New York (Personal U.K. subscriptions should be addressed to Mrs B E M Collinge, 2 Sunwine Place, Exmouth, Devon - price £5.85).

Articles by English and American writers deal in some depth with various aspects of children's literature. The flavour is very American academic - serious discussion where one would not expect more than a passing comment. Take for example, "Naming Disney's dwarfs" by Robert T Sidwell - "Analysis reveals that Disney did choose names appropriate to dwarf-lore". However, perhaps I'm being a little unfair. Other articles in the latest number(37) discuss such subjects as racial prejudice, science fiction or writing for reluctant learners. Parents interested in children's literature as a genre might well find the magazine stimulating but for most people it is probably too specialised.

.'Signal: Approaches to Children's Books' (published by The Thimble Press, Lockwood, Station Road, South Woodchester, Stroud, Glos GL5 5EQ - price £3.60 annually). I find this triennial much more readable; it is more homely, i.e. more British and chatty, and discusses personalities as well as books. The two latest issues, (nos. 32 and 33) for instance, contain a fascinating account of a visit to China. The Thimble Press also has some other interesting publications, such as a list by Jill Bennett called "Learning to Read with Picture Books." I shall be renewing my subscription to this magazine.

Catalogues

Suppliers of materials for schools seem to be quite happy to send out their catalogues to individuals at private addresses. They advertise in Child Education (available monthly to order from any newsagent) and offer an amazing range of toys and equipment. You can get lots of ideas just by looking through the pictures, but if you do wish to order anything try claiming an "Educational Customer Discount" - I did and it worked!

Film Review

Mark Holland

."We Have to Call it School" - 16mm black and white film available on hire from Concord Films Council, 201 Felixstowe Road, Ipswich, Suffolk.

We hired this much praised film for showing at the local Adult Education Centre (courtesy of its open minded director): publicity for the event was spoiled by the non-appearance of the local newspapers that week, so turnout was poor despite the fact that the event was widely advertised among members of our local group. In the event "We Have to Call it School" was rather disappointing both on account of its technical amateurishness and because the preoccupations of the staff with themselves detracted - for me - from what I really wanted to learn about. But what is the film about? It was made in 1975 and concerns a group dedicated to providing an alternative to local public schooling in a Copenhagen suburb. The setting appeared to be a large open-spaced warehouse floor, which was partitioned into a more human scale by stacked beer crates, and the "school" was staffed and pupilled by a close-knit number of families and friends. A grant was made to the school annually from public funds - where there are more than a dozen pupils in such a school in Denmark, a per capita grant towards costs is made, though it is not enough to meet outgoings - and there was clearly no money to spare.

The children appeared happy and unpressurised, mature and relaxed, and left at the age of fourteen, apparently well-equipped academically and socially, to go on to High School. One of the teachers claimed that they fitted exceptionally well into other schools and were much appreciated by staff and other children when they got there. John Holt gives a much fuller description of the school than I can in his book "Instead of Education" (Penguin), where he is very positive about the work and atmosphere and organisation of the Ny Lilleskole (New Little School). Holt is persuasive in his description though he notes the extreme simplicity of the furnishings which appear drab, to say the least, in the film; and he does not mention the ever present cigarettes. Nor does he touch upon the apparently slight attention devoted to exploiting the maximum cognitive growth from children, which to me is one of the main purposes, if not the very point, of educating outside school. Yes, the children were happy, relaxed, thoughtful of one another's needs; yes, the "curriculum" was varied, stimulating and unorthodox (for Denmark), but the environment was brutally devoid of aesthetic appeal in the black and white film, and the staff seemed short of educational philosophy in their somewhat incoherent and repetitive camera encounters.

My main contention is that the school, while nurturing the children and enabling them to get on well in society, appeared conservative in offering little more than a personal sense of fulfilment to its pupils; all the growth was inward-looking, unrelated to and not affecting life outside. I sensed dissatisfaction among our audience, who were looking for something more radical from these gentle Vikings.

I do not see my own children often enough but when I do have the chance to play or work with them I try to stimulate or inspire or excite them with some new concept or challenging idea - I try to take them beyond the mundane. A gentle appreciation of the sweetness of life is all right as far as it goes - if it does not become maudlin, as in some of the outdoor scenes in the film - but education which does no more than that is to my mind soft and almost irresponsible. Although it would not make many converts, "We Have to Call it School" might encourage those aiming to let their children's education just "happen", but from within the EO movement I would hope for a more positive and outward-looking purpose in educational activities. But whatever one's feelings the film certainly provides a strong focal point for an evening's stimulating discussion.

