

EDUCATION OTHERWISE

VOLUME 40 APRIL 1985

MATTHEW*COLE SAMG*MAMONT FORD*PHILLIPE STEPHEN**VDDKA
 *L*HUNT****MMI LE SANASTASJANNAD*B***F CONNOR****IUUNL
 HLGOLDBACKV CLE JOHNNRGWIZ DALE*A*A***R**JONES**CPPOE
 II*CE ORGINA E**UR*IA YJ*E DWARDSON*SAMUEL*O*****KRRXX
 DAVIDS***S*O**NG*SPOOKIRSTE*I*I*I*BI*N**JACKIE**A
 E***WY**BABYDUEE*A**HI*****M*E*L*R*MGDAWSON*****RN
 JOYR**T**I*N*YNM*****IML*I*A*AH*TCFAIR****UD
 *V**MILLMAN*H*EN*D*DS DANIEL LOUKE SN*NT*HH*N*****WSE
 KATEAP*I*HI BOSSHI RGOCE*****YF*****DSTEWARTESSA**I SR
 BU**CE*R****RZ AHRA*JNRDRAPERF*TT**A**NNNI**Y*I JANE A
 OG**KT*V*DI ANE FLEI SCHLAMBIE*A*H*****BAATS*VI KKS**DLC
 NH**FELI CIT YT**BOURSNELILLAHTHOMASH**T**EBEL**MLH
 HAKPMRN**ROBIN***RYAN*****MO*IA**BO YDSNAWHT
 ANNVEP*G**J*TMANNING**FEARNLE YARMARY*S*P CO*N****L*L
 M*ORRA*BOWEST*VI ONAGOLDSTEIN**SPCNV**H*HORSEFALL*G
 N*XVEV**W*SMPEI CKLESMANFIELD**FN*EJ*A*E RRB*NTON A
 O**I OLI VERSIN*D**BAYA*****V****REI*YE *M*RHELY*N*V*R
 Y*HSI ****NTITH CASPERMCHRI SMATTHEWC**A*P**YLU*DAVI SE
 LJONT VE**HCHAHONE YBIRDMW**N**EWMOON*T*NL*****U*T
 E*L*HELE NAAMMR**M*P*NO*CA**D*H*DI T*B*I HOENROBERTS*H
 V*I**M***C*E*I**MR*GW*TL*GADAW*LPETERN*L*I*****H**
 IHANNAHNI KOLAS**AE*TA*NT*AMAWE*KMACKIE SAMC*MACHALE
 V*N**T**DE*I*T**D*ON*TOQUE NTINI *T*****WI*HORAM*LYM
 I*D*STEWART SEISS*E*NKBYN*LRIHT BN*J*****ON FARROWMENM
 E****H**V**SONC**RP*AER**DEE OZES*Y*****SEJR*****ANNE
 NJAINE**I**A OELLACOT TCE****LR*COX* TOMSETT D****C**
 NO**LW**D****T*AMMKL*I K*****NKN A*DI A*N*SAMUEL LK***
 ES**E PAYNE**H*RA B*I,EE****KI RSTYMCKOLL*M*AMALAI NE*
 DEACON*****PERE*Y**T*J*HLOCKLEY**ROY*I**A*E*LK
 TESSAJ****EMMA*TR****T*UPEDAI SY*****O*R*N*****I A
 P**PHAM***M SHU BI NSK YWARTON**K*KI STEHDUNCAN*I**DE T
 A**AA CA**MI *LRNCAMIL LAIPZ**C**A***VAMI N**M*A*ROAH
 RPTIMOTHY*AM*MELANIE****NPI**O**LOCKINGLONWARD*ORBE
 NHRROBCLI PFORDW*DDHUNT LEYE*ML**E*L*C**L**B*O*BEER
 E IIMN*H***ON**E*DR O*****WILKIH BA*K*BG***L**RI LTI
 LLSA*RAT CLI FF*R*YE LIZ ABETH*CE***RW*I*E I*STEPHENLHN
 LLTN*GMICHELL****WL**N**C**HY***ALISON L*C*Y**D**E
 MI A**A*****JARVISA**DAVID LEWIS*DE*****MDAVIS*SEAN*
 OPN**VLE SLE YTHRYTHN**R**N*ALAN**LYNDIA OPIERREHEAST
 OSCECIL**MACLEAN**D**E**N BELLENIESHAUNR*FLYDI A****
 N****N**FRANK*Y**AMEWI AFREEMAN*Y*BARKERESTERW****

HELP*****INFORMATION RESOURCE CENTRE*****HELP*****
 AN INFORMATION /ORDER FORM LIST IS AVAILABLE; the lists contain
 used and recommended books and materials and can be used as a
 guide to assist those seeking suitable educational material
 for children of all ages.
 MEMBERS ARE OFFERED THE USE OF THE RESOURCE CENTRE; please
 ring, call or write(S.A.E. please as we get no funding)
 RECOMMENDATIONS and DONATIONS(books,tapes etc) always welcomed;
 the more details the better.
 Andy&Diane Anderson, 95 Derrington Ave., Crewe , Cheshire CW2 7JA
 0270 664060

The opinions expressed in this publication are those of the
 contributors and not necessarily those of the editor or
 Education Otherwise as a whole.

Please send contributions for the June newsletter by MAY 1st 1985 to:
 ANGELA MONTFORT-BEBB, 106 Talfourd Rd, London S 15

TABLE OF CONTENTS

EDITORIAL	1-2
STRAINS & COSTS OF EO	3
RESOURCES	4
REGIONAL NEWS & NOTICES	5-9
EO THROUGH THE PRESS, WITH EO IN LITERATURE&TALKING	
ABOUT SCHOOLING	10-13
TREASURERS REPORT	14-15
JOHN ELENOR	15
REVIEWS	16-18
ADVERTS	19,22,35
(and see notices)	
GWS	29
GUIDE TO SCHOOL JARGON	29
ODDS AND ENDS	30-33
EDUCATING ARCHIE	34
NOTICES/SmAds	35
COMMUNICATIONS	36
NOTES OF 'OFFICIAL' MEETINGS	37-40
MIDDLE PAGES: SUPPLEMENT	8 pages

PLEASE TURN TO CENTRE SPREAD FOR NEWS OF THE NEW
 EO FAMILY SUPPORT FUND

editorial


I've been a practitioner of EO and a member of the organisation for a long time, and have 'preached the gospel' to educational welfare officers in their training. As this month's editor, I would like to thank fellow EOers for help, support and contributions as well as examples- my kids Mark & Jackie in particular. My wife, Pam, is responsible for the layout & design; drawings by Jody (it's his birthday issue, April 2nd) and the cover design was my idea, Pam's working out, with the hard graft by Lee T. and Mark D. from D.Y.C.C. If you search you should find your name if your birthday is in April or May; apologies for errors and omissions, but it does show how many children are in EO. The typing errors are entirely mine, and the smudges are from Rahni (the cat).

THE FLEISCH SAGA

I'm not one for taking my kids out of school. Mark, now 17, was asked to take 'home education' by two successive heads, as he was a 'nuisance', to put it mildly, at school. Jody, 5, left two schools last year at his own request. They didn't suit his needs with his age, ability & aptitude. Jackie we did take out of school, as we couldn't afford the bills for rebuilding the wall she was bashing her head on, there being little else to do at school, she felt.

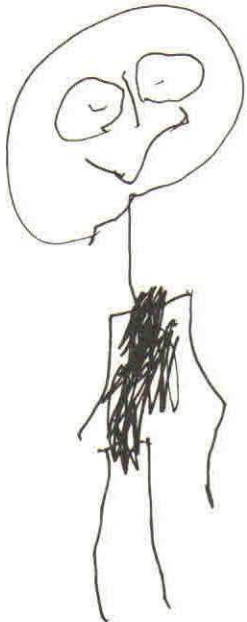
ANCIENT HISTORY

Mark, b. 2/6/67, was educated out of two secondary schools. We nearly took him out of junior school, but he enjoyed the baiting of the teachers and chose to remain a thorn in the teacher's side. He learned some traditional, 'formal' skills at home in Tameside, and farming/crofting ones in Shetland, and art at the feet of his Uncle Gerard. He later worked on two farms (one a Y.T.S. placement) and has drawn for various organisations, where his non-school learned skills have been praised, so far resulting in his secure place on the dole.



Jacqueline, b. 27/7/68, left the same Tameside comprehensive in her first year: as has happened to many, there was no home communication from the teachers despite many requests.

After a year at home, she had dramatically improved her social skills, and was far better able to read, calculate, and consider what went on in the world. Her skills have slowly atrophied through 3 years of school/YTS, and despite being a natural musician/care assistant (with elderly and children), her future seems one of mothering and dole queues until retirement.



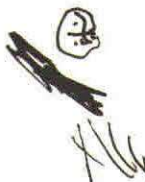
AND THE LEA?

Tameside originally sent an educational welfare officer round, unannounced, to put 'the frighteners' on us. He scurried away with his tail between his legs when I told him the law, suggested I might charge him with harassment, and mentioned the European Court of Human Rights. We then got a senior adviser. He and his colleague chatted for 2 hours, received over 20 pages of requested 'programme' for Jackie, and rejected it without explanation. We never did get any satisfactory replies, and moved area whilst they were muttering about legal action, one year after Jackie left school. In Shetland, Mark left the December before his official summer 'leaving' date. We were given the option of either letting our letter for de-registration fester in the 'pending tray-action tomorrow' of the Director of Education for 6 months; or of making a fuss. We let sleeping dogs lie, and Mark put up fence posts in peace.

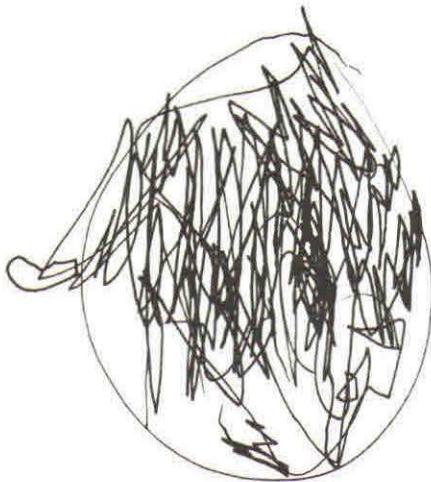
BIRTHDAY BOY

Jody, b.2/4/80, went through parents and toddlers groups, swimming classes (4th yr) and playschool (now 3rd yr), and started school with lots of kids he knew and played with in his class. The Head didn't like parents coming into the classroom after the first couple of days, and on his fifth day, when he explained to his teacher he needed a rest day, she tried to pull him in to the classroom. After talks with her, head, LEA Adviser etc, we arranged, with no problems, to transfer him to another school in the area, with an excellent reputation: I can wholeheartedly recommend Mrs Metcalfe's primary class in the Green Lane, Barnard Castle School. Jody lasted quite a while after 2 and 3 day weeks, but after half term and assorted family crises, he chose to stay at home rather than continue at school.

The LEA told us they would not take action until his fifth birthday, so we're expecting queries any day. We understand that other people have been told that no child in Durham has ever been educated out of school, so either the records are poor, or someone's "memory" is not quite accurate.



STRAINS OF HOME EDUCATION



I suppose the chief factor I have to consider is whether I can cope with having my children around 24 hours a day. Andy Anderson can be misquoted as saying that there are EO Families, not EO children. It is a commitment from all those who live together with a child out of school. The state provides a ("free") babysitter for 30 hours a week, 40 weeks a year, for 11 years or more. There is a real strain in having kids at home for education, however much you enjoy it. We need to consider whether we want child-centred home schooling enough to give up the lack of time/privacy/money which I have with Jody lying on the floor besides me as I write these words. Articles and letters often comment on the good aspects of home education and gloss over, ignore, the stresses, problems, disappointments, disasters. How about some contributions on the sheer hell of working out maths problems, let alone anti-LEA fights. My shorthand notes already fill 2 books!

THE FINANCIAL COST OF HOME EDUCATION

Again, requests for not just the emotional but the financial burdens of home education: who can afford to educate a child at home - do we need our own rugby pitch & trombone, or what? The idea comes from my friend in Campbelltown, who educated his kids at assorted schools whilst in the army, including correspondence course (PNEU/WES) of the type advertised in E.O. 1984/5 costs: Jody.

Playschool: 3 mornings a week, 30 weeks a yr	£66
Swimming class: one night a week (LEA), 1 yr	£35
Transport to classes, petrol etc	£16
1/3 share in computer	£90
1/3 share in video rental per yr	£60
Video & other tapes (5x4 video hrs)	£27
books & library fines	£26
games/equipment	£20
Storage boxes*	£18,957.34

I suppose £6 a week + storage is a fair example; he doesn't need language labs or scientific apparatus and the family melodic a and big sister's recorder are quite adequate at 5.

* Wine storage boxes we feel are tailor made for young children, and this represents £18,957 of the cost. They are bright, attractive, full of information and the correct size for video and computer tapes etc. The wine can be disposed of easily - sinks, sea, for cat instead of milk - we even drink it when the drains are blocked as a last resort.

WHERE TO GET RESOURCES: AND WHAT

Apart from expensive storage equipment, we buy lots of things at school jumbles (good cause?), Oxfam shops, playschool sales, and swap with neighbours/relatives/friends. Ladybird early readers go for 2p: I'd rather he had 30 books to choose from, at home, than one brand new (he wouldn't get new ones in school). Hand-me-downs in games from elder brothers and sisters are also useful: (it is advisable, when contemplating EO, to already have had older children- forward planning, see Dr Who on Contact List). New books and library ones are also used, but do consider having a choice of books which look like the new ones two weeks later anyway.

JODY



JODY

TELEVISION is an under used resource: we record programmes which can be backed up with books, or have words written on the screen: Lets Read with Basil Brush & Lets Go Maths are favourites, but Bananaman, Super Ted & He Man all have books which can match the recording, and give a real incentive to learning the words, with maximum enjoyment and the learning highly motivated. Words & Picture, You and Me, Look and Read and Insight (wordwitch), not forgetting Postman Pat & Playschool, provide lots of fun, stimulation, ideas and learning for the 3-7 group.

COMPUTERS I don't know how Jody lived without one. We have an electron, which is compatible with those used in most educational establishments, so has lots of 'programmes' which will work on it. We don't have any educational programs, but Jody learned the letters in capitals, (to go left and right or fire at aliens): but he became familiar with letter shapes. His hand/eye coordination improved and he learned to use his left and right hands together when dodging monsters around the screen: great for future music, typing lessons and so on. He can type his surname: he can't write it. But don't knock computers: you can draw, match colours, have lots of fun, and there is a real educational input- certainly at 4 yr old.

We have used a number of EO publications over the years: don't forget the invaluable Information Resource Centre in Crewe, and lets have readers suggestions and data for 'supplements' to improve the range of suggestions and materials we can consider for all age groups: from sharing in the purchase of sets to using 'swops' of resources within regions.

My educational philosophy and planning is contained in the phrase
" RESPOND TO THE NEEDS OF THE CHILD"
and I feel this is a good and sufficient basis for education.
Comments, and ideas on 'what the LEA adviser will say to it'.

EO NORTHEAST: MEETINGS TO JULY 1985

APRIL 1st(Monday): 19.30 It is important to arrive promptly as we hope to have the company of an L.E.A. Advisor from 20.00 .At Rick&Rosie's, 30 Cavendish Place, Jesmond, Newcastle.

APRIL 21st(Sunday)All day maths workshop at School House, Hedley Hill, Durham.

MAY 26thth(Sunday):Potting at Hedley Hill, plus all the usual walking, playing, animals etc.

JUNE 3rd:(Monday) Evening meeting with health visitor at Rick&Rosies.

JULY 7th:Sunday- Outing to Hadrain's wall. Details to be arranged.

Some of the particulars may be changed nearer to the dates, so it might be an idea to ring either Durham 734327 or Newcastle 812833 a few days before if you intend coming; also if you need directions or help with transport. People from all regions are of course very welcome- accomodation can usually be arranged for anyone wanting to stay, just ring either of the numbers above.

