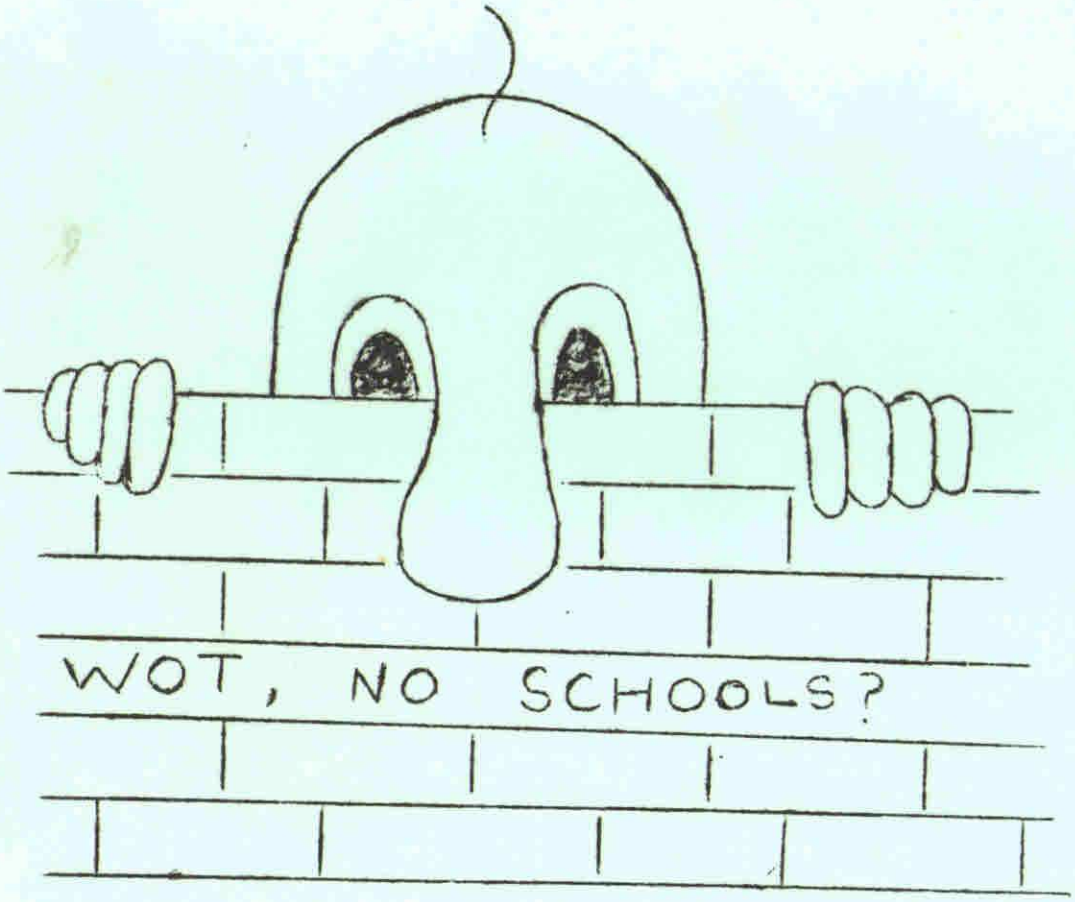
EDUCATION otherwise

NEWSLETTER NUMBER 2

April, 1977.



This edition of the Newsletter was put together by Mike and Anne Lydiat.

INTRODUCTION

This is the second newsletter produced by Education Otherwise. Since the publication of our first newsletter a number of important things have happened.

On February 3rd 1977 Granada Television broadcast a programme called Opting Out in their lunchtime series Parents' Day. That programme reported the experiences of three families who had decided to educate their children at home. The address of Education Otherwise was given at the end of the programme and so far about 250 people have written for more information. Many enquiries came from people whose children were already being kept away from school or who were seriously considering this option, but felt anxious and in need of advice and support.

The response to the T.V programme encouraged us to go ahead and set up Education Otherwise as a formal organization. A meeting at Shaw in February produced a statement of aims and objectives and it was decided to raise some money through annual subscriptions which could be used to produce the various documents we felt were needed - another newsletter, a list of practical books, a list of useful organizations.

We also decided to hold a four-day event at Shaw in June where we hope that many new members of Education Otherwise can meet together and share experiences as well as joining in some practical activities - a booking form is provided on the last page of this newsletter.