Broadcast Review

From Jackie Fearnley

I wonder if anybody else heard a schools radio programme on schools? We were first given an idea of the bad old days - harsh discipline and so on - nowadays of course we are all friends and only in rare cases do we need punishment any more, though some teachers still use the cane. We were told how in former times children learnt many skills from their parents and those around them, but a big point was made of the fact they were often sent to be trained in someone else's house around the age of 8. The last part was devoted to the suggestion that in the future computers would take the place of teachers. We heard two children whose computer was being re-programmed according to a different I.Q. level.

In the attic they found a "book" in which they discovered that children used to go off to school and learn together and imagined how lovely that must have been.

I suppose one could not in that context have expected an unbiased look at the place occupied by school but it seemed such a glib and superficial way of justifying the system we have. It did not raise the question of what education is for, nor acknowledge that there could be any other alternatives. One was left feeling that the choice had to be between teachers or computers.

SMALL ADS

* John and Gabrielle Harwood, and their four year old son Rupert, would like to start or join a community in South England or West Country. Are there any EO communities going or people interested in starting one?

Address until May - 32001 Coast Highway, South Laguna, CA92677, USA.
after May - 4A Church Hill, Patcham, Sussex.

* I am a member of Causeway, a community of 2 adults and one newborn baby. We 3 are looking for more community partners to share one large home and garden in North London. I am also an EO member and want to become involved in co-operative home education with other adults and children. We have a large room and large garden to devote to this purpose. If interested, please contact Pep Hay, 201, Wightman Road, London N8.

LETTERS.....

Dear Editor

I read with interest Trevor Sturges's letter about The North Herts Divisional Education Office, which appeared in the December newsletter.

I would like EO readers to know that since we have been practising EO for over two years, we have met a Primary School Advisor and Secondary School Advisors from Herts County Council, who have never been other than positive and understanding in their meetings with us.

Yours sincerely,

Mary Gomm
1 Cross Green
Cottered
Buntingford
Herts

10.1.81.

Dear Editor

Sigrun MacGilchrist's remark (see Newsletter No 16) that childhood should be spent playing and learning, not working shows the commonly held erroneous belief that work is activity one dislikes and play is activity one enjoys. (Under that definition much of school attendance, including "playtime" is definitely "work" to many children). If the Harrison children's activities had been part of a school organised "farm project" would she consider them play and/or learning whereas as part of family life and rewarded by money rather than A+ she sees them as work and as such undesirable?

Long may the Harrisons and any other children in such favourable situation continue to learn, earn and enjoy themselves. As Noel Coward so succinctly said "Work is more fun than fun."

Yours sincerely

22.1.81.

Janice Owen
101 Fortescue Road
Edgware
Middlesex HA8 OHW

Wanted!

YOUR LETTER IN THIS SPACE!

Write Now!

The Editor
18 Eynham Road
London W12 0HA

Legal protection scheme

- John Elenor

Most EO members have nothing to fear from their LEA; some find the officers or advisers troublesome an unlucky few find themselves in court, or at least threatened with it. Is there an easy way of getting the right legal advice and help with costs, should this happen? The Birmingham-based company I.R.P.C. thinks the answer is Yes, and they have devised a scheme which entitles the user to free legal advice by phone - on any matter, including education - at any time of day or night.

The usual cost is £12.50 per annum; but Iris Harrison, who is still battling in the courts for true parental control of education, has met the directors of the company and is negotiating with them group terms for members of EO. The details will depend on the response of the membership, but the likely figures (assuming that about 300 members are interested) are:

Advice Service	£2.00 per annum
Indemnity Against Legal Fees (up to £5,000.00)	£5.00 per annum

The last Core Group meeting discussed the matter at length and accepted an assurance from Iris that the Company was soundly-based and would provide reliable advice (one of its directors is Bill Thomas, Radio's 'Legal Beagle'); but we felt that on such a serious matter we could only procede after a referendum. There seem to be three courses of action:-

- 1/ Membership of the advice service only could be part of the EO subscription; this would cost EO, at present membership levels, approximately £1,000 per annum. This automatic access to legal advice could be a strong selling-point for EO, since many potential members are frightened off by the threat of court proceedings from their LEA. Its disadvantage is in using up most of our cash reserves, rendering us more vulnerable to inflation. (It is my personal feeling as Treasurer that in this case the subscription would have to go up again in a year or so).
- 2/ Membership of both advice and insurance schemes could be an optional affair, with the fees payable in addition to the EO membership. This would only work if a substantial number, say 300, wanted to join the scheme, and might exclude certain members who are hard-up (though in these circumstances it might be possible to subsidise them from our funds).
- 3/ We might negotiate an arrangement by which the advice service only was made available to 250 or 300 members (by application) with the cost of £500 - £600 borne by EO. I think the funds would stand this, but it would mean that about half the membership was effectively subsidising the other half.

