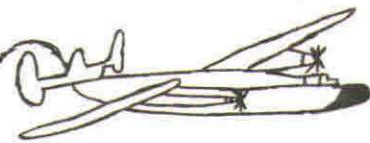
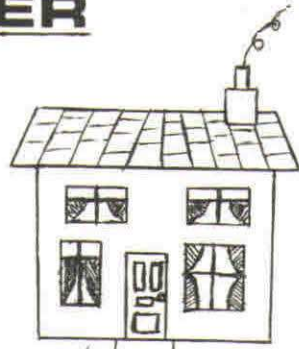


EDUCATION OTHERWISE

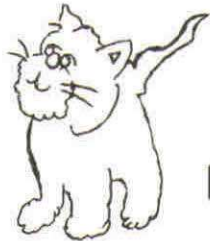
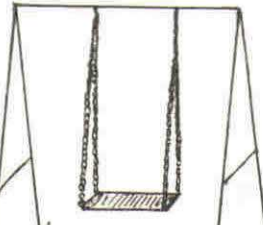


NEWSLETTER



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OCTOBER 1985

**NO:
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NEXT EDITOR:

BRENDA HOLLIDAY,
10 Chalton Road,
Bridge of Allan,
Stirling, FK9 4DX

Tel: 0786 832042

Contributions for the next edition should be sent to the Editor by
1ST NOVEMBER 1985, and all material intended as such should be clearly
marked "For Publication".

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

Editorials ~~~~~

Thank you all once again for the very varied correspondence which we have received for inclusion in this edition of the Newsletter.

Unfortunately, the letters section once again tends to lend a little towards the "in-fighting" to which Helen Howlett refers. Regrettably though it maybe, in my editing of the letters I have attempted to put over the relevant points - without being too personal and my apologies to anyone who thinks they are. I tend to 'sit on the fence' in this particular argument, being able to see and appreciate both sides of the argument, whilst agreeing in part with both.

Our elder daughter, Carol, went to a particularly good school - one to which her father had been, and a Grammar School. However, when it came Susan's turn to change to a Secondary School selective schooling ceased and she was allocated a place at the nearest Comprehensive, much against our wishes. Apart from the obvious reasons of wanting our children at the same school, the one to which she should have moved was a particularly bad one! So it came about that we simply refused to let her go! In complete ignorance of the fact at that time that we had the legal right to teach her otherwise than at school if we so wished. For the whole of the first term back at school, Susan was dressed in Carol's outgrown uniform - which by now fitted her perfectly - and taken to school with Carol each morning; each morning we reported to the Headmaster, and each morning he refused to accept her as a pupil. Then the crunch came, we were to be taken to Court!

On the morning of our first Court appearance the post came through the door whilst we were getting ready. HELP had arrived! It had come in the way of a scribbled note advising us of the existence of E.O. and of our Rights. We went into court and sought an adjournment - the cavalry had arrived! Or so it seemed.

It was only at this stage that we sought legal advice and, after a report from a Child Psychologist which he had brought in voluntarily, our Solicitor rang me at work at 4.55 p.m. on the last day before we were to appear in court and said "WE ARE PLEADING GUILTY". I was FURIOUS to say the least...shaking with anger, my mind in a whirl...there was only one thing for it! GET ANOTHER SOLICITOR FROM OUT OF TOWN!

We went through to Manchester the following morning and by 9.30 a.m. one Bolton solicitor had been withdrawn from the case, a further adjournment being given to hand over our new legal representative. However, we had, by this time also made the decision to take our son, Paul, out of school.

Looking back, it was the best thing we ever did, although we did have our reservations at the time. How were we to manage, we both work FULL-TIME! It helped ease our minds however, when we thought sensibly about it; luckily, Denis did not start work until 1.40 p.m., a fact which Paul Widlake - the Child Psychologist - called into question in his report! The children were old enough to be trusted to carry on with their work until I got home at 5.30 p.m. We had not bargained though on the sheer vindictiveness of our neighbours.

Denis was assaulted on our own front door step on the night that we hit the headlines on winning our case; the last straw came when Susan was set upon and badly beaten up by 6 'thugs' for want of a better description and placed in hospital for a week with a broken nose and badly bruised ribs.