We have not actively sought publicity yet. Our main medium of advertizing before the T.V programme was word of mouth. This will still be important in the future, but there are also likely to be some more formal reports in Where? (June 1977), the Young Observer section of the Observer colour magazine, and the Sunday Telegraph colour magazine.

So far the planning and decisions have been undertaken by a small group of people:

Ken Byron, Avonbank, Craig Bridge, Strathavon, Scotland.
Geoff Edwards, The Paddock, Little Leigh, Northwich, Cheshire.
Bob Green, 15 Clifton Gardens, London NW 11.
Sue Hanson, 71 Hartington Square, Cambridge.
Tina Hodson, Breese House, Dorstone, Hertfordshire.
Mollie Jenkins, 26 Clothorn Road, Manchester M20 OBP.
Dick Kitto, Lower Shaw Farm, Shaw, Swindon, Wilts.
Mike & Anne Lydiat, 537 Crookesmoor Road, Sheffield S10 1BJ.
Nigel & Paula Theobald, 34 Church View Road, Desborough, Northants.
Stan Windass, Rookery North, Adderbury, Banbury, Oxon.

We are keen to see more people at our meetings and to hear more ideas for ways in which Education Otherwise can develop and meet <u>your</u> needs. We would also be pleased to receive offers of help in things like setting up local groups; writing articles for the newsletter; helping produce the newsletter; sharing skills; legal advice; educational advice; books/materials which have proved useful etc. etc. We are a small group. We need your <u>active</u> support to grow.

Most of the articles in this newsletter are very practical - they report contact with L.E.A.'s and also day-to-day activities in which families have engaged. We have also introduced a children's page and a small advertizing section, both of which will be included next time if we receive more contributions.

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Ken and Catherine Byron - Lanarkshire
(Ken has already explained a little of his unusual joint project and contact with the LEA in Newsletter 1.)

Mollie Jenkins - Manchester
(Mollie's family was filmed for the Granada Programme. She also wrote briefly about their experiences in Newsletter No. 1.)

Mike Lydiat - Sheffield (See also Newsletter No. 1).

Theresa Redding -
(Theresa is a niece of the Theobalds. She was 13½ when she began home based learning).

Paula Theobald - Northants (See also Newsletter No. 1.)

Jennie White - Yorks.
(Rachel was filmed for the Granada TV programme Opting Out and Mick and Jennie White explained some of their educational ideas at that time).

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Ken and Catherine Byron
The best way we can find of explaining how we set about 'education otherwise' is to present a few extracts from the record we keep of the children's activities. The children, Emma (5½ yrs) and Naomi (3½ yrs) attend common sessions with a few more 'otherwise' children on a fairly regular basis up to 3 days of the week. The extracts below are from our diary of home activities and they are, we think, representative in their structure (no days are representative in terms of what activities we do - they are all different). As you will see there is no set organization of time, no differentiation of work and play.

January 21st - Began morning with a goat game (elaborate imaginative play inspired by our own goats and kids). They both did some sewing, renewing noses on their rather battered soft toy dogs. Emma then made paper patterns for several items of clothing for her 'dog', Pad. She chose material from the remnants bag and cut it out, but didn't get round to sewing it. Then both did a lot of painting. Naomi did figures and clown faces, choosing circles of paper. We had a singsong, using several dancing songs. Listened to 'A Corner for Music' on the radio. - Children participated in soundmaking. Read stories. Emma measured various bits of the (real) dog's body and made a chart. She was puzzled to find that all his legs came out different lengths.

January 24th - Looked at mung beans we started sprouting on Thursday. Saw roots and first tiny leaves inside seedleaves. Tasted some. We will cook some for supper. Listened to radio music and movement programme. Read several stories including new fairy/folk tale from Roumania. 'The 100 Enemystones'. Emma made 2 books in which to record her songs of yesterday estimating number of pages needed, then halving result to determine number of sheets needed. She wrote titles and drew pictures, dictated text. Allan (5½) came to play and have supper after school. We had been reading about the ivory trade in a story and we looked at two Indian beans with minute ivory elephants inside.