To ensure we do the right thing, we must know what ALL OUR MEMBERS feel. Please therefore, complete the reply-slip on the back page as soon as possible and send it to Iris Harrison.

January 24, 1981

Present: Stephanie Leland, John Elenor, Bruce Cox, Dominic Sweetman, Dick Kitto, Lorna Biccicchi, Sandy Cottee, Geraldine Lockington, Jane Davies.

Apologies: Ros Sweetman, Diane Cox, James Fearnley, Joan Hoare, Sarah Guthrie.

Stephanie in the chair, John taking minutes.

- 1 Chairman and minuting secretary. It was agreed that these need to be appointed at one meeting to compile and circulate an agenda for the next. John and Bruce agreed to take on this between them on this occasion.
2. Renaming 'First Steps'. The title eventually agreed on was 'School Is Not Compulsory', with the subtitle 'a guide to your rights'. It was felt that this decision should be explained in the next Newsletter.
- 3 Sales to bookshops. Andrea Lowe had volunteered to undertake postal distribution to our publications to willing bookshops. Dick, however, pointed out the extreme complication of this system, involving as it does separate invoicing for each shop, and mentioned two organizations that undertook such work for a large number of alternative publishers - Hassle-Free and Northern Publications Distribution Centre. He agreed to contact these people to investigate their terms, and report to the next meeting; until then Andrea's offer is held in abeyance.
- 4 The Curriculum Debate. Although the Curriculum has been written, the Debate needs more contributions. A Gang of Three (Bruce, Jane and Lorna) was appointed to solicit these contributions - best done by personal approach - and to edit the publication.
- 5 New Logo. All the submitted designs were rejected in terms of a permanent logo, though one of them was thought to be very suitable to put in the top right-hand corner of the poster that is being designed for us (see item 8.2) The only objection to the present logo is its similarity to the PPA logo.
- 6 Publication runs. There was some discussion as to whether the Newsletter should be put on sale to the general public (as part of our publicity drive). Any decision was postponed, but as an interim measure we agreed that with the growth in membership the next newsletter (NL17) should have 650 copies.
- 7 Sticky labels for re-using envelopes, saving trees and advertising EO. There was some dispute as to whether such labels do actually save trees; but Stephanie agreed to investigate costs.
- 8 Advertising.
 - 8.1. Various publications (In the Making, Cope News, Alternative London, and Addressbuch der whatnot) want copy of varying lengths about us; another Gang of Three (Dick, Jane & Lorna) will write this.
 - 8.2. Alan & Hazel Clawley had submitted various designs for posters; we liked a combination of 'School is Not Compulsory' (in bold caps) with the copy beginning 'Education Outside School is Legally Possible'. The quantities should be 500 size A3 and 1000 size A4, the colour to be left to the designer so long as it is not black and white. We also felt that the road-sign logo would go very well in the top right-hand corner. Production of the poster is to be put out to tender; the Clawleys are willing to look for a designer and printer in their area, Jane will consult her college

print department, and Stephanie will follow up her printing contacts; quotations, with mock-ups of the design where possible, to be submitted to John who will consult with Dom and Stephanie as to who wins the contract.

- 9 NL17. John agreed to edit this, with assistance from Geraldine who will do all the typing. This edition will be replaced by a subscription reminder to those members who have failed to renew.
- 10 Typewriter. It was agreed to purchase a second-hand electric typewriter from Jane's contact at £50.00, if it was still available.* If not, we would hire an electric machine for typing each newsletter.
- 11 Minutes. The minutes of the previous meeting were belatedly read, and one emendation made - under item 2.4. Jane was in fact willing but unable to come to a meeting.

The meeting closed at 1.30pm.

* It was discovered during lunch that it is not now available, but another machine may be coming on the market.