SOMERSET NEWS

Egg hunt? Ramble? Picnic? Anything you like- we hope everyone will join us for a day early in April. It will be mixed, schoolers(maybe we can convert some!) and E.O.ers. So come on join the fun, bring the babies, the grandparents oh and don't forget the wellies and some lunch. Hot water available for drinks- hot jacket potatoes provided- bring your own filling!

Phone for the date etc Jacqui& Martin(5½) Best, Marsh Farm Cottages, Hardington Marsh, nr Yeovil, CORSCOMBE 541

THANKS

THANKS

Thanks to all the people who responded to Janet Eversdale's appeal in the last newsletter. Letters re the appeal were stolen from a handbag so personal replies cannot be made. Grateful thanks to all S.Forsyth 233 Scotland Green Rd Enfield Middlesex.

NOT STOLEN BUT LOST(IN LONDON)

1 bag of chalks, 1x12 piece jigsaw of dogs, matchbox refuse trucks& 2 green cars: please send to last editors, 25 Diabaig ,Achmasbeen.

UNSTONE GRANGE MEETINGS: BICYCLE REPAIR WORKSHOP

Peter Jones is offering to run a bike repair and maintenance workshop at the meeting. If you would like to take part, please bring your bike or part of it with you, and whatever tools you have got. It would help me to know what to bring myself- if you could phone in advance and let me know what you want to do, I can bring tools&spares.

Peter Jones 061 860 6052

The meeting is Bank holiday weekend, May3rd-May 6th. Have you booked yet? (see last issue, or contact Joan Hoare, 25 Moor Oaks Rd., Broomhill, Sheffield, S10 1EX Tel. 0742 666605)

A VOLUNTEER NEEDED at Unstone to co-ordinate children's activities (and also any workshops) over the weekend. Unstone is a good place for children just to be together and play, but it is a good idea to have someone to bring scissors, glue, paint, cardboard etc and to co-ordinate the people who've offered to help over the weekend. Please contact Joan Hoare if you can help in this.

SOUTH YORKSHIRE EO GROUP

There will be a meeting at Joan Hoare's house, 25 Moor Oaks Rd., Broomhill, Sheffield S10 1BX Tel.666605, on Saturday, 20th April from 10.30 a.m. Please bring something to share for lunch if you come in the morning. We can go to the local park/playground/boating lake/museum in the afternoon. Please ring me if you intend to come. Joan.

ROKE

NEW AGE INFORMATION/ COMMUNICATIONS CENTRE DEVOTED TO NATURE'S WAY, POSITIVE THINKING, HEALING BY NATURAL METHODS.FREE INFORMATION ON PLACES/PEOPLE/THINGS RELEVANT TO NEW AGE CULTURE. ROKE MAGASINE PUBLISHED QUARTERLY. FOR DETAILS, S.A.E. TO: ROKE, Oakhill Lane, Farm Cottage, Stony Stratford, Bucks.

Peter Williams will be editing a PHYSICAL EDUCATION SUPPLEMENT in the June newsletter. Please send your contributions to him by May 1st 1985 . His address is:
2, Kent Avenue, PUDSEY Yorkshire, LS 28 9ED

SOUTH EAST WALES GROUP

Invites you to put your questions on STARTING HOME EDUCATION to a panel of home educators at 10.30 a.m. on Saturday 20th April. CHILDREN WELCOME. Please bring a packed lunch&stay for chat after the discussion. at Tyddyn y Mynydd Waunhapria, Llanelly Hill, Abergavenny, Gwent, NP7 0PN tel. Gilwern(0873) 831182

Are there any members in Oxford(or their friends?) who might be interested in a house-swap for the first week in June(from June 1st or 2nd)? Our cottage is relatively secluded but within easy reach of a number of beaches and castle and there is endless scope for rambling and hill walking. Please contact Caroline and Simon Grant, 3&4 Tanyrallt Cottages, LLanllyfni, Caernarfon, Gwynedd, LL54 6RS tel.(0286)881868

eo ASTRONOMERS visit TO jodrell BANK radio TELESCOPE April29th 10-5:This is one of the biggest manoeverable telescopes in the world and there is a planetarium, an exhibition and a radio telescope you can use as well as a lovely park to play in. It is my favourite place in the North West. LET ME KNOW IN ADVANCE IF YOU ARE COMING and I will try to arrange a room to eat picnics in and a guide.
Max Lovius 21 Devonshire Rd Liverpool L83 TX 051 727 4605

E.O. NORTH WEST: MAY 26th:A gathering in Liverpool.
Please bring a contribution towards your meals and LET US KNOW if you are coming:The Lovius family,see above, if you want a space for the night we can arrange this. The museums, docks and the river are all worth a visit and there are miles of lovely parks to explore as well.

NORTH LONDON EO

There are encouraging signs of EO activity in North London. Here in Crouch End over the past year the number of school age children actually being educated at home has risen from one to some half dozen, and similar increases are evident elsewhere.

One welcome addition to North London's membership is Dr Rachel Pinney who will be familiar to many for the method of 'Creative Listening' which she uses with children. The Children's Hours Trust is a registered Education Charity founded by Dr Pinney to promote the concept and practice of Creative Listening and play with children. This involves giving the child the total attention of an adult for an hour during which the child plays and the adult listens without interfering in any way. Dr Pinney is very keen to get together with EO members for meetings and seminars and I know this will be welcomed by quite a number of members who have found me somewhat unhelpful in this aspect of co-ordinating. As a single parent with a child out of school my time is very fully taken up with the practicalities of making ends meet and I haven't been able to do the kind of organising needed to get groups together for meetings. If those people who have requested meetings would like to contact me again I will gladly put them in touch with Dr Pinney.

EO is a self help organisation and since North London is a large area involving about eight different education 'authorities' it would be nice to see more people taking on a co-ordinating role. I only have personal experience of Haringey authorities and there is very little help I can offer when people ask about Camden, Hackney, Islington or wherever, neither do I have any knowledge of facilities for out-of-school education in those areas. There is a need for more 'co-ordinators' willing to share their experiences & expertise
Genevieve Bridgeman

KENT

Congratulations to Linda and Terry Adams who will shortly be heard on Radio Kent! Congratulations to Richard and Mary Fryd who will be speaking to the National Housewives Register. We have been asked to supply a speaker for the National Association for Gifted Children who are having their A.G.M. in June. Is anyone interested? And is there anyone who has experience of educating gifted children at home? (Please write to Anne Leigh, 14 Chester Rd, Gillingham, Kent ME74AF)

MOST IMPORTANT: Some of our members are having difficulties with the authorities. All we know at the moment is that Mr Knight is leaving qualified teachers alone but is leaning hard on the rest of us. Mr Knight dislikes unstructured education. Our new co-ordinators are investigating! (Pam and Bob Staples, 16 William Rd., Ashford, TN23 1UU)

LINCOLNSHIRE

Calendar of get-togethers-all members welcome. Please bring your picnic lunch and try to wear some means of identification.
APRIL 28th: Belton House. 2 miles from Grantham on A607 Grantham-Lincoln. Ancestral home, parkland, adventure playground, boating, tearoom. £2 per adult, £1 per child. Meet at entrance to house at 12.30
MAY 12th: Gibraltar Point- on coast between Skegness and Wainfleet Haven. Nature reserve and bird sanctuary. Meet at entrance to visitor centre at 12.30
MAY 26th: Hartsholme Country Park- on Skellingthorpe Rd, near Lincoln. Walks, Lake, natural history display, cafe. Meet at entrance to information centre at 12.30
JUNE 9th: Horncastle heated open-air swimming pool and paddling pool. Signposted from A153 towards Sleaford from town centre. Meet 1pm at entrance.

Thanks. Ian Marshall

OXFORDSHIRE

During 1984, E.O.-ing in Oxfordshire reached almost epidemic proportions!—well, a good rash of new members appeared in the county anyway. And as there are now about a dozen families within Oxford city itself (though not all are members of E.O.) who have children out of school, it seemed good to try and co-operate more. We met at the end of September to make plans, and since then many things have happened. The parents continue to meet about once a month for support, discussion and the sharing of information. There are opportunities for the children to meet in each other's homes about twice a week doing various things which parents volunteer to organise. Activities so far have been pottery, bookmaking and bookbinding, cooking, music, printmaking, craft and some organised outings. We have also arranged a weekly Gym class at the local college of Further Education.

The rather formal structure we have achieved so far has meant that both parents and children meet regularly and get to know each other better. The hope is that this will lead to more informal contacts and friendships with the children being able to play more frequently with those they get on with the best. By the time this newsletter appears we should have had a general meeting for all E.O. members in Oxfordshire. This will perhaps be a time when more isolated members can meet others, find support, share ideas, and arrange other activities

Co-ordinator: Ruth Lamdin, 41 Stapleton Rd, Headington, Oxford 67160

WEST YORKSHIRE

Enquiries have been received in the Leeds area from parents of school refusers whose children are suffering from school phobia. This follows articles in the Yorkshire Evening Post. Many of these children, mostly teenage girls, have been continually brought before the juvenile court only to have their cases adjourned for a week or two. This is deliberate policy. To make the child go to school they hold the threat of a care order over her head.

These children are generally sensitive and genuinely find schools incompatible with their needs. EO in West Yorkshire is seeing what it can do to help.

Peter Williams, Co-ordinator.

WEST MIDLANDS REGION

The next meeting will be on Sunday 14 April at 2.30 at the Birmingham Science Museum. Admission is free. There are drinks machines in the museum, and places where you can eat your own snacks. Plenty to see and do for children and grown-ups of all ages, and opportunities to exchange news and views. Other regions welcome.

Hazel Clawley 021 772 7165

HERTFORDSHIRE

Since Christmas we have started meeting regularly again. Some local members are meeting with each other on a one to one basis and we have had some 'joint' meetings. In February a few of us got together and went sledging at Welwyn Garden City and also paid a visit to Hatfield swimming pool. (not on the same day!!) On another day we got together at June Grant's house where the children spent a great deal of their time playing with Cameron and Roxanne's computer. More members are showing an interest in wanting to join in some group activities. If you would like to meet with us for a chat, or would be interested in group activities the next meeting will be on TUESDAY 16th APRIL at June Grant's house, 25 Chippenfield Rd., The Manor, Hemel Hempstead, 11 a.m. onwards. Please bring own lunch. Please ring if you're coming—Hemel Hempstead 64020. Everybody welcome.

This is $\frac{1}{2}$ term so if anybody is thinking of taking their children out **8**

of school this may be an opportunity to chat to those who have "already done it"

Jean Shepherd

STRATHCLYDE REGION

Today I received an unexpected phone call from Alistair McBeth who is a lecturer at the Education Department of the University of Glasgow. Last year my daughter was still at school and I followed his home-school relations course. It was in fact through this course that I heard about Education Otherwise, which was a godsend when I withdrew my daughter from the local primary school in protest. Alistair is very interested in people educating their children at home and during his course this year he plans to incorporate one session on home-schooling. He asked me if I would attend this session to relate my experience of home schooling and I agreed. He also asked if I knew any other people practising home-schooling and who might be interested in attending this session, planned for the beginning of March. Further information etc from me,

Lisa Lyon, Bellside House, Bellside Rd., Cleland, HL5 1NP Tel 860321

VISIT EXCHANGE

Don't forget that we keep a file of names of people who would like to visit home schooling families abroad or welcome them over here. Several of you have kindly offered hospitality and I have passed names on to would-be overseas visitors. Details of arrangements made are entirely family to family- I merely hold names and pass on introductory information. At the moment there is, for example, a Canadian family from New Brunswick who would like to swap home and car. Write to: Bruce&Bonnie Bitting, RR 1 Bass River, EOA ICO New Brunswick, Canada, if you feel like crossing the Atlantic this year. And to me if you can offer a welcome or want to travel: Helen Holland, Inholmer Farm, Plumpton Green, Sussex BN7 3DE

SHROPSHIRE CAMPING WEEKEND

John Hargreaves and Nancy Stewart will host a camping weekend on Sat4th/Sun 5th May at 1, Stryche Hall, Market Drayton. Arrive after lunch, activities for children who want to participate, a meal (cooked outside if possible) in the early evening, followed by singing. Leave Saturday evening or camp (bring own tent) and spend Sunday there. John and Nancy will provide food but would like small contribution towards cost. Stryche Hall has 9 acres of lawn and woods making a lovely environment for children. Any EO member who would like to come, please contact us in advance, so we can judge numbers expected: Phone 0630 4346 John or Nancy Hargreaves.

ANNE AND ROB WADE: now live at 19, Perkin Close, WEMBLEY, Middlesex, HA0 2LY, tel. 01 904 7155. If you are at all likely to need to contact us as West London Coordinators, or in connection with research, the legal group or anything else, please could you amend your contact list or whatever now? Thanks Anne & Rob.

OPEN HOUSE FOR EO MEMBERS WITH SURREY COORDINATORS:
Sunday afternoon, April 21st, nothing special just tea and cakes and chat, with Joseph and Jill O'Connor, 4, Coombe Gardens, New Malden, Surrey KT3 4AA 01 942 0286.

EARLY DAYS

The EEC 'parental leave directive' recommends a minimum of 3 months leave for each parent and the right to time off to care for sick children. Its implementation depends on Government goodwill at the Council (EEC) of Ministers. (Observer 24.2.85)

**** A Commons select committee has been told how growing numbers of 4 year olds are shaken by the hurly burly of school life. The British Association for Early Childhood Education is very concerned about their development since they are taught by people with no specialist nursery training, sometimes in classes of nearly 30, alongside 6 or 7 year olds. If all schools taking 4 year olds were designated as nursery schools, they would be compelled to provide the appropriate staffing and environment. (Guardian 23.1.85)

**** In a letter to the Guardian (February) the Emeritus Professor of Child Health at Newcastle University expressed his concern that 70% of 4 year olds are now in these infant schools and not nursery school. He thought that teachers and administrators "should be ashamed of the professional pressures which have largely brought this about" and made a plea for a flexible, child-centred parentally-involved educational pattern for the under-5s.

LIFE IN SCHOOL

A 12 year old boy was not allowed to use his asthma inhaler before a cross-country run and was quite ill as a result. Other children have been forbidden to use inhalers during lunch breaks, and the Asthma Research Council has had to urge all teachers to ensure that asthma sufferers (reckoned to be 3 to every primary class) are able to use their inhalers without worry. (Times Ed. Supp. 1.2.85)

***** 1 in 5 of London's 8 year olds cannot read simple sentences with confidence. (Guardian 18.1.85) ***** The widespread use of parent helpers in school is threatening teacher employment prospects, says the National Association of Schoolmasters/Women Teachers. (Times Ed. Supp.) The secretary of the union admitted that while it was arrant nonsense to suggest that parents do not have an important part to play in the education of their own children, "it is a dangerous fallacy to suppose that parents can easily be involved in the education of other people's children.... it seems that many parents like to play at being teachers." He warned that school education was a serious undertaking calling for professional skill, experience and patient persistence. ***** In Czechoslovakia teachers lose pay and promotion if their pupils fail in the 3 R's by the time they are 8. (Telegraph) ***** 1 in 5 schoolchildren has a job and 4 out of 5 are working illegally, according to the LOW PAY Unit. (Telegraph) 17.1.85.

SIR KEITH AGAIN

Sir Keith created a furore recently when he asked 6th form girls to comment on their teachers, thought to be an insensitive move in the light of his plans to introduce teacher assessment. The girls complained that Sir K had dismissed their own views of education cuts as silly, and told them they were uneducated. Replied Sir Keith: "I certainly told no-one to shut up or sit down. They were all sitting down anyway. (T.E.S. February)

DISCOVERIES

Lawyers now believe that parents can take their local councils to court if children are sent home early or miss lessons because of the teachers pay dispute. A parent has threatened Strathclyde with court action for her child's loss of education due to the strike. (Observer 17.2.85) ***** Virtually all exam boards now permit candidates to use calculators in some maths papers. (Guardian 22.1.85) The problem is that some calculators have a better memory than the owners and some can store programmes compiled in advance. ***** According to

the latest American research the most cost effective way of rising educational standards is to get older children to tutor younger ones (SUNDAY TIMES 2.12.84) The implications of this are that the best way of learning is to teach, that computers cannot replace human beings, and that even short periods of individual tuition are far more effective than a whole day of class instruction.