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January 28th - Spent morning drawing, playing dice games, doctor and vet'games, finishing off with a long session modelling with plasticine, both making tiny 'gardens' with flowers, vegetables, and worms, snails woodlice etc. Dancing and singing session after lunch, then out in garden to play on swing, climbing walls etc. Afterwards long painting session. Catherine said, "Paper crying out to be painted!" - result lots of crying faces painted which were then cheered up. Cooperative as well as individual painting efforts. Read first few chapters of 'Charlottes Web' which sparked off many memories of our own litter of piglets and many questions about the fate of our runts & casualties.

February 1st - Emma made several models out of clay, painted them and wrote labels with a little assistance. Both played a long time with Lego, using fences and gates Emma had saved up for. Naomi did sponge prints with great care. Emma made some 'radio programmes' on tape recorder using 'Listen with Mother' type format. Naomi then recorded some songs too. They listened to each others 'programmes' with great delight.

February 11th - Went to goat and sheep farm to choose and buy a fleece. We took Owen ($5\frac{1}{2}$) and Sarah ($2\frac{1}{2}$) and their mother. Both families chose a fleece. Returned home and cooked lots of popcorn with children watching it 'pop' through a glass lid. Then we began carding and spinning and decided to experiment with dyeing. Used onion skins. Emma, Naomi and Owen all chose their own pieces of fleece and washed, rinsed and dyed them, hanging them to dry with their names attached.

Mollie Jenkins

First we wrote to the Chief Education Officer to say that we would not be sending Rebecca back to school after the summer holidays as we intended to supervise her education ourselves, and that she was still under 16. We had a letter back asking us to submit an outline plan of Rebecca's programme for the next year; this would be circulated to the LEA inspectorate for comment by inspectors competent to judge whether or not it was adequate. We were told that one of the LEA inspectors would be getting in touch with us to arrange a visit of inspection. In reply we sent the following:

"Outline plan of Rebecca Jenkins' course of study for the year 1976-7, to be supervised by me, her mother.

Rebecca aims at taking seven JMB O-levels in June 1977 in the following subjects:

English Language: this is something of a problem for Rebecca as she attended a french-speaking school until she was 12, so that although she read and spoke english fluently she had never learned to write it. So we shall spend a lot of time on spelling and punctuation, and on the essay form.

English Literature: we have chosen 'Jane Eyre', 'Romeo & Juliet' and the 15 poems by Browning as our three set books.

Latin: I plan to teach the grammar from my own notes and examples, and to concentrate on fluency in reading, using Harrison's 'Latin Reading Course" Parts 1 and 2. We have opted to do the sentences and the Vergil.

French: since Rebecca already speaks and reads French fluently this is no problem. We aim to work on tidying up spelling, and to continue reading and more advanced language work in preparation for A-level the following year. We shall be using Grayson's 'A la Page' part 4, and Mauger's 'Langue et Civilisation Francaises' parts 3 & 4; We shall also be reading Voltaire's 'Candide', Anatole France's 'Les Dieux ont Soif', and 'Journal d'une Femme de Cinquante Ans' as background to the history syllabus.

Maths: we have chosen option C and will be using Richard Skemp's Understanding Mathematics, vols. 4 & 5.

History: option F, European 1789 - 1870, British 1815 -1870. Our basic textbooks will be Cobban for the British history, and Fisher for the European, both supplemented by various paperbacks and books from the local library.

Spanish: we are doing this from scratch and so may need more time. We shall use the BBC Zarabanda programme, for which we have also bought the textbook and records, supplemented by 'Living Spanish' by Littlewood.

Rebecca also attends art classes run by the IEA on Saturdays as she is interested in learning to illustrate. She goes to a fencing class on Wednesday evenings with two former school friends who come here straight from school and spend the night here, so that she does keep in touch with them. She is not isolated because the nature of my husband's job ensures that a constant stream of people stay with us, and there is also a great deal of musical activity in the home, run by her elder sister. She does a certain amount of cooking and sewing too, and we go out a great deal - household shopping plus visits to galleries and theatres, museums and films, plus trips to places of interest round about; she spends part of her holidays every year working on a friend's sheep farm in the Lake District. This summer we plan a holiday with friends in Paris and the Loire District to give Rebecca a chance of practising her French.