MINUTES OF THE CORE GROUP

January 24, 1981

Held at: Horsgate Farm, Cuckfield.

Present: John Elenor, Bruce Cox, Jane Davies, Iris Harrison, Dick Kitto, Graham Huntley, Geraldine Lockington, Sandy Cottee, Lorna Bicciochi, Stephanie Leland, Helen & Mark Holland, Sandra Blacker, Ros and Dom Sweetman, Roland Meighan.

Apologies: Diane Cox, James Fearnley, Joan Hoare and Sarah Guthrie.

John Elenor in the chair.

- 1 Discussion of procedure for electing Chairman - agreed to elect a Chairman at the end of the meeting for next time. (Owing to a rush at the end this did not happen and John and Bruce elected themselves!)
- 2 Minutes of previous meeting - approved - additional information - Sarah, Di and Dom will have information ready for Local Co-ordinators by the next meeting. Most of the country is now covered by Local Co-ordinators, although we need more in London. Dick will find out exactly what the law says with regard to family allowance for 16 to 19 year olds. John has received some book reviews. Core Group supports the hiring of a typewriter for the newsletter.
- 3 Brief Reports
 - From Members' Secretary; membership is growing.
 - Finances; John reported £700 in hand plus £700 in deposit a/c in Diss and £272 in current A/c in Diss, plus the majority of renewals to come. Members still renewing with TSB at Diss are mostly not paying the correct subscription.
 - Atherton family are receiving support from the Manchester Group, including £20 donation.
- 4 Legal Status - no progress, discuss next meeting.
- 5 Legal protection scheme - newsletter will contain a precis of the scheme and

- will request response from members via a postcard enclosure, with replies to go to Iris. Roland suggested the possibility of the scheme supplementing or replacing Legal Status for EO. A variety of responses were made to the scheme but decisions were deferred until general response is determined.
- 6 Support fund - Dick will continue to hold the account and will look into the issue with Iris and James - they will also obtain further details of the Legal Protection scheme.
 - 7 Advertising EO - no decisions were made.
 - 8 Tutoring - left in abeyance.
 - 9 Affiliation to other bodies - NCCL: Yes, Justice for Children: Yes, GWS: Stephanie will sort out membership renewal, STOPP meeting: No takers.
 - 10 East Anglia Meeting - will be covered in newsletter. Ambleside meeting not feasible.
 - 11 Minutes in newsletter should be kept succinct.
 - 12 Next meeting - Iris Harrison's on 25/26 April.
 - 13 AOB - ACE publication 'Where to Look Things Up' can be purchased by Enquiry Secs if they feel a need for it.
 - 14 Not exactly an agenda item, but those who survived to the end of the meeting felt that a hearty vote of thanks was due to Helen for her hospitality during the day.

Agenda items for the next meeting should be sent to Bruce Cox (address below) to arrive no later than April 6th.

NOTICES !

East Anglia Spring Meeting - the date for this has now been fixed as :

Saturday 14th June
Sunday 15th June

Details of where and what time will appear in the June newsletter, together with information of what to expect. It is hoped to get a field and a marquee, but in any case camping space will be available plus limited accommodation with local members. Please come for any or all of the weekend, and from as far afield as you like.

If you have any suggestions for events at this meeting, contact Bruce Cox: either by phoning St Cross (098.682) 315, or by letter at

Grey Row
St Margaret South Elmham
Harleston IP20 OPL

Core Group Meeting - any member is welcome to attend Core Group meetings, which are held every 3 months on a Saturday afternoon. Hosts for the next one - Saturday 25th April - are Geoff and Iris Harrison, The Burntlands, Tenbury Wells, Worcs. If you are coming please phone them on Newnham Bridge (058.479) 341. If you would like help with travelling expenses, contact the Treasurer, 18 18 Eynham Road, London W12.

The battle with the DHSS continues, over child benefit for 16 - 19 year olds. In a letter to Iris Harrison, the Child Benefit Centre in Newcastle claim that 'a person shall be treated as a child for child benefit purposes for any week in which ... (b) he or she is under the age of 19 and receiving full-time education by attendance at a recognised educational establishment...' It is this latter proviso that is being contested, since our claim is that home education is at least as demanding as full-time attendance elsewhere. We will keep you posted.