The estate on which we then lived had been described in Paul Widlake's report as "their bleak council estate" and if ever there was a place where it could be said YES! SCHOOL IS A NECESSITY, it is on that very estate!

NO! - parents on that estate, or a very large majority of them, DO NOT CARE very much about their children. That's not to say they don't love them in their own way, but it is a case of get out and play, whether it be in the road or the nearby river - they don't particularly want to know where they are, UNLESS something happens. Most of these children are very well known by the Police, and on occasions when the police are in attendance the attitude of those parents is WHAT THE HELL DO YOU WANT - IT WASN'T OUR JOHNNY, when they know full well in many of the cases that it WAS.

YES - there are arguments FOR and AGAINST Schools and from on top of the fence, being a parent whose children are OUT OF SCHOOL but in a position to see first-hand why there is a necessity for them, I can see no reason why personal feelings of members should become in-fighting between individuals.

The NEWSLETTER is here for US ALL - we all have our own views on virtually everything so let us see more varied views of members on our letters pages! Let us try to steer clear of the 'head-to-head' battles which seem to have been happening and all express our own opinions rationally and without bias.

One last point I would like to make; it has been said to me on many occasions and by different people, that members either being taken to court or having gone through court have not been allowed Legal Aid for their cases.

As stated earlier in my editorial, both Denis and I work full-time. Denis is a postman and I am Personal Secretary to the Area Manager of an International Company, our office covering everywhere from Oxford upwards, including the Outer Hebrides, and on a very good salary. When we went through Court, the Local Magistrates, we were awarded Legal Aid from the word go; so if the necessity arises, do not be frightened of enquiring about it from your Solicitor - they don't always tell you!

A final, personal note to Jean Shepherd - you were wrong! POTTERTON INTERNATIONAL is not the main feature of my articles, don't ring me if your boiler breaks down its too small for my side! Hope you enjoyed your holiday.

Love and best wishes to you all,

Pauline

STOP PRESS : Second follow-up gathering of people interested in moving together in/to Nantlle Vale area (North Wales), Oct. 14th - 17th. For further details/more of what's going on ring Simon & Caroline Grant 0286 881868.

Now SHE has shut up, can I have my say.....

Nearly every letter we've received has wished us good luck with the editing, some have even been a little surprised that we have been brave enough to 'do it again'. However, we were quite pleased to be given the opportunity.

Yes, it is hard work, but work which we feel rewarding. Being stuck up here in Bolton, we seem to be well out of the centre of activity and it is our way of being able to take an active part in E.O. and, being the fools that we are, are volunteering to take the job on permanently. However, that is a matter for discussion at the A.G.M. Personally, we feel that whatever our own views, and whether we disagree with them or not, the newsletter is BY the members... FOR the members...and everyone's views should be expressed in it...avoiding if possible 'head-to-head' confrontations and personal attacks through its pages. There are always two sides to every tale - both of which should be looked at objectively.

You will notice in this edition that the suggestion of one member has been taken up and would ask for your thoughts and/or comments on it, i.e. to give over a few pages for 'children's' own work. You will also notice that I have included a competition, just one of many which I have to hand, and which I would be prepared to use in future editions if the response from the membership is good enough. However, as our modest attempts to seek a bit of sponsorship - from the likes of Sinclair (the makers of the Spectrum Computer which is currently selling for £50 in one Civil Service magazine), the G.P.O., who made millions last year (they don't want to set a precedent) and John Player who tend to spend thousands on other sponsorship/advertising - have all met with "hard-luck" stories, I am therefore putting a £10.00 token prize up out of my own pocket to allow this competition to be run. If these competitions are to continue - which depends solely on the members - a similar prize will be offered each time. However, if any member knows of (or can get) sponsors for future competitions I would like to hear from them - it doesn't have to be much!

Going back to Sinclair, they are prepared however, to offer a 25% discount on "retail prices" of their computers to any member who is interested in purchasing one - which retail price? Could it be the £50 one? If so that would make it £37.50, which a Company of their size should be well able to afford to offer to donate as a prize, even if only for the good publicity they would have got!