The LEA digested this document, and after six weeks to let us get into our stride sent a mathematics inspector - presumably because they felt that this was our weakest area. I told him that in fact I had laid a friend on to teach maths as I wasn't competent to do so myself; he looked at Rebecca's work in this subject and agreed that she was being well taught, but complained that there was no other science on the programme. I pointed out that she had done two year's of chemistry and physics at school and had not found them interesting enough to want to go on with them. He said one should keep the options open until the child was eighteen, whereupon I challenged him to name one state school in Manchester where the options were in fact kept open until that age; of course he could not do so, so he dropped the matter. We offered to show him any or all of the other six subjects but he said he didn't know anything about any of those - whereupon one of my daughters rather unwisely remarked that his options seemed to have been closed a bit early! This annoyed him and he went off in rather a huff, saying that we would either receive approval of our plans from the Chief Education Officer or a County Court Summons. I said that I was quite prepared to fight the matter in the courts, but didn't think he had a leg to stand on. He must have come to that conclusion too because we got our approval the next week, but the inspector did tell us with some glee that he usually managed to stop working class parents doing what we were doing. The LEA here is very sensitive about the whole question of alternative education because like most inner city authorities they have alarmingly high truancy figures, but they are not prepared to attract unwelcome publicity by fighting cases that they are unlikely to win.

It might be worth mentioning that as we are preparing for O and A levels, the first thing we did was to buy a copy of the JMB (our local examination board) syllabus for the relevant year. Applications for the summer exams have to be in by mid-February, so we begin applying straight after Christmas as there can be hitches.

I happen to be a teacher and know the ropes, but for parents who are not it would be wise to form a group with other parents which would include at least one graduate teacher.

(We shall ~~include~~ exerpts from the Jenkins' diary in Newsletter no.3)

Mike Lydiat - Sheffield

Having taken the plunge and kept the children (10 and 8) at home at the start of the Easter term 1976 I wrote to the Chief Education Officer as follows:

Dear Mr. -

I would like to inform you that I intend to keep my two children at home until at least August 1976 to experiment with home based education. I have already talked about this to the heads of their previous schools.

Yours sincerely,

Two days later came our first official communication from the LEA - a cyclostyled postcard saying:

"The Chief Education Officer acknowledges receipt of your communication of 28th April 1976 which will receive attention."!

Two weeks later we were visited by the Education Welfare Office from Ian's school who asked if we knew the legal position on home-based education (we did) and asked us to send to the office a proposed syllabus. (The E.W.O. form Karen's school did not appear for another 8 weeks, apparently not having been told she was at home!) I sent in the following letter :

Dear Mr. -

Following Mr. - visit last Monday in connection with my decision to educate my children at home I have given some more thought to a "syllabus". The day-to-day timetable we planned looked very artificial so I have adopted a different approach to the problem. I give below the areas we intend to give attention to. There is obviously overlap across areas, which is beneficial.

LITERACY -
- writing
  - diary
  - poems/stories
  - letters
- reading
  - out loud
  - listening to stories
  - talking about stories
  - Library

THINKING -
- number - 'formal' work
- logic
  - chess/chequers/mastermind
  - logiblocs
  - logic games
- science
  - stars
  - trees/animals/plants
  - experiments
  - gardening

CRAFT/ CREATIVE
- drawing, painting, clay, plasticene
- macrame, embroidery, sewing.
- 3D "junk" modelling
- cooking
- plays
- guitar, recorder, singing.

PHYSICAL
- swimming, ice skating
- horseriding
- P.E. YMCA gym club, camping.
- outdoor play

SHEFFIELD
- history
- maps
- visits

NEWS
- own(diary)
- national/international - use of maps

"PROJECTS" - stamp collecting (use of maps)
- horses
- "history" (knights, kings)

ANIMALS - 2 guinea pigs & 2 hamsters

VISITS - Abbeydale
- Cathedral
- Water wheels
- Manor House
- Canal Wharf
- Conisborough
- London
etc.

We are making a retrospective timetable as a check on the things the children do each day. I look forward to discussing our project with you in the near future.

Yours sincerely,

The children were out of school for only about ten weeks but during that time we had no visits from the LEA advisors nor indeed any further communication at all.

Our diary for a week in May reads as follows :

5.5.76. Made hamster cages. Maths - Karen worked on 'magic squares'; Ian worked with logiblocs. Karen wrote "orphanage" poem after looking at Breugel's picture 'Children's Games' for about half an hour. Ian wrote his diary and read some of Peter Rabbit. We went shopping - Karen bought a riding crop and Ian bought a parachute outfit for his Action Man. Swimming. Macrame. Story.