SCIENCE AS SHE IS TAUGHT

A report on avoiding sex bias in science teaching suggests that girls may be more interested if a sense of wonder and appreciation of scientific phenomena is injected (sic) into science classes (T.E.S.11.1.85) The Schools Council report discourages male bravado in the science lab - i.e. praise for the loudest 'pop's' when making hydrogen ***** Ignorance of natural science "was close to being a natural disaster" said the President of the Association for Scientific Education (T.E.S.11.1.85) He said there were those who understood scientific development and those who were "mentally deficient in that their minds are not connected...to the mainstream of thought and activity of mankind."

THIS MONTHS BREAKTHROUGH



An in-service booklet for teachers studying a learning difficulties project points out that a friendly smile can influence how pupils behave. Recommended is the "quick lift and drop of the eyebrows" letting the pupil know that the teacher likes them.

(T.E.S. February)

BRIGHTER NOTES

A veteran forger of academic qualifications finally went to prison for tricking his way into Cambridge University. At Cambridge he had written a thesis on the rehabilitation of adult offenders, and when he failed, forged a letter from a Swiss doctor which persuaded the university board to let him re-sit. But he was found out. (Telegraph 28.8.84) ***** For the first time a woman suffering from Down's syndrome has won a Duke of Edinburgh gold medal for a 4 year programme of activities. Her mother said: "I was told she would not be able to do anything and that she would never be able to read more than simple words but she is an avid reader...." (Telegraph 5.1.85)

TALKING ABOUT SCHOOL

Edited by Sarah Guthrie with contributions from Bruce Wallace
"Help-humanity- educate yourself" - graffiti on wall of Covent Garden yard
"If I tell you you will forget. If I show you, you will remember. But if I involve you you will understand." (Police Sergeant at a Metropolitan training centre, Observer, 11.11.84)

MORE CONTRIBUTIONS TO EDUCATION THROUGH THE PRESS, PLEASE, TO:
SARAH GUTHRIE, FIELD HOUSE, MELLIS RD THRANDESTON DISS NORFOLK

Provision for rising fives is to be abolished by the borough of Hillingdon(London) as part of a £2.5m. package of education cuts (T.E.S.1/3/85)K.F.

The BBC has unveiled a new deal for five to seven year old television watchers. They will have a sequence of "relaxing and stimulating entertainment" to help them unwind after a hard day in the classroom and playground. (Guardian 19/2/85)K.F.

Marty Randall(5) celebrated his birthday last week playing a Steinway on a concert platform- with difficulty.His feet can't reach the pedal controls of a normal piano.In a Royal School of Music exam, the examiner concluded:'A very gifted and musical young man.Exceptional talent.' (Observer, 24/2/85) K.F.

Mrs Smith thinks it all started because Paul was such a bad boy at school. "They just couldn't do anything with him, he was always in trouble.He was so bored with school- but we only realised why when he got to Cambridge. He was too bright. He started the piano at eight-and it all went on from there...Paul won this years tv contest, the Krypton factor.. (The Sunday Times) 23/12/84 K.F.

During a BBC TV broadcast for schools on the subject of sexual harassment, a girl said that a boy had laid her on a table and then undid her trousers in school. When she complained to a teacher she was told,"It's only a phase he is going through.He will grow out of it."(With teachers like that, is it any wonder that young people are going astray?)Patricia Knox, Gwynedd.

More Yorkshire parents are turning their backs on state education and keeping their children at home for do-it-yourself lessons.And one of the chief reasons is an increase of bullying and intimidation at schools and the growth of the 'blackboard jungle'."In Leeds especially the numbers are growing..This may be due to the anti-truancy system adopted by the courts which use continual adjournments of truancy cases as a form of punishment..The problem today is especially worse for shy and sensitive children" said Peter Williams, Yorkshire Coordinator for EO(Yorkshire Evening Post, 16/2/85)

"...the ability to handle money...must be acquired early.In other words, the process has to start in school...if children can't cope with money, they'll never cope with life"(Building Society ad in TES).

The more one sees of the careers and achievements of boys and girls who have left school, the less one is impressed with systems of mind measurement..There are those who are clever for life(a category in which dons and teachers do not figure prominently)...So cheer up when your son or daughter fails O-level maths or is rejected by the university. My 27 years as a headmaster have convinced me that high IQ is a counter-indicator of ability to make money...

L.B.Lockhart(Daily Telegraph, 9/5/83) from Brenda Holliday Their conclusions(Benjamin Bloom et al)("Developing Talent in Young People,"Ballantine Books, USA 1985) are that topwardly mobile kids are not necessarily the brightest ones. They will just have been inspired to love their chosen field by early teaching that is gentle, kind, but above all full of reward-based approval. Children strongly desire to please their parents, unless they are snubbed out of it.As Maria Montessori, one of the greatest educationists of them all, asked, who else would cry and cry, just because they wanted to be with you? It's this susceptibility that can be worked on and can summon up extraordinary feats of concentration, at first essentially to please the grown-ups. (Observer, 3/3/85,Jane Lott) K.F.

New research showing that pupils in high-spending authorities do not get the best exam results is to be used by the Government as ammunition in its fight to cut public spending. Teachers and education experts claim, however that the (DES) survey, which shows home background is the most important factor affecting results, means underprivileged areas should be given money to help counteract their disadvantages. Parents' lifestyle and the interest they take in their children's welfare is again the dominant factor. Parents sending their children to private schools obviously believed money could buy good exam results: the average yearly fee for day boys ...were £2,286 compared with a yearly cost of £972 for State pupils. (Judith Judd, Observer, 17/12/84)

"THE PUBLIC SCHOOL EXPERIENCE. Many mature men and women who attended boarding school have mixed feelings about its long term effects. Our ..workshop is designed to identify and perhaps resolve some of these. (ad in the Guardian, 10/10/84)

Young people...increasingly specialise, and do so too often in ways which mean that they are taught to practise only the skills of scholarship and science. They acquire knowledge of particular subjects, but are not equipped to use knowledge in ways which are relevant to the world outside the education system (Part of an ad for EDUCATION AND CAPABILITY, PROMOTED BY: Royal Society for the encouragement of arts, manufactures and commerce,) Guardian 9/10/84

"A detailed and serious look at the horrors of murder and torture, so realistically illustrated they impress far more than any array of mere objects could ever do...REFRESHMENTS.EASY PARKING. WORKSHEETS.(very small print:'not suitable for small children') (Ad selling the LONDON DUNGEON, quoting review in Times Educ.Supp.)

"Formal education may be a means of disabling people for life. It may seriously retard their capacity to make mature decisions and adjustments. A high proportion of the eminent men of the 18th century were educated at home. Schoolmasters can be trusted more completely than parents to impede the progress of the young towards maturity. Drilled in received opinions, carefully memorising the steps which demonstrate established truths, the grammar school boy only too often loses spontaneity so as to acquire examination-passing reliability (Frank Musgrove, now Prof. of Education, in 'Youth & the Social Order') P.Knox

"...Here in this island we arriv'd, and here
Have I, thy schoolmaster, made thee more profit
Than other princes can, that have more time
For vainer hours and tutors not so careful"
(Prospero in Shakespeare's 'The Tempest'). Peggy Thomas

...Looking back on it, my education benefited inestimably from these interruptions and absences (in the war). Unpestered by teachers, I was able to read what I wanted and not what they wanted. I used the long months and years of half-school and no-school to turn myself into a musician. I found a youth club which gave me all the social education a school is supposed to give, and much besides. And I was also liberated, quite by accident, from the overgrown-schoolboyishness which looks back on the old 'alma mater' with that embarrassing blend of sentimentality and abject dishonesty. Clipstone Junior Mixed was hit by a bomb....As for the grammar school, poetic justice was done when do-gooders closed it down. (Benny Green, 'Summer Holidays', in Ideal Home, Nov. 84) 13

ACCOUNT OF INCOME AND EXPENDITURE, 19th sept 1984 to 18th Jan 1985

EXPENDITURE

	£
Recurrent Expenditure	
Newsletter & contact list	1586.83
Other publications and stationary	498.18
Purchase of T.Y.O.	273.60
Unstone Grange	258.00
Holland Park	200.00
Officers' expenses	566.30
Co-ord. expenses	347.57
Legal Group expenses	109.78
Stall expenses	7.20
Subscriptions & donations	25.50
Bank Charges	72.11
Total	3945.07

INCOME

Subscriptions	5588.39
Sale of EO Publications	221.70
Sale of T.Y.O.	248.25
Subs. to G.W.S.	135.5
Advertisements	51.00
Unstone Grange bookings	137.00
Sale of T shirts	2.99
Donations	18.95
Unexplained credits	30.00
Interest (from 18.V.84)	272.87
Total	6706.65
In Hand 19.IX.84	6071.97

Extraordinary Expenditure

Telephone answering machine for Eng. Sec.	137.95
Purchase of typewr.	244.64
Carriage of Books	56.49
Payment to B.Cox for writing S.I.N.C.	750.00
Research	6.31
Total	1195.39

Combined Total

5140.46

Comb.Total

12,778.62

Less Expend.

5,140.46

Balance in Hand 18.I.1985

7,638.16

This is the third bi-monthly balance sheet to be published in the newsletter, the other two being in issues 36&38. An impression of the changes which have taken place over the past year in the pattern of E.O.s financial activity can be obtained from a comparison between the three.

Even the most cursory comparison will reveal that expenditure has increased dramatically in this latest bi-monthly period. Much of this increase can be accounted for by the extraordinary expenses which have arisen during the period, and which are listed separately. But some items of ordinary expenditure show an increase. The largest is in the cost of producing and distributing the newsletter. The increase in the expenses of officers and of coordinators is largely accounted for by the fact that nearly all the members of these two groups who attended the September core group meeting at Unstone Grange claimed travelling expenses whereas following previous core group meetings claims for travelling were only received from a minority of those officers and coordinators who attended.

The legal group is, of course, a new item in the recurrent expenditure. All the costs of this group so far have been the expenses of the various members travelling to meetings.

The next bi-monthly period is likely to be another one of heavy expenditure as a decrease in recurrent expenditure is unlikely whilst several items of extraordinary expenditure are already foreseeable.

The reason for the very large increase in income during this period as compared to either of the previous two is that the majority of subscriptions are received from members in early January.

JOHN ELENOR

John Elenor has resigned from being General Secretary of EO, a post he's carried out since 1982. Previous to that he became treasurer in December 1979 and before that he appeared in our first list of local coordinators in mid-1977. He thus has a long record of valuable contributions to EO, only equalled I think by Bruce & Diane Cox.

Of course over that period he has like all of us taken a few knocks from those who often seem to think that being one of the organisations 'bureaucrats' is the greatest of fun and that we all cling to our posts not from a sense of commitment but to satisfy some obscure craving for power. But John always took such ups and downs with incredible composure. I remember once when we were both very busy together working out John Holt's lecture schedule. John had taken a week-end off to visit his elderly aunt in Birmingham and had left a message on his ansafone for people to ring him on her number. When he returned he forgot to disconnect the message.

"Oh dear" he said when we discovered the fact. "What a lot of funny phone calls my poor old aunt will be getting", he added with a chuckle. "And what a lot of strange replies the enquirers will be getting", I said anxiously. "Yes, indeed, just imagine it!!" and John's laughter rang out with unruffled equanimity, and after a pause so did mine. His good humour and friendliness were contagious, and a great support and solace for over-anxious people like myself.

Yes, as well as the chores of minute-taking, answering innumerable phone calls and letters, he organised John Holt's tour, he set up two or three of the early annual EO meetings at Trent Park, and finally he steered EO into charitable status and gave us a constitution.

I nearly wrote "We shall all miss him" but this isn't an obituary! It is merely a few words of appreciation for all he's done over the years for EO. He is of course still with us, still a member and in spite of his other commitments I shan't be at all surprised to find him still busy and active in EO circles. Meanwhile I am sure members of EO will join me in sending him all our best wishes and thanks.

Dick Kitto 15

LIVING WITH A GIFTED CHILD: FRIEDA PAINTER. SOUVENIR PRESS.
ISBN 0 285 62627 2 £8.95 hardback

I feel that this book would be particularly useful if parents were unsure as to whether their child was gifted or not. There is a useful checklist of characteristics of gifted children and an ability test designed to be used by parents. My own son enjoyed doing this and did not see it in any way as a test. There is clear information on how to obtain an independent assessment of your child. LEA's will usually only assess children if they are exhibiting behaviour problems or learning difficulties. Very often teachers are unwilling to trust parents' judgement about their child and believe that it is just 'wishful thinking' on the part of the parents. Although Mrs Painter does not advocate storming into a school waving an independent assessment of the child's ability, she does suggest that the evidence of an independent educational psychologist may put parents on stronger ground. There is a comprehensive section on parent's rights and she quotes from the E.O. booklet 'School is not compulsory'. Although, overall, Mrs Painter is in favour of gifted children attending school she does not dismiss home education and believes it to be of value to some.

The section on 'Which school?' discusses the pro's and con's of state vs independent schools. I got the impression that Mrs Painter is in favour of the more academically inclined independent schools if parents can afford them, mainly because of the greater choice and the fact that they are not averse to moving children up a year or two.

Throughout the book she gives the names and addresses of support organisations, publishers and suppliers. The one puzzling omission is the addresses of the National Association for Gifted Children, for whom Mrs Painter was formerly education officer.

Overall I felt that this was a useful book in which the information was presented in a clear and concise way.

Carol Morris. Rotherham

Dear EDUCATION OTHERWISE,

In your current newsletter, Helen Holland reviews my book, Be Your Child's Natural Teacher, conveys the joy we found and then asks, "So why not do it full time?". This question was also put to me by Kate Freeman and Joan Giles of the Wiltshire Education otherwise on a Radio Programme we shared.

May I have the opportunity to explain why not to the rest of your members in your Newsletter? You have raised an important question.

Peter is an only child and most of his school friends had been close friends from earliest playgroup days: touchingly so in fact - their loyalties for very young children were surprisingly strong. The quality of teaching at his primary school was mixed. Some teachers stimulated - others were abysmally dull. However, peer friendship and playground life was constant and exciting. So - we simply treated school in a more casual way, expecting less from it and made home the powerhouse of learning, stimulation and community events. We even ran an art competition for the local school - and held a display in our home of all 200 entries!

I didn't find Peter was too tired after school to learn - but I will say that I would have had to reconsider the whole position if this had been the case. I'd meet him and his friends from school, take them to the local parklands and they'd romp, shout and run free. Watching them, I'd realise how confining the school structure was. So, in his final year, when actual teaching at school reached an all-time grinding bore, we'd take days off to go birdwatching or just sit in the sun. It put school in perspective.

In other words, Peter preferred to go to school for friendships sake. We found ways to combat days of dank atmosphere and poor teaching. But there were some magically happy times at the school.

I suppose it balanced out.

So- I compromised- and for us it worked. But I knew of your organisation and realised that if at any point Education Otherwise was needed- you would be there!

Now- can I help you? Helen Holland has kindly emphasised the use of Be Your Child's Natural Teacher (Impact books:£3.95) in setting out each step of English and mathematics. My speciality is in the establishment of the teaching relationship with one's own children. I'm happy to answer any points not covered in my book- or to help with any individual problems your members may have. Please send me as many details as you can- and possibly a sample of your child's work- and an SAE for my reply.

Most of all, I'm a parent who wants to talk to parents who are having difficulties similar to those we encountered! Like you, I understand- and I want to help.

Geraldine Taylor: Kindred, 28 Berkeley Rd., Westbury Park, Bristol.

MULTIPLE CHOICE: A play by Roger Hall at the Yvonne Arnaud Theatre in Guildford (rumoured to be moving on to Croydon & W. End)

This play, which is a thoroughly enjoyable one whatever one's perspective on the issues concerned, (it played to packed houses) is set in modern America in a school district where, it appears, the home schooling option has not been tried before. It occurred to me that this setting and the large doses of humour through the play were a clever way of distancing the problems dealt with, making them less threatening for the audience and therefore unlikely to affect the play's popularity because of their controversial nature. This was carried to extremes in the program notes though, where would-be home educators were advised to contact GWS for help; not a mention of EO anywhere!

