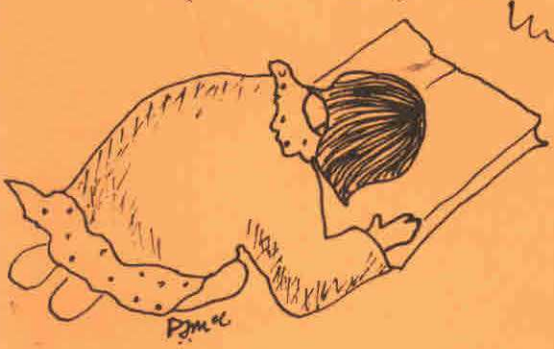


E D U C T I O N
D A I T N

H E R
W I S E



NEWSLETTER
no.41 JUNE '85

Di Hooley

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N E X T E D I T O R:

The next issue (August) is to be edited by:

Joseph & Jillo' Connor,
4 Coombe Gardens,
New Malden,
Surrey KT3 4AA.

Please send contributions by JULY 1st.

My thanks to Penny McConnell for the marvellous illustrations.

education otherwise

Education Otherwise was formed by a small group of parents at the beginning of 1977. It has evolved as a self-help organisation which can offer support, advice and information to families practising or contemplating home-based education as an alternative to schooling. We take our name from the Education Act, which states that parents are responsible for their children's education, "either by regular attendance at school or otherwise".

An increasing number of parents and children want an alternative to school. Our reasons are many and we often differ widely in our views, but as parents we share the desire to take back direct responsibility for the education of our children rather than to delegate it to schools.

We aim both to offer an immediate service for our members and also to establish the freedom of all families to make responsible choices about the sort of education best suited to them.

We enclose further information about the group and what it does, a brief note about the legality of education "otherwise", a formal statement of our aims, a membership form and an order form for our publications.

We do not have any source of funding other than members' subscriptions and donations, and everything we do is dependent upon the work and commitment of volunteer members. The practice of education "otherwise" is steadily spreading and our membership rapidly increasing: the larger our membership, the better our services and resources will be, and the more clearly will our voice be heard. So even if you are not thinking of practising education "otherwise" immediately, we hope that you will join us.

Central address : EDUCATION OTHERWISE, 25 Common Lane,
Hemingford Abbots, Cambs. PE18 9AN.

EDUCATION OTHERWISE is a membership organisation with a membership in Jan. 1983 of about 1,000 families, groups and individuals distributed widely throughout the U.K. and abroad. Membership is open to anyone : as well as those practising education "otherwise", we have many members who simply wish to support us.

We have a network of over 50 voluntary local co-ordinators spread over the country who are usually willing to give personal help to members in their area. They are backed up by people who have specialised experience in various aspects of education "otherwise".

A group of co-ordinators together forms a region which sends a representative to Core Group meetings, our main decision-making meetings, which are held three times a year in different parts of the country. Each Core Group meeting is arranged in conjunction with a more general gathering where members can meet informally. Many other events are held both nationally and locally : in the past these have included workshops for children, residential weekends, conferences/seminars on different aspects of otherwise education, and public meetings. We can recommend speakers if required.

In many areas local groups are active or are forming and this is a development which we encourage and support.

A NOTE ON WHAT WE ARE NOT

We are not a centralised organisation which works on a 'them and us' footing. We are a group which operates on a mutual basis, providing such support, advice and information for each other as we feel able.

We are not committed to any 'correct' system of education, and we do not provide teaching syllabuses and materials. Rather we aim to help people to establish what is best suited to the needs of their own children and their own beliefs.

MEMBERSHIP ENTITLES YOU TO THE FOLLOWING (for current annual subscription rate, see separate membership form enclosed) :

- *SCHOOL IS NOT COMPULSORY : A booklet containing sections on the law relating to education "otherwise", discussion of some of the basic practical issues, and advice about approaching the Local Education Authority (LEA).
- *EARLY YEARS : A booklet containing accounts of members' experiences and suggestions for learning activities, intended primarily for those with children under 12.
- *Our bi-monthly NEWSLETTER : This is a booklet of 40 - 50 pages which acts as a forum for discussion and a noticeboard. Some areas also produce their own local newsheet.
- *A CONTACT LIST : This gives the names and addresses of members throughout the U.K. and abroad, together with the names and birth-dates of their children and, where applicable, an indication of the skills and resources that they can offer to other members. (This is not a complete membership list - some people choose not to have their names circulated.)
- *ADVICE AND INFORMATION EXCHANGE : This covers any aspects of education "otherwise" within the experience of our members. Short initial advice is free to anyone, but detailed long-term advice is usually for members only.

Most of our publications are also on sale to non-members. For prices, see the publications order form on the back of the membership form, or enquire c/o the central address given on the front of this form.

LEGAL ASPECTS OF EDUCATION OTHERWISE

For children in the U.K., education is legally compulsory : schooling is not. Parents are accorded the primary responsibility for their children's education and while they commonly delegate this to schools, they need not do so.

This is clearly established in Sections 36 and 76 of the 1944 Education Act.

Section 36 : It shall be the duty of the parent of every child of compulsory school age to cause him to receive efficient full-time education suitable to his age, ability and aptitude, either by regular attendance at school or otherwise.

Section 76 : In the exercise and performance of all powers and duties conferred and imposed on them by this act the Minister and Local Education Authorities shall have regard to the general principle that, so far as is compatible with the provision of suitable instruction and training, and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents.

The Northern Ireland Act of 1947 contains sections identical to these, while the Scottish Education Act of 1962 contains similar sections (21 and 31).

The above sections uphold the universal rights and responsibilities of parents and children which are enshrined in the following statements :

From the United Nations Declaration of Human Rights, Article 26 :

1. Everyone has the right to education.
2. Education shall be directed to the full development of the human personality.
3. Parents shall have a prior right to choose the kind of education that shall be given to their children.

From the Protocol to the European Convention for the Protection of Human Rights and Fundamental Freedoms, Article 2, March 1952 :

No person shall be denied the right to education. In the exercise of any function which it assumes in relation to education and to teaching, the state shall respect the right of parents to ensure such education and teaching is in conformity with their own religious and philosophical convictions.

While it is the duty of parents to ensure that their children are educated, the Local Education Authorities (LEAs) have the duty, under Section 37(i) of the 1944 Act, to intervene if it "appears" that the parents are failing to fulfil their legal obligations. This intervention takes the form of a notice requiring the parent to satisfy the Authority that the provisions of Section 36 are indeed being met, and this may give rise to disputes about the nature of education and about such terms as "efficient" and "suitable". Nevertheless, the majority of our members find LEA officials sympathetic and co-operative.

The intention of the law is to ensure that children are not denied their right to education; so it is important to be aware that in a case of serious disagreement the LEA may pass the matter to the magistrates' court, and that this action could be under one of a number of different sections of the law. We therefore advise all families contemplating education "otherwise" to seek advice from people with experience well in advance of taking any active steps. Our SCHOOL IS NOT COMPULSORY booklet gives general advice on this subject and our network of members enables families to seek support from others who are already practising education "otherwise".

AIMS AND OBJECTIVES OF EDUCATION OTHERWISE

At a meeting held in September 1978, we agreed to the following statement of our aims and immediate objectives :

1. To re-affirm that parents have the primary responsibility for their children's education and that they have the right to exercise this responsibility by educating them out of school.
2. 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.
3. To support families in which for any good reason a child is being educated out of school, particularly in the following respects :
 - (a) By disseminating information through the medium of a newsletter, booklets, and in other ways about :
 - (i) people's experiences;
 - (ii) available resources; and
 - (iii) exchange of skills and resources.
 - (b) By providing advice and, where needed, specific help in :
 - (i) presenting their case to the authorities; and
 - (ii) the legal aspects of education out of school.
 - (c) By providing advice about :
 - (i) educational methods and materials; and
 - (ii) devising programmes of activities.
 - (d) By arranging meetings and by supporting the formation of local groups.
4. To support families where a child is suffering educationally, socially or emotionally from compulsory school attendance, particularly in the following cases :
 - (a) where the family is being inadequately served by the statutory services; and
 - (b) where the family is in need of legal assistance.
5. It is not the intention of the group to act in conflict with schools or education authorities, and we endorse the legal responsibilities of the authorities in the following respects :
 - (a) as a safe-guard for children who might otherwise be deprived of their right to education; and
 - (b) as providers of educational resources and services.

We envisage a situation in which schools and other educational services provide a resource which is freely available to all members of the community, whatever their age.

Mother of Oliver (9½) who has been schooled, deschooled, and is now in school again.

Mother of Polly, now 8, deschooled at 6, and just about to start attending a small local free school two days a week. The school is a parent/teacher co-operative, run on the principles of Summerhill.

* * * * *

We are inspected regularly by the Inner London Education Authority, who have so far been constructive and sympathetic. A sample lesson in front of the inspector after a year of home education was an interesting experience. We were studying natural and synthetic fibres:

Me: "Tell me, Polly, why does the untreated sheeps' wool feel oily?"

Polly: "If the sheep didn't have oily wool they would fall over when it rained."

I think the inspector is still trying to work that out.

* * * * *

EDITORIAL

I think the nicest thing that has happened to me as editor of this Newsletter was the arrival of the letter from Helen Howlett (letters page.) I had begun to think I was the only member of E.O. with the opinion that schools have a place in our society, fulfilling an essential role for hundreds of thousands of children whose parents do not choose to provide an alternative. I have had both my children in school, both out of school, and, as now, one in and one out. I have come to recognise that Oliver and Polly are different people with different needs and different ways of reaching their full potential. One needs what school provides; one prefers to be at home, but maintains that she would like to go to school at secondary level. The decision will rest with her.

I have been a member of E.O. for many years, and have often been depressed by the anti-school sniping that crops up with dreary regularity in the newsletters. Of course there are bad teachers, and the result is damage to the children. There are also bad parents, and schools can be a haven for children thus afflicted. There are good parents who choose not to take on the job of educating their children at home, and there are parents who would like to do so, but whose children thrive best in school.

The strength of home education is not, or should not be, that there is no alternative. It is a lively and viable cause in its own right, and it is more realistic and less controversial to promote it as such.

Many E.O. families must have at least one child in school, and it therefore seems a shame to denigrate something that is part of the lives of those children and those families. I am sure a more positive and co-operative attitude between home, school and alternative school would enrich us all.

* * * * *

EDUCATION THROUGH THE PRESS

Edited by Sarah Guthrie, with contributions from Janice Owen and Peter Williams

THE STRIKE

In its 12th week at the time of going to press, Sir Keith calls the striking teachers mad for not discussing his latest pay offer of 4% (GUARDIAN 31 April) Parents in Scotland are demanding that local councils foot the bill for their childrens' enforced private tuition while teachers are on strike, and they urge English parents to follow suit. Other parents claim that the local authority is in default of its duty to provide education (OBSERVER 24 March)

THE CUTS

A schools councillor in Gloucestershire warned his committee that children may have to take A-level courses by post because of education cuts (TELEGRAPH 5 February) But economics A-level is already taught by correspondence at one Gloucs. comprehensive. Gloucestershire's education chief said there was no question of popular courses being taught by correspondence Teachers' refresher courses in peace studies and fringe subjects are to be axed this autumn (TELEGRAPH 12 March)

THE POLICIES

All Science lessons are to be compulsory from 5 to 16 says the Government (TELEGRAPH 21 March) Sir Keith described as an historic step the publication of standard criteria for the new GCSE test (TELEGRAPH 16 March) The Government has removed statutory nutrition requirements for school meals and told local authorities to run them economically. Comments the SUNDAY TIMES (17 February) school canteens have become like fast food caterers with promotion techniques to match. . . . A current HMI report finds that pupils do too much maths (T.E.S. 26 April) It would like them to do much less but more thoroughly, in order to enrich their experience. "It is unfortunate that much of the work pupils do in maths should appear to them and to the adults to lack purpose." . . . MMI's also found that few boys study languages up to O-level and suggested ways of persuading them to continue. . . . "they do respond to ample opportunity to hear and speak the language for the purpose of real communication and are willing to be actively involved in situations which promote this" (T.E.S. 26 April)

and a small BREAKTHROUGH The Swann Committee, set up five years ago to investigate why ethnic minority children do less well at school, says there is no single cause for this, but calls on school to change its attitude and behaviour (T.E.S. and TELEGRAPH 15 March) The Government's Youth Training Scheme has met with widespread protest from schoolchildren, thousands of whom walked out of their classrooms in protest that it offers "little in the way of real training for work" and was a form of cheap labour (GUARDIAN 26 April)

THE CHEATS

Students at the University of S. California have been obtaining bogus degrees by breaking into the University's computer and altering its records (TELEGRAPH 18 February) "We have been embeggled" (sic) claims the vice provost.

