

No. 23

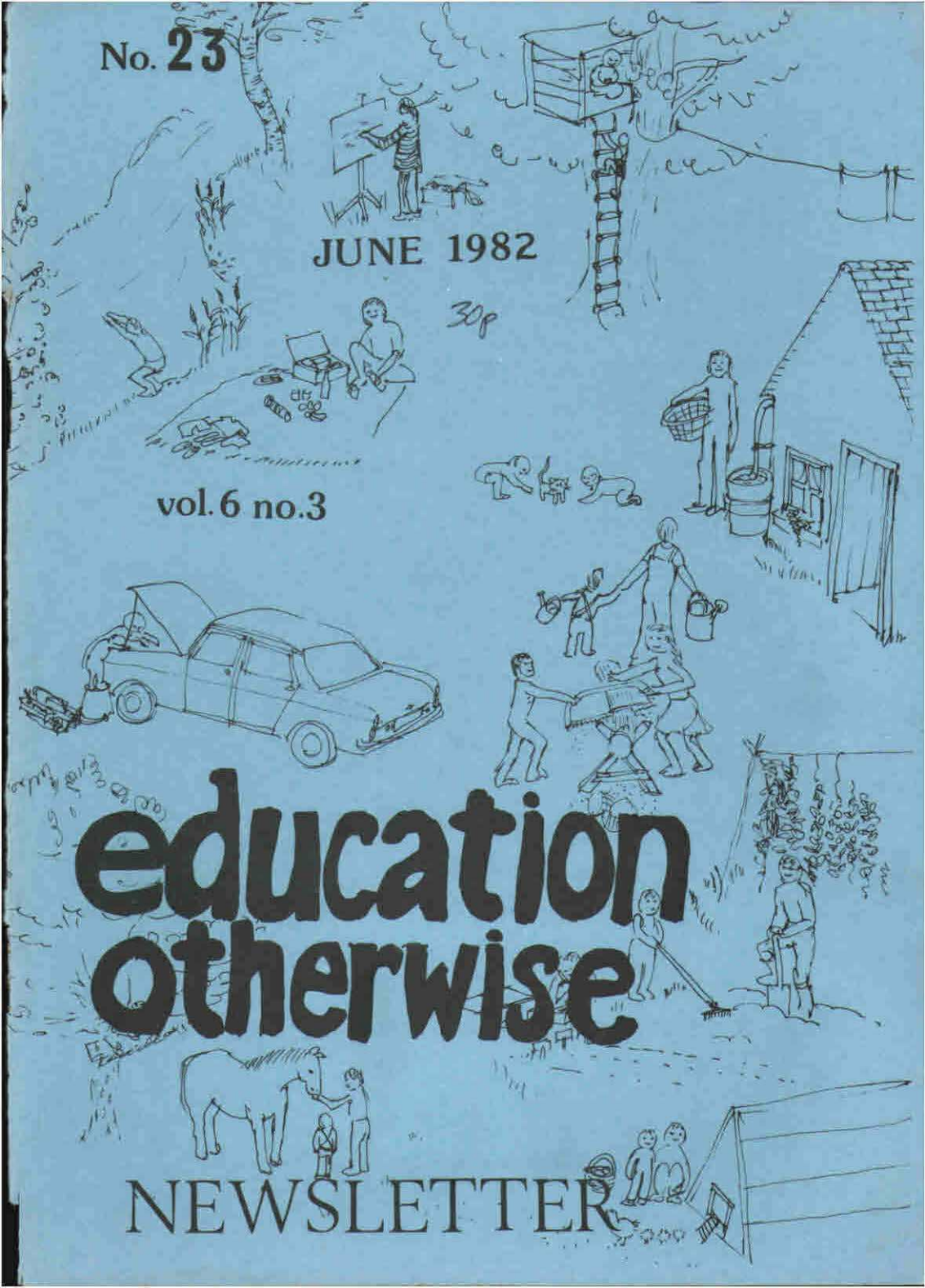
JUNE 1982

30p

vol. 6 no.3

education otherwise

NEWSLETTER



CONTENTS

Editorial	Reen Charles	1
Notices		1
Educating Archie	Sarah Guthrie	3
Education Through the Press	" "	4
Authority Access - is it legal?	Ted & Mary Carter	6
Question...	Julia Galvin	3
...Answer?	Jann Walker	10
Supported Self Study	John Elenor	11
Letters		12
Special Needs	Malcom & Julie Duff	16
Karen	Peggy Thomas	17
Digital Computing	P. Park Weir	13
Micro- Computing	Sean Phillips	13
Stop the Bureaucrain	David Fairman	19
The Peaceful History of the World	E. Addey	20
ED in Literature	Janie Owen	21
Resources list (pull out)		23
News from Regions		25
ONS Snippets	Jane Davies	26
ED Kids	Wanda Harrison	27
Co-Ordinators	Simon Grant	23
LEA Booklet		29
Birmingham Conference	Reen Charles	30
Teach Your Own	John Elenor	31
Books		33
Treasurer Needed		34
Minutes		35
THE TEACHERS		39
Notices		40

The editor for the next (August) issue is Frances Howard
 39 Hampden Road, Hitchin, Herts - 0462 - 56294. All copy should
 arrive by 1st July 1982. Material intended as such should be
 clearly marked 'For Publication'.

Well, I just finished the numbering of all the pages of type that I've thought essential and there's lots of stuff left over, and I find there is only a little space left over for an editorial. I have found editing this Newsletter has helped me to focus on 'the right way to do it'. There seems to be a feeling of not knowing what to do with our deschooled children, how to 'cope' with the rest of life and be a teacher to . But children don't need teachers, we think they do because we had them and don't realize what our schooling has done to us; taken away learning for the joy of it. The letter from Karen's mum on page 17 is a lesson to us all. Let the children lead the way. Knowledge is not ours to cram into our children but theirs to show us. Live life with your children, you're a family. I hope the article on Authority Access (p.6) provokes some response because I think contained within that is the essence of the curriculum/timetable attitude or should I say misconception held as precious to most LEAs. The 'education' is 'otherwise'.
(Sorry if you find any typing mistakes I missed)

Notices

I put an advert in a previous newsletter to sell some Open University material, and had more people interested than I sold it to. This led me to think of ways others would benefit. There are plenty of students trying to sell set books and course units. The set books usually sell for half cost price, but the units often go for very little as they are of little use to other students. I would be willing to act as a go-between for anyone interested.

If you want to find out more about the course units the Open University offer they are available in the reference section of main libraries and some technical colleges. Last year I studied Personality & Learning which had A.S. Neill's 'Summerhill' & John Holt's 'How Children Fail' as two of the set books - which indirectly led me into EQ!! This year I am studying the Foundation course in Technology, which has some excellent tributary units on house design, computers, electricity, telephones, etc. all starting from slightly below 'O' level standard, I would reckon. This is only what I have sampled there is lots more.

The Open University is certainly the first studying I have really enjoyed and perhaps through this side door it would become available to those under 21 as well.

Priscilla Park Fair, 6 Corunna Road, Bridge of Don, Aberdeen AB2 7DB

We have received a message from Michael Tobin in Co. Roscommon, Ireland, entitled 'CHILDREN OF SPIRIT' - The Cosmic Significance of the New Human Species. 'It is the number and kind of cortical/total neural connections that determine how really 'socialable' a human actually is'. If anyone would like to read more contact
Caroline (Kuiper) or Michael (Tobin), Harepark, Boyle, Co. Roscommon, Ireland.

CITY AND GUILDS: Information about Leisure Courses (2½ days of Boat Building, DIY, toy-making enamelling etc etc) held at Colleges all over the country are available from: City & Guilds of London Institute, (LEISURE COURSES) 76 Portland Place London W1N 4AA Tel. 01 580 3050

CARAVAN TO LET We have a caravan near St. Tropez which we will let cheaply to EO members. Sleeps 4. weekly rate negotiable.

Please write to: Caroline & Simon Grant, Pin Farm House, South Hinksey, Oxford OX1 5BB, or phone Flint 3270.

HOLNE PLACE in beautiful Devon. 2 year old community. 9-10 adults, 8 h children, now looking for new members. Minimum capital required £2,000 per adult. Own room(s) in 26 room rectory with 7 acres. Home Education. Communal vegetarian cooking. Various co-operative working schemes. If interested send personal details with S.A.E. HOLNE PLACE, Oakford, Tiverton, Devon.

THE KIPPER

Kids magazine
40p per copy (inc.post)
From: KIPPER OFFICE,
Stable Back, Langley Priory, Diseworth
Derby DE7 2QQ



EO PUBLICATIONS: The following publications are available from the Membership Secretary, (Andrea Harrison), The Burntlands, Rockford, Tenbury Wells, Worcs.

- School is not compulsory 75p
- Early Years 50p
- Newsletter 21 (Vol 6 no 1) 75p
- Digest of Newsletters 1-4 (1977) 50p

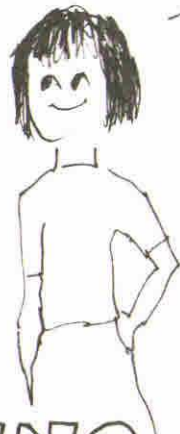
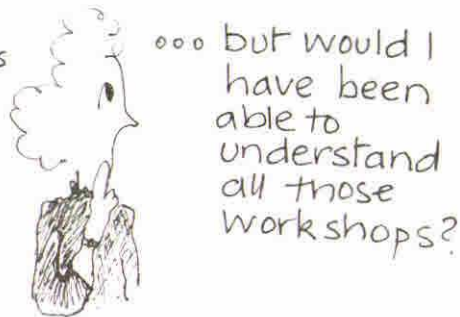
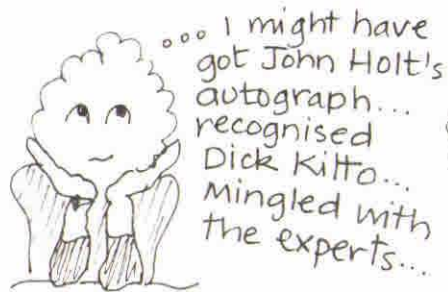
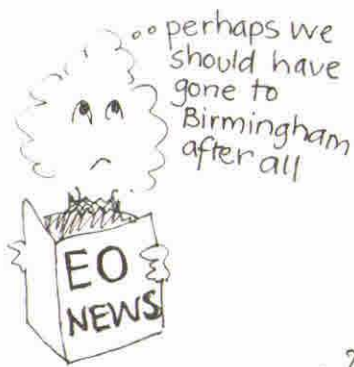


Copies of the INTRODUCTORY LITERATURE with membership form are also available from the Membership Secretary.

GROWING WITHOUT SCHOOLING The nearest American equivalent to the EO Newsletter, edited by John Holt; full of personal experiences from parents involved in home education, words of wisdom from John Holt, and lots of book reviews. Subscriptions for nos.19-24 are available at £3 (EO membs.) or £3.60 (non-members). Please write with the money to: Stephanie Leland, 2, St. Edmunds Cottages, Bove Town, Glastonbury, Somerset.

2 Couples - their babies (9 months & 2 months) at present living by main approach road to motorway, Bristol want to move to isolated farmhouse £30 per week near railway station. At least, failing the ideal, if anyone knows of 'a place in the country' please write: Tamsin Wilton, Alan Coveney, 57 City Road, St. Pauls. Bristol BS2 9TC or phone 0272 425 030

City and Guilds also run vocational courses for 16+ in Construction, Computing Electrical, Electronic & Mechanical Engineering, Motor Vehicles, Timber and Furniture to name but a few and offer over 1,000 examination variants. For further information please contact: City & Guilds of London Institute, 76 Portland Place, London W1N 4AA



EDUCATING ARCHIE

BY SEG

EDUCATION THROUGH THE PRESS

EXAMS... EXAMS... EXAMS... EXAMS...

"Once you start testing, whatever the courses, you are bound to induce fear

somewhere..." said one of two professors researching into tests and exams,

quoted in the DAILY TELEGRAPH (4.1.52)... The Schools Council, which has

has now effectively been killed off by the Government, which has withdrawn its

financial support. (GUARDIAN 23.4.52). Two separate bodies will be set up

in its place, says Keith Joseph, but the NUT condemns this move as one nearer

to central control of the curriculum... and IFA report based on CSE and O level

results show that girls do better than boys in almost every subject (TELEGRAPH

10.3.52)... 6 more Oxford University colleges will adopt the "no exam" entrance

scheme pioneered by Hertford, making 10 colleges in all. (TELEGRAPH 11.3.52)

Colleges rely instead on lengthy interview and head teachers report... Keith

Joseph was warned in January that the new single exam, replacing the old CSE

system, must now go ahead despite objections. Publication of the propositions

has been delayed for a long time, but to eras them and maintain the status quo

of the GCE would cause serious educational problems, say the organising board.

(TELEGRAPH 13.3.52). Initial draft criteria received mixed reaction from teachers.

The physics proposals were totally unacceptable, and the working party on physics

has been asked to do a total rethink... At the end of April, Sir Keith had

shelved indefinitely plans for the new single exam. The present system is to

be 'vastly improved' if new criteria cannot be approved. (TELEGRAPH 30.3.52)...

