

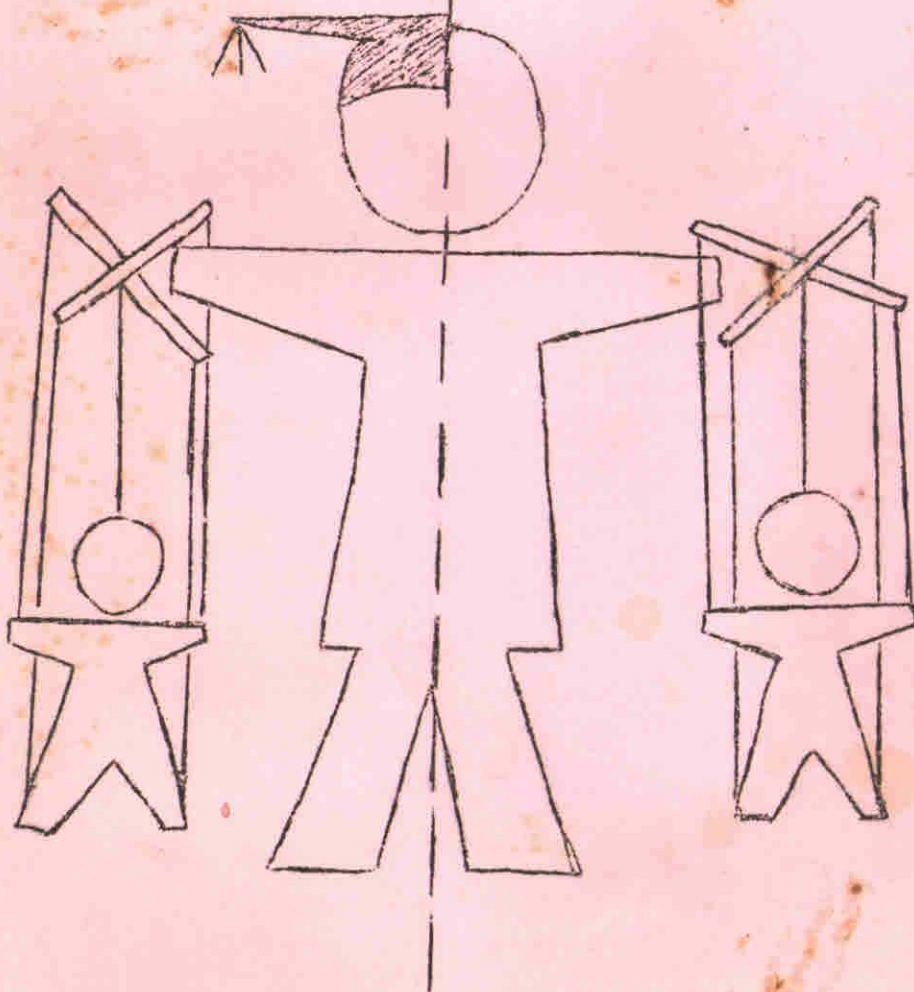
EDUCATION

NEWSLETTER No. 3

JULY 1977

FREEDOM?

SCHÖME



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

Other Issues

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The politics and Politics of Education Otherwise - Mike Lydiat

The Great Debate has highlighted the fact that education is now a Political issue as never before. Black Paperites confront supposed Marxists; Labour pushes comprehensives and Conservatives reinstate the grammar school; curriculum and method become Political footballs. But education is political as well as Political. Neil Postman is an American critic of schools who shows the importance of that small 'p' when he says:

"All educational practices are profoundly political in the sense that they are designed to produce one sort of human being rather than another - which is to say, an education system always proceeds from some model of what a human being ought to be like."

In other words adults always take many decisions for children; ironically this is true even when parents say their children must be free to make their own decisions! I never have been able to rationalize the apparent paradox of A.S. Neill's insistence upon freedom! E.C. cannot escape this adult imposition - we may be able to argue convincingly that the structures we choose to impose are looser and less damaging than those of school but we should not think we have escaped them altogether (see cover). Indeed if we are to operate in a loosely structured relationship then we need to be very clear in our own minds about the whole process - more so if the LEA is watching for an excuse to argue "inefficiency" or "unsuitability".