THE FRENCH

France has decided to return to a more traditional concept of primary education, following the progressive wave that followed on from the 1968 student revolution (TELEGRAPH 5 March)

THE ITALIANS

Italy has launched an innovative elementary school programme hailed as the most important reform of the last 50 years. It includes art, music and foreign languages, believed to be a euphemism for English. (T.E.S. 15 March)

THE JAPANESE

A Japanese insurance company offers cover for claims brought against a child who causes "bodily injury...leading to death...during the hours when the child is under school administration"(AWAKE! 8 November)

THE AMERICANS

More than 20,000 Arkansas teachers sat a 4 hour competence test in order to keep their jobs (TELEGRAPH 23 March)
More than 1,000 weapons have been confiscated from students in New York's 111 public high schools in the first 4 months of the current academic year (GUARDIAN 27 March)

THE EXPELLED

A 14 year old Tory party activist was expelled for making rude remarks to visiting French children. Said his mother: "Expulsion is not a fair punishment. They could have caned him instead." (TELEGRAPH 25 March)

!THIS MONTH'S EDUCATIONAL BREAKTHROUGHS!

Older pupils should be helped to reason about values if they are to make sound moral judgements, suggests a policy discussion paper on the curriculum. (TELEGRAPH 21 March)

According to thorough research from Bristol University, family background plays a large part in childrens' educational attainment. Pupils' reading success depends largely on how often parents read to them during the pre-school years; the same goes for writing. (A £125,000 grant partially funded this study.) (GUARDIAN April 1985)

PLEASE NOTE

Any volunteers to take on scanning the TIMES ED. SUPP.? I can't afford it any more. SG.

THIS MONTH'S E.O.FEATURES

The Guthrie family and the Everdell family were featured in an article about the "kitchen classrooms" (sic) in THE TIMES (25 March) It included a quote from Suffolk's deputy education officer: "We believe that it is important to form a good relationship with parents. We don't worry too much about teaching qualifications. It is more important that parents have an awareness of the child's developmental needs and can listen to advice and be prepared to call in specialists if necessary." Admitted Nick Everdell: "If I had my chance again I wouldn't go to school at all. And if I have any children they definitely won't go anywhere near a school."

Maire Mullarney's book ANYTHING SCHOOL CAN DO YOU CAN DO BETTER was reviewed on the same page. She said:"I'd recommend home teaching for all average parents. After all, it's the way the human race has always carried on . . ."

The Rupik family, the Whites and Peter Williams were all featured in the YORKSHIRE POST (3 April) "Now I look at my children and see how polite, mature and confident they seem and my only regret is that we did not do it earlier," said Pip Rupik.



SCHOOL

edited by Sarah Guthrie

"...the way the system is, it doesn't allow you to educate the whole person - to think, to take responsibility, to make decisions - it's just passing on facts ready for exams." (Doreen Tobin, ex-teacher, now pacifist nun, talking in the T.E.S. 5.4.85)

"Schools are simply safe places to dump children while parents do something more important. The richer the parent in Britain, the less they see of their children ... If the British people cannot find room in their hearts for their children, what can we expect? ... A country becoming ever more brutal and lonely." (Frank Haines, Bristol teacher, T.E.S. 15.3.85)

"My school academically didn't exist but I had a wonderful headmaster who allowed me to paint pictures all the time - I was good at very little." (Gordon Benington, painter, on Desert Island Discs, Radio 4, 22.3.85)

"There is almost no parent of children at school who does not have some educational horror story to tell" said Baroness Warnock in this year's Dimpleby Lecture (Observer, 24.3.85) She claimed that parents have lost faith in the country's 400,000 teachers, and see some of them as positively dangerous. (Telegraph, 20.3.85)

According to Lord Hailsham, the Lord Chancellor, the British school system has helped create a "spiritual wilderness" and failed the young in the difficult fields of moral and religious education. (Edward Boyle Memorial Lecture, reported in T.E.S., 29.3.85)

"My form master said: "What do you want to do at Fords? And if you don't want to work at Fords there is the army, the navy or the air-force." (Billy Bragg, songwriter, South Bank Show, BBC, 31.3.85)

"What was school like?"

"It was a kind of long low building and it inspired, in a way, the hope that youth would come up with something better than the Second World War. If I'd had a choice whether to go or not, I wouldn't have gone." (Billy Bragg, Just Seventeen, 17.3.85)

During the first term a sixth former was beaten because he had preferred to work in the laboratory rather than watch a school match, said David Gribble, describing life at Repton School. His book 'Considering Children - a Parents Guide to Progressive Education' was published last month. It aims "to restate the case for allowing children to follow their own interests," a process which, he claims, leads to a far greater depth of factual understanding than learning under compulsion as so many school children do with a greater or lesser degree of resentment. (Education Guardian, 16.4.85)

* * * * * Jean Lovius spotted the following extract in an * * * * * article entitled "Child Care Monitored" In the Guardian of 8 March.

"New panels to raise the standards of solicitors involved in child care proceedings were announced yesterday by the Law Society The lists of solicitors have been forwarded to justices' clerks, C.A.B.'s and legal aid committees so that they can advise people looking for a solicitor with specialist knowledge of child care law."

NEWS FROM THE REGIONS.

LANCASHIRE

JUNE 22nd (Saturday) - Resources Exchange - please bring any books, games or equipment you would like to sell or exchange. There will be a display of Usborne books to order at 15% discount. Or just come to socialise. Anyone not yet taken the plunge can chat to practising home educators. Everyone welcome. Games for the children in the park across the road. There will be a list of future events to put your name down for. Come along any time after 10.30 a.m. Bring packed lunch; drinks provided. 319 Rochdale Road, Bury. Tel: 061 764 6717 for directions etc.

HERTFORDSHIRE

Herts E.O.ers had a very enjoyable day out at June Grant's house in April. Altogether 15 children and 8 adults turned up to play in June's garden and visit the local playground. The weather was kind and all had a good time. Thanks to June for her hospitality. On May 1st some of us visited Broxbourne Lido with its wave machine, and we plan to visit the Natural History Museum in the near future. NEXT MEETING: Tuesday, June 11th 11 a.m. outside entrance to Stanborough Open Air Swimming Pool, Welwyn Garden City. There are adult and childrens' pools, large sandy beach area and water to play with. Come prepared! Bring picnic, or cafe is open for snacks etc. Phone Jean Shepherd (0707 339750) if you want directions. Members from other regions welcome.

CORNWALL

A number of families enjoyed the Puppet Show staged at Baripper recently by Jon and Jeanette Smith. Enquiries from members and prospective members are

increasing all the time and I am sure that gathering together will prove a great support to those who have decided to "educate otherwise." I am building up information all the time, and if we have not yet met or made contact please write and let me know a little bit about yourselves and what you think we can do locally to support each other. If you have any particular problems or would like to contact a member near you, or with similar aged children etc. perhaps I can help.

I hope to attend the A.G.M. in Bristol on Friday October 11th. Will anyone else be going from Cornwall?

Thanks to all those who replied to my request for information - it has been a great help when advising members.

Sylvia Roskilly,
Lansdown Cottage, 2 Ventonleague Hill, Hayle, Cornwall, TR27 4EH
tel: Hayle 754998.

SOUTH YORKSHIRE

There will be a meeting at Joan Hoare's house, 25 Moor Oaks Road, Broomhill, Sheffield S10 1BX. Tel: 666605, on Saturday 15th June from 10.30 a.m. Please bring something to share for lunch and let me know beforehand if you intend to come. If it's fine in the afternoon then we will go out somewhere (to be decided) or if wet, go to the local museum or to Kelham Island Industrial Museum. All friends and members welcome.

SOUTH LONDON

Dates when South London members can get together:
Sunday 23rd June 2 p.m.-6 p.m.
at Debbie & Jack Waran's, 4 Arngask Road, S.E.6. 698 8057.
Sunday 7th July 2 p.m.-6 p.m. at Margaret & Mike Gilbert's, 45 Burntwood Lane, S.W.17. 947 7706.
Sunday 21 July 2 p.m.-6 p.m. at Helen Donoghue & Mike Thompson's, 6 Parkdale Road, S.E.18. 854 6278.

NEWS FROM THE REGIONS

BUCKS - BEDS

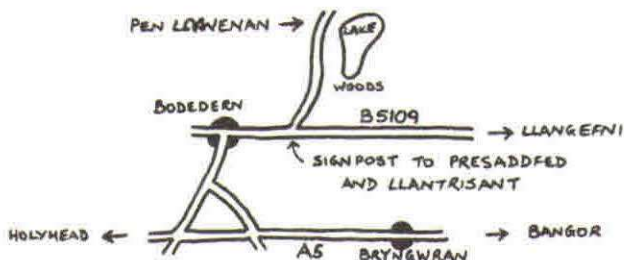
Jo and Vin West, who have been co-ordinators for the immense area of Bucks and Beds for several years are moving to Wales. We want to say "fare well. Thank you. Good luck, and we'll be visiting soon." to replace Jo and Vin we decided we needed at least 2 and preferably 3 co-ordinators! North Bucks is now a separate area and as we have a large concentration of families in Milton Keynes, we have started holding regular meetings there. Currently we have a support group meeting on the 3rd Monday evening of every month. We also plan big get-togethers such as picnics, parties, outings etc. approximately monthly, usually on a Sunday, and in addition will be using community workshops for activities such as pottery and woodwork during the week - plus, we hope many more activities. Anyone in North Bucks is very welcome to attend. Please phone Jo Paton on Milton Keynes 312250 for news of forthcoming events and venues of meetings. Also, as Milton Keynes is near the borders of Bedfordshire and Northamptonshire, anyone from those areas is welcome to get in touch. The co-ordinators for S. Bucks are Debby and Mike Read.

FORTHCOMING EVENT IN SNOWDONIA

Weekend 30th August - 1st September, or possibly longer, in one of the Youth Hostels in Snowdonia. Geology, History, picnics, Nature Study, Photography, Sketching, fun. Write to Patricia Knox, Pen Llywenan, Bodedern, Holyhead, Gwynedd, (Valley 740767.)

PICNIC IN ANGLESEY Saturday 27th July

Bring picnics and spend the day at Pen Llywenan. Plenty of room for tents if you would like to stay longer. Patricia Knox (address above)



How to get there.

LOTS MORE NEWS FROM THE REGIONS

NORFOLK

Welcome at last to the birth of the Norfolk newsletter. After one or two abortive attempts, it has arrived. There is a time and a tide which allows things to happen and we seem to have reached that position. Around 55 families are spread throughout a county which stretches out in parts to 100 miles across and 90 miles deep. Until now pockets of E.O. activity that have come to my notice have been in North Norfolk, and right over the other side of the county around Diss on the Norfolk/Suffolk border. Things now are changing, underground roots are spreading, and over the last 6 months two other groups are starting to forge links among themselves, and at the same

time are finding out more about how to make best use of local resources

The impetus behind one of these groups (Norwich) seems to be that people who joined when their children were small babies are now facing the question of whether to school or not.

In King's Lynn, the base for the second group, things are rather different. Families have withdrawn children from school and families have moved there with their children already de-schooled, so the age ranges are very wide. Nevertheless a nucleus has now been formed for them to get together for puppet making and the like.

As co-ordinator here I get returned to me the forms where people state their needs as to what they want from E.O. Here the most common request is more contact, but often people seem to feel inhibited about pursuing names on their contact list or become put off by finding, in their first 3 calls, no home educated children.

But at last there is no excuse for all you isolated people in Norfolk - it is open to anybody to suggest meetings and gatherings at your homes, nearest beaches, beauty spots etc., all you have to do is contact Simon and Sheila Middleton. Find out the nearest deadline, get your information in on time, and your problems should be over. Those not quite brave enough to 'hold their own' could perhaps make an effort to go to someone else's. If there are transport problems contact the organiser or use the contact list: maybe a family near you would be happy to share petrol costs.

When these exciting events have been held, write in and tell us about them, as this helps others pluck up courage and energy or both, to try them! The same is true for any resources you might find.

Here is a date to put in your diaries: 29th June, Holkham Beach North Norfolk from 12 a.m., weather permitting, bring your own picnic, bats, balls, etc. and join us.

Best wishes to all in E.O. but especially to Norfolk members that I have not yet had the pleasure of meeting.

Cherity Laniado

NEON SHEDS LIGHT ON NORFOLK ACTIVITY

E.O.ers in Norfolk have launched their own news-sheet, carrying news of activities and resources in the county every two months.

Norfolk now has almost 60 members, many of them widely scattered. It is hoped that the news-sheet will bring them closer together.

The first issue, called Norfolk E.O. News (NEON) features useful contacts for E.O.ers in the county, information on courses run by the Museums Service, and the background to the new activity amongst E.O.ers in Norwich.

It also gives details of, and directions to, the Norwich E.O. picnic, which will be on Mousehold Heath on Sunday 21st July.

Members wishing to receive a copy of NEON should send a first class s.a.e. to Simon Middleton, 23 Plumstead Road, Norwich NR1 4HF. Better still they should send 6 first class s.a.e.s to receive the first six issues of NEON.