When all the letters started coming in from the members, we thought we would have enough for two magazines - let alone one, but with careful editing and condensing, we found at the last minute that we had two pages to spare. I have, therefore, added another - light-hearted - quiz which I hope you find enjoyable.

As you will notice from the form of the newsletter, we have tried to make it a bit more light-hearted than it has usually been. The News from the Regions is always acceptable, but I am attempting to give it a wider appeal, acceptable to the "general public" to whom it may be shown by our own members, thus giving them more of an awareness of our organisation - and perhaps boost our membership! And also something which is presentable to the media.

Leno

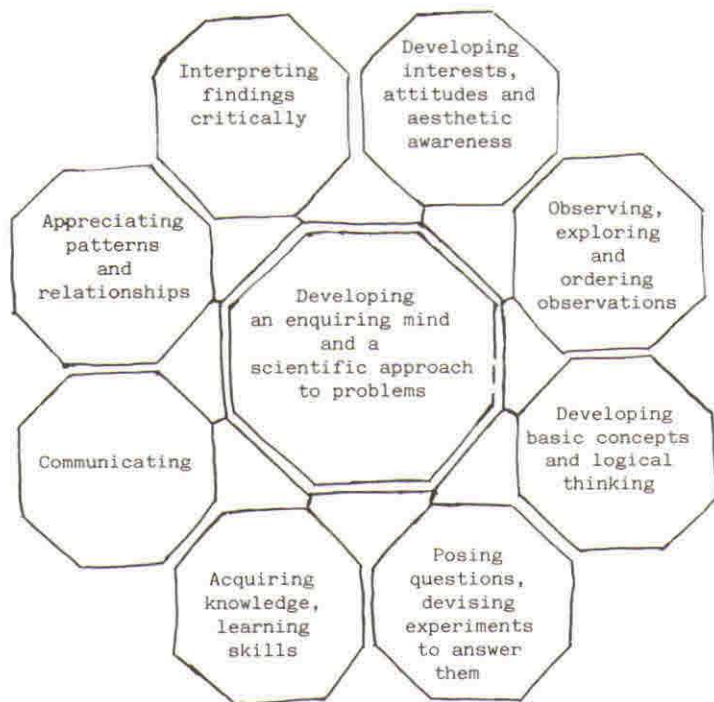
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In most families at least one member is "scientific" in outlook, pulling clocks apart from an early age and asking those questions which are only possible to answer in several hours. Just as you are rushing to finish peeling the potatoes the child asks - "Mummy, why is it dark at night?" I find that often in concentrating effort on providing what I see as the needs of this child, I do not take enough notice of the scientific development of the more "artistic" children. The need for all our children to have their scientific understanding stretched has been given a boost by the Department of Education and Science's Statement of Policy published this March, which says that "...each of us needs to be able to bring a scientific approach to bear on the practical, social, economic and political issues of modern life." It is with the needs of all children of primary age in mind that the Worldwide Education Service has produced a nature study course entitled "Starting from a Walk", and a Science Kit, to provide families educating their own children with the resources they need to develop their children's scientific thinking.

The Science Kit contains as many as possible of the pieces of equipment which WES has found that parents living in isolated places need, if they are to investigate their surroundings in a scientific manner. It includes equipment for heating substances - a spirit burner, beaker and test tubes; and for separating substances - a funnel and filter papers. Various measuring instruments are included - a thermometer, indicator paper, a force meter and 20ml and 10ml syringes. There is equipment for simple electrical experiments and various other useful items like magnets, mirrors and a dropper. The equipment can be used in whatever way the family chooses and is standard laboratory equipment of a high quality. Although the kit has been designed with the needs of primary age children in mind, it should last, if used carefully, long after and form the basis for the expanding needs of boys and girls over 11 years old. In the past WES has found that many parents have found it hard to purchase these items individually even in Britain. In most homes there is a wealth of other material which can be adapted for experimental use, such as test tube holders from egg boxes, and coins for weights. I am sure that the ingenuity of E.O. families in adapting "junk" into useful items is even greater than most families!