6.5.76. Karen made some tiny animals by cutting paper, following ideas in a book from the library. Ian wrote a letter (to an address from his Action Man outfit) asking for information about the Red Devil Parachute regiment. He then read two Ladybird books about King Alfred and King Arthur. A mountaineer friend took us all climbing in the afternoon. Then Ian went swimming and Karent went riding. We finished the day with Mastermind and a story.

7.5.76. We walked through the woods collecting leaves and plants. We went to borrow some Observer books from a friend to help identify what we collected. We went fishing for sticklebacks and also went to the swimming baths. Both Karen and Ian made paper animals. Ian read about Henry V and finished his King Arthur Ladybird book.

8.5.76. We went shopping to buy maps of Gt. Britain and the world plus a star chart. Also bought some animal and plant identification books. Had some friends with two children to stay and we took back to the park the sticklebacks (which were dying).

9.5.76. Karen went riding then did macrame and played the guitar. Ian drew some animals.

The week following this was completely disturbed by Ian going to London with me to visit free schools and collect some American friends from Heathrow. During their later stay in Sheffield we made many visits to local places of interest, including a trip to Tideswell for brass rubbing.

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Theresa Redding

I left school in April 1973; a letter was written to my school saying that I would not be returning, and then my parents contacted the education officer. We went for an interview a few months later.

Our first trip was to Heathrow Airport. My mother, brother, some friends and I had an interesting day at the airport; we bought books and pamphlets and other things. A few days after that I began my Heathrow Airport project which filled two excercise books. While I was at home in that first year I did mathematics, I even taught one of my mother's friends how to do number bases - something I had never

understood at school. The television was an important source of information, and we watched all kinds of programmes, but in particular schools programmes. Another of my activities was writing essays and reading; I spent quite a bit of time in the local library.

After a year my mother left home, so my brother returned to school. I decided to remain at home. My aunt had recently moved and so that she could help me improve my maths I stayed ten days there and ten days at home. During those 9 months I travelled alot of miles and I learned alot about where my aunt lived. We visited lost villages when my Dad and brother came for weekends and I did a project on the lost villages in Leicestershire. Everything I did or became interested in was followed by a project. In the summer of 1974 I began a project on Argentina and I read all the books on South America that they had in the library. I also began to learn shorthand, and I would work solely on shorthand for one afternoon starting at 2 pm and finishing when my brother came in from school.

My timetable at home was to a set pattern but it was flexible. My first activity would be to write up my diary; I wrote entries every day for three years missing out some holidays and when I was ill.

Current affairs also prompted my projects and I began a project on the EEC at the time of the Common Market Referendum in June 1975. Soon after that we went on holiday to the Lake District and before we went I studied maps and decided which fells to climb, which routes to take. When we returned I did a full project of our holiday - describing the route we took and with accompanying sketch maps and diagrams.

In September 1975 I began an 'O' level course at a local College of Further Education.

I enjoyed being at home because I did not have to work to a set pattern every day. I could do anything I felt like doing and my plan of work always allowed for my personal interests (for example my Argentina project).

Being at home taught me that learning is fun, and it taught me self-discipline; if I didn't feel like 'working' there was nobody to make sure I did 'work'. Whether I did 'work' or not was up to me - it was my responsibility.

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Paula Theobald

Our two children of 8 and 11 years have been educated at home for 4 years. Our approach and methods now used have grown and evolved since we started and the children have kept what they like and enjoy, added new activities and rejected those they have out-grown or found irrelevant.

However each day still starts in the same way as we first began - by the children writing their diaries. These are a record of the previous day's activities, opinions on them and a continuous assessment of progress. They also include newspaper articles (about their activities and interests), programmes and tickets from visits to museums, theatres etc and postcards collected from places visited. The diaries are valuable to the children as a means of self assessment of their work and direction and are a regular task always to be done, which requires self discipline. They are also proof of progress and work for the inspectorate. The children choose to write them every day rather than weekly.

Another never-to-be missed activity is the daily episode of a story (about 30 mins.) which I read to the children from a book of their choice (Lord of the Rings at the moment). Unlike the diary writing I am not allowed a break in the holidays! This began for pure literary pleasure but we have found it to be a wealth of starting points for other topics such as geography, history, nature, poetry, plain enthusiasm for writing stories, new hobbies and interests and of course it inspires their own reading. Each story is really lived.