The success of NEON depends on news, comment, letters, useful contacts, book reviews, activities planned, and any other helpful advice or information which members in the county can offer.

Please send any of this, in any form, to Simon at the address above. or ring Norwich (0603) 36530, not later than 12th July. The second issue of NEON should then appear in early August.

WEST MIDLANDS REGION

Several new members, potential new members, and friends from neighbouring regions, joined us at our gathering in April at the Science Museum. We hope the venue wasn't too distracting for those who wanted, above all, to talk. By the time this notice is published, we'll have held our May meeting in a more peaceful setting, and we hope plans will be shaping for the next six months' activities, including a public meeting in the autumn.

June gathering : June 22, 12 noon, entrance to Birmingham Botanical Gardens. Small charge - reduced if more than 10 turn up. For details, ring Wendy Ridley 021 558 9842.

July gathering: July 27, 2.00p.m., Cotwall End Nature Park (just outside Sedgley). Meet in car park near cafe, free admission. For details, ring Helen Lockley (Wolverhampton 343299). If you haven't got transport, please don't be shy about asking other members for a lift - start with the co-ordinator, Hazel Clawley (021 772 7165).

Other regions, please feel welcome to join our activities, not only at meetings but informally between meetings. Sylvia Jeffs (021 706 6460) is particularly keen for more informal contact between members in neighbouring regions. Do get in touch if you want to visit another EO family for a day, or a few days.

Finally - David Lesser, a long-standing member of EO who has been home-educated for most of his 'secondary' years, has recently been offered a place at the Royal College of Music in London. He gained all the required 'O' and 'A' Levels without benefit of school or even F.E. college, working at home with the support of his parents. We congratulate him, wish him well, thank him for his contribution to our West Midlands EO group - and wonder if it would be possible to award such EO veterans a free life-membership, since they now have a great deal to offer to EO by way of experience - far more than they can ever expect to gain.

SUSSEX

A newsletter is available from Caroline and Jacques Ruijterman, tel: Patching 469. This mainly covers activities in the area around the East/West Sussex border.

We will hold an "Open Afternoon" on Thursday 22nd August from 2.00 p.m. onwards. Please bring something to share for tea, and things for the children to do.

Please let us know if you want to come, as we are VERY hard to find!

Jane Renshaw.

(For Jane's address and other Sussex news see co-ordinators.)

MEMBERSHIP FORMS

Would co-ordinators and anyone else who has the latest membership forms please amend the cost of S.I.N.C. from £1 to £1.50.

Would those with old forms, i.e. forms that required an address sticker, please request new ones from the co-ordinator secretary, below.

CO-ORDINATORS STILL REQUIRED FOR:

DORSET, HAMPSHIRE & JERSEY.

Contact co-ordinator secretary, Andy Anderson, 95 Derrington Avenue, Crewe, Cheshire CW2 7JA. Tel: 0270 664060.

SUSSEX

New co-ordinators for West Sussex are Colin and Jane Renshaw, Ash, Stedham, Midhurst, West Sussex.

We will also cover East Sussex for the time being, but this is not very practical as we live well over towards the Hampshire border. It would be good if someone from East Sussex could volunteer for that area.

EDITOR'S NOTE

Owing to my postcode being printed wrongly in the last newsletter, I suspect quite a large amount of contributions are still on their way to me. These will be forwarded to the next editor.

The following news from Lincolnshire took 18 days, 1st class post, and has been all round London. Luckily I had left a few spaces for emergencies, but my apologies to all of you who, through no fault of your own, have not succeeded in getting things to me.

LINCOLNSHIRE

Calendar of get-togethers. All members welcome. Please bring your own lunch.

Sunday June 23rd: Musings of Lincolnshire Life, Old Barracks, Burton Road, Lincoln. Meet at entrance at 12.30

Saturday July 6th: Castle Museum - post medieval pottery, model of castle 1693, local archaeological finds. On A153 at Tattershall between Sleaford and Horncastle. Meet at entrance at 12.30. (There's an aviation museum and leisure park down the road.)

Saturday July 20th: Pat & Trevor Hyam invite you to Compass Cottage, Glenside North, West Pinchbeck, Spalding. Arrive any time after 10.30 a.m. Take A151 from Spalding towards Bourne, over bridge, sharp right at New Bridge Inn. Cottage is next to the old windmill. Please let Pat know if you'll be going.

Saturday August 3rd: Jan, Steve & Ella Marshall invite you to 24 King St., West Deeping (nr. Peterborough) 2 miles from Market Deeping on A16 towards Stamford. Arrive after 10.30 a.m.

I'd appreciate suggestions for further places to meet - I'm running out of ideas. Jan Marshall (Market Deeping 347793.)

The Ys

Knowing that many members of Education Otherwise are themselves teachers, we thought you might be interested to learn of a new organisation called The Ys. The name and much of the philosophy were inspired by this quote from John Holt, taken from the first edition of "Growing Without Schooling", which some of you will know:

"I have come to understand, finally, and even to accept, that in almost everything I believe and care about I am a member of a minority... This is certainly true of all my ideas about children and education... This doesn't trouble me any more, as long as those minorities of which I am a member go on growing. My work is to help them grow. If we can describe the effective majority of our society, with respect to children or schools or any other question, as moving in direction X, and ourselves, the small minority as moving in direction Y, what I want to do is to find ways to help people, who want to move in direction Y, to move in that direction, rather than to run after the great X-bound army shouting at them, "Hey you guys, stop, turn around, you ought to be heading in direction Y!" In areas they feel are important, people don't change their ideas, much less their lives, because someone comes along with a bunch of arguments to show that they are mistaken, and even wicked, to think or do as they do. Once in a while we may have to argue with the X-bound majority, to try to stop them from doing a great and immediate wrong. But most of the time, as a way of making real and deep changes in society, this kind of shouting and arguing seems to me a waste of time."

The purpose of The Ys is to help people who feel like Ys to be Ys; to put them in touch with other Ys; to help them find the courage and the cunning to be Ys in an X-dominated system. We want to support teachers who have not yet lost touch with their Yishness: who still want to work in schools, but are having trouble finding ways of working that are satisfying to themselves, whilst not creating such antagonism from others that life becomes impossibly uncomfortable. The Ys are people who have their own sense of how schools can and should be, even if it is only a sketchy one, and who still want to do whatever they can, however small it might seem, to live and work according to that sense.

Ys need support and they need ideas. They need to be ready, willing and, able to try things out. The activities of The Ys are designed to meet these needs. Specifically we (1) provide something to which people can feel they belong; (2) give them a small badge to enable Ys to recognise each other; (3) circulate and update a national directory so that Ys can get in touch with Ys directly; (4) help to arrange local support groups where Ys can get together; (5) publish a newsletter called ReVision through which Ys can talk to each other about their ups and downs, their problems and confusions and their successes, strategies and schemes; (6) put on special workshops from time to time for Ys and their friends to explore particular ideas.

We have a Workshop planned in London for the 9th February, 1985, and further details of this, as well as of The Ys and their "parent" organisation The Education Network, can be obtained from:

Guy Claxton
39 Elm Park Gardens
London. SW10.

ON RUNNING AN E. O. STALL

Andrea Lowe, Dot Boian, Sandra Smith, Alan Smith.

We recently ran an E.O. Stall at an alternatives fair in Accrington. We were supplied with about 50 handouts, some membership forms, a few S.I.N.C., a few Early Years and old newsletters and digests. We also took a few items ourselves to help with the cost of the stall. The fair opened at 10 a.m. and before 12 we had run out of handouts and the leaflets accompanying membership forms: from then on we had to take addresses and promise to send details to those interested. By 2 p.m. we had sold the few S.I.N.C. we had

Some of the leaflets we gave out might have fallen on stony ground, but it has made people aware of the choice, and given them information to pass on in future conversations. People who are not E.O. do not generally want to buy old Newsletters, and few pick Early Years; they want to know about the legal aspects through S.I.N.C. We are hoping to run another stall, but have been told that it is not possible to send a lot of handouts and S.I.N.C. is being reprinted next XMAS ???

Come on, E.O. We're putting out own money and time into the stall. Give us a bit of support! Also it might encourage others to try a stall if we had some novelties to sell. Our biggest sale was balloons. Can't we have some printed with the E.O. motif? Other ideas: T shirts, mugs, badges, car stickers. It would be helpful if we could make a small profit to help pay for the stall.

Also the leaflet with the pink triangle with children breaking out is no longer printed. What a shame !!! That supplied both impact and information.



Thomas Holland.

OUR VISITS FROM THE EDUCATION OFFICER

by PRIMMY CHORLEY

We notified the Education Officer of our intention to teach ourselves when he was 5 years 2 months and we were visited a month later. I felt very confident, but extremely nervous and was glad to have Mary and Richard Fryd's experiences to fall back on.

Our tiny downstairs rooms were entirely covered in art and every corner had some treasure displayed that Joey had drawn made or collected. In fact, there was little space to get in the room and I felt very embarrassed admitting this neat stranger. That day we were helping Joey to make a station out of scraps of wood, this began when he found a piece of wood that looked like a train. I helped him to make some wheels for it and some carriages. We made a booking office, tickets, a list of train departures, a clock, various signs, dolls for the train drivers etc.

We were mainly questioned on our life style and why we really wanted to teach Joey ourselves. I produced my diary to prove we actually did all we said, and met other people. We felt so pleased with ourselves when the EO left saying he'd see us in a years time. His only doubt was physical exercise (he was an ex P.E. teacher!) But as we walked the dog everyday and swing on gates in the field etc and rode bicycles, I reassured him.

Our second visit came 10 months after this as a nosy health visitor (visiting Simon and Caroline Grant) noticed that Joey and Jessie weren't at school - who were we? why weren't we on her books? She went quite silly when we innocently said "Joey and Jessie don't go to school". Simon did a good job telling her about Education Otherwise, surely a lady in her position has heard of EO, and that nowadays a

lot of people were choosing to educate their children at home. But we felt sure she'd rush off and contact the authorities (and I'm sure she did), so that same day I composed a letter and put in a copy of my aims and ideas that I'd given the last man and invited the Education Officer to visit. We didn't want to make any bad feeling locally, having just moved to Wales.

I was equally nervous of this visit as the house was squalid, we'd only got the kitchen fixed, and one room useable but crowded, and to get into that room meant seeing all the rest of the mess. I covered the whole room in white sheets, bed and all and covered all the walls and surfaces and bed with Joey's wooden objects and drawings and made piles of all the writing. Then put all our usual daily muddle in the room as well, so the room became home for the day. Also decorated the wall around the front door with drawings and writing. The E.O.'s first words on meeting Joey were - "You don't need to go to school do you!" He was very impressed with the display and stayed for 2-3 hours, Joey wanted him to stay for lunch.

That was a year ago now and next week we expect to see him again. We wonder what he'll make of Joey's progress. There are probably a couple of hundred wooden objects to set out, a pile of drawings and writing, and a box of sewn figures and animals and bags. Our sitting room has a large table and will become a gallery for the day. I shall put a door across the chairs to display the embroidery and sewing and stand the woodwork all over the table and surfaces and floor and fill areas of the walls with drawings. I feel very nervous again but confident and hopefully we shall make it a nice day for Joey as its such an opportunity to make a photographic record of Joey's work.

AND AFTER THE EVENT It took me two days to springclean the workshop to enable me to sort out Joey's work - got the loft in order and moved the pile of woodwork downstairs - cleaned the sitting room, and set up the trestle tables. We had the whole event nicely planned - Peter was to take Joey and Jessie out for the day while I set up the exhibition. Of course, the plan fell to pieces as Joey was sick, but everything finally got put in its place and we just had to get ourselves up and dressed the next morning.

The Education Officer was amazed at the beautiful room, and the amount that Joey had produced - he said this was 'real' learning. He advised against copying things from books, but said to write what Joey says and learn to read from that (we have no reading schemes and this is our way of doing things) Usually Joey made some lovely painted and drawn cards with extracts from stories written inside them - his idea! The Education Officer offered a wealth of ideas concerning Joey's interest in maps, and suggested using Joey's woodwork skills to make gadgets to help with this interest. He offered ideas for reading, books, and offered to send book lists and science sheets (and did). He confirmed my opinions, and suggested Raould Dahl and funny stories. He said could he come back and take some photographs to show some teachers!

It was a stimulating hour, Caroline and Simon came to say they'd done some music, science and numbers. We all breathed a great sigh of relief when the visit was over and celebrated over lunch.

Dear Editor,

I read your supplement on languages with interest. A lot of good, useful information there. May I add a few more points?

If you are really keen on your children learning a foreign language at an early age, pester your Adult Education Centre or Community Ed. Office for some Saturday morning classes: Family Workshop (at least one adult to, one or more children.) I have just run a course like this in Colchester and both parents and children are coming back for more! We had children from 7 - 12 years, and so as not to interfere with schools, on Saturday mornings from 10 - 11.45 a.m. for 10 weeks.