In April, a new qualification, known provisionally as the GCE (Certificate of

Free-Vocational Education) was put forward. Aimed at those who would not normally

take GCEs or OCEs, it includes work experience, and is designed to "improve the

vocational relevance of education... and rationalize the existing pattern of

qualifications." (GUARDIAN April). Those taking the course will not be subject

to an exam, but to a certificate on completion of the course... Commenting on the

new qualification, Sir Keith said "We are providing (as things stand) a new deal

for 40% of the school population who are not so headstrong. And we shall also

have to find an explanation why so many children are bored at school, why so many

play truant and why so many do not benefit at all." (TELEGRAPH 17.4.52)...

Professor Hans Lydenko told a conference of the British Technicians Society that

the old-style paper and pencil tests, expensive in time and money, would give way

to electronically measured button pushing. He claims that tests of mental speed

are the truest and fairest measure of 'biological' intelligence available. An

estimated 10% of children will perform badly in exams because of drowsiness

induced by drugs to combat hay fever. (TEL 29.4.52)...

BAD PRESS: Gloucestershire

Gloucester Education Committee is to allow cheap subsidised milk in its

schools despite health specialists advice that it should be refused on health

grounds (TELEGRAPH 30.3.52)... Gloucestershire still allows the bearing of

handicapped children (TELEGRAPH April 52)

BILLS AND PAPERS

Sothey's expert on Islamic lottery came there as a filling plant, with no Islamic art background. She came across some Islamic pots there, fell in love with them and hasn't stopped learning since. (TELEGRAPH 23.4.52)... Primary education changes made over the last 20 years were written off as a waste of money by Rhodes Boyson (GUARDIAN 8.5.52)

BITS AND PIECES continued...

The implications of Sir Cyril Dool's research were discussed in Radio 4 in April, 1961. Dool, who studied the British government about an system of education, as well as teaching a generation of psychology students, asked research to show that intelligence was inherited (RADIO TIMES 24.4.62) ... A child education writer's office suggests lowering the school leaving age as a way of getting round trouble. (LINES EDUCATIONAL SUPPLEMENT 24.4.62) ... A study among experts found that women appeared only after children began going to school (24.4.62). BBC's "Orange Hill" was named for an expedition basket carried out at a comprehensive school - which copied the programme. (TELEVISION 23.4.62) It was also played for the recent wave of school examinations (TELEVISION 26.4.62). Head of BBC TV children's programmes said in reply that "Orange Hill" ... reflected things that went on in comprehensive schools, not ordinary things that are going on in Orange Hill" (TELEVISION 19.4.62). A research fellow has noted that street corner leaning (as an integral part of leaning up (RADIO 4 5.4.62) ... In a survey carried out on gonorrhoea and smoking, the statement "I am fed up with school" received a "yes" (The 500 of smokers (RADIO 4 21.4.62)

Directed by Peter Jackson, with contributions from young Beethoven, Dostoevsky, Owen, Jackie Lemmon, Andrew Garfield and others.

World Record Record of 1.00 seconds, Arthur Thomas, 67, in record at B.M. London, England. (Sunday Times Magazine 14.1.62)

"I was found unable to answer a simple question in the Latin paper. I wrote the name at the top of the page. I wrote the number of question I. After such reflection I put a bracket round it thus (1). But thereafter I could not think of anything connected with it that was either relevant or true." (MINSTON CHRISTIE, stated in the Sunday Times Magazine.)

"When I was a small boy, in the aftermath of war, the eleven plus exam looked as a great landmark, waiting only to be done. I and many others saw it as the moment when the authorities decided what class we were to be." (Roy Kettlebridge, TELEVISION 11.1.62)

"I didn't learn anything at school. I just about learned how to speak." (Guanita Grace, speaking on RADIO NORFOLK, May 24th 1962) ...

He taught himself to type at the age of seven by tapping out in their entries two astronomical reference books he wanted. "The interesting thing was", he said "learning myself to type, teaching myself to spell and learning myself what was in the books." (LONDON NEWS, RADIO TIMES 24 - 30 April 1962). "So at an age when most boys are still learning to read ... that ... that already got involved with two of his little things with numbers ... this different because it might be due to his never having had a dog's orthodoxy schooling ..." (1961)

AUTHORITY ACCESS ~

is it legal ?

We are increasingly concerned at the number of occasions where advisors attempt to assert authority, threaten, and intimidate parents without justification, and this leads us to question the legality of their entry into the home.

If members will carefully read and discuss section 37 we feel it will become inabundantly clear that by demanding access the LEA are acting outside the law. Section 37 - If it appears to an authority that parents are failing etc., not you will note, the authority must confirm that parents are fulfilling their obligations.

Let us look for reasons why it was written thus. Since the Bevan V Shears case when it was established the LEA could not set a hypothetical standard, no question the contents of the curriculum or syllabus their tools for monitoring were removed. But LEAs are ignorant of this very important Case Law and therefore it is possible to make some allowance for their misinterpretation of Section 37.

Also section 76, which is quite explicit, means their hands are tied as to the type of education you give - children are to be educated in accordance with the wishes of the parents.

These statements together prohibit the LEA from questioning or testing the child for such tests bear no relation to the Quality of education given, only the child's ability to remember - they are memory tests and useless. (ref. NL.10 16-20)

Since the Act does not require parents to notify the LEA when they are educating otherwise Section 37 can only be effective when such families are 'discovered', when this happens the authority are legally bound to act on Section 37, to establish an education is taking place and to this we have no objection.

However when the parents have informed their LEA in writing that in order to fulfill the obligations imposed in section 36 they are educating otherwise we feel that section 37 is no longer applicable - i.e. section 37 is only applicable where the LEA is unaware of what is taking place.

Section 37 says the authority must be satisfied the parents are fulfilling their obligations, since they cannot monitor the education the child is receiving their interpretation of satisfy must be wrong. Satisfy in the context of Section 37 means the authority must be aware of whether or not education is taking place. Having been assured that education is taking place there the matter rests, they have no further jurisdiction.

When Lord Butler drew up the 1944 Education Act he did not include section 36 for the benefit of EO members and others, this was most certainly designed to accommodate the upper and privileged classes, (this was highlighted in Dick Kitto's opening speech at the Birmingham conference). In 1944 it would never have been envisaged that we, 'the parents', would ever wish to avail ourselves of this facility, as Dick says, "We have latched on to it", we have been quick to learn. In framing section 36 to cater for this element in our society Lord Butler most certainly would not in Section 37 have done anything to detract from the freedom they would enjoy from Section 36.

Section 36 stands on its own and has no affinity with Section 37

It is not a condition in the 1944 Act that you must have the agreement of the LEA in order to exercise your rights under Section 36.

To summarise - it is our duty to provide education to a standard set by the child, embracing any subject we choose, and in a manner in accordance with our wishes, i.e., the LEA do not have a role in home education whatsoever, they merely need to know it is taking place. This is confirmed in the NCEL publication 'First Rights', p17, "If your parents satisfy the LEA that will be the end of the matter".

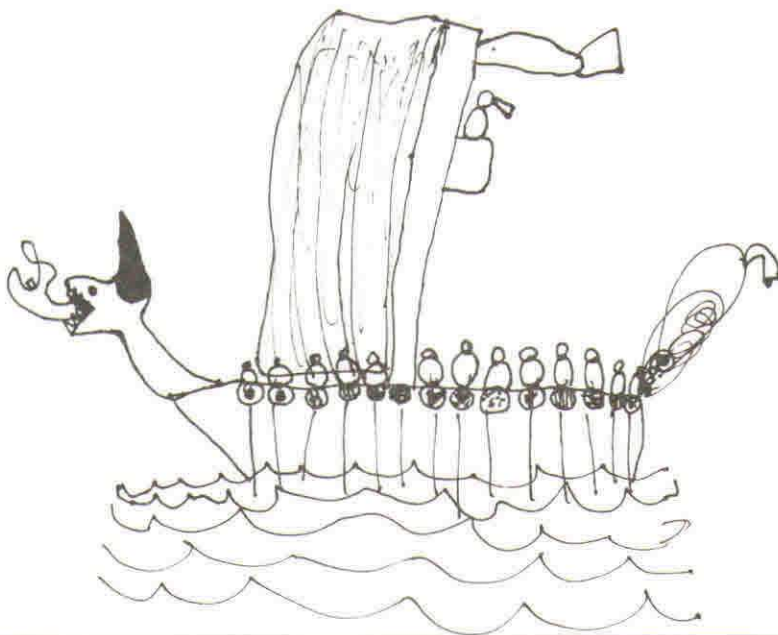
In the course of the meeting at Birmingham someone attempted to question Ivan on this very matter, but unfortunately time did not allow an answer. We would be pleased if this member would write to us and would welcome correspondence from anyone who has views on this subject.

If sufficient members feel strongly enough about these intrusions into their homes we could then investigate the possibility of seeking clarification of the LEAs role under Section 37, along somewhat similar lines to the Hereford/Worcester "Music Case".

Let us not forget - "Nothing ventured, nothing gained."

Finally, an item that has come to hand today, a Government publication, which is of considerable importance where LEAs try to dictate what is taught in the home. It is contained in the P.M.S.O. Booklet No. 162 from the Office of Information "Human Rights in the U.K." - "In law teachers are not bound by official instructions on syllabuses, text books, and teaching methods." If they cannot dictate to their employees, they cannot dictate to us.

Ted and Mary Carter, 22 Meadow Lane, Alfreton, Derbyshire.



QUESTION

I have just over a year in which to decide whether or not to send my children to school. That may sound dramatic, but I suspect that once my elder child starts school, he will probably 'settle' in as well as any other child and I shall have no pressing reason to go through the trauma of removing him again. I like the idea of educating my own children, and my husband is agreeable to the idea so it is my decision entirely, and I wonder whether I shall make it for the best.

If we lived in a country village whose local school was being closed down, it would be a very natural step into Education Otherwise. But we have a highly regarded primary school half a mile away, and all my neighbour's children actually enjoy going there. There is supposed to be no competitiveness, the classrooms are open-plan, and plenty of play accompanies the learning (at least for those who learn quickly). My four year old son enjoys playgroup and there is no reason to suppose that he would not fit in a school. Who am I to deprive him of the experience - the choice of play-mates, the feeling of belonging?

On the other hand, it must be confessed that I gained nothing socially from school, and would probably have learned how to make friends much sooner if I hadn't been there. I am also surprised to learn how many people now say that they hated school, when asked about it. And I suppose that even though primary school is generally fun nowadays, secondary school is not.

Our local primary school has a parent-teacher association whose only function is to raise funds for the school. Parents are supposedly free to speak with the teachers at any time, but formal allowance is made for only one short meeting a year between a child's parents and that child's current teacher. When the child first goes to school, parents are actually discouraged from becoming involved in the educational process, with the excuse that so much hard work goes on in school hours that the child ought to be allowed to rest when at home! There seems to be a great deal of sensitivity to possible criticism, fending parents off rather than bringing them into the teachers confidence. And of course, the headmaster reigns supreme.

I do feel quite strongly that parents who want to be involved in the education of their children should be allowed to know as much as they wish. And especially if State Education cannot continue without financial support from parents, those parents ought to have a say in what is taught to their children. But will it change anything if I opt out, as opposed to sending my children to that school, joining the wretched PTA and fighting for education involvement?

Perhaps I also fear setting myself apart from the masses. After all, most parents would not feel themselves able to educate their own children, even supposing they wanted to. I am lucky to be well-educated and to have the financial and intellectual support of a husband. To make this sort of stand, keeping my children out of school just because I fancy it and am in a position to do so, would seem antisocial and also anti-socialist. It is like sending one's children to an expensive public school, just because one can afford it and not giving the same sort of education the common masses have to put up with.

I wonder if there are any other EO members who have been in a similar position of doubt. Do any of your children regret never having been to school? Do they make friends easily? Do they have friends?. What do the neighbours think? (And the neighbour's children, of course?) Do you think it is possible to influence the State Educational system from the outside? In the end I suspect that the most important decisions in life are made more from personal inclination than from a rational weighing up of the arguments: all I need is a few enthusiastic people to tell me it's the best thing they ever did, and I'll do it too.

Julia Galvin.

& ANSWER ?

During the past six years I cannot recall reading a single copy of Practical Self Sufficiency without being amazed at contributor's resourcefulness and vast range of skills

Since many PSS parents are consciously providing their families with an alternative lifestyle to that of the mainstream, I find it puzzling not to have seen PSS in education referred to.

Our elder three children (all now professionally qualified) each attended state schools of their choice. Simon and Quentin (12 & 13) are our fourth and fifth children. We are a recent home-teaching family, which came about as a direct result of being unable to secure for them a satisfactory state education. By August 1981 we felt quite desperate for an alternative to Simon and Quentin's dismal failure within two senior schools.