This involves changing our names and becoming the characters in the books, wearing magic rings, bracelets etc. and dressing up (Romans, Robin Hood, a princess or hobbits). We are inspired to visit geographical locations, Roman (and other) museums, ballets, plays etc. and get yearnings to visit Italy, Istanbul or Denmark!

The order of activities throughout each day varies according to the time available. There are a few TV programmes (mainly nature, geography or history) which we watch and on these days other activities are fitted around them. Both children still read aloud to me - by choice - and we find this beneficial in several ways. Sometimes they "listen in" to each other. This reading is usually from library books concerning a topic of the moment arising from current interests. Apart from Maths and French for which we mainly use text books all other activities are done how and when the children choose. Maths is individual to each child because of the age difference and may last from 20 mins to over an hour depending on interest. French is a new subject having only been started in January so both children learn together.

We keep a regular collection of these activities and aim to file away a poem or story each week and some samples of craft or paintings.

Most long activities such as painting, nature walks, experiments, craft and gardening are done in the afternoons when our time is less interrupted but we have no hard and fast rules. We may paint, sew etc and listen to a radio play or records as we do so. Sometimes the children help with preparing meals and baking especially if weighing and mixing is necessary. Hobbies, practise of dancing, first aid and music are all mixed in with the usual school subjects.

Although an idea of the work we do can be gleaned from the children's diaries and samples of activities kept, I think the most valuable time is spent in discussing together, looking up facts connected with current topics, experimenting, just looking and listening at things and practising skills on each other. By being together so much of the day and not having the usual break between home and school, learning lasts from getting up to going to bed - just as it does for the under 5 pre-school children who learn with such enthusiasm and without adult imposed timetables.

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Mick & Jennie White

Rachel is the 6 yr old daughter of Mick and Jennie White who are educating her themselves at home. Mick and Jennie are both self-employed, although Jennie was once a primary school teacher (note this is not essential in home education but it can help to put one off the system) This article is about their intentions, attitudes and relationships with the L.E.A.

Originally when Rachel was 5 yrs old in April, 1976, I wrote and informed the Local Authority of our intention to educate her at home - although her education had been going on for some time.

Following this the three of us went to an hour long interview with the Chief Adviser for Education. She was non-commital but not discouraging and asked me to submit a detailed time-table and syllabus to put before the Education Committee. We objected to this as we wished to get away from any idea of rigidity in education and so instead we submitted the following scheme of work, to which there was no reaction except that the LEA informed us we were under a six months trial period during which an advisor would visit us frequently to assess the situation.

We are now near the end of this period. The advisor again seemed very keen on a detailed time-table, syllabus etc. but we still resisted this and gradually over the months he has seemed much happier with our ideas and results. I think he was only keen on a time-table etc. because he was on relatively unknown ground and not

sure how to react - it being much easier to assess education in a structured situation. However at the last visit he did state he was very pleased with Rachel's educational attainment and her happiness and confidence with the situation.

As to what we do with Rachel day by day - very little, time-wise. We have no formal time-table or syllabus. What we try and do - bearing in mind we both work at home - is to be available most of the time to answer, help, encourage and expand her interests and curiousities. We can and often do go days without any seeming 'education' being done but Rachel is constantly learning in her own way and time - it is her responsibility.

I find most useful a weekly record of what we have covered. I record visits to places, museums, swimming baths etc. experiments done, nature noticed, any reading, writing, arithmetic done, anything of interest discussed. I also keep any written or maths work and art and craft work. This all has a dual purpose - to show to any advisors the work done and covered and to give me a record of progress in case any major gaps of knowledge appear.

The main drawback to her education we have found is the lack of friends during school hours - this is not too worrying as Rachel seems quite happy and contented playing on her own or making friends with older people.

In conclusion I feel all three of us are very happy with the situation - it gives a good family unit feeling, a lot of freedom to live one's own life in one's own time, a lot of fun and a lot of interest

(A copy of the scheme of work which Mick and Jennie sent to the LEA will be included in Newsletter No. 3).

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CHILDREN'S SECTION

1. Elizabeth Theobold - Age 8.

BIRDS

Birds, birds, bright birds
Visitors to the garden
Acrobatic, playful, tits
Hopping, chirpy sparrows
Bold, brave robins
Strutting, greedy starlings.