I had done a similar course 2 years ago in Staines, with children only. As I am Austrian and trained as a teacher for younger children, I could combine knowledge of language with knowledge of teaching little ones. It was a pleasure all the way through! We sang songs, made a scrapbook about the seasons, played board games and card games, learnt rhymes etc. and had tremendous fun. My daughter (aged 9½) came too, and gave me all the feedback I needed.

Games suitable: Bingo 1-20, Dominoes, Picture Dominoes, Happy Families, Snap, MemoryI was lucky because over the years my children had been receiving some of these games from grandma and aunts in Austria and Germany (Ferdinand Piatnik, Vienna, is a well-known manufacturer of card games.) Otto Meier Verlag - Ravensburg, W. Germany have been doing board games for 100 years, Well worth writing to.

Also some useful addresses for language material:
European School Books Ltd., Croft Street, Cheltenham GL53 0HH
Bookshop and showroom at 19 Store Street, London WC1 7DH.
Mary Glasgow Publications Ltd., 140 Kensington Church Street, London W8 4BN. They concentrate on French, German, Italian and Spanish.

Both firms have been very helpful and sent me material or suggested other sources. Write to me if you would like to discuss anything in more detail.

Mrs. Dietlinde Bartram, 61 Mumford Road,
West Bergholt, Colchester, CO6 3BL, Essex.

* * * * *

Phonics Snap

If you have a child who is not yet reading or writing fluently, then Muriel Dwyer's book "Key to reading and writing for English" £2.50 from the Montessori Society, 26 Lyndhurst Gardens, London N.W. is good value for money. Babies start to imitate speech soon after birth and parents and babies love to imitate each other. You can help by being conscious of the key sounds of English, and encouraging your child to practise them. These are not all the sounds, just the most common ones. Besides the 26 letters of the alphabet there are 14 digraphs, "ai, ar, ee, er, ie (as in pie) oa, oo (as in book) ou (as in out) or, oy, ue (as in blue)ch, sh, th." Q always appears with u as "qu."

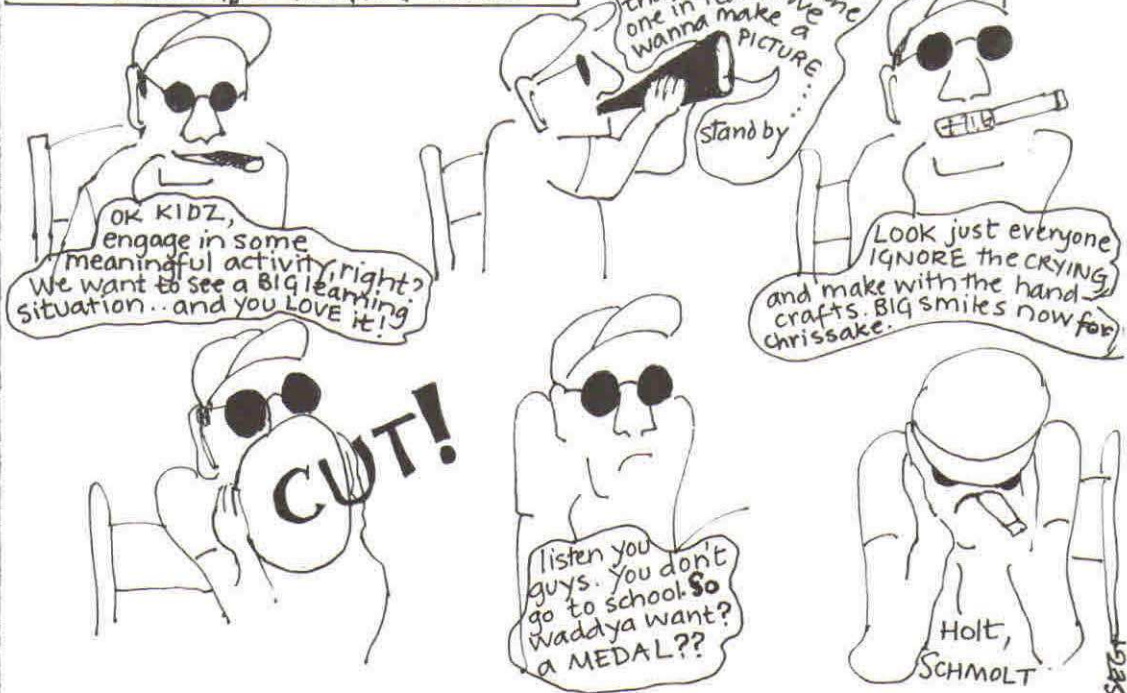
You need not refer to the written symbols for sounds at all with children who are not yet ready for writing, but you need to be conscious that "ar" is the same sound in almond, aunt, fast and car. As soon as the child can talk you can play I Spy, not only which

sound a word begins with, but which are in the middle and at the end. If your child is interested in the difference between "pig and peg" "pen and pet" then the written symbol for the sounds which make up these words will be more easily learned. This is how I learnt to read when I was four, and how Leila Berg Taught her granddaughter at less than four. This approach can also help older children who "have difficulty" with reading and writing, provided that you have the patience to spend time on the purely oral preparation. Later on children can learn the key sound families, e.g. er, ir, ur and or as in "worm".

A good way to learn the symbols used in English for sounds is snap. Take 6 symbols and write them on cards 2" X 4", 6 copies of each symbol, making 36 cards in all. There can be 2 or more players. Deal out the cards equally. As each card is played, the player reads the sound of the symbol, except when two the same come up when all shout "snap." Play till all the cards are won.

Frances Howard.

EDUCATING ARCHIE visits the set of **TEACH YOUR OWN** the new movie



reviews →

reviews

WORKBOOKS for young children are becoming more colourful and interesting. Look out for "Now I can Spell," "Now I Can Write," "Now I can Count" by Ronald Ridout and Michael Holt (Belitha Press/Collins Educational, 65p each.) My only complaint is that the instructions could be in bigger print.

The Waggon Early Learning Series is more original and provides for children up to the age of seven. There are Story books and Activity books to teach simple mathematical words and concepts. Lots of parental involvement is needed. (Belitha Press/Hamlyn; Story Books £1.99, Activity Books 75p)

Finally, Puffin have entered the field, with some glossy workbooks entitled "Step Ahead." They are more expensive at £1.75 each, but provide stickers and press-out card games as well as ideas for extra activities. Ten reading/language books are ready now, and there should be ten maths based books in September.

For children who enjoy such pastimes these booklets can be very satisfying and for parents they are a useful standby when one's own ideas are in short supply. But as what matters most is spending time with one's children and as probably as much fun and even more learning can be achieved by creating one's own materials, I certainly do not think they are essential.

Helen Holland.

NEW FROM PUFFIN

Reviewed by Maurice Snell

The Conker as Hard as a Diamond.

By Chris Powling. £1.25 (paperback)

This book is ideal for beginner readers from the age of 6 yrs. upwards to read to themselves. It is about a boy called Little Alpeah who desperately wants to become Conker Champion of the Universe. He looks everywhere for a "Conker-as-hard-as-a-Diamond", but cannot find one. One day in the park a funny old Park-Keeper gives Alpeah a jewel-box, which he later discovers has a "conker-as-hard-as-a-diamond" inside it. He is now determined to enter the contest for the Conker Champion of the Universe. Before the contest the old man warns Alpeah that if he wants to win he must not be too big-headed about it.

Eventually the finals come, but Alpeah forgets his warning from the old man in the park. Will he still be the winner?

I think that this is a book that will be well enjoyed by younger children.

Getting About
In The Great Outdoors

By Anthony Greenbank £1.95 (paperback)

A useful guide to outdoor activities with everything from pot-holing to hang gliding.

A must for all those drawn by the desire for adventure!

Hi There Supermouse

By Jean Ure. £1.25 (paperback)

A witty and perceptive tale of two sisters who rival each other for fame and stardom.

For readers of 9-12.

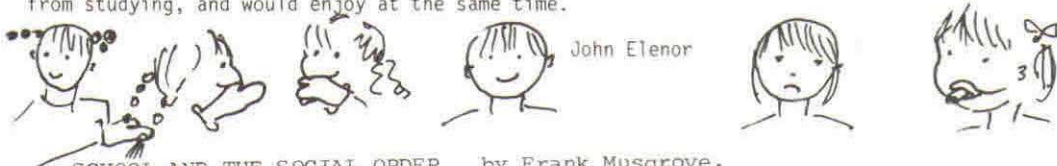
Roald Dahl

By Chris Powling £1.10 (paperback)

A fascinating profile of that famous, world-loved author, Roald Dahl.

'THE SECRET LANGUAGE OF YOUR CHILD' : David Lewis : pub.Souvenir Press

David Lewis is a Lecturer (and therefore researcher) in Child Psychology at Sussex University, and a keen follower of the progress of EO. This book results from his studies of children under five, in terms of their non-verbal communication (which he terms a 'secret language' since most adults are unaware of it); its purpose is to initiate parents and all who deal with young children into this language, so that they can "observe, understand and use it". The 'words' of this language are facial expressions and bodily gestures; chapter titles include 'How to read a smile', 'The meaning of gesture and gaze', and 'The anatomy of body talk'. A fascinating feature of the book is the photographs used to illustrate his main points - and in case you are worried about psychological jargon, everything is expressed clearly in down-to-earth language. I would claim that this is a book that any parent (or potential parent) would benefit from studying, and would enjoy at the same time.



SCHOOL AND THE SOCIAL ORDER by Frank Musgrove.

In this book the author, a professor of education, brings to light the fact that many of the decisions affecting educational changes in the past 30 years have been based not only on inadequate research, but on research which actually proves the opposite of what it sets out to prove.

"The fact that those implausible and ill-supported ideas have found ready and uncritical acceptance in high quarters and have pervasively influenced the practice of social anthropology is one of the most disturbing and discreditable features of modern British intellectual life."

"For teachers and pupils alike, school in a majority of cases is a barbarous sentence which a civilized country should not impose." "Schooling for perhaps two thirds of all adolescents is at best inefficient; it is commonly simply destructive and brutalizing for everyone concerned. It is a gigantic absurdity....."

Professor Musgrove comes out in favour of de-schooling from the age of 12, with the provision of specialist courses for those adolescents who wish to continue their education.

I wrote to Professor Musgrove. In his reply he tells me that there is a lot of scattered evidence about the harm that formal education can do. Is there anyone able and willing to gather this scattered evidence as a research project or similar?

Patricia Knox.

LIFEWAYS: Working with family questions.

Edited by Gudrun Davy and Bons Voors.

£4.95 per copy plus 50p p & p, cheques payable to: Hawthorn Press,
1 Berkeley Villas, Lower Street, Stroud, Gloc. GL5 2HU.

I can thoroughly recommend this book to anyone bringing up a family or indeed who has anything at all to do with children. Although it is inspired by anthroposophy it is not at all proselytizing, conveying a spirit of real people sharing experiences and problems rather than telling you what you ought to do.

Chapters are written by various mothers and fathers and have such tempting themes as festivals and birthday parties, creative discipline, the temperaments, fairy tales and their meaning, sleeping and waking, family meals and religious life in the family.

There are interesting chapters on single parents coping alone and on job sharing. But there is a real attempt to get beyond the stereotypes conjured up by these situations. For example in the excellent first chapter entitled "On the meaning of being a mother today" there is a profound consideration of the many aspects of being male or female and of some of the positive and negative aspects of the women's movement.

Above all, the aim of this book is to strengthen parents in their feeling that the work of creating a rich and rhythmic family life is an important and satisfying task which gives much to all involved. Beneath the practical tasks of bringing up children there can be an inner work going on which can enrich the parents and thus the children too.

In the forward the question is posed - "suppose that life in the family is recognized as a path, a school for the soul and the spirit? What does this bring for the individual parent, for the family, for the child?"

Gudrun Davy in "The Journey of a Mother" tells how she used Rudolf Steiner's version of the Buddha's eightfold path as a meditative exercise when bringing up her family. This thread of finding the right inner attitude I found particularly helpful in the book. Several friends have read it and are agreed that it covers a surprising amount of ground at a number of different levels.

Jackie Fearnley.

MORE BOOK REVIEWS ON THE NEXT PAGE * * * * *

A STORM

by ANN VARDY (aged 6)

I know where your water comes from
The high hills where the sheep are,
Where the flowers are.
You make me wet.
You make grandma's hair
Stick up in little bunches.
The rain and wind and sky
Are fighting together.

PHYSICAL EDUCATION SUPPLEMENT

Edited by Peter Williams

Physical Education in schools can mean pressure from adults to take part in activities the child finds painful, disagreeable, unnecessary and physically unsuited.

The child is often put into a competitive situation and encouraged to win; when, in natural play, this may be far from his mind.

Physical Education in secondary school is a subject period many children try to avoid. No end of creativity has gone into strategies to avoid this regular infliction.

In alternative education it is an area of the curriculum which inspectors and advisers have a habit of bringing up.