The main theme is the attempt of a single mother, played by Susannah York, to gain an 'exemption' from school for her teenage son Paul. She has taken him out of Junior High because he's doing too much 'busy work', is ridiculed for reading a lot and is being roughed up in the playground. Roger Hall has imagined one of the worst scenarios; mum is out working all day (until made redundant, when she discovers she cannot claim welfare because she has a son out of school) and therefore has no opportunity, so her opponents say, to supervise Paul properly. The long absent father materialises with the intention of persuading Paul and his Mother that school is necessary to the achievement of the way of life he sees as best (he is a wealthy skin specialist) and, when that argument fails, he decides to try for custody of Paul and turns up to speak against the case at the school board appeal.

An important sub-theme concerns a mechanic with whom the mother and son exchange lessons in oral Spanish and car maintenance for lessons in reading. This introduces the question of motivation and relevance in learning, and the impossibly irrelevant, inappropriate and often inhuman methods of instruction in American schools.

Given the short time available for their development, the minor characters are inevitably caricatures: bumptious school board chairman, silly young classteacher (rather unbelievably silly), inflexible superintendent and a head who is willing in private to agree that Paul's education is adequate and interesting but cannot admit it in public for fear of losing his job. The wonderfully pro-life librarian who helps Paul and his mother to find the legal precedents for their case is a delightful exception to this rather unsubtle stereotyping.

The playwright has managed, in two hours, to include most of the points one hears for and against home schooling and, through the gentle and sympathetic way in which he presents his argument, must have increased understanding and reduced hostility among what looked like a decidedly Establishment section of society.

Julie Webb

THE BURSTON REBELLION

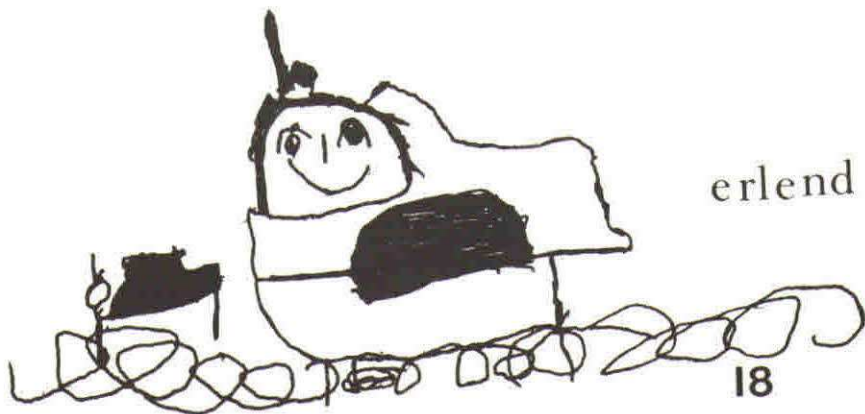
'Love and justice' and 'We want our teachers back' were two of the placards carried by the children featured in the BBC drama and documentary in february '85. After factions in the tiny Norfolk village had the teachers dismissed, 66 of the 72 pupils, led by Violet Potter, came out on strike: the longest strike in British history which began on April 1st 1914, and lasted a quarter of a century. Win Potter, now 84, joined the strike school at 13, and is quoted in the Observer (24/2/85) by Moira Patterson as saying:

"I'd been to a church school in Ipswich where the teachers were really cruel.. you were walloped for just turning your head. I remember going to a service for a teacher who'd died and thinking, 'Thank God she's gone'.

Mrs Higdon never raised a hand to a child. But most important was that they (Kitty & husband Tom Higdon) gave us a sense of freedom. I learnt a lot about people, about the world, things a village girl wouldn't normally have known. I wouldn't say they made me think differently, because my father was always a bit of a rebel but they made me realise more, take a keener interest."

Two marvelous programmes about how parents can take their childrens education out of the state's hands: lets hope they are repeated, and celebrate April 1st in memory of the Burston EOers.

Kevin Fleisch



Languages Supplement

There is just enough room left to say : thank you to all who have contributed; apologies to Betty Ball that I was not able to include her contributions in full (they arrived just when I thought I'd finished); and I hope everyone will find something in all this to inspire them:

CAROLINE GRANT

WHICH LANGUAGE?

CAROLINE GRANT

The obvious advantage of choosing a language like French, German, Spanish or Italian is that it is relatively easy to find yourself a penfriend, visit the country in question for your holidays and use the language to communicate with people who speak it every day. If you choose one of the more popular languages then you can get by in other countries as well, eg. French in parts of Africa, Spanish in parts of South America, German in Czechoslovakia and Yugoslavia. When you come to read and write the language, you will already be familiar with the symbols used because of their similarity to English. You will find a wide choice of language textbooks, dictionaries, cassettes etc. for most European languages. If you're not sure which language to choose, listen to a selection of tapes or radio programmes and see (or rather hear) which you most like the sound of, or look at some books or magazines and see which language looks least foreign to you - or most foreign, depending on how great a challenge you're looking for.

If you want to venture further afield, how about one of the more exotic-looking and strange-sounding (to us) languages, such as Arabic, Chinese, Hindi or Hebrew? The first two of these particularly are rapidly increasing in importance on the international front, and so there is more call for translators and interpreters who are fluent in these languages as well as in European ones. You can have great fun just learning the alphabet for a start!

Finally, if you are interested in languages more from a philological point of view and are not particularly interested in actually speaking the language or using it to communicate, then why not try one of the ancient languages, or an older form of a 'modern' language? Obviously there is Latin, but what about Ancient Egyptian, Sanskrit, Old Icelandic, Gothic? One advantage of such languages is that the vocabulary tends to be relatively limited and there are many recurring phrases in the literature, so that you can make headway quite quickly. The sagas and legends written in these languages can prove to be a treasure trove of lost worlds, if that sort of thing fires your imagination.

THE TEN BIGGEST LANGUAGES OF THE WORLD

FRANCES HOWARD

In making a rational choice of which language to learn, one ought to take account of how many people in the world speak each language as a mother tongue, and what the situation is likely to be in 10 or 15 years' time when our children will be looking for employment. At present Chinese is spoken most, followed by English, but in the year 2000 Spanish will have overtaken English due to the higher birth rate in Spanish-speaking countries. French is twelfth in the number of people that speak it - 97% of the world's people do not speak French. These are the projected figures in millions of mother tongue speakers from 1978 to 2000 :

1978		2000	
Chinese	863	Chinese	1300
English	350	Spanish	420
Russian	262	English	400
Hindi	255	Hindi	370
Spanish	234	Russian	320
Indonesian	145	Portuguese	260
Arabic	126	Indonesian	230
Portuguese	125	Arabic	200
Bengali	123	Bengali	185
Japanese	115	Japanese	128
other	c. 3000	other	c. 3000

So think hard before choosing a foreign language. Is there a community in your town speaking Punjabi or Bengali, for instance? There are more Bengali speakers in the world than French speakers. It could be a useful skill to have in the future. We are on the brink of a great expansion of trade with China and Russia - what about learning one of these languages? Or what about Welsh, Gaelic or Cornish? There are 'O' levels available in many languages.

(Details taken from a United Nations publication in Esperanto)

.....

It would also be useful to compare the geographical spread of these different languages, as well as considering the number of countries apart from the country of origin in which each language is widely understood. - Ed.

LIVING LANGUAGE

CAROLINE GRANT

I'm sure many parents must share my revulsion at the pedantic way in which they were taught languages at school - those dry and tedious tales of Pierre and Marie-France spending an afternoon in the country, and those endless repetitions of declensions and grammatical constructions and so on ... all quite divorced from the reality and 'livingness' of a language.

My approach now to teaching a modern language - especially to young children - involves collecting together as much authentic material as possible. You might begin by searching out some real children's books in the foreign language, or translations of your favourite English stories. You can, for example, now get French versions of many popular authors, such as Roald Dahl, Maurice Sendak, Allan Ahlberg, Margaret Mahy, Colin McNaughton, Beatrix Potter.* If you're already familiar with the English version then you'll pick up the French amazingly quickly.

As a teenager fascinated by languages, I started a collection of old Bibles in different languages and spent many happy hours comparing my favourite passages in the different languages. If you like codes, then this method should appeal to you.

It is not necessary, when reading or listening to a foreign language, to understand every single word. Indeed, constantly stopping to look up words can spoil your pleasure. In the early stages you can learn a lot by just listening to a language without necessarily understanding a single word - you are letting the sounds of the language into your consciousness. In any case a lot of listening is vital so that when you begin to speak the language you will get the pronunciation correct right from the start. Since before Magdalenè could talk I have read books to her in Welsh, French and German as well as English, sometimes paraphrasing in English and sometimes just reading the foreign language (which she likes well enough). We also have tapes and records of folk songs in each of these languages. The result is that she has absorbed all the different sounds and accents and they now come naturally to her. Sometimes I find her talking to Chloe or to one of her toy animals or imaginary friends in 'French' or whatever - the content is mostly nonsense (to me), but the accent is entirely convincing! Now she is beginning to ask me to talk to her in Welsh etc. and so I say very simple things and later I hear her saying them to Chloe (things like 'Do you want a drink?', 'Come down!'). She has obviously been delighted by the realisation that you can say the same thing using such different words.

If you have a contact (relative or pen-friend) in the country whose language you are learning, you can ask them to send you a selection of printed matter - the sort of leaflets that you can pick up at banks and libraries, advertisements, booking forms, concert programmes, instruction leaflets, labels from tinned food or articles of clothing, chocolate wrappers etc. From these you will learn a lot about what words and phrases and special idioms are used in real-life situations. As you get quite advanced you might want to subscribe to a magazine concerned with one of your special areas of interest from the country whose language you are studying.

Other ways of 'living' a language include playing games, singing songs, having a foreign day - of which there is more to come...

* Catalogue available from : Baker Book Services, Little Mead, Alford Road, Cranleigh, Surrey GU6 8NU.

C. R. Shute's article 'The Art of Coarse Language-Learning' (October newsletter) left me wholly convinced of the value, when trying to acquire a foreign language, of exercising tongue and ear by constantly repeating, or listening to repetitions of, whole phrases and/or sentences. The problem of this method where children are concerned is that they tend to tire quickly of repetition for repetition's sake. Genuine conversation, on the other hand, is hardly possible in the early stages of learning a language because of lack of vocabulary, and the artificial sort of conversation which is possible is more like the repetition exercises than the real thing.

A game of 'Happy Families', however, seems to provide an excellent opportunity for a child to really use a foreign language, even one which it has only recently begun to acquire.

Speech forms an essential part of play. Moreover, that speech employs a vocabulary which is confined within definite limits, so that once the child has learnt a fixed number of words he or she is able to ask all the questions that there are to be asked in play and give all the answers. Furthermore, a number of variations in sentence pattern are possible. In French, for example, when fluency has been achieved with sentences beginning 'as-tu...?', a short explanation is sufficient to introduce the variation 'est-ce que tu as ...?' Then the game can be played with a grand-parent or other older person, and 'avez-vous ...?' and 'est-ce que vous avez ...?' can be introduced. Later, a slightly longer explanation can introduce 'peux-tu me donner ...?' or 'je me demande si tu peux me donner ...?' Of course one comes to the end of the variations that are possible in this limited situation, but by this time a good deal of practice has been achieved in getting the tongue around the foreign phrases and sentences and numerous games of 'Happy Families' have been enjoyed.

.....

Alison would be very pleased to hear about a set of genuine French 'Happy Families' cards if any member ever encounters such a thing.

FUN WITH FRENCH

SANDIE COTTEE

When Marc (8) and Emma (6) first expressed an interest in learning a language I was keen to pursue the idea - however, there was a slight problem as neither Brian nor I speak any other language ourselves. Not daunted, we decided on French as our chosen language and I promptly requested a course from the local library. However, this did little to interest the children and even less to inspire me - other means had to be found! Luckily, it wasn't long after that a friend told me she spoke French and we agreed to arrange a 'French Day'. During the following week, Marc, Emma and I visited the travel agents for brochures, came home with an armful of books after seeing our helpful librarian, and generally found out as much as we could about France and its people.

A shopping trip preceded our 'French Day' and we had great fun buying various French cheeses, wine, bread and apples. During the afternoon we made croissants, quiche and French onion soup, as well as flags, a 'Welcome to France' sign, and a menu (for our cafe)! This was our first 'encounter' - we had previously learnt one or two French songs and a few basic words, and now we were quite keen to learn more.

Unfortunately Mandy lives too far away for us to meet on a regular basis but, as luck would have it, another EO friend was interested in our project and suggested we might include French during our meetings together. So, Dorothy and I decided upon about thirty words that we would initially introduce, things that we felt would be of interest - chair, table, door, house, lady, man, boy, girl, dog, cat, numbers to ten and so on. As we wanted to speak French as much as possible (not keep referring from English to French unless necessary), Dorothy made picture cards to correspond with each word. She would then show one of the cards, saying the French word, and progress from there. It might sound initially boring, but, on the contrary, the children all found it very good fun. Once the children were reasonably familiar with these basic words, sentences were introduced and Dorothy would ask questions - "Is this a car?"

- showing a picture of a dog, perhaps. We used the children's interest as a guide as to how long the session should last, and were surprised at just how long the children did remain engrossed for - an hour, if not more. During this time, I had taped the conversation and could then replay this in between our meetings. We found this very useful.

So that the children would not become bored, I copied Dorothy's idea of making picture cards for each word, and also made a number of base boards. These each consisted of nine squares, each with a different picture, and could be used for bingo, lotto or other games that we chose. The first time we played bingo, Dorothy showed her picture cards while saying the word, but it soon became evident that the children could play without this aid, and the cards were put aside. These same cards were also useful for games in themselves - Happy Families, for example. The idea would be to collect a set of four cards (people, things found in a room, outside, transport, etc.). We would ask one another for the cards that we needed to make a set - speaking in French, of course.

Once we felt that the children were confident and familiar with the first group of words, we introduced more - mainly parts of the body and a few more that the children chose. Again, the emphasis was on fun and we would ask each other questions - "Have you six ears?" and so on. This would bring about much amusement and encouraged the children to listen carefully. Occasionally, however, a wrong answer would have everyone in fits of laughter and we could never be too certain whether the wrong answer had been given on purpose! At Christmas we asked around and found out how our customs differ. The children found this quite interesting, and have also started a small collection of French stamps and coins. Sometime soon we hope to visit France and hope to find a French pen-pal.

Meanwhile, we shall continue our sessions for as long as the interest holds... Our initial approach seems to be working well and Marc and Emma (and I!) are gradually learning more and more - but, more importantly, enjoying every minute of it.

If any other families are taking a similar approach to learning French, I would be interested to hear from them with a view to exchanging ideas etc.

Sandie Cottee, 24 Deneway, Vange, Basildon, Essex SS16 4TJ.

MORE IDEAS FOR GAMES

CAROLINE GRANT

Use as your source any games book which contains word games (oral and, later, written) and just adapt them to whichever language you're learning. Most books of party games, and those of the 'million and one ways to amuse a child' variety, will contain some games you can use. The important thing is to make sure that everyone is familiar with all the vocabulary and sentence structures you are going to need before you attempt to play, and begin with those games that use simple sentence structures. Sometimes it is possible to modify the same game as you introduce new sentence structures. For example, you might begin with the game 'What am I doing?' using the present continuous tense. (One person mimes an action, asking 'What am I doing?', and the others try to guess, asking 'Are you painting a picture?' 'Are you cleaning the windows?' 'Are you dancing?' etc.) Later you can play 'What was I doing yesterday?' 'What are we going to do tomorrow?' and so on.