Following a friend's casual reference to alternative education and exhaustive enquiries we finally made contact with a group called Education Otherwise and within days had received EO's booklet "School is not Compulsory", which clearly defines the legality of parental choice in education as laid down in the 1944 Education Act, plus guidance when dealing with the LEA and general advice in every aspect of 'education' as opposed to 'schooling'. In addition, we and our sons pored over back numbers of EO's Newsletter and for two days were totally absorbed in digesting and discussing this new found wealth of encouragement.

We made telephone contact with four practicing EO families (taken from the voluntary contacts list) regarding specific requirements of teenagers, e.g. syllabus, examinations etc.. Uncannily, the responses were almost classic PSS responses:- tolerant of the uninitiated, helpful, constructive and (most important for us) quietly encouraging despite our personal misgivings of being able to academically cope and meet LEA requirements ... in short, being good enough to do the job well.

However, we were left in no doubt that in the final analysis there is no exclusive aim/expectation/method. The reasons for being an EO family are many and varied; therefore, a typical EO family is impossible to define and each formulates the method most appropriate to them as a result of knowing their child's personality, potential and aspirations. We each have to get on with it.

Having decided that EO is the solution to the social and academic needs of Simon and Quentin, we tendered the standard EO letter to their now ex-headmaster requesting de-registration at his school.

LEAs respond to such parental intentions in a variety of ways; some negative, others threatening and authoritarian in their interpretation of the law, whilst others are friendly and co-operative. The general policy in East Anglia appears to be the latter and we personally have, so far, experienced no difficulties.

Our timetable is not rigid, enthusiasm is encouraged in any area of learning or interest and we continually seek to extend our awareness and knowledge. Whereas we had initially tended to clockwatch and were anxious if we found we had diverted from World Geography to Current Affairs and Politics or, from Angles and Tangents to Aerial Navigation, we now are excited by our sons' inquisitive minds and ability to encompass a vast range of topics. I frequently find difficulty in tearing myself away from a subject which I earlier had scant knowledge of and am discovering afresh with Simon and Quentin.

We follow a structured syllabus in academic subjects and will shortly be commencing a Correspondence Courses to 'O' Level in Maths, Physics, Chemistry, English Literature, English Language, Biology, to R.S.A. in Shorthand and Typing. We cover French, History, Geography, Cookery Dressmaking Canoeing and Swimming. We have facilities for Pottery, Technical Drawing, Woodwork and Metalwork. Immediate interests include Radio-Controlled Modelling, Gliding, A.T.C. and Archery. We begin Computer Studies in 1983.

In some respects we are fortunate in that my husband is a Chartered Engineer and, as such, is able to cover science and technical subjects with our sons (also, to my relief), whilst I explore all other subjects and interests with them. Our mornings are almost exclusively devoted to academic studies whilst afternoons are spent doing project work of a physical nature. Projects are of the boys' choosing and, apart from instruction in the use of tools and equipment, they have complete freedom to progress from design to finish unless help from us is requested. This has so far included the making of woolen dressing-gowns, shirts pottery, cooked meals, radio-controlled aeroplanes and boats. Our list for the future is endless.

Most frequently asked of us is: "Isn't it hard and tiring on parents?"

Unquestionably, it is mentally, emotionally and physically demanding but, after six months of EO our earlier trepidation has proved groundless and we look forward to an exciting three years with two young sons again balanced, happy and eager now they are no longer subjected to harassment and intimidation.

Jam Walker.

(extracts from an article sent to Practical Self Sufficiency Magazine)

Supported Self ~ Study

No, this does not mean leaning up against a mirror: it is the latest project of the Council for Educational Technology, as an extension of their work on Distance Learning. The scheme appears to be aimed at secondary schools, but the implications for EO are obvious, and may very well appeal to parents of teenagers who feel they need the support of such an organisation.

What is involved in the scheme is best quoted in CET's own words:

1. The learning materials used by the pupil are carefully chosen for their suitability for self-study. They are well-structured and carefully sequenced; they emphasise objectives, provide guidance about learning strategies, give plenty of practice, suggest things to do, and through self-assessment questions give feedback to the pupil.
 - a) The materials may be self-contained, providing all the elements described above in one package. They may have been specially created for self-study.
 - b) Alternatively, the resource materials and the guidance to the learner may be packaged separately. The resources provide the data and stimuli; the guidance provides the task cards or study guides, assessment tests, and problems. This has the advantage that the teacher can acquire high quality resources from outside, and then prepare the guidance himself, ensuring that it in every way is suitable for the individual learner.

Both arrangements have their merits and can be used successfully in a variety of situations.

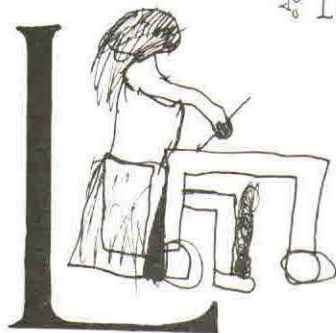
2. Arrangements are made for the pupils to have access to support facilities - libraries, resource centres, laboratories, workshops. Clear guidance should be made available.
3. Arrangements are made for each pupil to receive tutorial support from a teacher. This may be organised on an individual basis, but is more economically organised in small groups.

Good tutoring is the vital component in supported self-study. The teacher leaves the job of presentation and exposition to the learning materials and concentrates on the tutoring. He builds up the pupil's confidence and motivation and aims to stimulate an interest in the subject matter. Then he helps the pupil to appreciate the structure of the new knowledge and to develop strategies for effective learning.

Review and assessment are also important, and systems for marking and recording need to be developed.

If any member is interested, please write to me so that I can co-ordinate and pass the information on to CET. Even better, could I have an offer from someone to do the co-ordinating? (The CET co-ordinator is based in Bristol).

John Eleanor



LETTERS

Dear Editor,

This may be a fuss over nothing, but readers ought to be aware that the Liverpool branch of the National Association of Head Teachers (according to TES of 7.5.82) is putting a motion to their June conference asking the government to make it compulsory for all schools to give their leavers a certificate of attendance, the absence of which would bar any school leaver from Social Security benefits.

As soon as I spotted this I wrote to them to point out that schooling itself is not compulsory asking how they would safeguard the rights of people educated at home. Maybe we should all be vigilant for similar retrograde suggestions, especially from reputable bodies.

Yours,
John Elenor
18 Eynham Road, London W12 0HA

Dear Editor,

I am impressed by EO for standing out against convention, it is very tempting to act 'conventional'. We all need more humane, warm contact with one another and to show the conventional world we have 'something to offer', at the same time defending individual thought/

action. We should not be ashamed of our unconventionality, nor should we walk a tight-rope in trying to assuage the hunger of Conventional Authority, (LEA).

We should look on the motivators or beginners of EO as 'lifeliners', a kind of life boat to the rest of us enmeshed in a sea of problems.

We certainly do not need to prove we are machines of accuracy because our weakness, or unconventionality we need most urgently to keep our warmth of individuality, spreading it to others in peace.

Also most needed is to meet locally as often as we can, and in an easily accessible place if possible, not to try to live other peoples lives but to offer up, despite our political or religious convictions, ideas, protection for some of us less able than others to cope in the affairs of living. This is true undefiled love.

Hoping the above does not upset or cause anything but a desire to improve "PERSONKIND".

sincerely
Janet M. Webb
13 Hill Hay Road
Gloucester GL4 9LS

Dear Editor

Following on your Editorial in Feb. N.L. I would like to make the following points, some of which may have been discussed previously but I think should be re-examined.

Firstly let me state that I agree entirely that ED in its present form is far too nebulous in organisation. This is not intended as a criticism; I know how difficult it can be trying to get an organisation off the ground and how much work falls on the shoulders of a willing few. If as you suggest ED is about to 'take off' and that is what we want (perhaps we have a duty to expand whether or not existing members wish it), then I feel that time has come to re-organise the work load, chain of command and representation.

With regards to organisation, my feeling is that more contact needs to be made with members 'in the field'. We have at the moment Local Co-ordinators for most areas. If the country were divided into regions and a separate Co-ordinator for each region found whose job would be to liaise with the County Co-ordinators in his area, you would then have a series of Regional Co-ordinators who should have the views, opinions, questions etc., passed on to them from their area. I suggest then that the Core Group (or its successor) should then have a programme drawn up well in advance to hold its meetings each in a different area to which all the Regional Co-ordinators would be invited either to attend or submit a report. By rotating the meetings each time to a different district this would give some members a travelling advantage and others a disadvantage. A programme could be worked out to cover all areas in say 1 year or 2 depending on how many regions. In this way members throughout the country would have greater contact with the central organisation.

Meetings could be arranged so that in winter when travelling could prove difficult, they were held in central easily reached areas i.e. London, Birmingham, etc.

Ultimately the aim should be for these representatives that is, County and Regional to be elected in their area the same as I presume the various National officials will be eventually.

Living as we do and many others who practice ED in a rather remote part of the country our only contact at present is through the Newsletter. If some chain of representation was established similar to the one I have outlined I think that people in such a position would not feel so cut off. Not everyone has either the inclination or time to send letters with their points of view for consideration at the top and of course the whole structure could be used in reverse for passing information, etc., downwards.

One further suggestion I should like to put forward. I like the idea of address labels and I think other forms of getting our name before the public should be exploited. How about having an ED badge? I am sure children would love to wear them as well as adults. * If we have close on 500 families we should be able to sell 2,000 badges - and make a profit?

I hope you might find some of these ideas useful.

Yours sincerely,
D.A.J. Speed
St. Brannock's Cottage,
St. Brannock's Hill,
Braunton, N.Devon.

*Eds note: A badge has been designed and will soon be in production.

LETTERS.....

Dear Editor,

We see a crucial problem within EO at present. If the Core Group members are honest with themselves, they must concede that the organisation is now too large to continue running under the excellent but very idealistic principles employed hitherto. This means that the Core Group now has two choices - to run the organisation in a manner very possibly unrepresentative of the wishes of the majority of the membership, or to press ahead as a matter of urgency with:

- (a) A proper constitution
- (b) A hierarchical representational structure, elected by membership at all levels - the idea of a Core Group is still an excellent one
- (c) (almost certainly) full time professional administrative support with rapid and efficient access to information the organisation holds by ordinary members who might find it useful while practicing EO.

In implying that it is becoming easier for the ordinary member to view the present Core Group as something of a clique, I don't mean to detract from their achievements; they are far the most committed members in terms of time and effort devoted to EO, and also the people who had the vision to set it up in the first place. The fact remains that EO is going to have to evolve if it really is going to become a national organisation; it needn't become too impersonal with good regional organisation.

Yours sincerely,
Liz and Rob Turner
12 Tennysor Rd, Bognor Regis, Sussex

Dear Editor,

As a previous no-member of E.O. who attended the Birmingham Conference could I say a big thank you to all the organisers and people who came. I left on the Saturday evening, with a warm glow feeling that I had been with some very special people on a special day.

Joyce, Mathew(5) Kirsty (2 $\frac{1}{2}$) and I are now members of EO. Joyce weaves and I teach biology, at a new School in the Rushden area of Northants. I would like to suggest that as this is a new school an early initiative by EO could result in opening up a resource facility including library, video, computer science labs., etc., plus the involvement of helpful subject specialists. Some possibilities for EO in the area:

- a) use of resources for particular projects, experiments, books, etc.
- b) longer term involvement in a course in a particular subject area e.g. ecology, a language or if desired exam.
- c) coming into the odd session/s on a particular subject which parallels home study.

Not only would this hopefully, benefit EO members, but also produce feedback to the school, and kids in the classroom, working towards a successful positive educational experience for as many as possible. As I am still learning I invite criticism, these are early days I have not approached other people at the school about these ideas. Also it would be easier to enter negotiations with:

- a) letters of support from EO locally
- b) local EO members letters of particular requirements,
- c) commitment by local EO to try and use facilities if offered.

LETTERS.....

How such a scheme might be implemented obviously depends on demand.

2) In the past I have enjoyed taking people on what would normally be called a biology field trip. 3-5 days camping/hostelling studying ecology, seashore, woodlands, bird-watching, soil, rocks, etc., weather permitting. If weather not permitting we usually end up studying weather, talking and playing.

My reason for raising this topic is twofold. First people at the conference expressed concern about their children meeting and having contact with other children. Second and I say this with reservations, although EO has a unity it appears to occur mainly via the core-group, NL, some local meetings and the annual conference; rather than by physical getting together to share problems, discuss activities etc. If families feel the need to make links with others, or children would like to get together on a field-study trip, or perhaps and EO camp, then lets get some feedback. Perhaps some kids from schools could become involved.

Whatever happens I would like to say we are here, use us. Joyce is willing to offer help on spinning and weaving, can I help with science or local/national activity. Mathew and Kirsty have offered to play.

Andrew & Joyce Fyle,
14 Gurnards Ave. Fishermead,
Milton Keynes, Bucks MK6 2EU

Dear EO

I am 5 and I don't go to school. I would like a pen friend.
I like swimming.
from
Euw Smith
27 Crown Court, West Nycombe, Bucks.

Dear Editor

Since a Newsletter is required as a means of communication. This could

be published commercially (like 'Popular Gardening' or 'Athletics Weekly') in the hope that advertising and sales would provide the revenue.