We have just received a copy of the October 1980 newsletter of Rosedale School, Albany, N.Z. which is taken up largely with their submission to the Labour and Education Committee in support of a petition to abolish compulsory schooling. They were caught on the hop by the traditional bureaucratic manoeuvre of giving them less than a weeks notice, so the submission draws heavily on the writings of John Holt and several EO newsletters. Despite the cogency of their arguments, they lost that round - the committee reported back to Parliament 'no recommendation' - but they are undeterred. We send them our best wishes.

ACE have just announced a new edition of "Where to Look Things Up" which they describe as an 'A - Z of sources of information' on all major education topics'. It is available at £2.50 post free from:-

Advisory Centre for Education, 18 Victoria Park Square, London E2

ANN AND JOHN STRINGER of Essex have recently acquired a 'huge garden' (their words) in which they would be happy to accommodate tents from any EO traveller. "We are not far from Haverhill, Suffolk, just up the road from Steeple Bumstead ... very quiet and far from the madding crowd."

1 Fell Road, Chadwells, Birdbrook, Halstead, Essex.

They are also available day and evening to speak to local groups on a variety of topics from Organic Gardening to Nuclear Power, under the auspices of Friends of the Earth.

A suggestion from Betty Ball -

Would it be possible to have informal meetings at "educational venues" where they have say a school service and lectures or tour guides. I was thinking of Belton House near Grantham where they have school visits and project rooms etc. We could become a school party with those who wished to make use of the guide etc., and having a picnic type get together and join in together.

It's just an idea plus I haven't even been to Belton House it just looks a good place to go.

(Why don't Local Co-ordinators take this up? Ed.)

Accounts

For Year Ending December 31, 1980

Expenditure

Publications:-	
Newsletters 13-16	£327.99
Early Years	£ 53.20
First Steps	£ 84.04
Booklist	£ 8.00
Contact List	<u>£ 36.60</u> £509.83
Postage (1)	£445.37
Stationery	£297.33
Telephone (2)	£ 37.24
Expenses for attending meetings	£ 35.00
Expenses for Dick Kitto(3)	£160.20
Refunds when publications not available	£ 14.20
Miscellaneous	£ 26.20
	<u>£1525.37</u>
In Hand(31.12.80)	
Bank	£786.87
Petty Cash	<u>££ 29.92</u>
	<u>£816.79</u>

£2342.16

£2342.16

Income

From Diss Account (4)	£ 250.00
Subscriptions (5)	£1819.00
Donations	£ 18.60
Sale of Publications (including GWS)	£ 254.56

- Notes: (1) includes approximately £270.00 for mailing newsletter to members.
(2) very light! - I think these costs are hidden among secretaries personal phone bills.
(3) incurred in assisting families facing court cases.
(4) representing approximately 80 subscriptions by Bankers Order at old rate.
(5) 400 renewals at an average of £4.50 each.

Bankers Orders

I must apologise to certain members who received, with the last NL, a note asking them to transfer their Order from Diss to London when they had already done so; my records had not been kept up to date. Once we have them all sorted out, and the account at Diss closed, it will be cheaper to us for members to pay by BO, since all the paperwork is done by the bank. (And it takes an effort to cancel a BO, whereas subscriptions often lapse through negligence!)

John Elenor.

THE LAST WORD !

"EDUCATION SHOP"

• A new BBC1 TV Series starting on March 22nd at 1.25pm.

Three programmes a week are planned with a "phone-in" on Tuesdays. Could be worth watching?