Here are a few more suggestions of games which you've probably played and which are suitable for beginners in other languages:

- I SPY. Make up your own version of the introductory bit. In French you can begin: 'Un, deux, trois, qu'est-ce que je vois? Quelque chose qui commence avec ...', in German: 'Was ich sehen kann, fängt mit ... an.' Begin with things in the room, then move outdoors. A good way of learning the names of the letters of the alphabet, as well as basic vocabulary.
- I WENT TO MARKET. (Go round in a circle saying 'I went to market/the supermarket/Paris etc. and I bought ...' Everyone adds something to the list, and you're 'out' if you forget an item. At first you can let everyone have two lives till they get the hang of it.) Clearly, the variations possible are endless, eg. 'I went to Paris and I saw ...' 'I went to the concert and I heard ... (names of instruments)' 'I got up this morning

Wolsey Hall



OXFORD OX2 6PR

Telephone: Oxford (0865) 54231 (24 hours). Telex 83539

Founded in 1894 by J.W.Knipe

Principal The Hon. F. F. Fisher, CBE, MC, MA

Dear Parent,

WE EDUCATE OTHERWISE - We have been doing so for 88 years.

WOLSEY HALL is a Correspondence College. We provide courses and a tutorial service for people of all ages. Our youngest students are 14. Our oldest - who took O Level last year is 95.

Our students cannot or do not wish to attend formal educational establishments. Instead they work at home on our carefully prepared courses which take them step by step towards their target. They are helped by our tutors who correct and mark their work. Some prefer "self-tuition" and buy the whole course and work through it on their own or with the help of a friend or parent.

We can provide:

PRELIMINARY COURSES (Pre - O Level Standard)

in	Bookkeeping	Latin
	English	Mathematics
	French	Music
	German	Russian
	Italian	Spanish

O LEVEL AND A LEVEL COURSES in practically all subjects for seven Boards.

CAN WE HELP YOU TO EDUCATE YOUR CHILD?

Yours sincerely,

Principal.

Please write for free prospectus to:

The Principal, The Hon. Frank Fisher, CBE, MC, MA,
Dept. DT2, Wolsey Hall, Oxford, OX2 6PR.
or telephone 0865 54231 (24 hours) Dept. DT2.

EO FAMILY SUPPORT GROUP

At the last core group meeting we agreed to set up an EO Family Support Fund to provide some financial support for families under threat of legal action by LEAs. We discussed the various financial burdens that families might suffer from:

- 1) The cost of initial advice. This can usually be met wholly or partly by the legal aid scheme, though the level of aid is dependent on the applicant's financial situation.
- 2) Costs of court appearances. These are likely to be quite high. Legal aid is sometimes but by no means always granted and again is dependent on the applicant's finances.
- 3) Incidental expenses, which are not usually covered by legal aid.
- 4) When a court case is lost, fines up to £400 can be imposed, though fines of this size are unusual. Costs too can be awarded against you, though this rarely happens.

We are aiming initially for a fund which makes available £1,000 a year, plus an additional £200 a year which would be earmarked for costs and expenses. But these figures are very tentative as we have no real idea of what level of contributions to expect nor what demand there is likely to be. This sum is based on the hopes of an average contribution by EO members of £1 per member per year. It is hoped that if necessary the EO general funds will be able to top up donations to £1,000 and also to meet the £200 expenses.

It is clear that with this sum we would never be able to meet nor even to make more than a token contribution to court costs which can very quickly run into thousands of pounds, and it was decided that initially we should not attempt to do this. We felt that we should concentrate on incidental expenses which can in difficult cases be substantial and that we should also in cases of hardship contribute towards fines or costs imposed by the courts. However, we feel that we should not at this stage fix rigid guidelines but should remain flexible until we have more experience of the scheme's operation. It was agreed that the actual administration of the scheme should be entirely separate from other EO business, though of course the core group will retain final control over the guidelines to be followed.

We decided that the operation of the scheme should be in the hands of three Trustees. Individual cases will be dealt with in consultation with the local coordinator, the legal group and any other people involved in the case. It is hoped to set up the scheme and appoint Trustees to run it within the next few months.

EO has a commitment, amongst other aims, to providing advice and 'specific help' to those of its members in need. How much financial help we can offer depends very much on the level of support we get from members and friends. The form is to enable people to make a single contribution or regular annual contributions by bankers order or covenant. This is a way in which those of us who want to help EO but who cannot find time to do it in other ways and who can afford to make a financial contribution (and even the smallest donation helps) can assist those members who have been less fortunate than themselves. So please try to give generously so that this scheme, so long needed and talked about, can at last take off.

and I ...' Good for practice in using the words associated with a particular topic.

- SIMON SAYS. Practice in giving commands. When it's your go to be the command-giver you can choose who you're going to be (as long as you get the right nationality), eg. Napoléon, Pompidou, Goethe, Michelangelo.
- WHO AM I? For more advanced players. (The person who is 'it' decides who, or what, s/he is - try using professions for a start-off - and everyone else takes it in turns to ask a question (the forms of which have been practised beforehand) until someone guesses who the person is.) In the early stages you can limit this by first choosing, say, 6 people and making up 6 simple sentences about each, eg. milkman; I get up early in the morning; I drive a van; I go to lots of houses; cats like me etc. Then work out how to ask the questions, and off you go.
- HIDE AND SEEK. In this version, one person hides something and the others have to ask questions such as: 'Is it (the ...) under the table?' 'Is it on the floor/behind the curtain/ inside the box' and so on. Practice in using prepositions.

Betty Ball waxes enthusiastic about some French biscuits called Crok'images, brought back from holidays in France last year (she's going back for more): 'They have farm animals with names - la vache, le lapin, la poule etc. - painted on in caramel. A super souvenir! - digest your education: The boxes can be made into the farm and there is a set of sports ones also.' (Please can we have some at Unstone Grange? - Ed.)

Betty also writes of this year's proposed trip: 'We shall also try to add to our scrap book of labels, tickets and so on. Last year we soaked the labels off egg boxes, milk cartons and water bottles. I carried around in my handbag the sticky wrappers off lollies, in every flavour, sweet wrappers decorated with the characters of Snowwhite and the Seven Dwarfs and paper bags with adverts on for everything we bought. All for free!'

MAKE YOUR OWN BOOKS

BETTY BALL

One problem that many EO families are likely to find is not feeling confident enough to just chat away in good French (or whatever) and needing more framework to behave in.

Books are obviously a problem. A simple sort of reading scheme in which words are added in some kind of a controlled way would be nice but may well be very expensive. I have just had a go at making my own simple book. I cheated and photocopied some very simple pictures from English early learning books, chopped them up, stuck them into my book and wrote simple sentences. I have had them checked by a French friend and then photocopied the results. I probably learned more from trying to make the book than anyone else is likely to learn from using it. Maybe making books would appeal to some children. Access to a good dictionary and vocabulary picture book are essential but doing the book makes you use the reference material in a very thorough way.

If anyone would like to see a copy of the book, please send 40p plus SAE (A5 size) to: Betty Ball, 1 Fenton Road, Warboys, Huntingdon, Cambs.

LEARNING BY HEART

ALISON MAFHAM

There is only one natural way of acquiring a new language, and that is to pick it up unconsciously from one's surroundings. But since the vast majority of us are constantly surrounded by our own language, if we wish to acquire another we must set about doing so in a deliberate and artificial manner, and this necessarily involves spending time memorising words, rules of grammar, inflections etc. And so we come to a major problem where children are concerned. I have always found children rather unwilling to undergo the process of committing things to memory. (Perhaps sitting still and 'learning by heart' feels to them like doing nothing at all.) I believe I have found a partial answer to this problem, at least where my own children are concerned, in the 'working walk'. Whenever I wish the children to memorise something I wait until the weather is

fine then help them to do it in the course of a long walk. I have found that the children feel no resentment at having to learn when they can do it out of doors; they even seem to find the process easier. I cannot claim to be the first to make a walk the setting for learning. John Stuart Mill, the 19th century philosopher and political economist, who received his entire education from his father, received a large part of that education on the long walks that he and his father undertook whenever the weather permitted.

ESPERANTO IN HOME EDUCATION

FRANCES HOWARD

When I took my eldest daughter, then aged ten, out of school for one precious year, it had never occurred to me to question the assumption that French was the only proper first-choice language for English children. After all, it is our nearest foreign country. I bought an excellent French primary school record course, 'Bon Voyage', with 90 lessons and worksheets. (This is now out of print.) Then I remembered that my sister had often recommended that I learn Esperanto. She had learned it in order to travel and meet ordinary people in several countries whose languages she did not know and all of which she could never hope to learn. So my daughter and I learned Esperanto together as well as French. We went to meetings of the local Esperanto group and we attended the annual British Congress. My daughter went on to get A grade in 'O' level French and Latin, and I continued to attend the local group and started a correspondence with pen-friends in China which has continued now for three years.

The advantages of Esperanto are as follows :

1. **ESPERANTO HELPS TO BUILD CONFIDENCE IN THE ABILITY TO USE ANOTHER LANGUAGE**, because it is consistent in its phonetics - one letter, one sound - and in its grammar. It uses European alphabet and root words in such a way that non-Europeans find it very much easier to learn than any European language. An English headmaster once found that success in Esperanto encouraged pupils' interest and success in both foreign languages and in English. Pupils having been taught a year in Esperanto and then a year in French were further ahead in French than pupils with two years' lessons in French. After only a term of weekly Esperanto lessons, it is possible to start a simple post-card correspondence with people in countries where English is not the mother tongue.

2. **ESPERANTO IS A DEMOCRATIC LANGUAGE**. Few people ever take divisive examinations in Esperanto. It is ten times quicker to learn than any national language, so people who are not clever or do not have much time can still learn it. Using Esperanto, you can make contact at grass roots level with people who would find English very difficult. There are thousands of Esperantists in South America, Eastern Europe, China and many other countries. You do not have to rely on paid journalists for a first-hand account of what is happening in these countries. Esperanto is being used as a bridge language in Europe to ease the constant translation problems that occur when ten linguistic groups try to cooperate.

3. **ESPERANTO IS A MOVEMENT OF YOUNG PEOPLE**. You would not get this impression from the average English Esperanto Group, but there is an active youth section in Britain, and in some other countries most active Esperantists are aged between 20 and 30. Apart from correspondence and taking magazines in Esperanto, one can go for holidays with other Esperantists and travel abroad visiting Esperanto-speaking families, or even learn to be a radio amateur and contact Esperantists world-wide that way. In this and other ways, Esperanto helps to foster awareness of being in a world family.

4. **ESPERANTO LEADS TO EQUALITY BETWEEN PEOPLE OF DIFFERENT LANGUAGE GROUPS**, instead of the linguistic imperialism which prevails at present. Why should English speakers impose their ridiculous spelling system on the rest of the world? Answer : so that we can sell our products and political ideas to them more easily. Esperanto offers a second language which most people with an interest in international affairs can learn easily, but which does in no way diminish the importance of one's national language, whether this language be an official or a minority language.

The average adult could learn Esperanto in a year of weekly evening classes. A child could learn it in a year or two, and then go on to make Esperanto a main foreign language, or go on with confidence to study a national language.

If you should be interested in learning Esperanto with your children, contact the British Esperanto Headquarters at 140 Holland Park Road, London W1 4UF, Tel. 01-727-7821. They will tell you what is currently available by way of free correspondence courses, writing or oral based text books, records, cassettes, songs and poems, children's books, magazines, riddles and puzzles; meetings, holidays, penfriends and address lists for holidays abroad. Alternatively, you can open your home to visiting Esperantists from other countries.

ESPERANTO

JEFF & ANN TUCKER

A free ten lesson course, requiring only two stamps (one to send in your completed lesson for marking and a S.A.E. for its return and the next lesson). Lesson One should be available at your public library - if not, hassle them to get it in. It will be worth it.

I learned three languages myself at school and have always encouraged Daniel, helped by various French and Italian friends. We both started Esperanto a few weeks ago and have found it very easy and, of course, suitable for home schooling. Our success has been tremendous. And it's a good base for extending our English and foreign vocabularies.

eg. POMO - la pomme - apple
PATRO - pater - {paternal father
 {patriotic
AKVO - {aqueous water
 {aquatic
DORMAS - {dormitory sleeps
 {dormer window

Give it a try - you have nothing to lose and a great deal to gain.

I would like an Esperanto pen-friend. I am not very good yet but my Mum and Dad and I are learning together. I like computers, Maths and BMX-ing. I am eight years old and I don't go to school.

Dictated by DANIEL TUCKER - of 3 Rosemary Cottages, Main Road, Boreham, Chelmsford, Essex CM3 3JG - as he was making a pizza.

BOOK REVIEWS

CAROLINE GRANT

The books reviewed here all come from ARNOLD-WHEATON, who publish a good range of language textbooks, readers etc., particularly for French. For further titles see their Modern Languages catalogue. Their head office is c/o E. J. Arnold & Son Ltd., Parkside Lane, Leeds LS11 5TD.

I apologize for the 'condensed' nature of some of the following, but space is getting short!

NAPOLÉON : P. J. Arthur & M. Fisher; illus. Liz Mackenzie
set of 12 readers (each 8 - 12pp) £7.20 set; 60p each

Short and innocent tales of the life and adventures of the cat Napoléon. Language very basic. Suitable for all beginners and especially for young children. Easy to achieve the success of being able to read a whole book by yourself! Black and white illustrations which illuminate the meaning of the text very clearly.

LES MACHINS : P. J. Arthur & M. Fisher; illus. Marc Lillo
set of 6 readers (each 24 pp) £3.90 set; 65p each

For beginners. Simple but original stories with a nice 'twist' at the end, eg. one entitled 'La Tour Eiffel' is about the Eiffel Tower in the form of a big, strong, beautiful, brave and famous lady who takes on all comers and sends them to a sticky end, until we reach the punch-line : 'Et vous? Comment êtes-vous? ...grand? ...fort? ..beau? ...courageux? ...célèbre? Vous êtes sûr? Alors, montez me voir!' Would appeal to older readers than the Napoléon set. Super illustrations which struck me as something resembling a cross between art nouveau and cartoon...

L'INSPECTEUR BLEU DE BRESSE : D. Hay
set of 6 readers (each approx. 24pp) £4.50 set; 75p each

Amusing detective stories where you, the reader, have to try and arrest the criminals before your opponent, Inspector Bleu de Bresse, gets there first. At the end of each page of text you are asked a question - 'Qu'est-ce que vous faites?' - and given a choice of two answers. You then turn to the page indicated by your choice of answer and carry on from there, and so on until you either win or lose. Aimed at 3rd or 4th year learners. Could be used to provide added interest and motivation for children who are learning French at school.

ENQUÊTES Schools Council Publication 1975
large format 96pp £3.15

Four sections covering the topics of Third World problems, accidents, housing and issues in contemporary French education, each discussed in some detail with the main questions brought out well. Primarily a reader, but could lead on to discussion, debates or individual project work. Also a useful source of topic vocabulary and the sort of phrases used in discussion type essays. Text well illustrated with photos, press-cuttings, cartoons, diagrams, etc. Intended for 'O' and 'A' level students, but could also be used as part of a (personal?) refresher course. Stimulating and absorbing. It was nice to find each topic treated in such detail.

IMPRIMÉ EN FRANCE : Derek Utley & Dave Moores
largish format 40pp £1.60

Useful selection of cuttings from French newspapers, magazines, advertising brochures, leaflets etc. with comprehension questions in English. Emphasis on understanding general gist rather than every word, but also guides student to search out details. The language as it is really used! Excellent preparation for visiting France - also as a reminder if your French is rusty. Useful source of idioms. Material attractively laid out. Suitable for students with 2 or 3 years experience in the language - less if you learn quickly, of course.

WORDS UNITED Schools Council Publication 1973
large format 76pp £2.25

Basic grammar book for practice in putting words together. Three main sections devoted to nouns, adjectives and adverbs. Designed as reference book and source of exercises and intended to be used mainly for individual work - has simple exercises and puzzles with the answers provided. Slow and systematic presentation, with the grammatical terminology clearly explained in English and a summary after each subsection. Most of the space is taken up by pictures (with captions/exercises appended) making this a good book for anyone who is discouraged by the dry text-only presentation of most grammar books. This one is fun! Similar books cover verbs, tenses, pronouns, possessive adjectives and negatives.