Some EO parents are quick to point out that their children receive enough of the right kind of exercise in their ordinary play. Others bring to their notice their children regularly visit the public swimming baths, are members of gymnastics clubs or other sporting organisations, or follow movement broadcasts on radio for schools.

A growing number say their children participate in New Games which offers a wholly different philosophy.

"...not so much to compare our abilities, but to celebrate them."

Pat Farrington

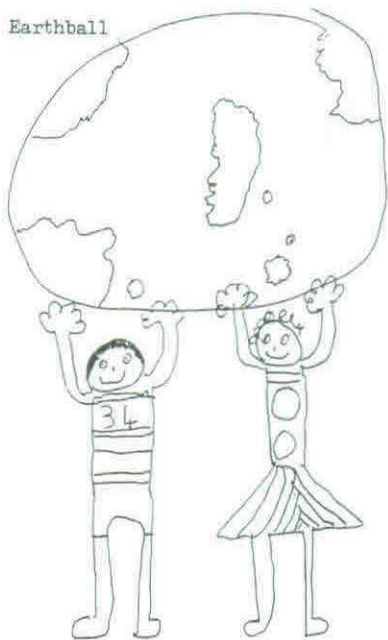
- NEW GAMES do not concentrate on striving to win.
- Games are to involve families, groups and individuals in community and personal expression.
- People come and play to celebrate, and for the joy of playing, co-operating and trusting.
- People play just as a reason for getting together and not to win. If you do play these games competitively it is not because winning is fun, but because competition is fun. If you have played hard, everyone has won.
- You do not have to have any special abilities and you do not have to be a certain sex, age or size.
- You do not need very much equipment
- There are no spectators in New Games. Everyone plays.

"BY all means let us cherish the traditional sports for their many beauties, their unplumbed potential, and for the certainty they afford. But we have signed no long-term contract to suffer their extremes. The time has come to move on, to create new games with new rules more in tune with the times, games in which there are no spectators and no second-string players, games for a whole family and a whole day, games in which aggression fades into laughter - new games."

George Leonard

The Ultimate Athlete

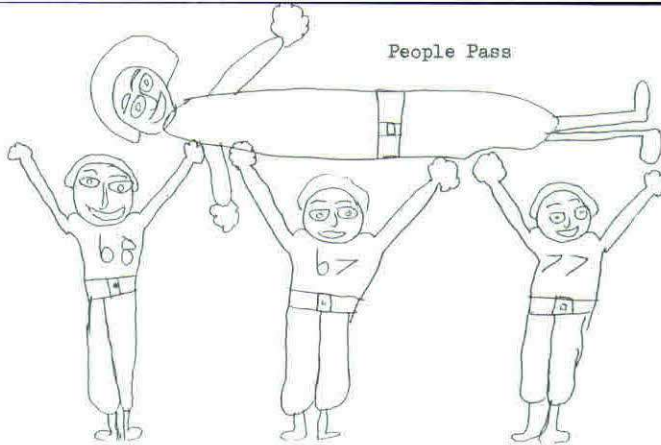
Earthball



NEW GAMES

New Games came out of the counter-culture of San Francisco in the late sixties and early seventies.

Stewart Brand designed games as a reaction to the Vietnam war. One game centred around a huge canvas and rubber ball about six foot in diameter on which had been painted continents, oceans and clouds: Earthball. It was inflated with the breath of scores of people:



the participants, and this had meaning. According to Brand, conflict should be designed to suit everyone's needs; even those with whom you are in conflict.

Brand's friend, author, George Leonard, makes the point in his book, The Ultimate Athlete that games are not in the nature of things competitive. The games of many cultures are not in the least competitive. Further, it is through intelligence, a moral sense and social co-operation that man evolved and survived; not crushing competition.

Brand and Leonard got together to form alternatives to traditional sports, and public tournaments were staged at festivals and happenings. Games such as Earthball, People Pass, the Lap Game, and Snake-in-the-Grass gave people an opportunity to venture beyond what they saw as their limits and also let out their aggression. The only rule was Play hard, play fair, nobody hurt.

According to Leonard, everyone was rediscovering their bodies and imaginations in an atmosphere of spontaneity and participation. It was a thing of beauty and power.

New Games were introduced to Britain in a tournament organised by the Open University at Brighton in July 1976.

New Games evolve and rarely retain all their original features. They can only be a list of suggested forms. New Games keep on being invented. "New Games is an attitude that encourages people to play together." It is not the form of the game that is important, but the essence which gives rise to the game.

The reward is not winning but doing it, playing: in pointlessly rolling an absurdly big ball, in sitting in each others laps, in being tied together. No one has a reputation to lose - who is reputed to be an expert lap sitter? These are new games: "If you enjoy yourself, you win."

The games in New Games change for the people. The people do not need to change for the games.

Games for Two

New Frisbee

The requirements for the game are a Frisbee, which can be bought at toy and sports shops; willingness to stretch yourself to the limit, and, as George Leonard puts it, "impeccable personal morality".

For the duration of the game one hand has to be used for throwing and another for catching the Frisbee, a spinning disc. The player who catches decides the points that should be awarded.

For example, if in spite of leaping and diving the catcher cannot hold the Frisbee, the catcher awards himself one point. But if the flight is direct and the catcher misses it, the catcher gives one point to the thrower. If the catcher reaches the Frisbee but drops it, two points may be awarded to the thrower.

If the throw is good and the catch is good, no points should be awarded. The philosophy of New Games dictates that such perfection is reward in itself.

CONTACT LIST- 1985 - SUPPLEMENT
(new members Mar/April)

AVON

CULLEN, Derek & Lindsey; Caroline 3/80; Melissa 12/81
106 York Road, Montpelier, BRISTOL, BS6 5QQ
GEORGIU, Susan & Michael; ** ELIA -BOY ** 6/79; Alice 6/81 Rv-Age5To9
Orange Farm, Kilmersdon, RADSTOCK

BEDFORDSHIRE

MARTINDALE, Tim & Pam; Jacob 8/75; Noel 12/77; Simon 4/82
4 Middle Street, Great Gransden, SANDY, SG19 3AD CsTbFirstAidArchitecture

BERKSHIRE

HIRONS, K L & P A; Garreth 5/80
70 Albany Road, READING, RG3 2UN

CHESHIRE

GRANTER, Jim & Barbara; Edward 12/77; Beth 9/82 QT2
25 Colley Lane, SANDBACH, CW11 0HE

CORNWALL

LA TROBE, Ingrid; LUDNOW, Paul; Adam Ludnow 12/74; Hannah Ludnow 11/77
Comfort Cottage, Constantine, NEAR FALMOUTH, TR11 5AD
LE VINE, Jeffrey & Cyndy; Rebecca 2/71; Julius 9/72; Rupert 7/75; Samuel 5/79
Jamie & Timothy 11/80; Thomas 11/83
Lower Downs, Halamanning, ST HILARY, TR20 9HQ

DURHAM

DOUGHTY, Anne; SOULSBY, Geoff; Cathrine Soulsby 11/80; Peter Soulsby 10/82
5 St Bedes Close, Crossgate Moor, DURHAM CITY

GLOUCESTERSHIRE

PARKER, Mary; Catherine 7/80
The Garden Flat, 46 Prestbury Road, CHELTENHAM

HAMPSHIRE

BOND, Jonquil; Lucy 8/79; Matthew 8/82
2 Coldharbour Wood, Rake, NR LISS, Hants, GU33 7JJ

HEREFORD & WORCS

CHILLMAID, Martyn & Colette; Karl 2/81
175 Mickleton Close, REDDICH, Worcestershire, B98 7YA

HERTFORDSHIRE

TROW-SMITH, Ms Jan; Paul 4/73; John 3/76
1 Roe Green Cottages, Sandon, BUNTINGFORD, SG9 0QE

KENT

HILL, Roger & Frances; ** ADRIAN ** 9/72; ** MAXINE ** 8/76
31 Tillingbourne Green, St Mary Cray, ORPINGTON

WjRv1

LONDON - EAST

FULLICK, Mr J J & Mrs E E; ** LORNA ** 11/78
4 Durban Road, WALTHAMSTOW, E17 5EA

LONDON - NORTH

BAWOROWSKI, Heulwen & Louis; Osian /81
8D Leighton Crescent, KENTISH TOWN, NW5 2QY
HENDERSON, Walter & Vera; Guy 11/80
49 Camden Square, NW1

TefLfg

LONDON - SOUTH

HEDLEY, William James
101 Wolfington Road, SE27 ORH

ResearchingAltEducation

LONDON - WEST

HARLAND, Malcolm & Lindsey; ** BETHANY ** 7/71; ** JAMES ** 7/73; ** JOANNE **
7/77; Robert 8/83 Bible-BasedCurriculum
1 Hoylake Gardens, Eastcote, RUISLIP, Middlesex, HA4 9SJ

MERSEYSIDE

FAIR, Mrs Joan; Joan 5/72; Helen 10/73; David 11/75
24 Plum Tree Close, Eccleston Park, PRESCOT, L35 7JT

H

OXFORDSHIRE

CHARLES, Victoria; Rachel 12/70; Natasha 4/72
31 White House, UFFINGTON

SOMERSET

HICKS, Mariette & Michael; Pip 9/69; Laurence 7/72; Fleur 6/80; Joanna 6/81
AlternativeSchool
The Pleiades Foundation, Chilcombe House, BECKNOLLER TAUNTON, TA4 4EG

SURREY

AZZOPARDI, John & Christine; Matthew 10/73; Ruth 6/75
Oakshade, 21 Wolsey Road, ESHER, KT10 8NT

SUSSEX - EAST

WRIGHT, Mr & Mrs P M; Peter; Gemma 6/81
59 Brassey Avenue, Hampden Park, EASTBOURNE, East Sussex, BN22 9QH

QT0-2

SUSSEX - WEST

HARRISON-BARBET, Dr A W & Mrs M; Clionna 10/66; Morwenna 3/68; Tristan 1/70
QT2-3TutorialInst
Middle Lodge, Shopwyke Park, CHICHESTER, West Sussex, PO20 6BQ
WELSBURG, Maryann; Colette 6/75; Meredith 6/75 IndHistory(Canals)SnOh
Laburnum Cottage, Mill Farm Lane, CODMORE HILL PULBOROUGH, West Sussex
RH20 1BJ

WEST MIDLANDS

BOWER, Mr & Mrs N; Sara 5/73
Coombe Lodge Coombe Park, Hartopp Road, FOUR OAKS SUTTON COLDFIELD

YORKSHIRE - NORTH

WALL, Geoffrey & Anne; Richard 5/76 Cc(M/Cycle)Rta(S1/Bags)Op
7 Hill Cottages, Rosedale East, PICKERING, North Yorkshire, YO18 8RG
WOOD, Tony & Pat; Michelle 12/78; Oliver 2/81
Catterton House, North Lane, HUNTINGTON YORK, North Yorkshire, YO3 9SU

YORKSHIRE - WEST

AMOS-BINKS, Tim & Wendy; Adam 7/80; Luke 6/82
1 Alexandra Crescent, ILKLEY, West Yorkshire, LS29 9ER
GREEN, Diane; COWELL, Martyn; Martha 8/80; Jenny 1/83
10A Westgate, Honley, HUDDERSFIELD, West Yorkshire, HD7 2AA

IRELAND

YARR, Peter & Sharon; Stephen 6/78; Jonathan 1/80
7 Norwood Avenue, BELFAST, Northern Ireland, BT4 2EE

DUMFRIES & GALLOWAY

OVENS, Jean; Beinn Ovens-Muir 9/77
Netherton, KIRKCONNEL, DG4 6NW

STRATHCLYDE

MACFARLANE, Stuart & Linda; Brian 5/78; Amanda 1 80
6 Tinto Road, Bearsden, GLASGOW, G61 4EF

GLAMORGAN

SHARIF, Mrs Lyle; HARRIS, Mrs Vivienne; ** CHRIS HARRIS ** 4/71
** JO OSBOURNE ** 1/73 AlternativeSecondarySchool
30 Redcliffe Avenue, Victoria Park, CARDIFF, CFS 1BQ

GWYNEDD

SYKES-DAVIES, C Verity; Johara 7/82
Killens, Bellevue Terrace, LLANDUDNO, LL30 2JJ