A separate line of thought which occurs to me is that Politically most EO families are likely to be Left-of-centre. That is they are more likely to operate home based education in order to avoid the regimentation of schooling than to ensure that their children cope more successfully with subjects, exams etc. Indeed there is a growing number of EO families who have 'opted out' of steady, professional jobs in favour of self sufficient living - a rejection of perhaps most of society's conventions. And yet, as a group, we are most likely to find Political support from the Right, under the general 'parental rights' banner of the Conservatives! Of course, the Tories intend such rights to protect the public schools and to allow some parents to be able to choose a grammar school education for their children; but the banner must also allow the rejection of all this and the parental right to choose an 'informal' education for children. It is peculiar that Ivan Illich and Norman St. John Stevas can both argue in favour of educational vouchers!

One of the big problems the core group had to argue through early on was how restrictive EO was to be. Should we offer help to any family seeking to educate children at home? Or only those who were 'radical' enough to reject things like exams and their consequent pressures and links to an oppressive economic order? In the event we decided to form a broad based group and try to help all enquiries - though Dick does manage to divert many to other agencies. This was a sensible decision when EO was being conceived, but now the confinement is over and mother and baby appear to be doing well, perhaps we need to think again about long term strategy. If local groups begin to form and manage to cope effectively with practical support, perhaps EO centrally could take up other issues - a stronger legal position for EO families; tax relief / financial support; use of tax-provided facilities at present locked in schools; help from LEA advisors

on work programmes etc; the chance to 'lock in' to specific school-based courses without having to take a full-time package deal.

The October meeting will mark the end of an eventful first year for EO. I'm sure that many of the activities which have rightfully concerned us for the past 12 months will be of major importance for some time to come. But I also think we should be thinking of the future and possible new directions for EO both political and Political. Maybe we can talk over some of these points in October?

This edition of the Newsletter is a mixture of reports of the June weekend and a few more experiences from families who have tried education at home. I have also included a list of questions which any LEA is likely to ask parents who undertake otherwise education. The list is based on comments from the June meeting and if there are any important areas not covered then write and let me know. We might eventually turn this list into a general information sheet including answers and comment so your experiences are valuable.

There are no contributions from children this time because no one sent anything in. A regular kids page would be useful and could include drawings, poems, stories, comments about staying at home - in fact anything at all. But we need your help to get the kids to do these things and to send them in.

Two more events have been planned at Lower Shaw Farm. One is a general summer camp from 20 August to 3 September. The other is an EO drama weekend from 30 September to 2 October. Booking forms for both events are included.

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A letter from Sandra Holmes

Briars End,
Perrancombe,
Perranporth,
Cornwall.

Rather than restrict myself to the activities of my own children I would like to make this an open letter on a much broader issue.

I am trying to start a branch of EO in Cornwall. This is a difficult business owing to the somewhat "relaxed" atmosphere which exists here and the extreme wariness with which the unknown is greeted. I was even asked to have N.A.G.C. notices vetted by the county librarian before one library would display them on the notice board! Despite the fact that I know that there is a need for such organisations as EO and the NAGC here, reactions like this sometimes make me feel like a member of an "underground" movement!

My interest does not lie specifically with gifted children, although many EO children could probably be described in this way. I am concerned with all children who are experiencing difficulties in coping with school life, whatever the reason. I want to help those parents who are genuinely worried and do not know what to do. I would like to show them that there is an alternative and help them to organise themselves in such a way that their problems can be solved. I believe that there are very many people who have the desire, the personality and the ability to teach their own children but refrain from doing so because they do not know where to start or that it is legal. I feel that

it is our job as qualified teachers, which many of us are, to show them, not so much what to teach, but how to teach, so that everyone who is interested has the opportunity and confidence to embark upon the same course that we have embarked upon.

If you know of anyone in Cornwall whom you feel could either benefit from, or could offer, such help, please ask them to contact me so that we can work together for the benefit of our children.

Recently, a young woman described her school days in a letter to the Daily Mail. These words are as close as I can remember to hers -

"I felt as if I was serving a long sentence for a crime which I had not committed"

Many children enjoy school as it provides them with opportunities which they could never enjoy at home, others tolerate it, but there are many who suffer unnecessarily. They may not be ready for the responsibilities and situations which are continually thrust upon them, they may dislike being confined or surrounded, they may just be bored. There are many reasons but one thing is certain, a large number of children had no problems until they started school. It is sad when these children grow up to look back on their childhood with resentment when it should be the happiest, most exciting time of their lives.