DEUTSCH AKTUELL Books 1 - 3

Complete course from beginners to 16 (i.e. 'O' level standard), by 3 Swedish authors, adapted for the English user. Aimed particularly at individuals, 6th formers and small groups, therefore suitable for EOers looking for a relatively formal course - does not rely on being supplemented by cassettes, slides, language lab work, as do many modern language courses. Carefully structured approach, but very flexible. Exercises can be done orally or written. Could also be used as reference book for parents teaching younger children (especially in the early stages). Much of the material could be adapted for role-play or games. Works with situations that are as true to life as possible, and avoids bland and patronising tone of some other courses. Concentration on grammar is kept to a minimum, the emphasis being on spoken language and the reader's involvement, but with a summary at the end of each book of the grammar introduced in each unit. The spacing of the material is most generous, which I think makes it look easy. Plenty of photos, diagrams etc., and a good variety of material, particularly towards the later stages, with press cuttings, poems etc. Also plenty of information about German people and places.

Dear Editor,

may I introduce myself. I am the mother of Claudia Racher and very interested in E.O. I am enclosing copies of my EO diary which may be of interest to your readers. Please let me know if you need any further information. Yours sincerely
Nelly Eichner, Ashurst Wood House, Ashurst Wood, E. Grinstead, Sussex.
ED: A fascinating diary: short extract through lack of space)
14.9.82 German Bingo at our cottage. Aviva (nearly 12) was the caller. All children now understand the numbers up to 100 but find it hard to say them in German.

Aliza(3) was asked: "What did you learn today?" She answered: "DREISSIG" 30. So some of it did stick. Up to now lessons are fun and keenly looked forward to. Yaroni(10) comes and asks: "Where is our game?" (In German). Tamy(4) was tired, so I said: "Enough, it's thumb-sucking time" Tamy went home and told mummy: "It's dumb fucking time". I thoroughly enjoy the teaching experiment.
1983. Peter and Claudia (the parents)'s home situation changed at this stage. Instead of working at home, they undertook to run an office. Thus the children had to go to school, which they did very reluctantly. Aviva had to be put into a class one year ahead of her age. She was too good for the class of 13 year olds. She is now among the top pupils in a class of 14 year olds. Yaroni is holding his own in his class. Neither of them wish to continue languages at school: "It's too d... boring." One year of home education seems to have worked wonders.

Written by grannie, Nelly Eichner, 1/12/84

Dear Friends,

I love maths, and while I accept that this love is not shared by everyone, I think it's unfortunate that maths should be so widely misunderstood.

Maths is a language. It differs from 'natural' languages in being totally precise and unambiguous. Maths allows every link in a chain of reasoning to be made and tested independently of every other link. This allows much longer deductions to be made than can be sustained in ordinary speech.

This power of maths rests on its precision, and that precision is bought at a price. Part of the price is abstraction- we must accept the isolation of each statement. Another part is that we must learn to think and express ourselves precisely. We must learn the vocabulary and the grammar of maths, we must become fluent in the language.

This letter was prompted by Jill Gillings remark that 'once the subjects are described in "normal" English they become common sense'. Much the same can be said of Chinese- it's easy as long as you do it in English!

Of course, Jill was discussing five-year-olds, and at that age there is a lot of pre-maths to do. Even so, the formal language must not be dismissed as "teaching jargon", it is what maths is all about.

In the Middle Ages, there was a simple distinction between those who understood and controlled affairs, and those who just had to do what they were told- the former could read and write, the latter could not. Today, and increasingly, there is a similar demarcation, but the new criterion is MATHEMATICAL fluency.

If we restrict our children by design or by default, to simple numeracy based on everyday experience, we will be depriving them of control of their own lives.

Dick Salisbury, Berthlwyd, Tynyngogl, Anglesey. 23

Dear EO,

I would like a pen friend. My name is Anna-Lisa Cox. I am 13. I live in Michigan, near Lake Michigan, with my Mom and Dad and brother(11) and sister (9). We live in the country, and have been home-schooled all our lives.

I am interested in music. I like to compose. I also like to read and do creative dance. In July of this year my family and I will be coming to England to live in Cambridge for a year.

Thank you for your help. Yours sincerely
Anna-Lisa Cox, 6241 138th Ave., Holland MI 49423

Dear Whoever,

my name is Sam Stephenson. I am 11 years old. I live in a smallholding. I am not out of school yet but I will be when I am supposed to go to secondary school in the summer. I enjoy reading and playing with my lego. I also enjoy being out of doors. Please write to me and be my pen friend.

Sam Stephenson 1 College Rd., Barrow-on-Humber, S.Humberside.

Dear Editor,

can any EDer tell me if there are any educational advantages to be gained by informing the LEA of a child learning at home? Our daughter is 5 this year and has been receiving a more than adequate education since birth. This will of course continue after age 5. We do not feel in any way obliged to contact the authorities, neither do we live in fear of discovery since we feel more than capable of dealing with bureaucrats.

However, if there can be any advantage to our children through informing the L.E.A. i.e. use of their resources, materials, books etc. then we would consider it. If, however, there is no advantage, as we suspect, then we shall continue as we are; not hiding but simply getting on with it ourselves in our own way.

We would appreciate the views and experiences of other EDer in this matter. Yours with thanks

(ms)Laurie A.Watson, 1 Inverlaw Place, Dundee, Scotland

Dear Kevin,

I have recently taken Martin, my 9 year old son out of school. After 5 years(he is nearly 10) of regulated school hours I am somewhat "at sea". I live near East London (Epping Forest) and would very much appreciate contact from parents who have had children at school and then deregistered, especially if they live near.

Martin is quite happy to be 'home' most of the time but misses friends some of the time. I am sure he would love to hear from any other 'homeschooler'. Thank you. Love.

Rosmarie & Martin Bristow, 35 Habgood Rd., Loughton, Essex O1 508 0948

Dear Friend,

I should be very grateful to have your collaboration in compiling a book for teachers and parents and all those interested in education for peaceful co-operation for young children. I am working with people who are trying out ways in which their children can experience activities that will promote better co-operation and peaceful solutions to their conflicts.

The essential factors seem to be a good self-concept, good communication and an understanding of other people. In order to have empathy for other people it is necessary to have understanding of oneself and a positive self-image and in any dealings with other people good communication is the key-note of understanding, of co-operation and especially of peaceful conflict-solving.

I am concentrating on children between the ages of 3 and 11, but as all development is a continuum, much will apply to all ages. It has often been assumed that children under 8 are basically ego-centric and can only view things from their own standpoint. This does not mean that they are basically egoistic, nor that they cannot be helped to communicate, with a growing understanding of what the other person is feeling.

It is this help, by means of activities-games, puppets, role-play, stories- that I would like to explore with you. If you would like to participate in this venture, please let me know. I will send you ideas on strategies, communication and cooperative games, conflict-solving ideas and literature. I would be delighted to share ideas with you and to enter a correspondence or telephone conversation where practical. I should be most grateful if you could contribute original ideas and also give me feedback on how the various activities worked, with details of the children's reactions, as it is only by direct contact that these ideas have any reality.

I look forward to hearing from you With all good wishes
Mildred Masheder , 13 Well Walk, Hampstead, London N.W.3 01 435 2182



REALITY

I'm not writing this letter about how marvelous our kids are, or the infallible methods (ha ha..what methods) of teaching we use, but about how we are an ordinary family that is attempting to do what we feel is right for us.

Very often our days start off on the wrong tack with everyone grumpy, Pete trying to get ready for work, me trying to get Trudie (just 9) and Kerry (6) to get dressed. (o.k. it may not bother some of you if your children stay in pyjamas all day but it bothers me with mine.) Some mornings we have children that I look after for an hour before school and at 10 to 9 there is a mass exodus, Pete to work and kids to school. "Right" I think "to work". No, Trudie and Kerry disagree. "Yes perhaps they will do something...er...but not just now. Maybe tomorrow". Trudie's motto is why do something today if it can be put off until tomorrow. Kerry is too interested in persecuting the cat to do anything else, cat looks positively hangdog and wishes Kerry wasn't homeschooled and that she went to Borstal full time. (Do girls go to Borstal? They may have to rethink for Kerry if they don't.) While I try to make the cats life easier Trudie disappears. Trudie's other motto: out of sight, out of mind. Start to look for her and trip over other cat. Realise the cats need feeding, do that, now Kerry disappears. Bally kids and cats. Sit down and have a cup of tea and wonder where I went wrong, pick up book to read, instantly both children reappear, both with equally demanding requests. "Mum, help me to do this". 'Mum, could we do this experiment?' Put book down, look at Trudie's experiment and realise we haven't all the equipment that is needed, explain this, say next time we are at the shops we will buy the things, why not make a list of what we need. Groans from eldest daughter at mention of writing followed by extra quick disappearing act. Then realise Kerry wants help to convert the cat to a dog. NO! I refuse to put a lead on Tintalle. Poor cat. Kerry moans and groans so I read her a story and give the cat a chance to escape. Now I am trapped, she is like the old man of the sea when it comes to being read stories. I suggest she reads to me, am given a look Queen Victoria would have been proud of, definitely Kerry is not amused. Trudie reappears, tea break time, morning carries on in a similar vein, suddenly it is lunchtime, quick panic over what to eat. Pete comes in for lunch and if we are lucky we have our main meal....I'm still wondering where I go wrong...And no, I am not asking for anyone out there to tell me.

On the other hand we do have good days, some by design and some by accident. Both the girls are growing mentally and physically and I love to see it, most of the time we are quite happy but sometimes serious doubts creep in. Over Christmas we had several people criticise what we are doing to our children and I felt very troubled for a few days. Maybe I am doing the wrong thing, would they be happier at school, maybe I should look into the possibility of part time school. Why is life so complicated?

The only way I've found to get out of this is to do something. This time contact with other families, thank goodness for the contact list. Other times we have visited somewhere special or for a field trip. This time we spent a day with Angela Naidu and her children working on Ancient Egypt. The next day we drove up to Huntingdon and visited Betty and Dave Ball and the boys and had an enjoyable day working on absolutely nothing.

Most criticisms I receive I never hear so I don't worry about it, a lot of our friends are teachers, most of them keep their views to themselves. The ones that have criticised most have, strangely enough, been the most helpful. I know they disagree with what we are doing, it is against what they believe, but they often tell me of books, schemes, places to visit or of anything that they think will help.

In spite of the first part of this letter I do require the girls to do some reading, writing and some form of maths most days. Some days are quite formal, others far from it. I get absolutely fed up with them sometimes, wonder what it is like to complete something without some form of interruption, come to that even to go to the loo in peace, and much as I love them both the thought of a whole day without them occasionally is bliss. By the same token they get fed up with me and each other and squabble and fight about most things, maybe it is because they see so much of each other or perhaps its just because they have such different characters. The childminding afterschool helps break it up a lot and I feel we have a slightly extended family in the village of children I have looked after in the past or am looking after now. I wish more children were homeschooled purely because it would make my life easier. I also know the vast majority of parents are happy for their children to go to school and that school suits the majority of children. Sometimes I wish it suited ours, I am not a dedicated homeschooler nor am I totally for school. I just feel what we are doing and how we are doing it is, despite our off days, right for us.

Veronica Gibbs 21 Peartree Lane, Danbury, Essex

Dear Editor,

my husband and I are home-schooling our 4 children-Paul (10) Louise(7) Ruth(5) and Ben (3). The eldest three were successfully de-registered in November last year.

As anticipated we are going through a 'recovery' period with Paul and Louise and they don't seem to want to do any work (in any sense that our LEA adviser would be likely to accept as work). That is fine with me but I am a little worried that our LEA man will not find this situation acceptable.

On reading through the 'Early Years' booklet on P.5 I wholeheartedly agree with the quote from Ken Byron: "The child may, for example, go for months without wanting to write, because writing at school was monotonous, enforced, and a joyless business. There is only one course to follow in such a case- allow them not to write." This advice I am quite prepared to follow. I also took the advice

"You might need at first, to have a definite routine or timetable, adhered to quite rigidly, so that the child feels secure." This sounded wise so when I was asked for a timetable as well as 'Aims and objectives' I was quite happy to comply.

The trouble is that already I feel the need to leave behind this timetable and 'operate in a more natural and easy-going way' but feel trapped because it was because of the timetable and the fact that our LEA man was satisfied with my Aims and Objectives (& the means of achieving them) that I was given the official 'go ahead'.

I feel now that I have 'dug my own grave' so to speak. Can anyone offer any suggestions? I honestly thought that if I gave them what they wanted they'd go away and let us get on with our lives but he's been four times already and is due again after half term.

I could do with some support here so please write- anyone who has a cheery word. Love

Terry Thomas, 21 Cleveland Drive, Lambton, Washington, Tyne & Wear.

P.S. Is there any chance of a newsletter every month

Editor: Only if you edit it & get some funds to pay for it!

Dear Editor,

In September 1984 this school hosted an Ecology Party Conference, and EO was represented. I joined the EO movement, partly to exchange ideas, partly out of sympathy for it and partly to offer this school as a venue for meetings. I was rather surprised to read a note written on the slip that accompanied that wondered why I was interested! It is most odd, as we in the independent sector not only function under the same law as EO but in that we have much smaller classes and far fewer yards of red tape, so ought to have much in common. Why do schoolteachers join? Is it the philosophy? Is it the idea of keeping in touch with something

that although legal is rather deliciously anarchic? We have all read our Illich, Reich and so on- but is the reality in the good classroom of only a few pupils much different? What, in the days of great unemployment, is the future of the home educated child who has few conventional educational reference points? It was not only Marx but other (far more classical) authors who said that if a man(sic) does not work he should not eat. Don't get me wrong: I know that many EO kids do very well in public exams, and that many conventionally-educated kids "fail"- or, rather, are failed by the system. Please do not send me any 'Disgusted, Chelmsford' letters on failing to read this closely! I am not trying to knock my freedom to do what I may under the law, as you are doing. But there is an interesting point. If it was made illegal to educate children at schools (or at home) other than those provided by the state- (a) the committed parents would make a much bigger stink

in the schools, either because they were used to being able to buy better standards or conditions or whatever or EO, and (b) it would be a state monopoly and you would be able to sue schools, for not doing their jobs, for the responsibility to cause your children to receive education suitable to age, ability and aptitude (Education Act) would be removed, and via your rates you would be paying (as now), and so be able to sue for breach of contract! This is of course why the teachers' unions would never countenance the abolition of your right (and incidentally MY right) to educate children out of the Government Schools- it would expose them to the same laws as govern doctors, lawyers and other professionals. Yet they claim professional status whilst in a protected position. Odd. So do I.

The upshot of this is that I would be interested in hearing from other teachers in EO: practising, resting, private, home or public, to set up (perhaps) a working group to help resource EO to some extent. If one exists... contact me. If not... how about it?

Frederick Rapsey, Hillcroft School, Finborough Rd., Stowmarket, Suffolk. Stowmarket (0449) 612991. Home 612102.

As new EO members, with boys Nathan 4 and Jay 2½ we would like to meet other Hampshire members. We thought a nice idea would be an open house on a May Sunday-12th, to leave the bank holiday free. Contributions towards lunch would be welcome, arrival anytime after 10.30 a.m. Please let us know if you are coming: S. Rawlings, 23 Alexandra Rd, Shirley, Southampton, SO1 5DH Tel S.hampton 332974

INSPECTOR: "He's a year behind a bright 7-year old"

MOTHER: "Well, he's only six."

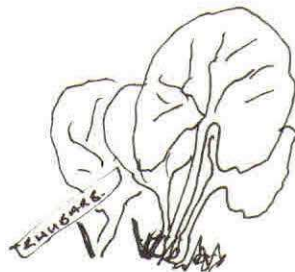
(From a reported phone conversation: Anne & Rob Wade, W. London.)

GROWING WITHOUT SCHOOLING

We have recently received and sent out the last issue of GWS for 1984. Due to the continuing currency problems the cost has to be increased again for 1985, to £7-50 for EO members and £10 for others.

There was a fairley low uptake of the '84 issues so it was decided at the Holland Park meeting to reduce the subscription number substantially. I have ordered 25 sets instead of the 100 sets of the last two years. There were only 42 sets taken up of the last years issues, and several people have said they wouldn't re-order if the price increased again i feel that 25 sets for '85 is a reasonable, low risk number. SO, if you do want to subscribe, please let us know soon. Cheques, made out to Education Otherwise, to Bruce and Christine Wallace, 25 Diabaig Achnasheen, Ross-shire, IV22 2HE.

guide to SKOOLjargon



COMMUNICATION:Archaic form of yoga, etc. Speech directed at any person other than the guru is punished.