Yours

R. Emmett, 14 X Collier Close, Eastbourne
East Sussex. BN22 8SU

Dear EO

Before I gave up work to have and educate my own children I was Deputy Head of a Primary School. I wonder if I can be of assistance to individual parents who might need advice/guidance/ or a teacher a few hours a week to "enrich" their educational programme. I would enjoy travelling round and teaching EO children in their own homes. I feel more people would 'have a go' if only they had some professional help to boost their confidence and also to give a break from their usual teacher (Mom or Dad).

Yours sincerely

Diane Gibson, Beauchamp Cottage,
Alcester Heath, Alcester, Warwickshire

Dear EO

If you know of anyone having a child with a handicap who would like to contact us (our son Stephen suffers from Down's Syndrome and is being educated at home) to share and understand the problems they have or had, we will be only too willing. We have had many foster children with many problems and maybe can help someone through a trying period. We as parents know the powers that be try to class the person with a handicap as 2nd class and not entitled to their rights, and much more is needed to help them achieve everything that anyone else has.

Yours

Edna & Vic Edwards, 25 Weaver Grove,
Parr, St. Helens, Merseyside.

'Special Needs'

Within EO there are a number of families with children who are either physically or mentally handicapped, or have specific learning difficulties some of these children may already be deschooled, whilst other families may be undecided. Without doubt though, they do have several things in common; a feeling of isolation, a fear of their LEA (often justified) and lastly the need to make contact with families with similar problems.

It is with these things in mind that we hope to begin a self-help group within EO. Our first task will be to prepare a contact list (the families would still be listed in the main contact list) together with brief details. So that members would be able to get in touch with each other - this list would also be very useful for new members, many of whom may be desperate to locate someone who would understand. There are, of course, endless possibilities; pen or tape friends, support in legal battles, etc., We want you to tell us what you want! We will then try to co-ordinate it and delegate tasks to those people who offer. (The more help and enthusiasm offered, the more we can achieve.)

Please do write as soon as possible (questionnaire below) as it will take a little time to sort it out, and we hope to arrange a meeting in the summer, possibly Trent Park in September? We will report back in the next Newsletter.

Finally we do admit to more than a casual interest - our little girl, Sian (11) has had several major operations due to a congenital Scholiosis (collapsing spine) and she is also Asphasic - a hearing and speech disorder which results in a confused world and learning disorders - with a normal IQ and appearance this causes loss of confidence. Sian is now deschooled. So we need you too!

sincerely, Malcolm and Julie Duff, Hasfield Court, Hasfield, Gloucestershire.

Name

Address

Children and Ages

Special Child Age

Details

Deschooled Yes/No (delete) Suggestions

please complete and return to above address. Hasfield Court, Hasfield, Gloucs.

Karen

When I first decided to keep Karen at home, I became tense and anxious about teaching her SOMETHING every day. So I kept track of her reading and made her read to me daily. She started chewing her fingers while reading and squirming a lot, which she never does. I had to realize that it was crazy to subject her to pressure like that; I might as well send her to school. So I dropped the whole subject and carried on reading to her but never mentioned her reading at all. After three weeks she started reading again and never looked back. That was just a month or two past her fifth birthday. Now at age 6 and 1 month she can read virtually any book in the junior library, where I spend a half day a week.

What delights me about her reading is that when she gets to a difficult word, she just glides over it, pronouncing it as closely as she can, but not hesitating at all. The result is that she never loses the thread, and comprehends nearly everything. I now realize what damage is done by the school method, which participated in all the time Sarah (now 9) was in the infants. The teacher or a helper listens to every child every day always correcting, and rarely for long enough to finish a story, or to develop anything remotely approaching enjoyment. Our 16 year old helps a poor reader in the secondary school who has suffered from this. This child is eleven, can read any word i.e. can crack the code, but cannot tell you the sense of a single sentence, or summarize a paragraph let alone a chapter, of 'Charlie and the Chocolate Factory' for example.

To get back to Karen. A few months after my lesson in reaching reading, I began to wonder what I should do about writing. I remembered that Sarah used to write every Monday morning 'I went to the allotment' in her writing book. Trying to learn from past mistakes, I decided to do nothing. At the end of that week Karen suddenly announced that she would make a list of the streets in our area. (Street signs had been the mainstay of our reading scheme.) Since then she has written reams, including stories shopping lists, letters to the cat, etc.

Sarah is jealous of Karen's being at home, because she was miserable at the infants and would like to have stayed home then. She was complaining a lot recently about going to school, but when I said that if she made enough fuss I would keep her home, the complaints stopped and she started going happily again. The junior head has written a paper about what he hopes to achieve through his school, which reads like the manifesto of your average EO parents. I have my doubts about whether his approach can work with 200 children at a time, but it's nice to know that there are schools that try to liberate the child.

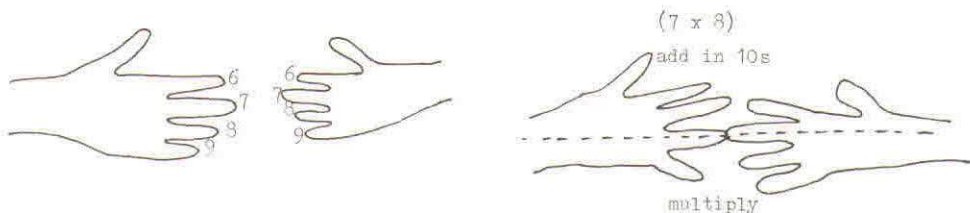
We have five children in all, with three at secondary school reasonably happy. I hope Karen will go to the Juniors in due course, partly because I will probably have to work then. I wish I had known about EO before. Many people say that to me in connection with the breastfeeding industry, but it's hard to become known, Don't you think?

Feggy Thomas



DIGITAL COMPUTING...

I learnt this the other day which I thought worth passing on. You can do the 6 to 9 times tables on your fingers in the following way



Hold your hands in front of you, thumbs up.

Number the fingers 6,7,8,9 (as above)

Touch together the two fingers (numbers) you wish to multiply 7 x 8 (see above)
The fingers and thumbs above the touching fingers are added together in 10s (50)
and the fingers below, including the touching ones, are multiplied one side with the other ($2 \times 3 = 6$) making 56.

Another example: 8×6 , touch together 6s, two thumbs above are 20 and $4 \times 4 = 16$ so $20 + 16 = 36$!

Friscilla Park Weir.

Does anyone have the title and author of a book spotted in passing through Foyles, which describes a system of maths using fingers but to a very high level of complexity i.e. Logs, etc. Let us know please. Reen Charles.

& MICRO~COMPUTING

With regard to the interest in micro-computers shown in the last NL, I would like to pass on an offer to Video Genie/TRS - 80 owners through this issue.

I have designed a set of 3 programs which can be used by kids of around 5 years upwards either as a game or as an introduction to the principles of computer programming. If anyone is interested, I will be happy to supply copies of the programs on receipt of a cassette / floppy tape and suitable SAE.

The programs may require some modification for TRS-80, but this should be a simple job. I am also intending to write versions of the programs for RML 3202, BBC Micro and possibly the 16K ZX - 81.

Sam Phillips, Flat 2, 178 Deighton Road, Deighton, Huddersfield, West Yorks. HD2 1JJ.

1988

STOP THE BUREAUBRAIN

The day that full-time staff begin to work for EO., my family and I will withdraw our membership. Why?

- 1 We don't need them; if jobs don't get done on time, or don't get done at all then either on-one will mind and it won't matter anyway, or, someone will be annoyed enough to feel bound to take on the job.
- 2 The whole ethos of EO is to do with parents and children, together in the world around them - a full time Chairperson would become increasingly remote and entrenched.
- 3 Bureaucrats cost money.

D O N ' T D O I T E . O . !

The strength of EO is in its diversity of aims and ideals among members, its changing membership, changing Core/Publications group membership, its low profile as a national organisation and its lack of hyper-organisation. Certainly EO membership is growing and I think it is fair to say that the principle of teaching ones own is beginning to get a good name in Britain.

Well, how can the membership best be helped? By the infrastructure envisaged by Mr. Simon Crant in his address to Co-ordinators? By pamphlets emanating from a central office? No, I think not. People like the Newsletter. That's the answer. Just keep the Newsletter going. If someone is running an Atlantic sack race for EO members then let it be announced in the Newsletter. If someone else wants to ask for advice in a general way ... the Newsletter. If a rather inarticulate and rambling member suddenly decides to pit his inaudible voice against the growing cries of "Organize!" then hopefully he can find space in the Newsletter. By the way what's all this stear about resources? The kind of tat that passes for resources in schools is all too easy to come by. Our whole world is a resource, our home, street, town, selves are the most valuable resources.

Having said all this, I am not aware of the hard work that lots of people have put in. However I don't think anyone who has been or is presently involved in an official capacity felt or feels that they have to do it. Fortunately there seems to be a steady trickle of people who come forward to take over.

Listen folks, as a rule I don't write angry letters but I feel so strongly about this question of EO Ltd., that I am compelled to act, I am sure. For the sake of all loving, genuine and caring parents connected with EO or who may become so, for all our sakes, please resist any attempts to put EO on anything like a bureaucratic footing.

David Fairman

'The Peaceful History of the World'

I joined ED recently and I have a 5 year old daughter at home (who reads well) The idea of not sending her to school came to me gradually, so that I have become slowly aware of our amazing freedom: no syllabus and no official viewpoint to be protected.

Although not the only source of knowledge and understanding, books can be a great delight and inspiration. But it is not easy to find books which present a worldview outside mainstream thinking. Most textbooks are apologies for first-world, capitalist, oppressive and vilest society. History books for example, present the history of some parts of the world and imply that the important events of the past consist of a series of invasions and battles. Where is a 'peaceful' history of the world in which all peoples are respectable protagonists and the important events are the common joys and sorrows of living? (And so, also where are the alternatives to first-world geography, literature as produced by oppressive linguistic majorities only, science with no attempt at moral evaluation).

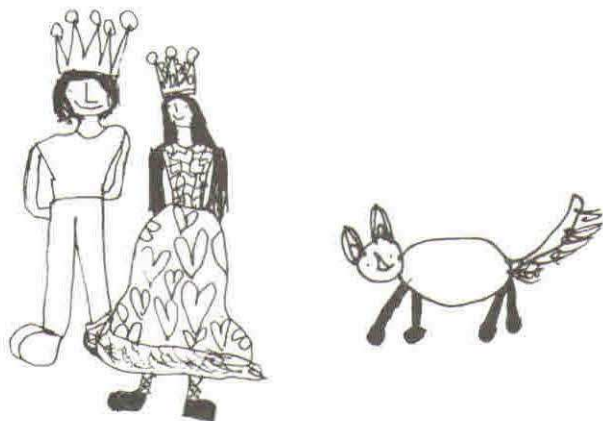
It seems to me hard enough to turn our schooled minds in new directions without the additional handicap of using the old material.

Of course it is possible by spending a lot of time to compile good material from this source and that, to collect the information and thinking published in specialised journals or by the 'alternative' network, and so to present a better idea of reality. But I would be very thankful if anyone thinking along these lines can come up with helpful suggestions. There must be some books which are better than others.

At the age of 5, pictures in books are also important. The dinosaurs I see are not browsing in the swamps (some of them were herbivores!) - they are all ripping each other to bits, and so are most of the early humans.

I am daunted by the feeling that I ought to have previously sat down and written 'The Peaceful History of the World' myself.

Please, anyone with good book suggestions, write!
E. Addey, Pratale, Vallingegno, Scritte, Gubbio (Pg) Italy.



E.O. in LITERATURE

"In Mexico I have observed that people who are illiterate or who write little have memories far superior to the fluently literate inhabitants of the industrialised countries. Among other facts, this suggests that literacy is not the blessing it is advertised to be, especially when people use it merely to read material that impoverishes their capacity to experience and imagine."

"The way one reads a philosophy or history book is formed - or deformed - by education. The School aims to give each student a certain amount of "cultural property" and at the end of their schooling certifies the students as having at least the minimum amount. Students are taught to read a book so they can repeat the authors main thoughts. This is how the students 'know' Plato, Aristotle, Descartes, Spinoza, Leibniz, Kant, Heidegger, Sartre..... They do not learn to question the philosophers to talk to them;..."

Both these quotations are from "To Have or To Be?" by Erich Fromm

Rachel Pinney on "Learner Directed Learning" from her booklet "CREATIVE LISTENING" which she was selling at the Birmingham conference - "Say a child chooses to have a history lesson by this method. The teacher makes available himself and his knowledge and any reference books he happens to have and then leaves all the initiative to the pupil.

From then on anything goes. The child may choose to use the lesson to talk about the subject, read the books and ask the teacher questions, which the teacher then answers. He may choose to spend his time talking about something other than the scheduled topic, or staring out of the window. Whatever he does, he is learning....

At all times the teacher under-answers questions and plays for time when they are asked. This is because very often the learner does not actually want an answer; he may be thinking out loud in the fertile environment of the teachers presence.