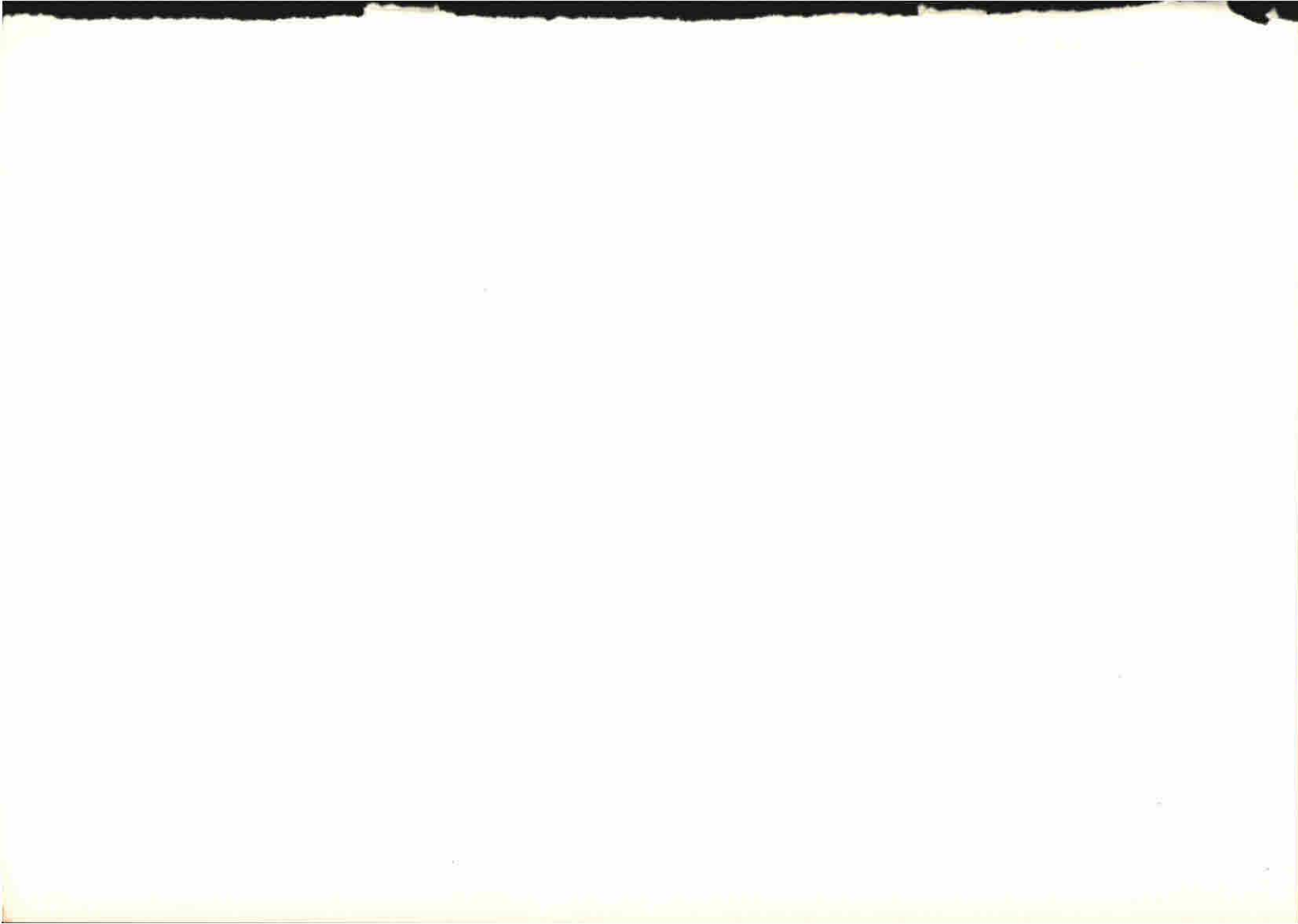
LEGAL PROTECTION SCHEME

(Return as soon as possible to: Iris Harrison, The Burntlands, Tenbury Wells, Worcs)

- | | | |
|------|--|----------------------|
| 1 | Should membership of the advice service be part of EO subscription? | YES / NO |
| 2(a) | Should the advice and insurance schemes be additional to EO subscription? | YES / NO |
| 2(b) | If 2(a) is the case, would you join (i) the advice scheme (Approx £2.00)?
(ii) the insurance scheme (approx £5.00)? | YES / NO
YES / NO |
| 3 | Should EO subsidise up to 300 members for the advice service? | YES / NO |
| 4 | Should we forget the whole thing? | YES / NO |
| 5 | If 4 is the case, would you be interested in personal membership at £12.50? | YES / NO |

ANY COMMENTS:

Name and address (if you wish):-



EDUCATION OTHERWISE

18 Eynham Rd, London W12

Education Otherwise is a membership organisation whose principal aim is to provide a support and information network for families whose children are being educated out of school, for those who are contemplating such a step, and for those who wish to support the freedom of families to take proper responsibility for the education of children.

Our principle aims are as follows

- To encourage the provision of alternative learning situations outside the school system for those children who are not benefitting from school.
- To re-affirm that parents have the primary responsibility for their children's education and that they have the right to exercise this responsibility by educating them out of school.
- To establish the primary right of children that full consideration, with due allowance for their age and understanding, shall be given to their wishes and feelings regarding their education.

For further information send 9"x4" sae to the above address.

EO

price 40p