PLAYGROUND:Place set apart for the immensely valuable experience of being beaten up for being small, wearing glasses, talking funny etc.

HOLIDAY:Period during which teachers are paid while their pupils educate themselves.

BOREDOM:Condition engendered in 'clients of State Schools' by the failure of teachers to set them work. A symptom of dependence.

Happens during the holidays(q.v.) because the pupils do not know how to educate themselves.

SCHOOL SONG:"Good Schools" have one of these in imitation of, etc.

SCHOOL LEAVING AGE:16 if your parents are honest.Any age if they aren't.

EDUCATIONAL WELFARE OFFICER:Minion sent to intimidate honest parents and collect the latest excuses from the dishonest ones.

SCHOOL REPORT:Unpublished prose:work in the minimalist tradition

FAIR:I don't know this child.

AVERAGE:He makes the usual mistakes.

WEAK:He has invented some mistakes.

VERY WEAK:I think he's trying to create a new subject.

PLAYTIME:Brief period of violent activity designed to give early practice in the management of indigestion.

SOCIAL TRAINING:Archaic form of yoga involving silent, immobile contemplation of the middle distance.

Chris Shute.7, Ribble Court, Garrard Gardens,Sutton Coldfield

FOLLOW ON FROM EARTHQUAKE (Feb): Workcamps 1985: Local contact in England is: Jacqui Best, 093 589541, Somerset (address in contact List); from E. Addey, Pratale, Vallingegno, Scritto, Gubbrio, Pg Italy

EO COMPETITION

Many people have asked to buy EO notepaper as a way of giving us funds/publicizing us etc. We cannot sell the official paper for general use. We do need an alternative paper for sale. The competition is for a design, incorporating "School is not compulsory" or some other statement suitable for EO, to be used for notepaper and postcards.

Closing date: April 29th. All ages can enter.
Please enclose suitable sae if you want entries returned.
Please send to: Jean Louis, 21 Devonshire Rd Liverpool L8 3TX

We live in a quiet, pretty and sheltered valley one mile off the main road Exeter to Tiverton, Exeter being 10 miles away, Tiverton 5. The house is large with a self contained two bed roomed flat. There is a large walled garden. We run a small trout farm, cedar orchard and Jacob sheep. We have a farm shop and also supply trout to the restaurants and hotels round about.

We are looking for an energetic couple who would give us part time help in exchange for accommodation. The opportunity exists for an organic market garden with a farm shop outlet. We are considering E.O. for our seven year old daughter in September 1985.
Joanna Prentis, Burnhayes, Silverton, Devon, EX5 4BU, 088 45 282

I have just joined EO via Kate Freeman, the Wilts coordinator. Couple, 30s, 2 pre-school children, looking for one or two families interested in splitting, not sharing, large house, outbuildings, for organic smallholding, education at home, crafts etc, positively no computers.
Emma Osbach, Colerne Down, Thickwood, Colerne, Wilts, 0225 743438

KIDS RULE O.K.

We are 3 kids out of school who are producing a magazine by kids for kids. Contributions wanted- stories, dreams, poetry, letters, cartoon strips, drawings, jokes, strange facts, record breakers, recipes and small ads.-- swops, penpals contacts etc. Anything you'd like to send will be welcomed age 0 to 16. Contributions please on A4 paper in black or dark coloured ink, with return address & phone no. to Kids Rule OK, 12 Palace Rd Crouch End London N.8

SMALL ADS

HOLIDAYS

To let-
6 berth comfortable well equipped caravan,
Beautiful and secluded surroundings close to the sea and EO family,
25m south of Oban, in village of Adfern.
Contact: Val and Phil Springthorpe, Ardlarach, Adfern, Argyll.
Tel: Barbreck (085 25) 614

SMALL ADS: 10p per word. Please submit by 24th APRIL to
Advertising secretary.

NEWS FROM SOMEWHERE ELSE

Rainbow Field Village, late of Molesworth Airbase, is alive and well and living on Desborough Airfield, Near Corby. If you would like to visit, help in some way or join the village (they have 20 or so children out of school) contact Richard Oldfield, 4, Bridge House, St Ives, Cambs. 0480 63054.

This is also the contact number for the Green Collective, who apart from their many other activities will be gathering in a wood, 1-7 May. Cartwheel members and others are invited to discuss a village based on sharing, working towards non-violence in relationships, and freeing ourselves of stereotyped roles. Also plenty of good tunes. 20th May: Creative Networking at St James Church, Piccadilly, 6.30, the London venue for the 1985 festival (June 3-July 12) with the theme WOMAN: networking events for and about children, with lectures, performances, films, music, live 'Any Questions' from the Church. Thanks to Anne & Rob Wade & Linda Bailey for London meeting Green Poppy, 21 Spencer St., New Bradwell, Milton Keynes, Bucks.

science for 7-11 year olds: proposal for a group purchase

Cambridge University Press has a really beautiful new science course called 'Exploring' for 7-11 year olds. It consists of a set of cards, at 4 levels of understanding, covering 12 themes. Each card, amusingly illustrated and very clear, explains a simple experiment, which looks great fun. I can imagine our 8 year old using them as a source of good ideas for things to do when imagination fails!

The experiments look to me easy for the child to do alone but could be used for half an hour's instructive enjoyment with an adult or a friend. The equipment called for by the cards is ordinary household stuff.

BUT- this is a school-sized pack! The whole course (4 units with teachers handbooks) costs £95, and each item is repeated 6 times- for classroom numbers. If the purchase were divided between 6 of us E.O. families, so that we each had one complete set, it would only cost £16 for what (in theory!) covers 4 years basic learning. Are there 5 other groups interested? Anyone who is can write me and I'll send them a photocopy of the 3 pages from the C.U.P. catalogue which shows sample cards (please send an international reply coupon) to: Etari Addey, Pratale, Vallingegno, Scritto, Gubbio (Pg) Italy.

ED: How about similar ideas from other readers/users?

Dear Editor,

I would be interested to hear from anyone in the S.E. who would be interested in joining in a programme of activities for children out of school. A 6 monthly calendar of events which anyone could go to if they felt like it. For instance I would be happy to have a fortnightly arts and crafts session, and a million other things!

We could send a 'calendar' round, and each person could fill in what they wanted/could offer- then recirculate the whole list.

I suggest this because my son is 13½ and I am getting increasingly worried about the time when all his friends are occupied with school all day and have no energy for visiting outside school hours. At the moment he sees other children most days and is very gregarious. Once his friends go to school he will be left

with only younger children to socialise with, and he gets on best with children about a year older than himself. This probable lack of social life is making me seriously consider sending him to school, and is the major reason that I would like a programme of activities to join in with. I hope there are other people with similar ideas. I look forward to hearing from you all!

Sue Petszart: The Old Squash Court, Bayham Abbey, Lamberhurst, Kent

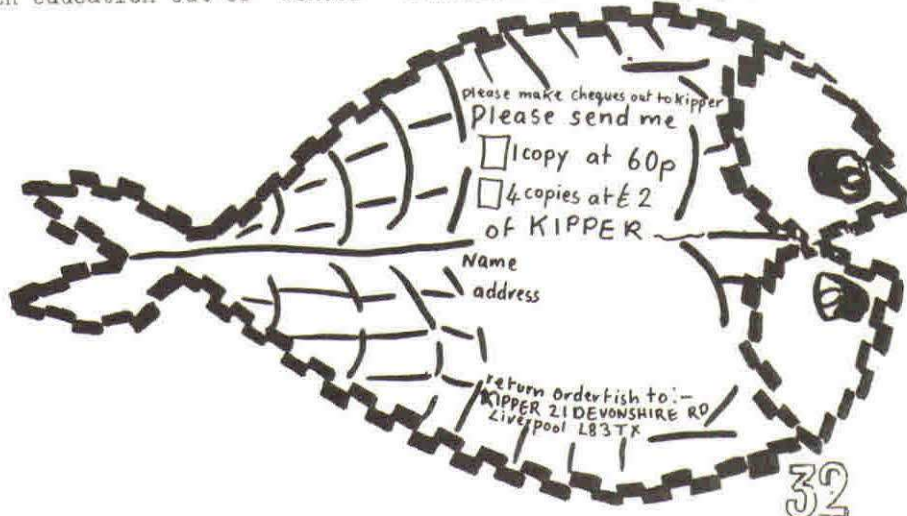
EDITOR FOR THE NEXT, JUNE NEWSLETTER IS
ANGELA MONTFORT-BEBB, 106 Talfourd Rd LONDON S15. Deadline May 1st.

VOLUNTEERS WANTED TO EDIT SUPPLEMENTS FOR FUTURE NEWSLETTERS, PLEASE. Suggest your own subjects- not just academic but single parents &EO; self regulation; storytelling; yoga; social sciences; discovering your child's personality(!?) etc; any offers to Jean Shepherd, 9 Cranbourne Gardens, Welwyn Garden City, Herts.

ATTENTION: SEEN EQ IN THE LIBRARY/C.A.B./LOCAL ALTERNATIVE BOOKSHOP/HEALTH FOOD SHOP? Members may like to use these for publicity, or at least try to keep them informed, to help eoers. Posters and introductory literature available from Andy Anderson (address on cover) Have you tried contacting your local paper/radio station to get the ideas viewed and aired and discussed?

Etain Addey has made the point that by the time the newsletter has reached overseas members the deadline for the next issue is already past. This means that if an overseas member has written something up for the newsletter they do not know who to send it to. Where possible, therefore, we will list the editors of the next few newsletters. Otherwise, contributions can be sent to Jean Shepherd, 9 Cranbourne Gardens, Welwyn Garden City, Herts.

FUTURE CONTRIBUTORS: IT WOULD BE NICE IF: We knew something about your 'family'- your age/or your children(s) age, and involvement with education out of 'school'- a mini, relevant biography.



COORDINATORS WANTED FOR:
DORSET HAMPSHIRE JERSEY.
PLEASE CONTACT ANDY ANDERSON

CORRECTION FROM LAST NEWSLETTER

Line 5 of my letter SHOULD HAVE read:

" We decided NOT to inform the LEA of our intention "

Vicki Willow, Pollards Cross Cottage, Church Hill, Hempstead.

NEW COORDINATOR: FOR SHROPSHIRE.

Judith Park, 17 Beaufort Close, Leegomery, Telford, Salop, TF14XU
has taken over from Carole Kipling. New phone no: Telford 54347

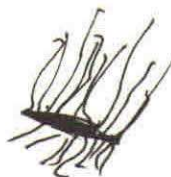
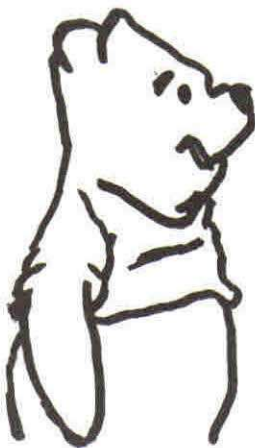
EO OPEN DAY MONDAY APRIL 8th (Easter Monday) at Ed & Ruth's place:
Rhyd-y-Fantwn, Moylegrove, Cardigan, Dyfed, a 15 acre small-
holding in unspoiled natural valley (no dogs please). Bring
food to cook on fire: something for all ages. Commences 10am onwards
Please phone 023 986 227 for directions.
I hope the weather will be kind. Ruth Stobbs

Dear EO,

when I see the book of poems I always look up 3 cheres for
pooh. my Daddy does the saugly writing and I do the other Bits.

Love from

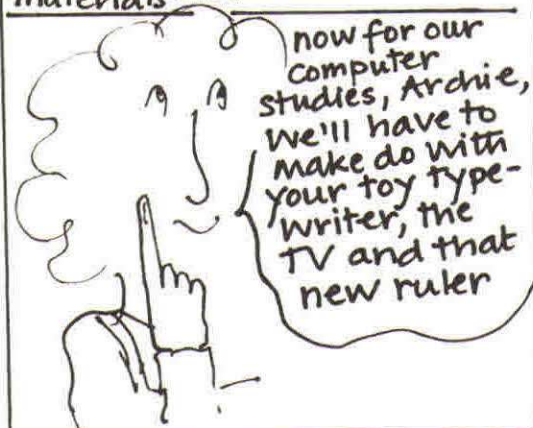
Alice L. Clarke (age 5) (and Jody sends his luv and
a jar of runny hunney to take on a walk)



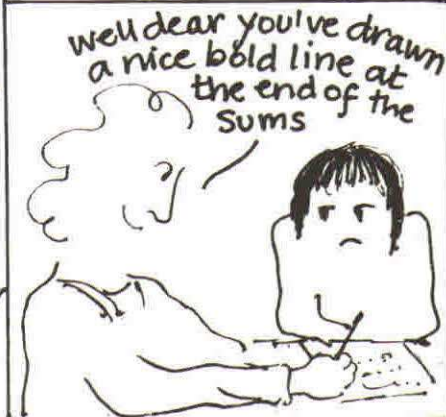
EDUCATING ARCHIE by SEG

Hampshire's recent aide-memoire on pupil discipline has been of great **help** to Mrs G

① "**BE REALISTIC** in the kind of material you teach . . . investigate the availability of materials"



② "**BE POSITIVE**; look for what is right and build on that."



③ "**DO NOT** make the mistake of bargaining in exchange for good behaviour"



④ "**Avoid** getting into a situation where your only comments are negative ones"



A RURAL HOME FOR ALAN

Alan is a tall, well built young man of nearly 16 who is working hard to make sense of his life and feelings. To help him Alan would like parents who live in a nice quiet place & lead a natural life.



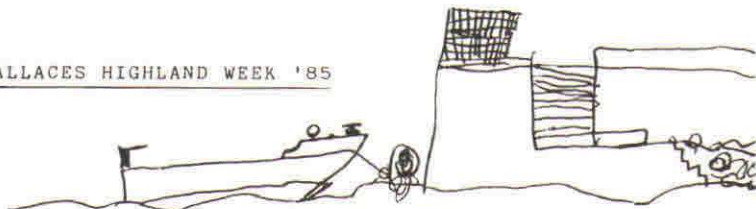
Relationships within Alan's family have always been difficult for him and he came into care in 1981 when these broke down. After 21 months in a therapeutic community and a short period at home, Alan is now living in a short stay residential unit while we look for a new family for him.

Alan needs lots of love and care. He finds it difficult to share adult attention and can be persistent in his demands for this. Ideally Alan would be placed with a couple who have no other children but who have some experience of adolescents. We would like to find a home in a rural area where Alan can feel 'unrestricted' and free to wander and have contact with wildlife. Alan enjoys gardening and would like to work with animals. Distance from London is not a major problem. It is important that Alan is able to visit his family from time to time.

If you think you may be able to help, or would like more information, please contact:

JUDITH FENN OR BILL HILTON, Waltham Forrest Social Services Dept.,
17 Orford Rd., LONDON E.17 Tel: 01 521 4554/3657.

WALLACES HIGHLAND WEEK '85

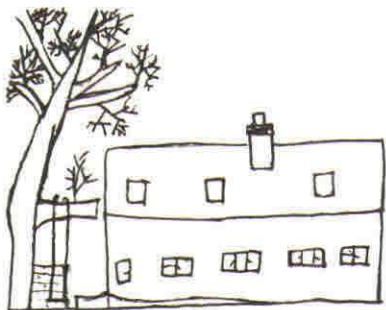


DIABAIG PIER

MAY 18th to 25th.

Tent space, caravan, floor space in the house. All E.O'er's welcome, if you can't come then, come some other time. We've all had a lot of fun the last two years and look forward to seeing old friends and making some new ones.

B, C, K, C, & R Wallace
25 Diabaig (By Torridon)
Achnasheen
Ross-shire
Tel. 044-581-225



25 DIABAIG.

Happy birthday in April & May to those we did not have room for
on the covers; find your name in the word search, up and down,
across or sometimes twice.