Birds, birds flying birds
Gliding in the sky
Sorring, singing larks
Big black crows
Swooping, circling swallows
Dark high up rooks.

Birds, birds swiming birds
Floting on the water
Waddling, quacking ducks
Gliding, stretching swans
Hissing, honking geese
Force, fighting gulls.

2. Karen Lydiat - Age 10

THE ORPHANAGE

The day was nice and hot
The orphans were at play
Peter and David Lott,
Were playing with John Day
Martha, Peter, Tom and Joan
were playing Hide and Seek.
Joan was cheating (she was on)
and having a sly peep.
Martin and James were rolling
to and fro on a barrell.
The orphanage bells were tolling
and Andrew and David were having
a quarrel.
Mary and Thomas were giving
small Hariet a ride.
Sweet Mary she was crying
her mother had yesterday died
It is now the evening
the children are in bed
Mary has stopped crying.
Well, thats what matron said.

3. Vincent Theobald - Age 11

A SHORT STORY

I was travelling in a lift in one of those big shops when the lift stopped and the lights went out. Itnwas so dark that whether you had your eyes open or shut it was just as dark. I began to feel dizzy and my head swam. Monsters seemed to be coming from all sides at once. Some were big and had large red mouths. Some were small with wings, just like the old flying dinasaurs. More were long and spindly or fat and stubby. While others were shapeless and had red and green eyes. Suddenly something hit my head and I cannot remember any more.

Next day I was at work in my office where there is no window and there was a sudden power cut. It was like being in the lift again. Whether I opened or closed my eyes there was no light difference. The monsters came again, the big ones with big red mouths, the little ones with wings, the long and lanky ones, the short and stubby ones and the shapeless ones with red and green eyes only this time there was a black blob in the mids of them. It brought fear to me like the north wind freezes you on a cold day.

When I told my friends I discovered they had had the very same experience. Unto this day I have never discovered what these experiences mean. Maybe it means evil is going to take over the world.

4. Ian Lydiat - Age 7.

THE PARATROOPER

Once upon a time a parachuter learner was jumping out of a helicopter with sum other parachuter learners when all of a sudden the flap opened automatically and Ian fell out.

Down down he fell and till the others noticed him sow thay jumped out and thaye only just saved him and then he puld his rip cord and he landed in a tree sayfely.

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I can organize the following activity during the weekend:

Adverts

1. Paul 11 years and Rachel 8 years who live in a commune of grown-ups need friends their own age. Call: 9 Canterbury Crescent Brixton SW9

2. Anyone with first-hand experience of any of the following courses or kits please write a brief critique and send to Dick Kitto:
PNEU, 3-4-5, correspondence courses, other commercial kits

3. Two rooms plus shared bathroom and kitchen to rent. Near Zoo. Ingrid R. Panther, 2 Chalcot Rd London NW1

4. Education Otherwise needs active members to organize events during its next weekend meeting - see below for details.

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NEXT WEEKEND MEETING

We hope to see lots of new faces at our next weekend meeting (June 3 to June 7). As well as being a chance to meet others involved in 'otherwise' projects, we want to involve children and adults in a variety of activities. This depends entirely upon those present being willing to organize things - so far we can offer clay, painting and guitar/singing on the monday and the tuesday. Other ideas (and offers to organize) should be included on the booking form.

If you are not a member of Education Otherwise but would like to join or to find out more about us then please send a stamped, addressed envelope to Dick Kitto, Lower Shaw Farm, Shaw, Swindon, Wilts.

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To: Education Otherwise, Lower Shaw Farm, Shaw, Swindon, Wilts.

EVENT OF 3-7 JUNE

Starts evening of Friday 3rd, first meal 7.00 pm; ends afternoon of Tuesday 7th, last meal at lunchtime. Cost £3 per person per day, £1.50 for children 3-15, free for under-threes.

number coming: adults ____
3-15 ____
under 3 ____

days coming: Friday 3-4 ____
Saturday 4-5 ____
Sunday 5-6 ____
Monday 6-7 ____

I enclose cheque/PO for full amount . . . . . .
deposit of $\frac{1}{3}$ this sum . . . . . .
(returnable if you cancel ten days before the event)

Cheques should be made payable to Education Otherwise

Name ..... Address .....
.....
Telephone No ....