Ro

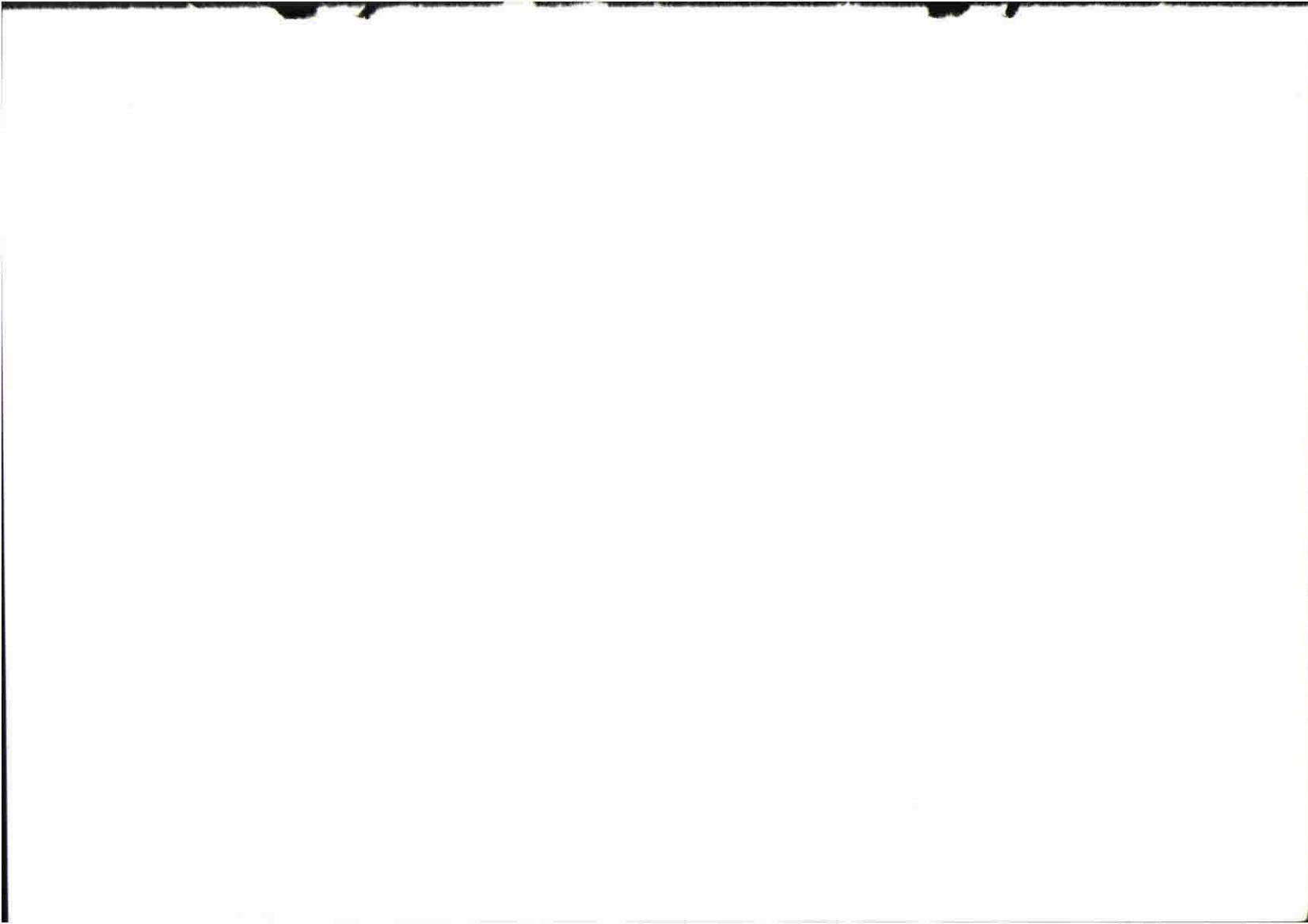
HELP*****INFORMATION RESOURCE CENTRE*****HELP*****

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.

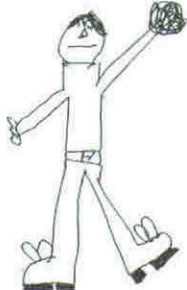
MEMBERS ARE OFFERED THE USE OF THE RESOURCE CENTRE: please
ring, call or write(S.A.E. please as we get no funding)

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



Schmerltz



Schmerltz

A ball dropped into the toe of a stocking which is tied just above the ball.

Toss it by holding the end of the sock and twirling it underhand a few times before releasing it like a comet.

The acceptable way of catching a Schmerltz is by grabbing the tail out of the air one-handed.

"You can choose to compete because competition is fun, not because you're concerned with who wins. If you've all played hard and enjoyed it, then you've all won."

Andrew Fluegelman

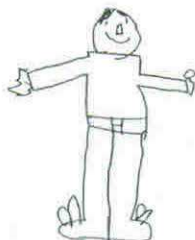
Frisbee Golf

A good game for a quiet, sunny, early morning in the park. A game to let the Frisbee "express its full majesty" as it soars and catches the sunlight and dips with the wind.

Flip the Frisbee to choose the first hole. Map out the course, and with one Frisbee each: see how many shots it takes to hit the chosen object, which could be a tree, a sprinkler, or a bench.

The second hole is then chosen by the other player, and is then chosen alternatively to a total of eighteen holes as in standard golf. The way to score is just like in golf.

Rules will need to be invented to cope with people with good intent who return the Frisbee to you; and dogs. The next shot would have to be played from where the Frisbee lands.



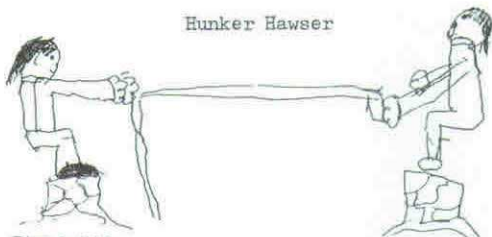
Hunker Hawser

The equipment needed for this game: thickish rope about fifteen feet long, and a couple of tree stumps, blocks of wood, or overturned pots for pedestals.

Players stand on their platforms about six feet apart holding the ends of the rope. By slackening or tightening the rope the object is to unbalance your opponent.

Superior strength is not necessarily an advantage as by giving the rope a good pull an opponent need only suddenly slacken the rope and off tumbles the puller. "The harder they come, the harder they fall."

Hunker Hawser



Stand-Off

Another battle for balance, but the only equipment needed in this one is yourself.

Two players stand facing each other with their feet together. By only using the palms of the hands, the object is to cause your partner to lose balance.

One point for a movement of the feet, or a lunge forward onto the opponent. Two out of three points to win a game. No bodily contact apart from the hands is allowed.

Another version, which is more graceful, is to keep the hands in contact through each round. The game then becomes more like a dance.

These games and others for groups of a dozen or more are in The New Games Book edited by Andrew Fluegelman. San Francisco: The Headlands Press, 1976.

DO NEW GAMES APPEAL TO YOU?

For more information, send a stamped addressed envelope to

New Games UK
11 Plato Road
LONDON SW2

SOME MEANINGS OF PHYSICAL ACTIVITIES

I should like to recommend a book which is at present, unfortunately, out of print. It is Games, Gymnastics, Sport in Child Development by Rudolf Kishnick, published by the Rudolf Steiner Press.

It is probably still available through libraries and is well worth reading. It attempts to look at the relationship between physical activity and spiritual capacities - seeing the training of consciousness as the culmination and continuation of physical training. Thus all physical activities are looked at in terms of their appropriateness to each age and what they give to the child's development - from the round games and imaginative activities suitable for the seven to ten year olds, to those activities like skating and tennis which help to awaken human values. The relative value of sports such as fencing, swimming and skiing, in fulfilling the needs of various temperaments or stages, is dealt with.

To give an example, there is a very interesting chapter on the history and meaning of football - about the bad effects I should add. Kishnick says,

"If one therefore seriously wonders whether sport is the spiritual means of expressing our time, the answer has to be: nowhere else has the spiritual principle been denied as much as here. Nowhere else however - and this is the tragic thing - is it being searched for more sincerely."

As a contrast, he examines the spiritual worth of rounders:

"Compared to football and tennis, a completely different concept underlies rounders...The one who invented rounders must have known more than the one who invented tennis or football."

He points out how, in this game, man and not the ball is the centre. The meaning of the round is the life cycle:

"The base is the sphere from which we all stem. The field is the field of our earthly activities. The turning point is the middle of life...the bases are the points which everyone has to reach if he wants to develop further and make progress. In the end one returns to base again."

The ball is like a favourable star, or the person's fate:

"The higher it flies, the better it is for the one who runs from base to base, in order to fulfil his task. But woe if the star turns into a stone, which happens when the stroke fails, or the ball falls on the ground too soon."

Rounders is a team game: the players on either side are a whole. That is why it is particularly appropriate for twelve to sixteen year olds where group consciousness is very strong. It helps them to feel their place in the order of things.

After this age, tennis becomes more important as a means to help the young person to stand on his own.

"It helps the preparation for the modern conscious state of mind. This is more independent and free, but also more responsible."

Lastly a few of the chapter headings to give a flavour of the area covered by the book:

- Jumping and its many meanings
- Wrestling and the education of the personality
- Gymnastic apparatus as a touchstone of the will to prove one's moral proficiency
- New games out of a new consciousness
- Ball games as an expression of a modern experience of time
- Sport as a problem of our time

Jackie Fearnley

ANIMALS IN THE WILD : TIGER by Mary Hoffman (Windward/Belitha Press)
Paperback 99p.

The text is simple but the photographs excellent in this descriptive book for young children. It and others in the series (Panda, Elephant, Monkey) talk about the animals in their natural surroundings and provide a salutary balance to all those anthropomorphic creatures that crop up in so many children's books.

PEOPLE OF THE BIBLE retold by Catherine Storr (Methuen Children's Books) Paperback £1.00

"The Prodigal son," "Noah and his Ark," "Jesus Begins His Work" - these and other stories from the Old and New Testaments are colourfully and not too prettily illustrated. The text is for younger readers and it is clear and interesting.

TEN, NINE, EIGHT by Molly Bang (Picture Puffin £1.50)

A perfect bedtime book for the very youngest children, with large clear text and bright warm pictures.

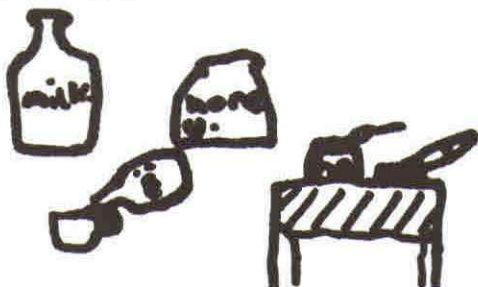
LEILA BERG is well known to many members of E.O. for her friendly support and advice when she has turned up with a bookstall at some of our meetings. Now Methuen are publishing her in two series for the very young - SMALL WORLD and CHATTERBOX. The well chosen words are unfortunately not printed especially large, but the drawings and photographs give adult and child plenty to talk about.

Helen Holland.

* * * * *

Polly's Scripture

Joshua the son of Nun
And Caleb the son of Jephunny
Were the only two
Who ever got through
To the land of milk and honey.



notices



Next

AGM

E.O. AGM at Wick Court Centre betwixt Bath and Bristol
11 - 13th October.

The AGM will be held this year at Wick Court Centre in Avon, a centre used extensively by schools, youth groups and adult retreats. There is a delightfully informal feeling about the place with a boot room as an entrance hall. The Centre itself is annexed to a beautiful old building called Wick Court and the whole place is situated in attractive grounds with a river running through, an orchard, woods full of wildlife to explore and a fantastic adventure playground with rope walks etc. The neighbouring countryside has much to offer in terms of historic interest, hill walks and much more and the cities of Bath and Bristol are only seven miles away.

The centre offers accomodation for 52 people and it is mostly divided into sleeping units or rooms for four people. There is however room for more and good campbeds can be provided. A bottom sheet, pillowcase and blankets are provided for each bed. A top sheet or sleeping bag will be required. Two cots and a travelling cot will be available. There is also space for three camper vans.

As well as outdoor activities for children there will be an indoor play area with a games room for dressing up, painting or whatever. If each family attending could bring a game, a puzzle and/or a toy to share that would be great.

Also on the Saturday we hope to have cake tea in the afternoon so please bring something yummy - family favourites.

There will be a meal available on the Friday evening from six o'clock onwards and will anyone who requires picking up from Bath or Bristol (Bath would be the easiest but it doesn't matter) please indicate on booking form and let us know nearer the day what time you will arrive.

Day visitors are as usual most welcome and there will be soup and bread lunch available on the Saturday and a main lunch on the Sunday. If people think they might like to be day visitors but are unable to commit themselves so far in advance then they can contact Meg Robertson at the address below nearer the date.

COST!

Full board

both nights Adult £10 Child £7
Per night Adult £5 child £3.50
children under 5 are free

(Single parent families or families living on Social Security who would particularly like to come but are rather daunted by the cost please let us know and we will try and arrange a 50% reduction.)

Camper Vans

are the same cost as full board except children will be £2.50. If self-catering then there is a charge of £1 per night.

Day Visitors

The Centre makes a daily charge of £1 (all children may be free - to be negotiated)
Saturday lunch bread and soup will be 50p per adult, 20p per child
Main Sunday lunch -£1 per adult, 50p per child
Meals free for children under 5.
Adult day visitors to send £1 with booking from. Food and children payable on the day.

Please send SAE with all booking forms so that we can send you further details and a map. We look forward to meeting with you all.