...Technical names should be given following the learning experience, not preceding it, and the teacher must be careful to allow the learner total freedom to make his own associations."

"The teacher has drawn a tree on the blackboard, which they are to copy. They all get busy - except Hugo. He just scratches his neck and stares at the blackboard.

"I can't see what sort of tree it is," he says. "What's it supposed to be?" An oak or an ash or what?"

"Just draw that tree, Hugo. It doesn't make any difference what it is."

Hugo considers whether he'll do what his teacher tells him, but his conscience seems to prevent him.

"Of course it does", he says. "Of course it makes a difference." And he begins drawing the Philippine National Flag instead.

From "HUGO" by Maria Gripe

In July 1915, at the age of thirteen years and seven months I arrived at the garden gate, not because I had any particular flair for gardening at the time, but because work in a village like Anyhoe was very scarce; and therefore, following in the footsteps of my forefathers, I started work for the Cartwright family, not realizing that I should devote a lifetime's work to these very gardens.

I was extremely fortunate to be able to work under a head gardener of the old school. Like most of his kind he was very strict, but he had a vast knowledge of all aspects of horticulture, and he excelled in growing fruit and vegetables. Although I had to learn this side of gardening thoroughly and was later to reap the benefit of this early tuition when I became head gardener on Mr. Brown's retirement, I soon began to find my vocation in the greenhouses, and a grew to love working under glass, growing all kinds of pot plants, and particularly the growing and care of orchids which followed in the ensuing years. These exotic and exciting plants not only became part of my work, but also my hobby.

.. ..

My first impression of Mr. Brown was of a tall stern looking man, upright in stature, who sported a neatly trimmed goatee beard and a moustache. He always wore a dark suit and a bowler hat, and a stiff white wing collar. I cannot recall ever seeing him without this collar, even in mid summer. He wore black leather boots, and one of my tasks was to clean and polish his spare pair each day. So often did I carry out this chore that I can see the tin containing the cleaning substance now - it read GISHURSTINE. FOR THE PROTECTION OF BOOTS FROM WET. PRICE 6d. I soon grew to respect Mr. Brown, and indeed I looked upon him almost as a second father. Beneath that stern exterior was a very wise and understanding man. He was patient and would always find time to explain his theories to those ready to listen. I certainly learnt a great deal from him, and the knowledge he imparted was to prove invaluable to me during the years to come.

..

The hours I was requested to work in the gardens, appear, when compared with modern standards, to be outrageous. They were in fact from 6.00 am to 6.00 pm except on Saturdays when I was permitted to finish early at 4.00 pm! Wages were 6/- per week, Sunday of course being the day of rest. These long hours of employment were not considered as unusual or too arduous by anyone, least of all by myself, for after all, I was entering into a new adventure, the intriguing world of the grown-ups.

From: GARDEN GLOPY the autobiography of Ted Humphries.

Janice Owen

RESOURCES E O JUNE 1982

Avon

Beds
BRINILE QlFboAR
Berks
SNODIN LfgAR
also QT
Bucks
COMINO-JAMES Xg
WATSON QmTzCAY
also QTI Lfk
Cambs

BALL QT2cmWtR
EVERDELL F
HARVEY Cs
WILLIAMS TaRa

Cheshire

HUGHES Te
Cleveland
ADDISON QTa
LAMDIN QTIMrRa
Cornwall

Cumbria

BAXTER QTg
HEATH QTlFeMAC
MARSH QTeSaChRa

Devon

DACRE TmRatXm
PHILLIPS SeF
STOKES/GEDDES Wd
THEOBALD QT

Derbyshire

CARTER Cs
KIRK Tb
Dorset
ASMAN TmCsRw
DAVEY QTlFm
TRAINA liCsWtRa
also QT

Durham

Essex
ANNISON Rh
BROWN QT
EPSON/WEBER TmSeLgMRa
LOCKINGTON Rf
STRINGER CnswFRP
WILLOW CsAwRat

Glos

DUFF X
Hants
DUNSTER QTbghSa
FLYNN Cs

Hereford & Worcs

INGHAM CnswFRst
MURRAY-WATSON QT2M
RANNIE AsRaw
also QTlFARw

Herts

THORPE Re
also lfg

Humberside

Isle of Man
GILLINGS QTlFms
Isle of Wight
GRAY SeRh
RICHES ThAlFCbprs
SNOW TbCdeRs
STEWART QT
also Rh

Kent

FRYD FbRh
JONES QTbSbcRhv
WATES FRA
also ht TlZh

Lancs

LOIZOU QT
WALMSLEY QTICAc
WHITELEGG TgWuAhp
also SlnCAhkv

Leics

WILSON-DICKSON CemRa
also QIm Cs

Lincs

LEWIS CbSwRw

London

BARNETT ht
BARRETT TdeSnRh
BASHARAN LtMprCWst
BELL QT
BRENEILL QTlTmSMF
BRIDGEMAN QPS
COLE CsWmAne
ELENOR QT2
FARNDON Lr
FUNNELL QT M
GILBERT CprswdRa
HUHTA QAAhRh
JOHNSON Rl
LOUKES Tc
MEHCER Rf
MONTFORT-BEBE Ra
NOLAN TdAbyRhv
ROGOL QP
SHEPHERD QdhtTh
VLAROS TbCs
also QmT QTlFhWt
Greater Manchester

Greater Manchester

BAGSHAW QTlCa
CARTNER Th
HOLT QTInOr
JONES lMRo(cycles)
LOWE TpcSRhv
MCCOY Re
ROSE qlRc

Merseyside

KENYON M
Norfolk
GREY QTcmSp
HALL Wb(Railways)
LANIADO TmSpCbphwFRhw
MANSFIELD MOpvXd
also Tb

Northants

also QTI
Northumberland
Notts
CLOHESSY Qn
Oxon
DENNO QTmSMp
GRANT QT2mScpRv
TeFlgMgsCsWtAcw

SMITH QT

Salop

STEFHENS QdCwAsRa
also MgpsCswAY
Somerset

KELLAND Rh

MARTIN AfRh(Badgemaking)
STEFFING STONES Aa

Staffs

WILSON TeprMpCswst
Suffolk
FEARNLEY Ra
CUTHRIE LfICphRa
YOUNG TAdnaRa

Surrey

ANDREWS QTlFR(latha)
BICICCHI ThrLiRo
FAIRFIELD QT2eLLRv
Sussex East
MUTTER Cpo
PENNY TaCphpw(theatrecraft)
PILGRIM TcmSbpARh
RANKIN MvzFdrhs
West

BELENIE QIMr

HOLLAND QTerB
McKNIGHT QeT9Xm
TURNER QTl2SbgCbcs
Tyme & Wear

WOOD TO

West Midlands

CLAWLEY TO
WILTON-JONES TcAc
also QT23m MrcCth

Wilt

FISHER QTlZah(Basketw)Rt
FREEMAN TAlfARTY
N.Yorks

EBORALL Rh

HUND TFRv
WHITE QTISG(candles)Rhv
S.Yorks
CORDINGLEY (home economy)

DOBBS Cs

HOARE Ra

WINKLEY TeLgM

W.Yorks

COOPER CsRa

LYON Cs

PATCHING QTOI

WALTON/TRACEY Ra

Wales
 THEUNISSEN CcFwst
 PASSMORE QThWt(writer)
 MOSS TlfiRa
 FORD FRah
 Scotland
 CONDRY QTILrMprCpr
 HOLLIDAY Ra
 CAVANAGH SLCsRah
 WEIR Ra
 MITCHELL QTI
 MUNRO Cd(Nursing)
 DOWNIE TasBraw
 MacPIE GiFRtv
 LEE QTa
 SPRINGTHORPE CphAcRah
 Overseas
 ADDEY LiAcsRa

Q qualified or experienced
 Qa accountant
 Ql lawyer
 Qd Dr or other medical
 Qn nursery nurse
 Qp speech therapist
 Qsw social worker
 QT teacher
 dT of the deaf
 hT of the handicapped
 T tuition or interest in
 T0 pre-school
 T1 primary
 T2 secondary
 T3 tertiary
 Ta art
 Tb bible or R.E.
 Tc computing
 Te english
 Tef as a foreign lang.
 Tg geography
 Th history
 Tm maths
 Tp p.e. dancing etc.
 Tr reading
 Ts sports or outdoor
 mT montessori
 S science
 Sa agricultural
 Sb Biology
 Sc chemistry
 Se engineering
 Sg general oc.
 Sl electronics etc.
 Sn natural history etc.
 Sp physics
 Sz zoology
 i languages
 If french
 Ig german
 Ii italian
 Ik greek

Ll latin
 Lp portuguese
 Lr russian
 Ls spanish
 Lt turkish
 M music
 Mc clarinet
 Mg guitar
 Mp piano
 Mr recorder
 Ms singing
 Mv violin
 z Suzuki method
 C crafts
 Cb building/plumbing
 Cc cars/mechanical
 Cd d.i.y.
 Ce electrician
 Cf furniture
 Cn boats/nautical
 Cph photography
 Cpe pottery
 Cpr printing
 Cs soft materials
 (widely varied)
 Cw wood/carpentry
 F farming etc.
 Pb bees
 Pd dogs
 Fg goats
 Ph hens
 Fo orchard
 Fs sheep
 (many others poss)
 W work/office skills
 Wb bookkeeping
 Wd duplicating
 Wm management
 Ws shorthand
 Wt typing
 Wu unions
 A alternatives etc.
 Aa astrology
 Ab bioenergetics
 Ac childbirth/breastfeeding
 Af feminism
 Ah herbalism or homeopathy
 Ak folklore/local knowledge
 Ama massage
 Ame meditation
 Ap political etc.
 Ar therapy(various)
 As self-sufficiency
 At technology
 Av vegetarian or vegan
 Aw wholefood cookery
 Ay yoga

R resources
 Ra accommodation
 Rc computer
 Rf "friendship exchange"
 Rh holiday exchange
 Rl personal library
 Ro outings (interest in)
 Rp premises(workspace etc.)
 Rs self-contained accom.
 Rt tent space
 Rv visits
 Rw workshops
 X experience of or interest
 in special needs
 Xd dyslexia
 Xg gifted children
 Xm mental handicap
 (other categories poss.)

N.B. PLEASE DO NOT ASSUME THIS
 INFORMATION IS CORRECT, OR ACT
 OR RELY ON IT, BEFORE CHECKING
 WITH THE INDIVIDUALS CONCERNED.

There are bound to be some errors in a list of this type - many apologies. And this list is compiled from old questionnaires, so some peoples circumstances will have changed. We are hoping to send out new questionnaires with the August newsletter, and I hope to put the skills and resources from those onto the next contact list in the same coded form. We hope this will be a valuable means of direct communication between members. Since it will be some months before this is compiled, please let your co-ordinator know of any additions or alterations.

For names and addresses of skills and resources marked "also", please ask the coordinator.

Finally may I offer my personal apologies to those whose skills have been squeezed in to one of my rather arbitrary categories. The intention is to guide people to make contact, when you can reveal the whole truth!

UNDER DOWN

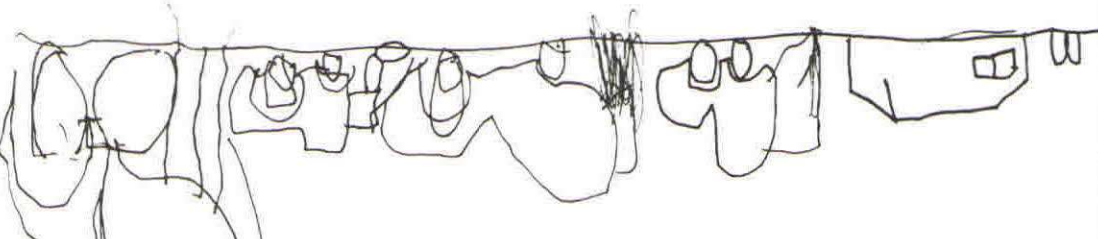
Our two school-age daughters have been out of school for 2 years. It has done them no harm academically and they're certainly much better adjusted, confident kids now.

This year we have opened an alternative school here with 40 children aged from 5 to 16. The school has a lot of contact with the community through extended student's work-experience activities, great parental involvement, and a sympathetic local newspaper. Children are often not in "School" (an old homestead), but out-there somewhere, which includes work at home - their own or others.

We are expecting official accreditation within the next few weeks.

Otherwise yours,

Adrian and Lorraine Doesburg, P.O. Roleystone, WESTERN AUSTRALIA, 611



Reports have been received of successful meetings in the following regions:

Sussex (Math Workshop and Spring Picnic - Helen Holland)

Norwich (Premises Art Centre - Sandie Cottee)

West Yorkshire (Huddersfield - Ivan Sokolov)

Manchester (Andrea Lowe)

and Cambridgeshire where lots else has been happening too.

Meetings planned are as follows:

KENT: Richard & Mary Fryd - openair picnic for 10 families & memb. on 31st July at Beul House (near church) Headcorn, Gt. Males from Maidstone. Please phone for confirmation of meeting Headcorn 391269

SESSEX: Wednesday 30th June 8 pm. 50 Sackville Gardens, Hove. Janet Whitaker producer of BBC radio programmes for schools, will give a general introduction to the Schools Radio output for 1982/3 with tapes and literature.