We can not provide the perfect answer, no one can, but at least we can offer these children and their parents some hope, whatever their backgrounds, by suggesting a possible alternative which might just go a little way towards changing the view which is still as strongly expressed by some people as it was by G.K. Chesterton. He said -

"Everybody in England is educated; only most people are educated 'wrong'."

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Letter from Mavis Ince Ashton-in-Makerfield

We took Shayne (6) and Paula (9) out of school at Christmas the reason being that Paula had spent 18 months in and out of hospital. The doctor advise us to change school as this could be making her worse so I went to the person I was told to see about changing school and was informed that I could not change school just like that; I was very cross as I had a doctor's letter. At the same time Shayne had been at school for one year. In this time he had learnt nothing; the school said he wouldn't learn and they couldn't make him.

I wrote and informed the Education Officer that I was taking on the responsibility of educating Shayne and Paula. If they would like to see their work or have time tables I would be very pleased to supply them.

Four days later a man came and told us we would have to apply for a certificate to keep the children at home; he also told me that no one had ever been granted one and that I was to send the children back to school straight away. I said I would not as under the Education Act I had the right to choose the education for my children.

About six weeks later the head man came to the home. As far as I could gather he had already seen their school work. He told us we could not keep the children off school and that was that. He said we did not have teachers certificates. When he looked at the children's work he was very surprised and said that the standard at home was much higher than at school. But he said they would be taking us to court all the same because gym and drama were missing. It seemed to us that they were going to find something wrong. He asked us to try another school - any one we wanted. We didn't really want to go to court so we said we would. They went to their new school at Easter. Paula is doing very well and is happy. Shayne says he likes school, but I am not happy with his work.

I enjoyed having the children home and miss them now they are back at school. But it is very time consuming and also hard on the younger children of the family. If I have to make the decision again I would keep them home and fight the education officer through the courts.

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From James & Jackie Fearnley

Our approach to bringing up our children has been based - as far as we were capable - on the principle of self-regulation. We knew that decisions would have to be made when they reached school age. At first we thought Rose would go to Summerhill but it gradually became clear that at the age of 5 it would not be right for her to have to cope with a 20 mile journey and a long school day. She said she would like to try school if she could walk there, but the nearest one is 4 miles away.

We knew of other people teaching their children at home and decided this would be the best solution for us at this moment in time. In April we joined Education Otherwise and came to the Event held at the beginning of June. What we hoped to gain was some practical advice and contact with other people thinking along the same lines. The weekend lived up to our expectations in this respect and we have found information from broadsheets, references followed up and the exchange of ideas very helpful. Although we did not meet anyone from E. Anglia there, we did write down the addresses of all those recorded on the files as having written in to EO from our area. When we got home we phoned two families who lived nearby. One had written on a specific problem but the other family who lived 6 miles away want to teach their (at present 3 year old) boy at home.

After this encouraging start I put an advert in a newsagent's in a town 9 miles away and had a reply from someone else about 6 miles away (in the other direction) who is interested in teaching her 4 year old at home, possibly in conjunction with fostering other children for short stays, and joining with other people with the same idea. Next I decided to splash out on 2 adverts in local papers and received quite a few phone calls, including one from a family who had already taken their 8 year old out of school after a long battle with them and threats of court action from the LEA, and one woman who was about to start a playgroup in her own house and to keep her 6 year old at home.

On the basis of this response and because we'd had some interest from people who lived a fair distance away, we decided to organise a Saturday meeting so we could all get together. I sent postcards to the rest of the families whose names we'd collected from the files at EO. Then I wanted to put box adverts in the local daily and weekly papers but decided the cost was too great. Instead I put classified ads. in the dailies and rang the reporters of the weeklies. One editor in particular was very interested and sent a reporter and photographer - the result was a spread over the whole front page. At the same time we were interviewed by the local radio 4 reporter, the interview being followed by comments from a representative of the Suffolk Education Authority. Both of these reports were quite sympathetically done, although the Editorial made an attempt to restore the balance.

I think we both feel ambiguous about the publicity, based as it is on something we are planning to do, when there are other people just getting on with it, but it seems a very effective and cheap way of finding out the amount of support likely in an area. We've no wish to become involved in endless meetings and publicity stunts but in a rural area particularly it could take a long time to meet people with whom one could work. Phone calls are still trickling in - from people already doing it, people thinking of teaching their children at home and people who just want to know what we are about. It is interesting to find that several of the families have some land and animals and are trying in certain ways to be self-sufficient. It seems that taking more responsibility for their children's education has been a natural development out of this.