BOOKING FORM OVER THE PAGE



Booking form

Name

Address

(please tick boxes where appropriate)

RESIDENTS

No of nights Friday Saturday

No of Adults

No of children over 5 under 5

Cot required

Willing to share room

Travelling by public transport and will require collecting

DAY VISITORS

Saturday lunch required

Sunday lunch required

Camper van

Please enclose money* and completed form and send with SAE to:-
Meg Robertson, The Old Thatched House, Midford Lane, Limpley Stoke
Bath, Avon BA3 6JP Tel: 022 122 3266

** (cheques payable to Education otherwise)*

TACIN

TACIN stands for Town And Country Information Network. It aims to help organizations and individuals find out how to get things done locally; it enables them to make contacts with organizations, other networks, and people who can help you survive and flourish in the post-industrial era. (EO is one of the organizations listed). The subscription is £6 per annum, for which you will get a quarterly copy of TACIndex (or access via TelecomGold to TACIN's computer files). If you are interested, write to TACIN, Town and Country Planning Association, 17 Carlton House Terrace, London SW1Y 5AS.

NOTICES



E. O. FAMILY SUPPORT FUND

The group to administer this fund has now been set up, and consists of the following:

TRUSTEES: James Fearnley, High St., Staithes, Nr. Saltburn, Cleveland
Andy Jackson, Old School House, Hedley Hill, Cornsay,
Durham
Cherity Laniado, Hubbards Barn, South Creak, Fakenham,
Norfolk

SECRETARY/TREASURER:

Peter Gibbs, 21 Peartree Lane, Danbury, Essex CM3 4LS

The group met at Unstone Grange and agreed to the following:

Initially they would operate according to the guidelines suggested by the Core Group, that is:

funds will be available to help E.O. families who are under legal threats from L.E.A.s (1) with incidental expenses, and (2) with contributions towards any fines incurred in court cases.

People in need of help may approach the group either via their local co-ordinator, or via the legal group, or direct to any of the trustees.

The group will usually work in consultation with local co-ordinators and the legal group, and where necessary with the core group.

At present we are in the process of working out procedures in the light of experience. It is our intention to remain as flexible and informal as possible.

The Core Group has agreed in principle to start up the fund with a donation of £250 from E.O. funds. We have also had a small response to the appeal for donations in the last newsletter. We hope that people will be generous as we cannot be useful without sufficient funds. Our initial aim is to establish and maintain a float of £1,000. The need is there and we already know of people who are in need of help. Donations should be sent to Peter Gibbs, and there are Bankers Order and Covenant forms in the April newsletter (No. 40).



please note

THE EDITORS of the August Newsletter will be
Joseph & Jill O'Connor,
4 Coombe Gardens,
New Malden,
Surrey KT3 4AA

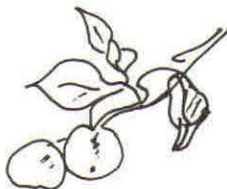
Deadline for contributions : JULY 1st.

EDITORS NEEDED URGENTLY

A volunteer is desperately needed for , and for the future.

NEW ADDRESS

James and Jackie Fearnley now live at:
Howe House,
Egton,
Nr. Whitby,
Yorkshire.
Try Directory Enquiries for new Tel. No.



SUMMER GATHERING IN WALES

This will take place in late June or July at or near the Grants' in Gwynedd.

Overnight stay a possibility.

For further details contact Simon and Caroline Grant,
3/4 Tanyrallt Cottages,
Llanllyfni,
Caernarfon
Tel: Penygroes (0286) 881868.

A HOLIDAY IN ABERDEENSHIRE?

"We live in the North East of Scotland and would like to meet other E.O. families who are thinking of holidaying in this area. We have space for tents or a caravan, and are about 2 miles from a small village in good walking country."

Ros de Sousa, David Vardy, Ann Vardy (6)
Winds'ee,
Tarland,
Aboyne AB3 4UT,
Aberdeenshire.

Tel: 03391 576

ALL MEMBERS

Please note

1. A condensed version of the CONSTITUTION will be sent out with the next newsletter. The full version will be available on request (details in August newsletter.)
2. A last request for those who do not want their phonenumber to appear on the contact list, and haven't already said so, write now to Bob Emmett, 8 Queensway, Liddell Park, Llandudno, Gwynedd.



LOST PROPERTY!!!

Left behind at Unstone Grange. Please contact Bruce and Christine Wallace. Two scarves, one grey, one green; one pair red child's wellies; one pair adult sheepskin slippers; one pair blue child's sandals; one pink and white bib; two adult's coats, one duffel, one grey lodden. Anything else, apply to Brian at Unstone.

SOME CORRECTIONS

The following family have found that their particulars in the Contact list are wrong, and should read as follows:

Graham and Jennifer Elliott
c/o 20 New Street,
Glascote,
Tamworth, Staffs. Tel: Tamworth 54831.

The Elliott's live on a 60' narrowboat and would like to see any E.O.ers. It would be well to phone first: friends will always take a message. Their children are George (6.1.83) and Robert (17.6.84) They are interested in natural childbirth, traditional jazz, whole foods, goat husbandry, and 1001 other things! People are welcome to visit them, especially those with toddlers.

Sue Petszaft wrote a letter to the April newsletter about a programme of activities for children out of school. Unfortunately her son's age was incorrectly printed as 13½ - he is only 3½ - which made a bit of a nonsense of the rest of the letter. Hope the record is now set straight!

Jackie Fearnley, in a review a couple of issues ago, referred to FLORIS BOOKS, 21 Napier Road, Edinburgh. This was misprinted as FIONS books.

SUBJECT SUPPLEMENTS

Are you interested in editing a subject supplement similar to the ones on Maths, History, Languages? There are many subjects still to cover: Science, Nature, Creative Themes, Geography, Handicrafts, Visits etc. If you want to be a supplement editor please contact Jean Shepherd - address on inside of back cover.



DESCHOOLING WEEKEND 2 - 5 AUGUST

Wheatstone Community is holding another weekend for anyone involved or interested in Deschooling. Fun and games, discussions, workshops. £23; children ½. Wheatstone is an organic farm and events centre. Other events this summer include CYCLING, RAMBLING, HEALING, ART and CANOEING. Phone 054 73 662. Wheatstone, Leintwardine, Nr. Craven Arms, Salop.

"WHISPERING GRASS" A 60 ft. NARROWBOAT

moored on Coventry Canal is available for 3 months July - September. Young E.O. family visiting workcamp in Italy. Boat is their full-time home so trustworthy families would be most suitable. Beautiful scenic countryside and a healthy outdoor holiday. London and Oxford canal within one week's cruising. Sleep 5 adults and 2 children (baby's travelling cot available)

Responsible people wanted, hence low fee of £150 per week. Please contact Jenny and Graham Elliott, c/o 20 New St., Glascote, Tamworth, Staffs. Tel: Tamworth 54831.

SCOTTISH BORDERS

Mobile home to let on smallholding. Sleeps 6. Good centre for exploring lovely countryside/hills/rivers. £35 per week; see to Strachan, Jerdonfield, Jedburgh, Roxburghshire.

ACCOMMODATION REQUIRED URGENTLY!

Contact Hans and Emiko and Shane,
Chezei Nook, Church Cottage, Church Road, Emneth, Wisbech, Cambs.
Tel: Wisbech 581395.

MONTESSORI EQUIPMENT

If anyone has any Montessori teaching materials, home-made or not, to sell, please could they let me know details of price etc.

Vicki Willow,
Pollards Cross Cottage, Hempstead, Saffron Walden, Essex CB10 2PA.
Tel: Radwinter 314.

: A CLARIFICATION :

NOTICES are classified as those 'ads' which do not involve profit-making on behalf of the advertiser and include appeals for help, exchanges of any kind and also the sale of educational materials between E.O. members. These are still FREE, and should be sent to the Editor.

SMALL ADS involve some profit-making by the advertisers, e.g. sale of house, details of courses etc. These cost 10p per word, and should be sent to the Advertising Secretary.

DEADLINE FOR SMALL ADS IN NEXT NEWSLETTER - JUNE 24th.



LETTERS

thank you Calum Wallace for the lovely heading

13 Cromer Close,
Laindon, Basildon,
Essex.

Dear Editor,

Must try and catch this edition - been trying for months, but so busy getting on with things.

What I like about E.O. is that it encompasses so many different people with so many different ideas.

What we don't like are the in-fights and the bickerings about teachers, can't we live and let live? There are many more important things to get on with.

My husband and I are both qualified teachers. We have always wanted home education for our children as we feel we are the best teachers for them (not because of our academic qualifications. Many unqualified parents are the best teachers for their own children.) We joined E.O. before our eldest was of school age. Elisabet is now 7, Celestria 5, Jordan 4 and Bethlehem 2. We have never registered the children at a school. Pete and I still sometimes teach part time and I take the children along.

O.K. - for us home education is great - but for others it's not, so there is a place for schools. But let's stop knocking them. There are bad examples of teachers, as there are in any job - some don't care, but then, some parents don't. Many teachers are hard-working, and failures are not always the teacher's fault. If more parents took more interest in their children and their education not only schools, but the world would be a better place.

What we personally dislike about school is the myth about compulsory attendance rather than compulsory education. It reminds me of child factory labour, sending little children away from home for a whole day at a time of life when they need the stability of proximity to loving parents and the environs of their own home.

Some children need schools to compensate for their abysmal home life...and those children enjoy it.

By the way, how do you measure competence in teachers? Is it measured by keeping 30 children quiet all day? By receiving the least amount of cheek? By having every child get umpteen O levels? What's the point of exam results if the children end up as selfish unhuman-beings? Lets think before we press for payment of teachers by results, what results do we want?

Anyway - the great thing is that E.O. can embrace diverse elements in a common cause of freedom to choose. Let's get on with it!

Thanks for listening,

Hele. Hewett

EDUCATION?!

Simon Grant (in informative voice):
Where is the sun at midday William?"
William: "Overhead."
Simon: "Have you ever seen the sun directly overhead in this country?"
William: "No, I don't think so."
Simon: "Why do you think that is?"
William: "I was probably having lunch."

57a Crouch Hall Road,
London N.8 8HD.

Dear E.O.,

I am 11 years old and have my education at home with my brother Rohan who is 12 and Luke, a boy who lives nearby. Our families have known each other for a long time, even before we went to the same school, we also know a lot of the same people.

I think we get just as good an education, if not better than at school, and I highly encourage this type of education. We are taught by our parents and people we know, who agree with what we are doing, who like us, and just teach us what they are interested in. We choose our subjects and have flexibility in taking our holidays.

My favourite thing is Gymnastics which I have been doing for about 14 months. Rohan likes all of our subjects, which are: Anatomy & Physiology, Science, Maths, Swimming, Outings, English, Art, French and Stained Glass. These we do together, but I have Gymnastics on my own. Rohan has Karate and Drama on his own. Luke also goes to Karate.

My strongest reason for thinking I get a better education is not only are we getting taught more advanced stuff for our age, but I am only supposed to be in 4th year primary!

Joti Barnett.

P.S. We are looking for people to join us.

This is a letter received by Heather Cannaby from the mother of her pen friend, Gillian. They are a home schooling family in America.

RD 2
Box 206,
Waymart,
P.A. 18472, U.S.A.

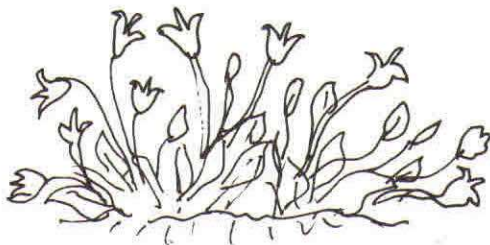
Dear Heather,

Hello - I am Gillian's mother, and for a long time have been wanting to correspond with an Englishwoman who enjoys flower gardening. If you know of someone who might be interested, would you please give her this note.

In addition to flower and vegetable gardening, I also like to hook rugs using the traditional Early American techniques. I enjoy cooking, sewing, singing, writing and playing the piano, plus cross country skiing in the winter. I hate housework, but I also hate living in a mess. And for fun and extra money I write cartoon gags. My children provide a lot of material.

Thank you for your help,

Susan Jaffer.



8 Lower Court Road,
Lower Almondsbury,
Bristol BS12 4DX.

Dear Editor,

One of our children, Timothy, aged 11, was taught at home for 3 years. During the past year he has been attending our village school on a part time basis.

If any other E.O.ers are considering a similar arrangement we would be happy to let them know how co-operation was achieved with the school if they could give us a ring - Almondsbury (0454) 613829. So far the arrangement has been a happy one for all concerned.

Mrs. Beatrice Watkins.