My own feeling is that because so many parents feel insecure about their own scientific understanding they welcome some structure from which they can branch out. It is the aim of "Starting from a Walk" to provide a part of this structure. The loose leaf folder which contains the individual assignments of "Starting from a Walk" is based entirely upon the sort of starting points for enquiries you and your child would meet on a walk, in town or country. "How do plants grow?" "What lives in water?" "What is soil?" are examples and also there are assignments on ourselves, our senses and limbs which we use as we walk e.g. "How do we see?" The material is arranged in these themes which have been especially designed to be applicable to most environments in most parts of the world and they can be used in any order. The original idea was that the same walk should be carried out regularly to allow the changes to be noticed throughout the year. However, the material is very flexible and can be worked into any number of different schemes.

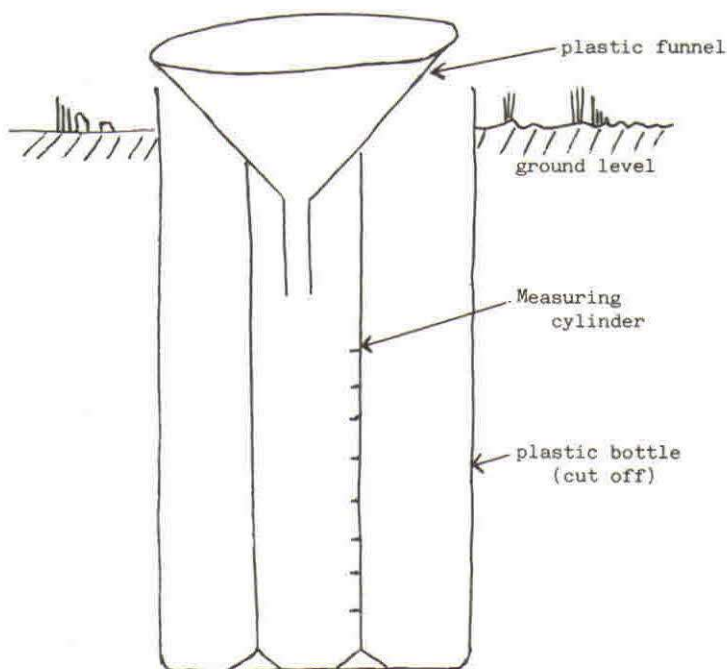
Perhaps if I give a personal example of how I used one assignment it would help. My son whom I taught at home became very interested in the weather, largely as a result of doing a lot of walking and being outside more than he had been used to before. I used the section on the Weather to help us structure our own investigations. Over the years I have found the outline of objectives which originally was formulated in Science 5/13 very useful when thinking about work in science - were we extending our scientific thinking in all these areas?



To put it in the simpler language of the recent report Science 5-16 "pupils should from an early age grow accustomed to the scientific processes of observing, measuring, describing and explaining." As you read what we did you can see that most of the objectives are well covered.

His observations of cloud forms led to a photographic study and using the assignment "Recording cloud cover" he identified the different forms. From this he decided to collect the weather forecasts from the newspaper and became interested in the measurable aspects of the weather. To answer his questions about the rainfall, wind and temperature he decided to set up a weather station. The instructions in "Starting from a Walk" were helpful but we also had to improvise - a rain gauge from a cooking oil bottle, funnel and measuring cylinder from the Science Kit, - a wind direction indicator from cardboard, wood and nails; and a greenhouse maximum and minimum thermometer.

Rain Gauge



The wind speed indicator was the hardest as the central bearing would not turn freely enough and it had to be blowing a gale to move at all! This sort of technological problem always arises as soon as you move away from books and into doing your own investigating. The experience of the problem even if you fail to find the ideal solution is very important and often neglected. My son solved the problem with a small ball race from a model boat. He kept records daily from his weather station and added them daily to a weather chart showing the cloud cover, wind direction and speed, rainfall and maximum and minimum temperatures over the last 24 hours. He then compared his results with the weather reports in the paper. As he compared the home measurements with the predicted and actual weather pattern he began to see how they fitted together and turned to reference books to find out about large scale weather patterns and air pressure. At the time he was a member of a scout troop and he decided on completion of his work to bind the results in a folder and enter for the Meteorologists Badge.