The meeting is on July 16th so it is not possible yet to say how this group will operate, if indeed a group is formed at all. One way I could see it developing is as a fairly loosely-knit support group for people in quite a large area who want to get on with teaching their children at home. It could act as a focus for activities appealing to a wide age range - e.g. visits and trips, games both formal and informal, dance, drama, crafts, study of the environment, etc. Connected with this function could be the making available of skills and resources - we have already had offers to teach woodwork, electrical repairs, pottery, gardening and care of animals, someone has also suggested the possibility of some sort of library of books and equipment. I am aware of the risk of getting back to a rigid timetable and subjects but feel that arrangements of this sort may have to be made, given the problem of distances and the possible involvement of people outside the group. We have no wish to create another school, but other people may have other ideas. One useful function of a grouping over a large area could be the possibility of forming sub-groups based on similarity of approach or interest, and nearness of age or locality. One solution to the problem of distance, continuity and people's differing approaches to the whole question of education could be for each family to retain responsibility for their child's progress in the 3 R's and anything else they felt especially important and to get together in a group for a varied programme of other activities - partly for their intrinsic value and partly to forestall criticisms from the LEA based on lack of social interaction with peers. Perhaps we shall end up with only one or two families totally committed to teaching their children at home but even then this will have been a useful exercise in getting to grips with the problems involved.

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adding, subtracting and later division, multiplication etc. I feel continued practice at these basic skills are needed at this time until fluency is reached.

The above three activities comprise the bulk of any "formal schoold education" Rachel receives at this time. Obviously there are many more activities going on in the home which provide her with other suitable stimuli; eg. she enjoys weighing and measuring and baking simple buns and biscuits; we have a large allotment and she helps with the growing and gathering and general tending; we have a cat, a dog, a guinea pig, fish and tadpoles, caterpillars etc. in season.

Rachel is very interested in collecting flowers, odd stones, pices of metal and wood which she keeps and /or displays. We have gone swimming since Rachel was 10 mnths old. Last year she learnt the basics of canoeing. As she is not confined for any period during the day she has ample opportunity for normal gymnastics - running, jumping, climbing, skipping etc. There is always available for her use the normal playthings of a 5 yr old - paint, plasticine, water, paper, toys. If Rachel is interested in learning a skill or subject we do not possess we have endeavoured to provide instruction in it eg. for several months she was interested in ballet and attended ballet school in Leeds weekly.

We find that already Rachel has accepted the responsibility for her own daily life and seems to fill it to her own satisfaction and enjoyment - she is apparently, never bored. Fortunately our situation is such that the position can be constantly revised or modified as required.

Due to the nature of our employment we are usually both at home, hence Rachel is not 'stuck' onto one parent, this being easier on all concerned. We also find it possible to make trips out, both to different towns and the country-side.

Within all this frame-work of learning we still have a basic concept in that Rachel has a choice of whether she learns or not. We encourage learning but Rachel has the final choice and we try to use no coercion or bribes in the learning situation. However, this does not mean Rachel is completely free to do as she wishes. She lives in our house and as such is subject to rules of conduct and discipline necessary to harmonious and equable home life ie. broadly speaking, when Rachel is the only person concerned in her actions she can do more or less as she likes, but when other people, their environment and property are involved, she is required to consider them.

As regards a career - Rachel will gain autonomy, responsibility and confidence and these alone will be very valuable assets in the job/career situation. A.S. Neill and others have shown that people educated under a free schooling system can attain very high academic standards purely under their own motivation. We have no fears of Rachel not finding for herself a satisfying, suitable occupation.

In keeping Rachel at home we have no wish to keep her as exclusive property - rather the opposite. Already this summer she has spent over five weeks on holiday with various other people - on her own; and although not attending school she has

many opportunities to mix with other people. During the day she has opportunities for mixing, playing and working with people from 1 - 80 yrs. She also occasionally attends the Leeds Free School. Her friends in the street attending the local school are free after 3 pm which gives them several hours to play together.

Although we realize that the Local Education Committee has the responsibility for seeing that children in its area receive an education, we feel we should like to stress that we are exercising a right in keeping Rachel away from school; we are not requesting "permission" for a privilege. That notwithstanding, we would welcome and be interested to talk to any advisors who wished to call in and see the situation for themselves.