MCTELIZABETHKATIMERTZISSE**
AUH*MARINA*C**MACAREED*TV**
RROWENA****H*THOMPSONY*OY**
TRR**SCOOMBE***H*TTITUS*UL**
IIM**HA****E*SBARNABYO*DY**
NEAKHALIO***S**RW**LEONPCN**
LDNCBREWER*W**MOE*O**V**LU***
AE**AX**YAROODSET*ICIARAN**
WC*R*DA****I*NI*LYJS**NTEW**
RAKOE NN****G*KEMPLOVATTI IH*
ER*L**D*RACHEL**HENMLMOSGI*
WV*I**R****T*C**IRAI EOUJAT**
CA*N**A*****O**NMT*SRHOIE*
EL*E***WCATHERINEEHS AWYNLH**
*H*****AA**M*L***ROANO*O*O*
DOUGLASLL**A*E***RNND*O*T*U*
HEIMDALLUJONOTHANT**EED*H*S*
ASANTANAMEP*S*T***I**R*CA*E*
RBJGWRMC*NE*OTJAMES*****HN**
GRERI OAE*NSNRODERI CKMURRAY*
ROFALWY**I*A*E*OLM*POLLYI****
EUFDSEM**FU*VNII**HAWKSWELL
AGRDONU**ED*ENSL*N*****
VHEONAR**R**LEAE*Δ*****
ETYNMORRISONY**S*R*****P****
SO****A*****A*NNATE SHAHANA*
*N****Y*****N*****S*****E****
*****HSWATRIDGE

WE UNDERSTAND SOME
PARENTS ARE TAKING LEAS
TO COURT FOR NOT HAVING
TEACHERS THROUGH STRIKES.
WILL E.W.O.s TAKE
PARENTS TO COURT FOR
NOT PROVIDING EDUCATION
WHEN TEACHERS ARE ON
STRIKE?ASK YOUR M.P.

"Contemporary children
require their tutors
to be generous human
beings willing to
establish creative-and
sometimes healing-
relationships with
their charges."
(Peter Hollins, letter
to Guardian,12/3/85)

PETITION

By

C.R.Shute

Do not invent me. I am real.
Help me reality to feel.

Do not paint me cherub colour,
Neither make a man of me.
Let me test my nature wisdom.
You cannot know what I must be.

Do not invent me. I am real.
Help me reality to feel.

Forgive me for your frightened childhood.
Absolve me from your lonely youth.
Do not avenge your careless nurture;
Give me love and tell me truth.

Do not invent me. I am real.
Help me reality to feel.

You who thrust my being on me
Do not wrench my truth away.
Let it grow, however strangely:
Do not let my love decay.

Do not invent me. I am real.
Help me reality to feel.

MINUTES OF THE CORE GROUP MEETING ON SUNDAY 10TH FEBRUARY 1985
AT HOLLAND PARK Y.H.A. LONDON

Present: Bruce Cox (Chair), Peter Bernays (Minutes), Dick Kitto, Andy Anderson, Peter Jones, Rob Wade, Anne Wade, Sandie Cottie, Caroline Grant, Simon Grant, Bruce Wallace, Jean Shepherd, Alison Mafham, Jean Lovius, Alvena Hillier.

Apologies were received from Joan Hoare, Frances Howard, Anne Moss, John Elenor, Janet Everdell, Angela Montfort-Bebb.

1. Minutes of previous meeting:

These were discussed at the end of the meeting, and approved after several items had been clarified, in particular that in future payments should not be made retrospectively.

2. Co-Opted: Jean Shepherd and Jean Lovius were co-opted onto the Core Group.

3. Reports:

3.1 General Secretary:

John Elenor has resigned from the post of General Secretary. Rob and Anne Wade will define the functions of 'General Secretary' for discussion at the next meeting. They will write a notice to the Newsletter asking for volunteers for Publicity, Public Relations, and anything else. They will look into the procedure for appointing a new secretary.

Minute Secretary: It was agreed that the task of minute secretary would be separated from that of general secretary, although it might remain part of the general secretary's responsibility to appoint and ensure the presence of a minute taker.

Minute Taking: A procedure for minute taking was proposed.

1. Minute writers are asked to think in terms of those who weren't at the meeting, including sufficient information.
2. Decisions should be formulated as an agreed statement and be read back to the group as the meeting proceeds.

3.2 Treasurer:

A full report from the Treasurer, as presented by Alison Mafham to the meeting, appears elsewhere in the Newsletter.

3.3 Enquiries Secretary: (a written report submitted by Janet Everdell)

Enquiries are down 20%, - however, there is always a month to month fluctuation. There has been quite a lot of radio and T.V coverage recently, which has implications for enquiries. Janet would like to see reported in the newsletters more details of what money is being used for.

3.4 Membership Secretary: Bruce Wallace

Membership is currently 1160, this is 20% up on this time last year. December was quiet. 232 have failed to renew, but this final figure will be smaller.

Out of a total of 1500, 500 (one third) school age children are known to be out of school. This is an increase of 5% this January.

3.5 Publications Secretary: Caroline Grant

The Education Otherwise Newsletter printrun is 1600, at a cost of £340, £7.50 a numbered page (side). The addition to the contact list is £60; this would be cheaper if included as part of the Newsletter. The Contact List needs reprinting. 1600 is suggested with a further 300 printed later in the year as necessary.

Caroline is hoping to pass on the majority of the work she has been doing as Publications Secretary. Jean Shepherd has volunteered to gradually take over the work of overseeing the Newsletter production.

Andy Anderson will look into getting the stationery printed locally to him. Andy is to redesign the Handbill, and will present it to the next meeting. Jean Lovius is to put a notice in the Newsletter inviting members to send in designs for use on unofficial stationery (for members and personal use). This will take the form of a competition.

3.6 CoOrdinators Secretary: Andy Anderson

CoOrdinators Guidelines as submitted by Andy were discussed and approved with the following modifications - That number 10 should be modified and a number 11 added, to read as follows :

- 10) It is useful that CoOrdinators will attend Core Group meetings and minimum travelling expenses can be paid. Check in advance with CoOrdinators Secretary.
- 11) Local areas are responsible for choosing their own CoOrdinator. If a vacancy can't be filled the CoOrdinators Secretary will consult with local members to seek volunteers.

It was stressed that it would avoid much confusion if the CoOrdinators Secretary could be notified of co-ordinators resigning.

It was agreed that Andy would produce and circulate copies of the Guidelines.

3.7 Legal Group : Simon Grant

The legal group continues its work of advising and mediating in troublesome cases.

4. Assistance to Local Group :

Sandy Cottee made a request on behalf of the Essex local group to E.O. for assistance in funding a photocopier.

A rolling fund of £500 which local groups could use as a loan for resources, equipment & materials, was discussed.

This fund will be built up as the Treasurer sees fit.

It was proposed that E.O. could make such payments with the agreement that they should be paid back within a maximum of 2 years.

A loan of £25 to act as a float for paper etc. will be made to the Essex Group.

Sandy Cottee will look into leasing experiences of self help groups in similar situations with Peter Bernays.

5. Legal, Family Fund : Recommendations by Dick Kitto

Dick proposed that a scheme should be set up straight away with a separate family fund. Sums may be allocated to the level of £1000. Dick will write a piece appealing for donations as additions to the fund, and this will be included with the next Newsletter.

While we don't anticipate that the fund will be sufficient to cover legal advice and court costs, it will be intended to help with incidental expenses for people on legal aid, and may also be able to help with fines.

The fund should be administered by a small body of trustees. Dick will appeal for people who are known to have a special interest in this area to apply.

6. Outstanding payment to Bruce Cox for work done :

The task of sorting out payment due to Bruce Cox will be handed over to the Steering Committee, with the request that he gets paid within the legally possible time limit.

7. Copies of Things :

7.1 School Is Not Compulsory :

CoOrdinators will automatically receive copies of revised S.I.N.C. Anyone who applies will receive a copy free.

7.2 Constitution :

Copies of the Constitution will be sent to the officers of the Core Group.

7.3 E.O. Descriptive Outline :

A descriptive paper outlining 'Education Otherwise', what it is, how it works now, and who does what, will be written by Bruce Cox, and will be included in the Newsletter.

7.4 'Growing without Schooling' subscription :

Bruce Wallace will order 30 copies regularly of John Holt's magazine, 'Growing without Schooling', from USA. Subscriptions are available from Bruce at £8 a year. This is to be advertised in the Newsletter. Sample back copies will be offered on the back of membership forms.

8. Venues and Arrangements for Future Meetings :

Autumn meeting will be the AGM at Wick Court, Bristol, on October Friday 11th. It was decided that this meeting will be unsubsidised. Ideas for good cheap places to hold weekends are called for.

Subsidised travel, accommodation & children was discussed, and thought to be appropriate for gatherings with other purposes.

The suggestion was made that a Children's Gathering could be held at Unstone Grange in midsummer next year.

9. Active Dialogue with the Authorities - HMI DES :

It was suggested that E.O. could benefit from a more outgoing approach towards the Education Authorities.

Bruce Cox will explore the possibility of inviting an interested HMI to come and talk with us.

10. TV Open Door Programme :

It was proposed that Arne Lovius might get together material and ideas for a BBC TV Open Door programme.

11. E.O. Computer Facilities :

Bruce Cox will talk to Bob Emmett, who is providing E.O. computing facilities.

It was decided to provide funds to buy immediately, a replacement printer. Anything else urgently needing replacement will be met. Bruce will talk with Bob about future extension of the system, including, if possible, wordprocessing capability.

A gross cost of £1600 is expected.

12. Apology from Research Committee :

The Research Committee has been bogged down, and has been held up in its report.

13. Thanks :

13.1 Advertising in Newsletter :

The decision was to continue with the advertising policy we have at present, for the Newsletter.
Thanks to Jean for her work in CoOrdinating this area.

13.2 Acknowledgement to Leila Berg for Books Contribution :

Andy Anderson will write to Leila Berg thanking her on behalf of Education Otherwise for her books donation.

13.3 Acknowledgement of John Elenor's Work as General Secretary :

Dick Kitto agreed to write an acknowledgement of John Elenor's work as secretary for the Newsletter.

13.4 This Weekend Thanks :

Finally the Group thanked Lynda Bailey for organising the children's activities, and everyone else who joined in, the Youth Hostel for accommodating the weekend, and Rob and Anne Wade for their part in its organisation.

eo is affiliated to: National Out of School Alliance
Future Studies Centre
N.C.C.L.

Membership Secretaries

Bruce & Christine Wallace, 25 Diabaig, Achnasheen, Ross-shire IV22 2HE
Tel. 044 581 225

Enquiries Secretary

Janet Everdell, 25 Common Lane, Hemingford Abbots, Cambs. PE18 9AN
Tel. 0480 63130 (not after 9.30pm)

Co-ordinators Secretary

Andy Anderson, 95 Derrington Avenue, Crewe, Cheshire CW2 7JA
Tel. 0270 664060

Advertising Secretary

Jean Shepherd, 9 Cranbourne Gardens, Welwyn Garden City, Herts.

Treasurer

Alison Mafham, 3 Park Road West, Curzon Park, Chester

Assistant Treasurer (renewals)

Bob Emmett, 8 Queensway, Liddell Park, Llandudno, Gwynedd LL30 1YJ

Reviews Editor

Helen Holland, Inholm Farm, Plumpton Green, Nr. Lewes, Sussex

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 WISH TO SUPPORT THE FREEDOM OF FAMILIES TO TAKE PROPER RESPONSIBILITY FOR THE EDUCATION OF THEIR CHILDREN.

Our principal aims are as follows:

To encourage the provision of alternative learning situations outside the school system.

To re-affirm that parents have the primary responsibility for their childrens 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" by 4" s.a.e., please to
25 Common Lane, Hemingford Abbots, Cambs. PE18 9AN.

HARRIETFLEURIOT**MARYROBERTONSHOPPER*Z*THOMASKSPEED
AFU**L*LUKER***HELENFERRIEROSOMONDCROOKER*ALISONMR
RIBSMITH**HOLLINSSARAHMCMANONPETERLILBENJAMINDRAKEOU
RON**Z**HUWSMITHABIGAILPTSHERCOOKAELFARRANT**KATYST
INFRANCESWEBB**ONLDYLANSKELTON*EAKWYSTURGES**P**SH
EAT**B**A*NDAVYFANETLCOOKJULIEVMEIKMARTINEZLATNEZ
TJAMIEBRINDLERD*ATC**CHRISTOPHEREYSE***DANTELRGWG
CANNAT**HN***NA*NOK**E*PAULHALTER**MOULDING*L*KLII
RML*BHCJOANNEAVFCMW**RUTH***EDWARDEILDARTIVEALLL
OEE*AWOESG***BIUHEE BROWN*P*STAMZENMOULDING**S*RI LYL
OSY*NEHNKR***YDRAAL**B***H*OMARKLAVINWHAZEL*A*ORIJI
K*B*EBENIEWALTERUDL**EKITTI ANICHOLASARAHCOX*CB*BEAON
E*U*S*BYNE**N*NOAHN**REIDL*BRYTONBILLYGRAYAE*E*MNG
R*N*SMARINAJAMES**I CATHERINEJEFFERSONKHOWLET*P*S*S
LUKEWOODHEADTII F*KX**O***PDRI NKWATER*EWHITEHH*TI****
*REBECCA**A*HCLRGAOCONRADHODGE**ROWANRNINAWEAVER**A
MARSHWOOD*L*AHYITN**CCARLYWRI GHT EDACRE***RLC**HSS
ADGHASTEPPHENNEADLH**PHOEBECHARLESYMARGARET*ILLAURAQH
XAREMDT**XIWLROBERTHO**LEDARRENHANCOCKSILMOMEN**RUL
WMI RIEUMAAALGRER**AP**AW****BURKILLT**DA*ETNJODIE
ECPYSNEA*HNNLERORIMURPHYNI***P**MBILESBAC*RTO**WRY
LLFLHLBLR*ADGLMETTN**RE**CSTEWART*A*SJR*UMA*O*N**IEW
LAINJAIK*NEFEUAHHE**TR**H****UMW*C*ADE*RIU*ODOWDN*A
ERTAARS**NRQTRVYO***SJAMES***LAROWANHS*GEL*M*KEVINL
EKHINLANCA*RSRE*MKIMURRYWATSONNI BHN*NABENEDICTM***K
SRODIAM*H*DTASHARGREAVE SHELL EYGUID****S*Y**MATTYE
UUMYNNIOJDAVEY**SWITTB*****RMHRNROBINSON**CFRANKR
ITAPADGROSIEPAULEVANSKEUANNAHEATNNEI**STRUDWICKO*BO
LHSALMAGNRI CHESAMANTHAL**COOPER*AIWI***E*G**A*P*TR*LW
IETTYIAEIE*BEENJAMIN**TT*****DK*TE*V*SOPHIA*RLAM*AA
VAANSNLNSCDANIELM***HWOODHOUSE*H*PEARNHILLSOYSE*IN
ATPEATM**H**S*LEA**CHRISTOPHER**A**RSP*E*CO*NNHS*K*
NHLWEE*JACKO*LI**FRY***M**KARAN**MHR*N*HN**NAH*Y*
EHHS*WRN*AGDE BAIN**MCCORMACK**ULE**RABRETON
MUTISO*HDMARSHALLWR**D*GEMILY**S*RED**NI*ACLARELG
ICTADI*J**SLI*CS*SARAG*****W*RY*Y*POS*R*AC*MAE
*RLHENYET*O**M**TEZ*ET*HR*VI*MAXINEBALMPORTHRTIK*UNO
IEYETDRWENSRAFFANA*TE*AA*IL**D***EYHALLT**E*NE*CDR
*A*SAREEL*E*Y**B*BTN*F**NEDWARDST*****LH**T*ET*KAG
*K*OMEANE*P*A**LPERRY*Q*****V*TIMOTHY*Y*UPTONT*LNE
*E*NMADSG*H***E*TT****A*PERRYI***A*****STEPHEN**EA*
*S**YCHARLOTTE*S*H*****AWARREND*JENNYSALISBURYAMY*S*
VINCENTMARSHCRATGDERMOTTDALE*HANNAHOLEARYKILBRI DEH*