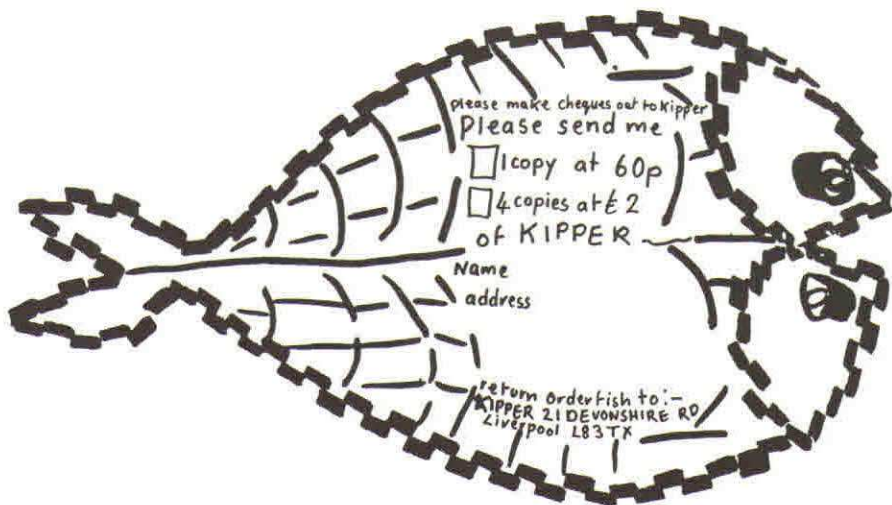
Helen Holland received this letter from Australia. Is there an E.O. child who might like to be Joanna's penfriend?

Dear Helen,

I live in Heywood and I have a little sister who is four. Her name is Elissa but I call her Lissy. I go to tap dancing and drama club. I like going to them. They are fun. I hope you are well. I just had a very bad cold.

From Joanna
and Elissa.

Joanna Stafford,
54 Scott Street,
Heywood 3304
Australia.



OUT AT LAST!

At last I'm out of school YIPPEE!
No more assemblies, detentions for me.
No more travel sickness on the way to school,
And no more swimming in the freezing pool!

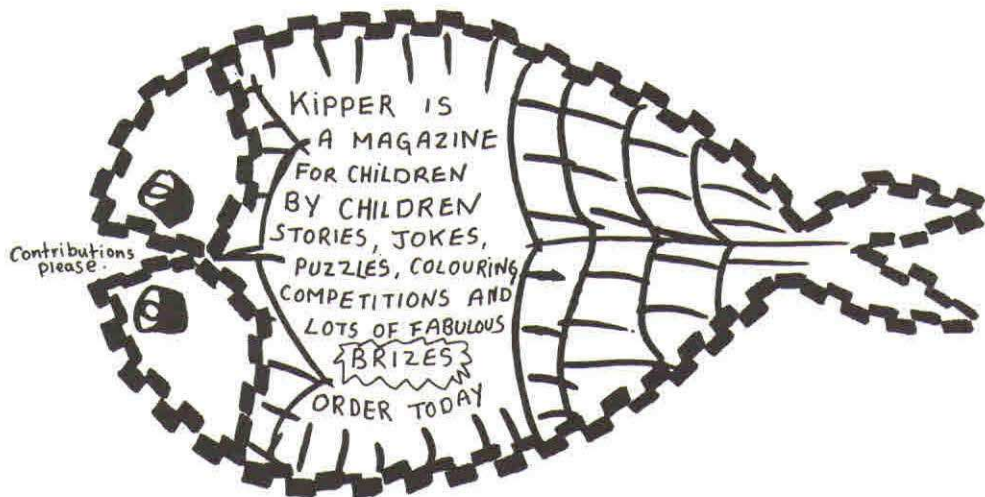
At our school we were on 'report'.
We got told off in games and sport.
"You are the worst form in twenty years"
Was always shouted down our ears.

No more queuing up for lunch.
No more chips (which was all I could munch.)
No more waiting for books to be marked.
I'd rather be up in the park.

No more sickly uniform to wear,
And I've already shaved part of my hair,
I think I'll dye it red or green,
Then they won't WANT me back when the inspector's been.

Mum was asked to speak on the radio
About why we've chosen to go E.O.
"We have no faith in the school system" she said,
And told the?.... where to go.

Jessica Fröhlick, aged 12.



The Green Roadshow

What's the point?

The Green Roadshow was formed as part of the activities of the Green Collective who have put on the past Green Gatherings. Our aim is to spread an awareness of the pressing issues facing the planet at this time, to provide a forum to work through the necessary changes in our lives, towards their solution. It's time to take on the responsibility for all aspect of our lives, realise our interdependence with nature, with our neighbours, and with the emerging Global Community. The future is ours to choose!

Our children are reflections of our hope for the future. To them we offer the simple joys of non-competitive activities which allow them to find their own expression. If we can listen and observe children as equals, offer them space and encouragement, their creations can express their view of the world very simply, and teach us a great deal about ourselves. It's so simple yet so rare!

The Roadshow is available for Fairs and Gatherings from April until October, either as a part of a large festival or as the core of a smaller event. We can offer advice to new organisers and have an 'Advice Pack' based on our experience of past Green Gatherings. We try to adapt our activities to changing situations and to work with others on site.

The minimum charge for a weekend is £100 plus fuel costs at £1.00 per mile. We require about 150 square metres to camp in and a night at each end of the event to set up and dismantle. Any profit we may inadvertently make will be put towards further Green Collective projects.

For more information about bookings, write to:

Richie Cotterill,

Waterleat, Ashburton, N. Abbott, Devon. Tel: Messages 0364 53026.

GREEN ROADSHOW PROVIDES

Creative opportunities for children using arts activities like painting in our marquee, making masks, costumes and face painting. Involving them in music, shows and co-operative games.

Colourful processions for celebration and demonstration with music and our Green Dragon.

Information and Displays on the many issues of Peace, Ecology and Liberty, showing their place in the wholistic overview of the Green Movement.

Films and Literature linking these various ideas with appropriate action, with talks, workshops or informal discussion around their campaigns,

Entertainment for all with Puppet shows, Theatre and music, often incorporating symbolic themes.

Vegetarian and Vegan wholefoods from our cafe.

A QUESTIONNAIRE:

I have decided to do some research, possibly with the Open University, into children who have suffered crises in school. As a preliminary, I wish to gather information from all E.O.ers who have had children in such a crisis situation. If your child has been seen by the educational psychologist or child psychiatrist for non-attendance at school, suicidal depression, anorexia, nervous breakdown or any similar crisis please answer my questionnaire. Answer as briefly or in as much detail as you like.

I have just been reading a book on school phobia ("out of School" by L. Hersor and I. Berg.) Treatment for school phobia, they say, is normally successful, I.E. the child returns to school. The long term prognosis is, however, very poor. 33% develop agoraphobia, or other severe emotional disturbance; 33% had only slight neurotic symptoms. School phobia in adolescence is likely to lead to psychiatric problems in later life. Also the more intelligent the child, the worse the prognosis.

I hope to be able to produce evidence that the prognosis is not so bad if children are educated out of school.

Please return questionnaire to: Patricia Knox, Pen Llywenan,
Bodedern, Holyhead, Gwynedd, LL65 4TS.

Questionnaire:

CRISIS IN SCHOOLING

Name and age of child

1. Is the child your natural child, adopted or fostered?
2. Did the mother or child suffer birth trauma? (Pregnancy toxemia, haemorrhage, instrument assisted birth, postnatal depression or anxiety in mother, postnatal infection, premature birth, feeding/sleeping problems of baby.)
3. Has the child had any history of behaviour problems?
4. If so, has it been a severe enough disturbance to affect your marriage?
5. Did the child suffer a bereavement at any time before the crisis arose?
6. At what age did the school crisis arise?
7. Did the problem manifest itself as a school refusal, suicidal threat, suicidal attempt, anorexia nervosa or nervous breakdown?
8. Did you and /or your child see the educational psychologist or child psychiatrist?
9. What advice did you receive from these officials?
10. Did you agree with this advice?
11. Did you act on this advice?
12. Is your child home educated or back at school?
13. What changes have there been in your child's behaviour and outlook since the crisis occurred?

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.

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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.

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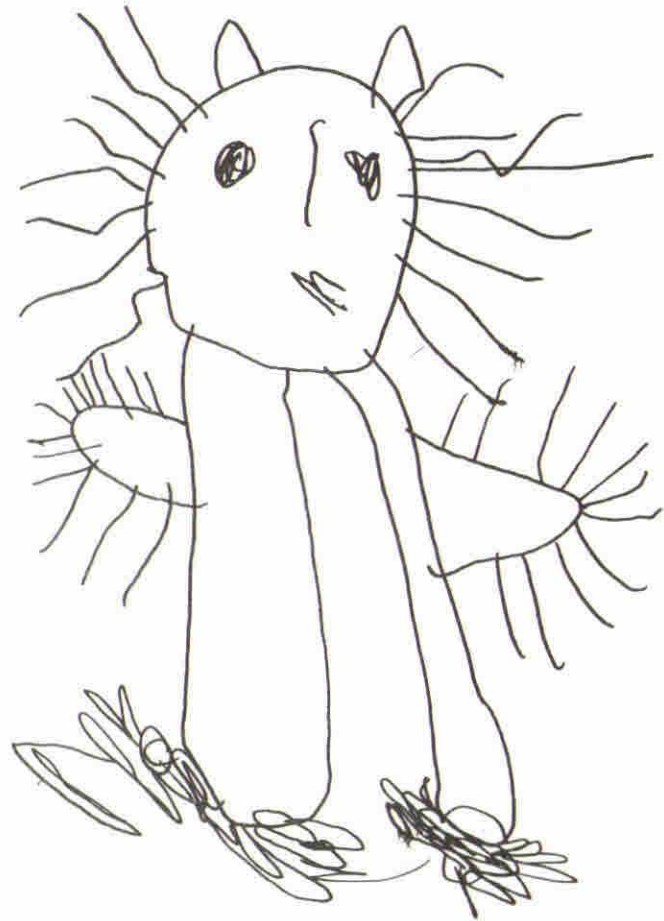
CAN WE HELP YOU TO EDUCATE YOUR CHILD?

Yours sincerely,

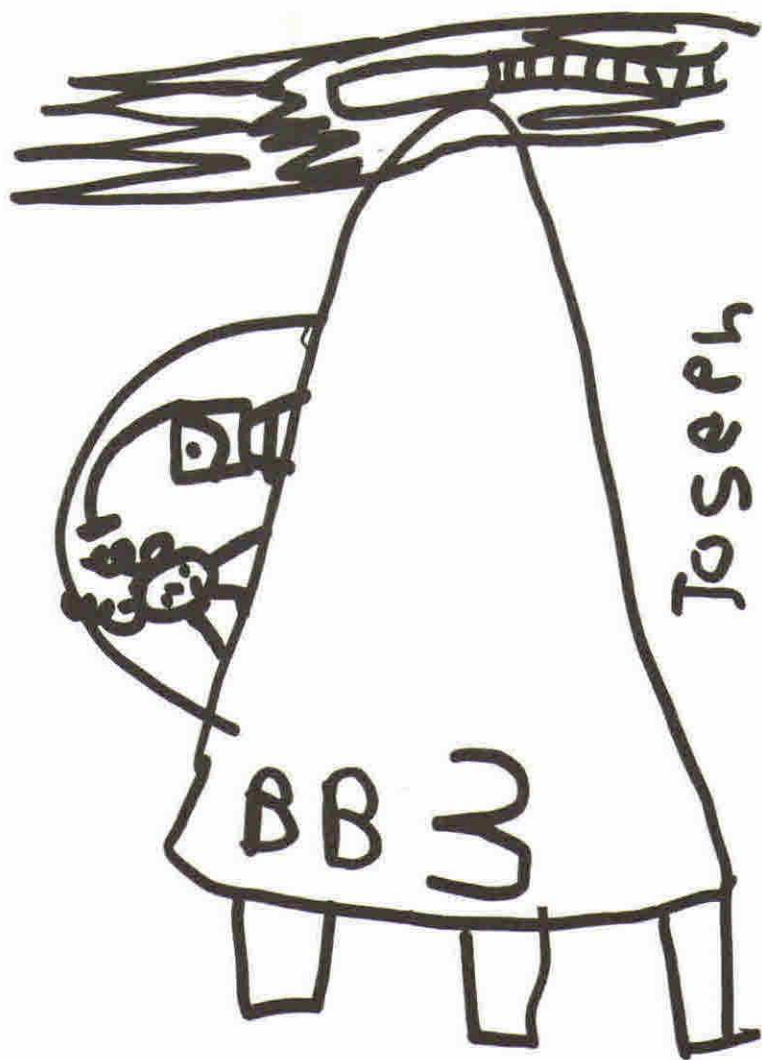
Principal.

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.



CAT by Magdalene



Thank you to the Chorley and Grant children
for getting their pens out at the last minute
to fill these blank pages!

E.O. 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 9.30 p.m.)

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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" x 4" s.a.e. please, to:
25 Common Lane, Hemingford Abbots, Cambridgeshire, PE18 9AN.