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SOME OBSERVATIONS ON THE 3/7 JUNE EVENT - Dick Kitto

89 people attended in all, 50 children and 39 adults. The children, apart from a few who had, or acquired, a tummy bug, got on very well together and had a marvellous time.

For the parents, time was divided between being with the children, attending formal or semi-formal discussions, and meeting other parents informally. Probably the latter was the most valuable, as it enabled people to talk about what they were doing, why they were doing it, how they were doing it and what they proposed or hoped to do. What stuck out was the variety of people, motivations, and situations; the difficulty of doing EO with the family in isolation; the difficulty of doing it in a small group; the difficulty of getting together a large group - none of these to be undertaken lightly or without really careful consideration and preparation. On the other hand, we had the example of the Theobalds and the Windasses for whom it was all happening naturally and inevitably.

Then the LEA's; some really helpful and encouraging; others ready to conduct a vicious vendetta against individual families; the sense of isolation; the need for a local network of support and friendship.

As for the event itself, we've learned that it is important to give priority to the children. Future events of this sort must be organized as events for children, with adult activities fitted in where they can be, rather than the other way round. How then can the parents really get down to serious exchange of ideas and information - for we all recognised that this is necessary especially for parents of very small children. Should we organise quite different sorts of events, perhaps where the children stay at home and only one parent from each family attends?

In spite of the difficulties a surprising amount of discussion did take place. This is reported below by Serena and Nigel Swanton but it is perhaps worth summarising here what seem to be the main agreements:

Our aim is initially to provide support and resources for EO parents. Secondly we need to use our position as a membership organisation to make a stand on educational issues, both individually and generally.

To do both these effectively we should seek publicity and aim to attract a larger membership. (Present numbers 44).

There is an urgent need for us both to help families in presenting a case that will avoid a confrontation with the authorities and equally to be prepared to offer practical help to those who are threatened with punitive action. At present we don't have the resources for this but it is clear that it is a first priority to gain these.

Local Groups The success of EO depends very much on our ability to form local groups. At present we don't have a wide enough membership to do this easily, but Peter Scott has agreed to set up the first one in West London. His address is: 48 Half Acre Rd. Hanwell, W7 and he needs all the support he can get, especially from people living in or near his area. Others are planned in Norfolk, Oxfordshire and Cornwall (see other articles in this newsletter).

New events People wanted more events, but felt it might be better if they were directed to specific activities, with discussion taking second place. So we are going to have a drama event in the autumn, and perhaps further events later on. Suggestions for these would be welcome.

People were worried about the cost of these events, and so are we because Lower Shaw has to pay its way and be self-supporting, and to do this we need to average about £200.00 per weekend event. We decided to try a voluntary system of differential payment, and see whether that averaged out to cover the costs.

Contacts and resources. People felt that another practical step that could be offered was for EO to act as a clearing house for contacts and resources; needs and offers. It was decided that the Newsletter would for the moment be the best medium for this, so in future it will have a section devoted to this which is freely available to all members. Please send your contributions to the editor.

People seemed reasonably happy about the organisation of EO. At present the work is done, and the decisions taken, by a core group which is self-selected. That is, any member can join the core group - the only criterion is that they must be prepared to attend meetings and do the work. Three new members joined the group - Serena Swanton, Sarah Guthrie and Peter Scott. Anyone else is welcome to join - please write to me. The next meeting of the core group will be during the October weekend.

The main pleasure for us all was in meeting each other. This in itself made the weekend worth while - at any rate for us at Lower Shaw. I hope in due course everyone will manage to come and get to know us and each other.

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Notes on Meetings. EO Weekend, June 1977. - Nigel & Serena Swanton

Ken. Education Authorities have a responsibility to ensure children are being educated "adequately". A difficulty arises here as to the term "adequate" which the LEA can, in practice interpret in whatever way they wish and can use against EO projects. Therefore,

there seems to be a need to try and work towards an "Otherwise" form of supervision for Otherwise projects. Is there a possibility of self-regulation for Otherwise projects, by a self-appointed voluntary body eg. EO.

Saturday morning:

Funding - Q: is LEA required to fund EO?

A: They are empowered to do so for exceptional circumstances.
In practise this means "negative"

Q: Response to confrontation with LEA's
what are aims of EO in this context.