Sunday 18th July 12 noon. Beach picnic opposite Hove Lagoon. Bring food and towel (27 Kingston Lane if wet)

NEWS FROM T' REGIONS

G.W.S. Snippets

LEARNING WITH HER SON

Brenda Cowell

GWS23

"...My son, Kale, stayed out of school last fall, not so much because I had proof that home was better for him, but because I did have proof that school had not been good for me. In such a place of increased tension and anxiety, I had felt much loneliness, fear, and uncertainty... Although I learned to play the intellectual game quite well as a "Grade A" student, I never learned to develop or trust my own reasoning capabilities and intuition.

...Last fall then, determined to find a better way, I kept Kale at home, and slowly my whole conception of learning changed. In working with him in a more natural setting, learning became a way of satisfying a ravenous hunger to know - insects and dragons, electricity and tools, Spanish and English, the Renaissance... They all became real, fascinating tools to grow by.

For myself, I recovered a nearly lost art, the art of asking questions of wondering and searching for answers. I know things about Christopher Columbus that they never mentioned in school, and I've learned how to keep a daily journal and ledger for my home business. Most important to me I've learned to trust myself.

I wrote this then for all of you who have suffered from similar school withdrawal symptoms, hoping you too will let your children learn at home, not just for their growth, but to open your own rusty doors and get to know that curious child in your own mind..."

NOT WORKING

Nancy Wallace

GWS23

"...A friend called me up the other day, upset because it was time to renew her permission to teach her son at home and she figured she'd have a hard time, since last year she really had not followed through on all the things she said she was going to do - daily spelling lessons, math for an hour a day, etc. As she talked, it became clear that home-schooling wasn't working out for her - she had other things she wanted to do, her husband wasn't very helpful, her son kinda wanted to be in school, and so on - but somehow she felt guilty about even thinking of sending her son back. When I mentioned that since she had so many reservations about home-schooling, perhaps it would make sense for her son to just try the public school again, and think of it as an experiment, she seemed so relieved and amazed..."

THEIR OWN PACE

Jeanne Finan

GWS23

"...I hope we can all maintain our awareness that the loveliest thing about home schooling is that children can move at their own pace. If a child learns to read at age 3, bravo! If a child learns to read at age 9, bravo! I think we sometimes tend to want our children to achieve miraculous feats, educational and otherwise, to 'prove' that we are doing the right thing.

We love the time with our children (my husband and I are fortunate to work at home so we are together a great deal) and though I do admit I beam with at least inner pride that our two love to learn and study, my heart sings when I see that they can stop at any moment. They can run in the woods any time of day, play in the sandbox whenever the mood strikes them, create their own schedules. We lose the children inside ourselves so easily and quickly in this society; I love home-schooling because it allows our children to be just that - children...."

GWS Snippets.....

GWS24

"...On Sept. 30, Eileen and Spencer Trombly (CT) their daughter Sarah, and I appeared on the nation-wide TV show "Good Morning America". The format of the show only gave us about 7 or 8 minutes to speak our piece. Nevertheless I heard later from my publishers that our segment created the largest response (phone and Mail) that "Good Morning America" has ever received..."

I have been reading GWS since No.13 to send in snippets to the newsletter, as well as reading for pleasure since the first one. It is always interesting and informative, but I did find No.24 (the latest one I have received) extra special. There are some excellent book reviews and long articles - far too much for the snippets column. It also contains a very long directory of people interested in making contact. So can I urge everyone to try to get hold of the whole magazine - if single copies are not available, the charge of £3 for six issues is really good value because each issue contains nearly a whole book, because it is in small print. So if you have not read Growing Without Schooling yet and you enjoy the snippets, do read No.24.

(N.B. GWS always needs volunteers, especially typists, so if you fancy a working holiday in Boston in exchange for board and lodging, contact them at 729 Boylston Street, Boston, MA 02116)

Jane Davies.

TO ALL E.O. KIDS

Working with EO kids at the Birmingham meeting made me aware of the need for most deschoolers to have opportunities of getting together, and of their ability to organise and take an active role in EO.

Grownups are discussing things like resources and 'where does EO go from here' and they are not taking into account the people with the most valid ideas - those being you - the deschooled.

When I was younger I would have loved to have had the chance of camping trips, discussion weekends and just having a chance of being with others also deschooled.

If any of you have any comments or suggestions as to what you would like why not write to me (or phone if this is easier).

Get out your pens!

Wanda (Harrison)
The Burntlands, Tenbury Wells, WR15 3SH Tel. 058 479 341

CO-ORDINATORS

I am more or less ready to send out the questionnaires to co-ordinators. But, for obvious reasons, I don't wish to send them to anyone who does not want to deal with them. Perhaps I could put it this way: I would like volunteers from the ranks of present co-ordinators who are prepared to take on these tasks:

- 1) to receive these and other questionnaires and keep them,
- 2) to verify and update the information on them by consulting local membs
- 3) to circulate or somehow present the information to local membs if and when they want it, and to someone for the very occasional compilation of national lists. (I'm sorry if this sounds a bit bureaucratic - not intended)

I know this sort of thing doesn't appeal to everyone but I would be glad if the country could be covered; perhaps by one keen person taking on this for their neighbours, and if no co-ordinator in a region wishes to do this then I would be very glad if someone else volunteered. I personally see it as a very worthwhile and vital role, and I hope others will share my enthusiasm. I do not think that one has any need to be practicing Otherwise Education to do this sort of job - that requirement is more relevant to advising people with difficult problems and enquiries.

So if you are inspired, or just interested, and you would like your area's questionnaires, consult your neighbouring co-ordinators and write to me stating which precisely area or region you are taking on and I will then forward the relevant questionnaires.

Some of you are already 2 steps ahead and have organised your own local or regional information gathering. Please let me have a copy!

I feel that it is my unwelcome duty to pass on the bones of part of a discussion at the last core group meeting. The actions and advice of co-ordinators are, of course, entirely their own responsibility. There is no authority handed down here any hierarchy: co-ordinators volunteer, they are not appointed. But I understand that some people give more weight than perhaps they should to their advice, so beware! Don't give people advice if there is the possibility of them taking your advice and it going wrong. Do make clear that what you say is on your own authority and is worth no extra just because you have volunteered to co-ordinate. And if possible (this is the advice of James Fearley) stick to giving people fact rather than advising them on decisions.

Simon Grant, Fan Fawn House, South Hinksey, Oxford.
(mail will be forwarded when we leave: we hope to have a new address by the next Newsletter)

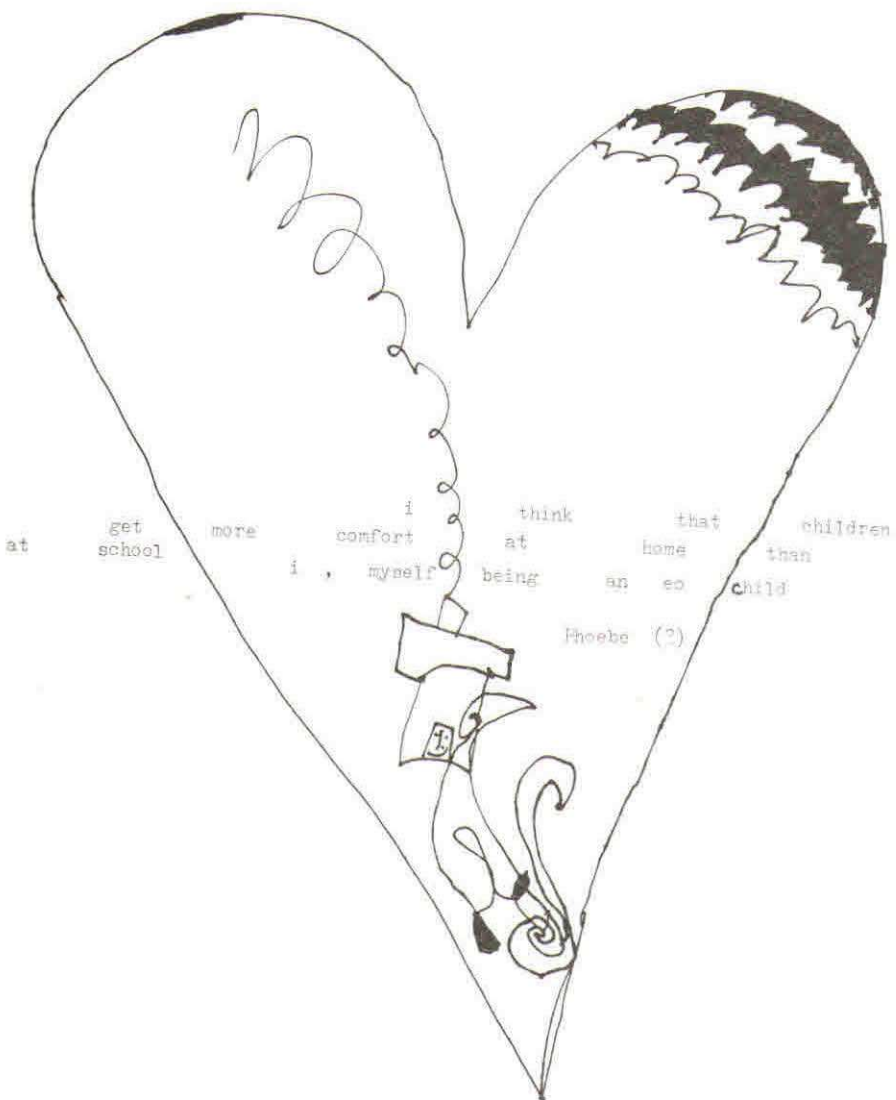
PLEASE NOTE New Co-ordinator for Essex is
Sardes Cottis 24 Deneway, Faynters Hill, Vange Basildon.

Thanks to Geraldine Lockington for her work as co-ordinator and happy moving!

L.E.A. BOOKLET

An idea has been floated to prepare a booklet stating clearly the position regarding Home Education specifically for the benefit of LEAs. Would anyone who has worked with a LEA, teachers, inspectors etc., or has other pertinent experience please contact Jackie Fearnley, The Homestead, Metfield, Harleston, Norfolk.

unsolicited testimonial



BIRMINGHAM CONFERENCE

We have had many, many letters (20?) from people who attended the Birmingham Conference saying how pleased they were with the total experience - from lunch to John Holt, and lots of pats on the back for those who organised it. We couldn't get exact figures but reckoned that maybe 250 upwards adults and 100 kids attended. Geoff Harrison carried 48 gallons of water in buckets to the tea and coffee urns, we used 450 plates and 1250 plastic cups.

I enjoyed it too. Dick Kitto opened the conference with a brief history of Education Otherwise, and handed over to John Holt, who spoke in a general way making the following points and others.

Children should be safe, welcome, useful, needed, respected, as they move in our society. Children are natural learners. Learning is not a product of teaching. We should provide access to the world, to people, places, resources musical instruments, books. We have 200 years of "Childhood", an economic-political state of no rights imposed on young humans unable to make their views adequately heard, to overcome. Most teaching prohibits learning. Roughly 10 - 15 thousand children are deschooled in America.

Appropos court cases - the most detailed statements get the most favourable rulings. Also to deter any official, compile lengthy and well thought out statements with the idea that if he gets the impression that you are well prepared to fight for what you consider the right course of action and are prepared to go on fighting for months and years he will let you do it.

The Hippopotamus Question: if everyone deschooled then what would become of us
Answer: Don't worry, they won't.

The words of the wise contain an infuriating message, "You're too stupid to figure it out for yourself so I'll explain it to you."

It might be better to go to school and confront 1/30th of an adults anxiety rather than stay home and get the whole of it.

Kids need access to tickets of learning.

We should find work worth doing and get the children to help rather than looking for something they might do.

John Holt put his address up too : 729 Boylston Street, Boston, Mass 02116 USA

Various sessions dealing with aspects from getting started in EO, to coping with LEAs, exams, special handicaps, through to exploring ideas such as flexischooling were held in different parts of the University Education Complex. This seemed particularly helpful in that the sessions were small and people able to participate in the discussions.

Upstairs were a creche room with playthings, a couple of librarians from Birmingham Library with heaps of books reading stories to spare children, and a room with lots of really interesting computers with really interested kids playing with them (though when my two kids tried to have a go they couldn't get near for the adults). The BEC had provided descriptive literature about Schools Broadcasts on TV and Radio.

I think for everyone it was a very thought provoking experience, and for all you isolated EOers who didn't make it this time, try and get to the next one - a perfect supplement to the Newsletter.

TEACH YOUR OWN

reviewed by John Elenor.

At last! - The handbook we have all been waiting for - how to do it, why to do it and what to beware of. The fact that it is written by an American author for the American market in no way lessens its value for anyone else; the majority of the book is full of the valuable first-hand accounts that are so enthralling in 'Growing Without Schooling', and the legal advice - though strictly irrelevant since most US laws don't have an otherwise option - gives useful insights into the judicial mind, as well as clever ways of presenting a case to make the most of whatever sympathy exists in favour of educational self-determination.