A: (i) "20 questions" most likely to be asked by Inspector"
(ii) Non-Violence versus Conflict
doesn't this suggest two types of experience with Inspectors
i.e. positive and negative

(iii) Must try to help those who aren't equipped (mentally financially, etc.) to help themselves in NEGATIVE response SITUATIONS.

(iv) Traditional Working Class negative attitude towards the value of schooling. Many EO 'customers' then should (?) be working class.

Saturday Afternoon

We looked at various reading schemes and books available for the 3-5 year olds.

3/4/5 Ltd, 33 West Hill, London SW18. publish a reading scheme and a nursery course which seem interesting though quite expensive. Ladybirds Talk-about books and Playbooks seem good.

It has been suggested that reviews of these and other books-equipment should be included in the Newsletter. Any offers to do this?

EO Aims

There seems to be three groups of people concerned with EO.

- (1) Those practicing it.
- (2) Those who have run into difficulties with the courts.
- (3) The mass of people who've never heard of it don't as yet want it but for one or another reason may do in the future.

How to reconcile the organizational aspect and those practising EO. It seems that those parents whose kids aren't de-schooled will have more time for organization than those actually teaching their own children.

A difference of opinion became evident between those who wished to make EO a support group and network purely for those practicing EO, who believe that it will spread by percolating outwards; (no. 1 on the Green Aims sheet) and those who wish to take a public stance and try to act as a pressure group. (No. 2 on Green sheet) It seemed essential that the support network for those practising EO should be really firm, as without it no public stance could be effective.

EO seemed to represent best what most people felt - but there must be a strong support element for members practicing EO.

Articles are coming out in "Where" June 14. P.S.S., Scottish Times Education Supplement, Alfreda Rathbone Newsletter; Observer; Woman's Hour (radio)

Saturday evening

Discussed how local groups could/should operate. Should the administration stay here at Shaw farm or be devolved onto local groups. It seems that Shaw farm can cope with administration at present as fairly small numbers involved and subsidized by Alternative Society. So it was decided to build on this small central group for the time being.

A pilot scheme local group in W. London is being started by Peter Scott. After the next bout of publicity (Woman's Hour, Observer etc) he will place ads. in local press etc. and try to define the need in his area and then meet it. Local groups could try finding retired teachers and others with skills willing to help.

Also a national register would be of help for exchange visits etc, We could try for finances from foundations etc. Also aim towards money from LEA's for home based projects (Though not likely to get it)

Sunday morning

Resources

Shaw farm can be used as an information centre.

The need seems to be felt for a national register which one can consult, or a circular of available information on members so one can make contact with others.

So its hoped to start a central duplicated sheet of available resources.

A contacts column and adverts in Newsletter was suggested. Publicity in the Press was discussed. Due to dangers of mis-interpretation so far the publicity has been in spheres where (a) we have control over what is said (b) where a platform is given to our views (eg. Woman's hour). This has tended to make it a bit upmarket so it has now been decided to send a press release to all National Papers (Brian is writing this).

Peter wondered, with reference to his local group, whether ads. in the local paper might antagonize the LEA, and thought it might be better to work through the LEA. It was felt that the LEA might then try to control the group and use it for its own purposes - a truancy centre or whatever.

It was decided to give EO information sheets to C.A.B.'s.

Material resources: Peter wondered whether for his local group his house would be a meeting place or a headquarters - but can only decide which when the situation arises.

Possibility of exchanging - sharing equipment, circulating books, lists etc. Also it will be important to try and persuade LEA's to let us use their equipment.

It seems schools should be used as resource centres not institutions.

Sunday 2nd meeting

Q: How can EO be funded?

- A: (i) increase Membership
- (ii) sliding scale membership and event fees
- (iii) charities? Unlikely

But do we really want to be a fee-paying non-school?

Q: Newsletter? !

- A: (i) Next one early July, material must be to Mike by end of June at latest.
- (ii) Other types of "editorship" - a contender!
- (iii) Children's voice needs to be heard but HOW?
- (iv) must include material from Membership & Core Group;
- (v) additional printed material to be published

Sunday evening

A Drama weekend for early October has been arranged - Mostly a weekend for the kids, with parents participating. Peter will do a Maths/games bit if necessary.

In the next newsletter will be the sort of questions parents practicing EO get asked:

Mavis felt the need for guidance - help over book choice and an idea of the required standard.

Martin felt when dealing with the threat of prosecution it was as well to be prepared on all fronts - eg. psychologists reports etc. get some specialists on your side.