The name of John Holt will be an immediate recommendation to anyone who has read his other books; here is the same sense of humor, the same wisdom, and the same passionate concern for learning and the learner that we have come, to expect from his previous writing (an even more from meeting him face to face). Yet this is not a re-hash of the recipe as before; it is compelling and honest appraisal of all that is involved in home education, from a man who has spent half a lifetime encouraging and facilitating that every thing, both in the States and abroad. Perhaps the best part of the book is the quotations from parents actively involved in the learning processes of their own children - these are not the theoreticians saying what might be or ought to be but field workers 'telling it like it is'. The experience is drawn from all kinds of lifestyles and various income-groups, demonstrating yet again that home-education is not the preserve of the affluent middle class.

The fundamental tenet of the book is that for effective learning to happen the learner must be in control of the process; the child is born with a strong urge to learn (and an infinite capacity for it), and about the only way to stifle this urge is to send him to compulsory school. Holt puts in a strong plea for non-interference with this learning process, giving various illustrative anecdotes of which my favourite is the elderly Catholic educator saying 'A word to the wise is infuriating!' This distinction between encouraging learning and interfering with it is probably one of the hardest things for an educator to learn, but judging from the accounts in the book the people who learn it quickest are those closest connected and most intimately involved with the learner - in a word, the parents.

Chapter One, 'Why Take Them Out', sets out all the arguments for home-education clearly and incontrovertibly - from parental responsibility to civil liberties for children. The most valuable chapter to me in my position, of having to present the case to intending teachers, is No. 2. "Common objections to Home Schooling". Again without rhetoric or special pleading these objections are effortlessly demolished in words that would soothe all but the neurotically savage breast (and there are quite a few of those still in Education!) Nonetheless the fact that these objections can be so frequently raised (schools are needed for social mixing to broaden horizons which would be restricted at home, to prevent unqualified teaching, to present challenges, etc) proves what an insidious hold the school ethos has over most peoples thinking; their advocacy of schools is proved in this chapter to be largely an inability to imagine the world without schools.

It is also true, unfortunately, that for some of the objectors (generally the less vocal but more influential) the values of compulsory schooling are part of their political attitude, which could be crudely summed up as an unwillingness to trust most people to take responsibility for their own lives; if rulers need docile citizens, schools are the best places to produce them. 'The politics of Unschooling' acknowledges this, characteristically, by turning its back on the policies of confrontation: "People don't change their ideas, much less their lives, because someone comes along with a clever argument to show that they're wrong". Instead it encourages, quietly but persistently, anyone who can break out of the system to do so. The effect of such actions, negligible though they seem in isolation, is cumulative, whereas the effect of "social reformers" can be counterproductive: "Only a very few schools ever changed in the way we proposed, few changed for long, and most are worse now than ever."

The next few chapters are concerned with 'Getting them Out' (not particularly relevant in the UK - we need our own equivalent, of which School is Not Compulsory is a small beginning) and what to do when they are out - a plethora of personal experience infused with the excitement and stimulation (and exhaustion!) that home education brings to parent and child. Again it should be stressed that all these accounts are of unstructured learning, based on the philosophy that children 'are nice people' and can be trusted to know what is good for them; even those parents who have tried 'teaching' (with a curriculum and even a timetable) have eventually given it up as harmful. The chapter headings themselves give the drift of the argument: 'Living With Children', 'Learning In The World', 'Serious Play', 'Children And Work', etc.

The last four chapters are concerned with legal aspects of home education (or Home Schooling as it is known in the USA, perhaps to satisfy their legislative thinking). Even though the points of law are different, I find the descriptions of court cases fascinating for their own sake; and as I mentioned earlier, the attitudes described certainly have relevance to the UK situation. The final chapter 'School Response' gives a sympathetic appraisal of the school's point of view - perhaps surprising after all the harsh things said about schools, but very necessary if the philosophies behind home education are to make any headway in the institutionalised sector - and lets face it, the vast majority of children will always need some kind of school to assist them in learning. Positive attitudes always achieve more than negative and this very positive book ends optimistically with a discussion of how schools can benefit by co-operation with the un-schooled. Perhaps the message of this chapter could be summed up as 'Teach them as if they were your own'.

If you are organising an event this summer it might be worth having a stock of John Holt's book to sell, and make some money for yourself or your group. I will send you 5 or more copies on a sale or return basis, as follows:

copies	cost	Profit if sold to EO members at £5	Profit if sold to non-members at £5.95
5	20.00	5.00	9.75
8	30.00	10.00	17.60
10	37.50	12.50	22.00

If the books are returned in good saleable condition within 2 months you will be re-funded appropriately.

Dick Kitto
27a Sydney Street
Brightlingsea.

BOOK REVIEW

33

"A Sociology of Educating" Roland Meighan 1971 (pub. Holt-Saunders)

I found this book interesting and written in a style that anyone can understand. It raises a number of points that would not benefit from being couched in obscure terminology and which most educationalists manage to ignore for example the hidden curriculum.

Many EO members will be familiar with the issues raised but I found the rational and logical way Roland considers them brought new ideas to mind. There was even more to worry about in the school system than I'd thought possible.

A thought provoking, necessary book, which should be valuable reading for all those in EO concerned about the nation's children as well as their own.

Recent Titles from JOSSEY-BASS

Howard L. Millman, Charles E. Schaefer, Jeffrey J. Cohen
THERAPIES FOR SCHOOL BEHAVIOUR PROBLEMS
A Handbook of Practical Interventions

Guidebooks for Therapeutic Practice series. Provides concise digests of proven methods for eliminating or controlling specific school behaviour problems such as truancy, disruptiveness, impulsivity, dishonesty, substance abuse, procrastination, prejudice, and anxiety. For each problem behaviour, presents practical, how-to-do-it information on several different but often complementary approaches; includes both traditional and innovative methods.
CONTENTS:

Introduction: Recognizing and Dealing with School Behaviour Problems.

1. CLASSROOM MANAGEMENT PROBLEMS: Dishonest behaviour, Truancy, Cursing, Boisterous or Rowdy Behaviour, Noncompliance, Playing the Class Clown, Temper Tantrums, Annoying or Bothering Others, Out-of-Seat (Off-Task) Behaviour, Destructive Behaviour. (total digests: 33)
2. IMMATURE BEHAVIOUR: Hyperactivity, Distractible and Inattentive Behaviour, Impulsiveness, Messy and sloppy Behaviour, Daydreaming, Procrastination and Dawdling, Poor Co-ordination, Crying (total digests: 35)
3. INSECURE BEHAVIOURS: Anxiety and Tension, Phobias, Compulsive-Perfectionistic Behaviour, Poor Self-Esteem, Gender Disturbances, Depression, Elective Mutism (total digests: 1431)
4. HABIT DISORDERS: Poor Academic Performance, Enuresis-Encopresis, Masturbation, Thumb-sucking/Nail-biting, Speech Disorders, Substance Abuse, Sexual Behaviour (total digests 29)
5. DISTURBED PEER RELATIONSHIPS: Aggression, Prejudice, Shyness and Withdrawal, Social Isolation (total digests 21)
6. DISTURBED RELATIONSHIPS WITH TEACHERS: Disrespect and Defiance, Inhibition, Overdependency (total digests 10)

April 1971 - Cloth bound (97534-423-6) £16.50

Found by John Whitelegg. "Here is an example of the professionalisation of scientific mystification of ordinary human problems. The difficulties of children at school are quite clearly viewed as evidence of deviant or abnormal behaviour; the solutions undoubtedly contribute to the difficulties themselves.

Should anyone knowingly entrust their children to the purveyors of this aggressive, nonsense on stilts?"

◁ 34 ▷

TREASURER NEEDED

Accountant type preferred

Two things have prompted this attempt to pass on the job of treasurer. First as membership grows I am becoming seriously overworked, and the treasuring is the easiest of my responsibilities to off-load. Second I think it is becoming increasingly important to have a treasurer who understands finance better than I do. Let me hasten to re-assure everyone that I am in fact doing the job quite efficiently at the moment but as we grow we shall have to make decisions about the purchase of equipment, depreciation thereof, value of assets, etc., which are all beyond me. So I am appealing for any member with experience of accountancy/book-keeping and some time to spare to offer their services.

Just to discourage the unwary, I append this list of the various jobs currently entailed:

1. receive subscriptions from membership secretary and pay into bank - once the mem.sec. has some assistance - human or electronic she may be able to do this herself,
2. pay all bills,
3. check that the bank has received subscriptions payable by Standing Order (this is incredibly tedious)
4. keep accounts of all income and expenditure, and publish same in the first newsletter of each calendar year; (this will soon also involve a balance sheet)
5. make a report of the approximate financial position to each Core Group meeting; in future this will need to be written and circulated to all members at the meeting.

Please write to me (or phone if you can cope with a facetious answering machine) if you think you can help. At the same time I need some temporary assistance on a sub-committee which is charged to make recommendations to the Core Group about the valuing of assets (at the moment only our stocks of publications, but with implications for future growth). So people with the same skills are needed for their advice; rest assured that if you don't own up quickly I shall consult our secret computer files of Skills and Resources and start making threatening phone-calls.

John Elenor

MINUTES

OF CORE GROUP

2.30 pm Sunday 19th April 1982 at the home of Ivan & Mary Geffen

Present: Hazel Clawley, Bruce Cox (chair), Dianne Cox, Malcolm & Julie Duff, John Elenor (minutes), James & Jackie Fearnley, Ivan & Mary Geffen, Simon & Caroline Grant, Geoff, Iris & Andrea Harrison, Helen Holland, Dick Kitto, Roland Meighan, Ivan Sokolov.

1. Apologies: Sarah Guthrie, Stephanie Leland.
2. Minutes of previous meeting were read and approved.
3. There were no matters arising, apart from those already on the agenda.
4. Report on Saturday's conference. Though it was early days to comment on the outcome, 99% of the feedback had been positive and agreeable. A few points were made:-
 - 4.1 Badges should have been pin-on, not stick-on (too they didn't)
 - 4.2 For a future conference, publicity will need better coordination, with very few people responsible.
 - 4.3 We should offer apologies to anyone who had been misled by any publicity
 - 4.4 The accounts should be published in the next newsletter.
5. Officers reports
 - 5.1 Membership secretary. 5.1.1 AJ reported that all stocks of publications were adequate, but the figures she had prepared were rendered significantly out-of-date by heavy sales at yesterday's conference.
 - 5.1.2 The membership was 709 at the last count but application forms were flooding in and she was having difficulty in keeping abreast.
 - 5.1.3 Since it was agreed that some form of computerisation could alleviate this, a subcommittee was formed to decide what and how; membership Roland (convenor), Dave W-land, AJ & Simon.
 - 5.1.4. For immediate help AJ was authorised to rent (or buy very cheaply) a wide carriage typewriter.
 - 5.1.5 The point was made that in an organisation as large as EO is becoming there is a need to have members other than the current officers trained to do those jobs in order to ensure a smooth transition when any officer resigns.
 - 5.2 Treasurer. 5.2.1 John reported that the general income from 1st Jan had been £3,250 with outgoings of £2,954, thus enabling him recently to transfer £300 to the deposit account; the conference appeared to have broken even. The old account at Digs was ready to be closed, and once transferred would give us liquid assets of £700 in the current account and £1,300 + interest on deposit.
 - 5.2.2 The question was put that since most of that income was from renewals in January, how were we going to pay for the remaining newsletters? John replied that new subscriptions were coming in at the rate of about £60 a week which would more than cover our future costs.

5.2.3. It was agreed that as these figures we could afford to give the membership secretary an honorarium of £50 per month, back-dated to Jan 1982, to be reviewed at the next term meeting in September.

5.2.4. It was also agreed to give Wanda Harrison £50 for the enormous amount of work she has done towards the setting up of the conference; we also expressed our thanks to her for undertaking it in the first place.

5.2.5. Ivan B. pointed out that we had revolved the stage where we needed a consistent policy on valuing our agents; John agreed to co-opt a sub-committee to consider this.

5.3. Inquiries Secretary 5.3.1. Brian reported that she wanted to resign - no-one moved forward to take her place.

5.3.2. She then read out some letters that were typical of what she had to deal with; this provoked a general discussion on how to deal with them, and various calls for action.

5.3.2.1. The next day's meeting (equating to an AGM) should propose a member for election to the BSB executive.

5.3.2.2. We should write to the Association of Peripatetic Teachers asking for their support - Helen agreed to do this.

5.3.2.3. We should save a conference to meet all these.

5.3.2.4. Members should raise the matter of home education with candidates for local elections.

5.3.2.5. Each co-ordinator should write to their LSA to ask what the options are and what are their functions.

6. Co-ordinators

6.1. Simon suggested that since there was a growing number of local co-ordinators they should be invited to group themselves into regions and share out the co-ordinating tasks among them.

6.2. It was agreed that the questionnaires should be analysed nationally and then passed on to local co-ordinators. The question of confidentiality was raised, and was defined as meaning 'confidential to members of BSW'. Brian pointed out that need for BSW to have access to the results of the questionnaires in presenting a public face; therefore it was equally necessary for any BSW member doing research also to have access.

6.3. It was suggested that a new design was needed to facilitate the exchanging of information; Brian agreed to co-opt a sub-committee to do this.

6.4. It was agreed that the present questionnaires should be sent by Simon to Neil and Neil would photocopy them, return the originals to Simon (to be sent on to co-ordinators) and keep the copies for the research subcommittee.

6.5. Simon will compile a new questionnaire list to be published in the next BSW

7. Local Resources

7.1. Ivan B. originally outlined the possibilities open to us:-

7.1.1. to remain as we are now, but for any up or down to go along for whatever, good, bad.

7.1.2. to become a company limited by guarantee - this would limit the liability of any member, but would involve restrictions, (especially) on dividend: no annual return of audited accounts, and submitting an approved constitution.

7.1.3. to combine the above with a grant table that may enable me one to raise money from other sources, avoid paying income and company tax.

and pay substantially less rates on premises owned or rented; it would involve satisfying the Charity Commissioners, and would debar us from political activity.

7.1.4. to separate our activities into a charitable arm and a campaigning arm.

7.2

Discussion of these courses of action ranged far and wide, veering to the view that hierarchies are dangerous, particularly when an organisation relies on a paid bureaucracy which could be left high and dry if sources of funding run out. The eventual decision appeared to be that we remain as we are now, but take out insurance against accidents, etc., Hazel agreed to investigate.

8. Handicapped children

8.1 Julie suggested that we need a special section of the Contact List for children with handicaps, enabling members quickly to find other members in the same position (but they should also be listed in the usual way on the main Contact List). She agreed to write about this in the next NL asking interested members to write to her.

8.2 Jackie suggested that the phrase used should be "children with special needs".

8.3 It was agreed that families with such children need extra support in dealing with the LEAs; a booklet should be produced giving advice on the general range of abilities acceptable within the norm. Jackie thought she might be able to co-ordinate this.

8.4. It would be important for such a booklet to be given to the appropriate adviser of every LEA.

9. Link with Preschool Playgroups Association. John suggested that, in view of PPA policy of encouraging parents to take responsibility for their children's education, EO should forge links with them - Hazel (who is a PPA member) agreed to liaise with them.

10. Following on from 9, Ivan G. agreed to liaise with the newly formed Out-Of-School Alliance.

11. AOB

11.1 Future meetings - agreed that they should be bi-monthly; next one 12th June at the Guthrie mansion & 13th June at the Cox mansion.

11.2 James Henning a indicated at the morning meeting that he was very willing to be used informally for moral support and advice.

11.3 Ivan G. indicated that though he was very willing to be of service, he was limited geographically in that he could not claim travelling expenses on legal aid. He suggested that we make use of the MOCL for finding suitable lawyers within travelling distance of a problem; he will write a brief article about it for the next NL.

11.4 It was agreed that a Publications Group consisting of Dianne Cox, Helen Holland, Andrea Harrison and Simon and Caroline Grant should have general oversight of E.O. publications in the intervals between Core Group Meetings. The group will be co-ordinated by Dianne and will consult the Treasurer where necessary. It will report regularly to the Core Group.

11.5 Thanks were given to everyone, members and children whose hard work made the Birmingham Conference such a success.

11.6 It was agreed that AJ could rent a photo-copier on a short term basis and report back on costs and usefulness to the next meeting.

11.7 Julie mentioned a forthcoming Green Gathering at Glastonbury as an event to which local members of EO might wish to make a contribution.

11.8 It was agreed that free copies of Newsletters could be sent to journals which may be supportive of the aims of EO.

All members are welcome to attend Core Group meetings as observers and to submit agenda items which should reach John Elenor not later than 11th June 1982.

CORE GROUP MEETING

Two meetings will be held in East Anglia during the weekend 12 and 13 June 1982.

The first on Saturday 12th June at 2.30pm will be held at Sarah and Brian Guthrie's home, Field House, Melis Road, Thrandestor, Nr. Diss tel. Mellis 678. This will be an informal meeting without agenda to discuss EO affairs in an open and general way.

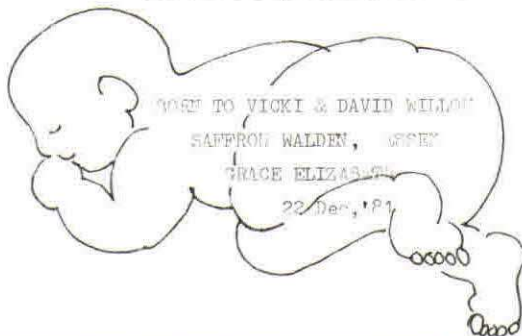
The second meeting will be the normal Core Group business meeting. This will be held at the home of Dianne and Bruce Cox, Grey Row, Flixton Road, St. Margarets, Sth. Elmham, nr Bungay. Tel St.Cross 315. commencing 2.00pm Families are welcome to picnic in the garden even if the parents do not want to take part in the meeting.

Please let the Guthries or Cox's know if you are coming to either meeting

NEWSLETTER EDITORS:

Frances Howard will be editing the next Newsletter (see inside front cover) and I understand John Elenor will be doing the one after that but if anyone would like to volunteer for the next one - December, please contact Bruce Cox Grey Row Cottage, Flixton Road, St. Margarets, Sth Elmham, Harleston IP20 0PI phone: 093 692 315.

+ = + = + = + = + = + = + = + = +



THE TEACHERS: aims to acquire and spread education and to encourage
 increased social responsibility Registered Charity No. 274059
 18 Garth Road, Bangor, North Wales.

FOR PUBLICATION

Dear Sir,

We were shocked to read Point 15 of the Minutes on page 37 of the Education
 Otherwise Newsletter, Bol6 No.1 February 1982.

Statements that we are in some way unsatisfactory members and that we are
 engaged in, or threaten to engage in, illegal behaviour are completely
 unfounded. We have neither engaged in nor threatened to engage in, illegal
 behaviour, and we request that tstatement to be withdrawn and an apology made.

We do not know any of the people present at the meeting when we were apparently
 discussed. Neither do we know the editor also present at the meeting, who
 allowed these statements to be printed. At no time have we been approached
 by any of these people, or by people on their behalf, with questions arising
 from the Guardian article.

On page 22 of the same Newsletter, Dick Kitto makes the following statement
 "I suggest that in future you check with the people concerned when you wish
 to make personal statements of this kind."

Regards

Michele Bland for and on behalf of The Teachers

15. Unsatisfactory members An article in the Guardian (8.10.81) on The
 Teachers sparked off the wquestion of how far we could support members
 whose philosophy or behaviour appeared to contradict the aims of EO.
 It was eventually agreed that we could not exclude anyone from
 membership, but that we were unable to support members who ignored
 our advice or indulged (or threatened to indulge) in illegal behaviour.

Does this constitute a 'statement' in the terms of paragraph 2 of the above
 letter?

John Elenor.

NOTICES

Myself and my daughter Helen (7) are a single parent family practicing otherwise education in London. We would like to move out of the city, either into a community where there are children out of school or to a smaller town or village where there are other EO families within easy reach. We are accustomed to community life and are practised in organic vegetable growing, wholefood cookery, winemaking, dressmaking, etc. We don't go in for formal tuition at home but would have no objection to doing so in a free-school type of situation. I have worked as a science teacher in secondary schools and could offer help with science subjects if required.

Please write to: Genevieve Bridgeman, 25 Rathcoole Avenue, London N3 9LY
phone: 01 341 0751

I am looking for a partner to help me run a nursery school in a rural area in South Oxfordshire. Teaching qualifications, Montessori diploma, driving licence, capital, all useful but not as important as belief of children as people. Shared accommodation available. One parent family welcome.

Please write to: Candida Pawzitt, 42 St. Marks Road, London W.10

We would welcome long or short term visitors to our primitive farmhouse in the Umbrian countryside in return for £5/week and help with the work involved in living together and running the small farm. Melissa (5) and Ben (1) would be pleased to play and learn with other EO children.

Please write to: Adday, Pratate, Vallingegno, Scritto, GUBBIO (PG) Italy.

'Found this interesting address in 'Teach Your Own' by John Holt would like to have addresses for correspondence for me and 3 children, 5, 12, & 13. We would also like to know about your organization.' We appreciate your letters

Please write to: Joan Jurkofsky, 37 State Street, Glassboro, N.J. USA 08028

Family wish to rent a cottage anywhere in countryside. Does anyone know of one?

Please write to: Claire, Katherine and Joe MacKenzie, 6 Skipton Close Corby, Northants.

OTTAGE FOR SALE We are in the process of buying half a row of four gerry-man's cottages near Jalyarn about 10 miles from Caernarfon. The other side is also for sale, modernisation almost complete. Asking price around £10,000. Garden approx 1/5th acre, surrounded by farmland and slates. Anyone interested? Phone Flint 3270

officers

TREASURER

John Elenor
13 Eynham Road
London
W12 0HA
01 749 2199

MEMBERSHIP SECRETARY

Andrea Harrison
The Burntlands
Rochford
Tenbury Wells
Worcs.
WR15 8SH
Newnham Bridge
(053 479) 341

ENQUIRIES SECRETARY

Dianne Cox
Grey Row Cottage
Flixton Road
St. Margaret S. Elmham
Harleston
IP20 0FL
St. Cross
(093 682) 315

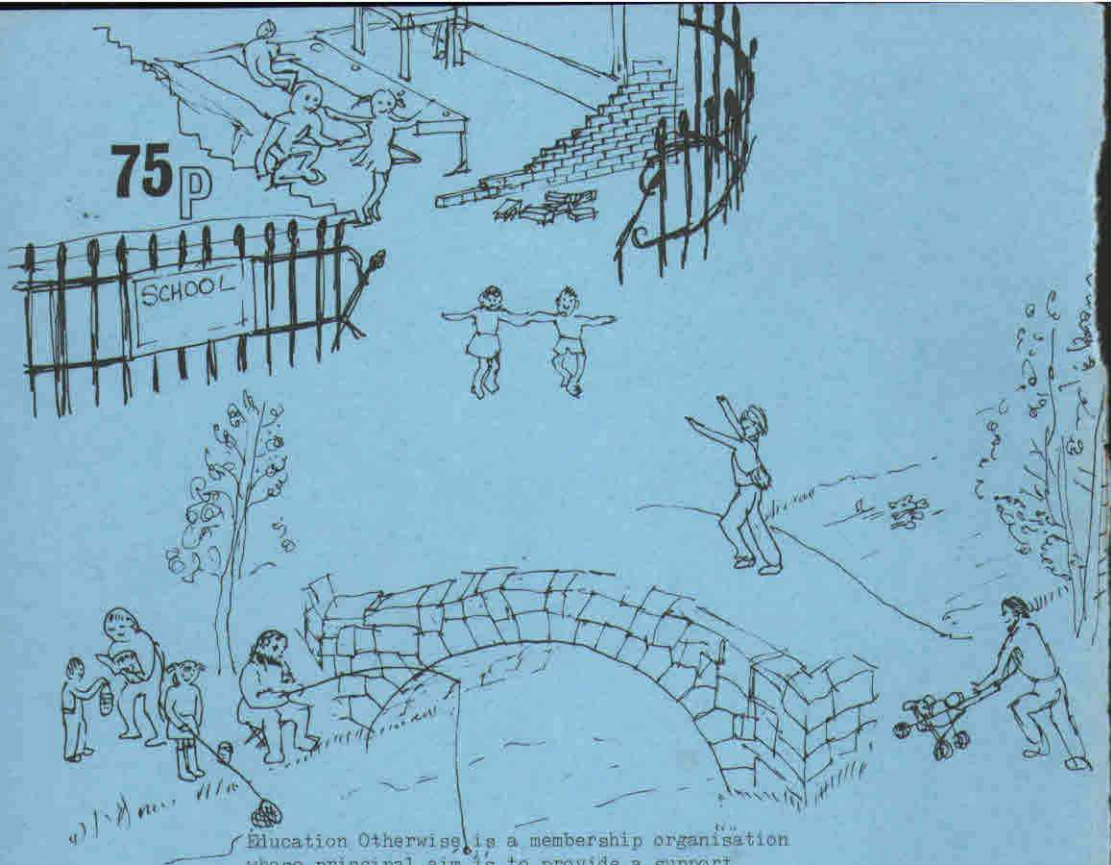
Will MEMBERS please contact their co-ordinator, where possible, with enquiries. Co-ordinators can then phone Di if necessary, and in this way they will be able to help subsequent enquirers with the same need.

REVIEWS EDITOR

Helen Holland
Horsgate Farm
Cuckfield
Sussex
Haywards Heath
(0444) 54259

Publishers: please send copies for review to this address.

75 p



Education Otherwise is a membership organisation whose principal aim is to provide a support and information network for families whose children are being educated outside 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 principal 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 a 9" x 4" s.a.e. to

13 Eynham Road, London W 12