2 types of LEA the Sympathetic ones require a different approach from the unsympathetic. We should collect a list of helpful authorities and unhelpful ones.

We should try to work towards being able to help people like the Luton couple whose child has now been taken into care.

We will probably circularize the LEA's to find out their views.

As EO is losing money a sliding scale payment aiming to average £4 per head has been agreed on. Maybe some form of sharing travel costs.

Mike wants contributions and children's work and cover designs (by kids) for future issues of Newsletter. Also some of the kids ideas on EO. Also he needs feedback from Members. Lists of questions asked by LEA's. All above needed by end of June.

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Twenty questions from the LEA

1. Do you know the law relating to 'otherwise' education?
2. Are you a qualified teacher? Have you any qualifications?
3. What are your reasons for deschooling?
4. What do you have by way of books, equipment, resources?
5. Won't the children miss their friends?
6. Can you manage on your own?
7. How will you teach maths?
8. Or religious instruction?
9. English?
10. Or science?
11. Have you a syllabus and timetable.
12. Have you any evidence of the children's work?

- 13. How will you manage P.E?
- 14. Aren't you closing options for them by ignoring exams?
- 15. Won't they miss the 'rough and tumble' of school life?
- 16. Are you doing this for their good or your own?
- 17. Aren't you overstating the bad aspects of school?
- 18. Will they learn to read?
- 19. How much time do you intend to spend teaching them?
- 20. Are they old enough to take a real decision about school?

We need to add to this list from your experiences - send in more questions for the next newsletter.

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CONTACTS - ADVERTS

This section is intended as a free service to members. If you want to sell something, find a lodger, offer a holiday exchange, offer a service etc etc. just write in.

Anyone living within easy driving distance of Burford, Oxfordshire interested in discussing the formation of an EO group or alternatively who could help by introducing five year old Andrew to some new friends of his own age please contact: Mr. & Mrs. Laskey, Long Cottages, Church Lane, Shilton, Oxon. Tel: Carterton 842692

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Cover designs needed for EO Newsletters. Send them to Mike Lydiat.

Any comments for refinement of the EO paper on educating primary age children? Send to Dick Kitto, Lower Shaw Farm, Swindon, Wilts.

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Anyone living in the area, or just holidaying here, is welcome to call in and spend the day with James 6 yrs and Saranne 3 yrs, especially if mummy wants to go shopping or off on her own somewhere.

Briars End, Perrancombe, Perranporth, Cornwall. Tel Perranporth 3423

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Erland Nielsen would like members to get in touch with him regarding practical information about de-schooling.

Erland Nielsen,
Kabellejevej 22 A IIth
DK-2700 Brh. Denmark

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We are looking for a family to live in the cottage on our farm. We thought an arrangement such as work in return for rent might be okay. We have a large farm on this small island, pop. 200. We have three kids 6, 4 & 2 and teach them ourselves. We would like someone to share in our Educational project probably people interested in self-sufficiency as only casual work is available on the island.

Jill Romain,
Trumlands Farm,
Rousay, Orkney.

SUMMER CAMP AT LOWER SHAW FARM

After the successful event at Lower Shaw in June, several parents have expressed regret that there is no event or get together before October, so perhaps it is worth calling attention to our Lower Shaw Skills Exchange from 20 August to 3 September.

This is traditionally a family affair, combining a holiday amongst sympathetic and friendly people and an opportunity to become interested in simple crafts, alternative ideas etc.

Peter Jones, whose guitar sing-song enlivened the June meeting, will be running a short course for adults and children on accompanying songs on the guitar, including the use of chime bars, glochenspiels and xylophones. For EO people attending the camp he may be able to obtain guitars at well below shop price, or even cost price.

At the same time his wife Julia will be teaching simple block-printing, linocuts etc.

Other events during the camp will be a whole-food cookery course (including a variety of wholemeal loaves), gardening, home insulation, converting a car to butane gas and wine making. There will also be picnics, expeditions etc.

Cost for the two weeks is £40.00, children 3 - 12 half price.
children 2 & under, free.

BOOKING FORM

SKILLS EXCHANGE I wish to book _____ places)
I enclose #£10 deposit) per person
#£40 total cost)

£ Please delete as applicable children half price.

20 August -
3 September

Name

Address

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Tel No:

Brief statement of occupation and interests (about 10 words)

Send to LOWER SHAW FARMHOUSE, SHAW, SWINDON, WILTSHIRE