This sort of investigation can blend all that is best in education at home with the great possibilities for encouraging and extending our children's scientific thinking. This is real education and what Ivan D. Illich was talking about in his book "Deschooling Society" when he says: "The alternative to dependence on schools is not the use of public resources for some new device which makes people learn; rather it is the creation of a new style of educational relationship between man and his environment."

Carol Boulter -
June 1985.

Science Kit: £27.50 Starting from a Walk: £15.00
Available from: World-wide Education Service, Strode House,
44-50 Osnaburgh Street, London, NW1 3NN.

Education Otherwise:

Ruth Lawrence, the home-educated maths prodigy, obtained a specially commended 1st in maths at Oxford this year, aged 13. (OBSERVER 7.7.85) "Nowadays, individuality is frowned upon," said Mr. Lawrence, "we herd our children away to be looked after by other people...we expect this thing called play to teach them about life and make them grow up well-behaved." Ruth has been deliberately denied any formal literary education. Mr. Lawrence says: "Not only does literature not help you to live your life, it positively impedes you." He went on to say that if it hadn't seemed to be working he would have sent Ruth to school. "We weren't trying to produce startling academic results; we were trying to produce a nice, well-balanced person." Ruth plans to stay in Oxford for at least another 3 years and do research, according to the DAILY TELEGRAPH (5.7.85)...

***One of only 2 Protestant mothers living on an island in County Antrim has kept her children at home in a protest against inadequate schooling provided by the Catholic Church (T.E.S. 28.6.85). She was told that she could have no say in the way the school was run, but there is now to be a formal investigation.

Life in School:

Children who receive pre-school education get better academic results than those who do not, according to a research project commissioned by the Department of Education and Science (OBSERVER 9.6.85)... In an increased campaign to get their pay reviewed, Scottish teachers will ban all out-of-school activities from this term (GUARDIAN 10.8.85). "We admit school will be a much duller place for both pupils and teachers" they said.

Who'd have
enough, it?


.....yet another lesson from Government inspectors on how teachers have a quiet, calm and relaxed attitude and treated children as individuals.....
(TELEGRAPH 24.6.85)

... The first school for homosexual boys and girls has opened in New York (TELEGRAPH 7.6.85)...TV is to blame for increasing classroom violence, apparently, now to be found among 4 and 5 year olds (TELEGRAPH 24.6.85).

According to the London University, incontinence and tantrums, however, persist into the 8 to 11 age bracket. Other research suggests that disruptive behaviour among children may have more to do with schools than socio-economic factors (T.E.S. 9.8.85). In one school studied, disruptive behaviour was seen as the product of the pupil's lack of success in the curriculum, solved by creative expectations of success.....*A P.A.T. conference welcomed the increasing involvement of parents in their children's education including helping in the classroom. There was, however, one objector, the co-founder of P.A.T. who said:

(Note: *P.A.T. = Professional Association of Teachers)



"I believe we are specialists - like surgeons or a judge. If a parent should come into my classroom (invited by somebody else, she (sic) would not have been invited in by me), I would have taken her by the shoulders and shown her the door. Can you imagine any parent going along and helping a surgeon with an operation on their child?"
(T.E.S. 2.8.85)

...at the same conference, a motion called on the government to take positive steps to enforce existing laws on school attendance, such as taking offending parents to court. (T.E.S. 2.8.85) Approved also was the French system withdrawing child allowances from parents of children who absent themselves or are excluded from school.

SIR KEITH RIDES ON: 40% of school children reap little or no benefit from 11 years of compulsory education, said Sir Keith Joseph in an interview for OPTIONS magazine, (reported in the GUARDIAN, 12.8.85) "...the sense of curiosity that is born in practically all of us...should be enhanced, not quelled by the education process."

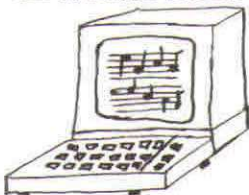
LEARNING TO READ: An infant teacher has developed a revolutionary approach to reading. Conventional aids have been thrown out and instead children are encouraged to read in a natural way. "We no longer proposed to teach reading at all..." says the head, Liz Waterland, who gets parents to read to and with the children until they naturally take over with familiar or favourite books. She sees the adults job as helping the children to do it, accepting their early attempts and taking over when they want to do something that is too difficult for them. She insists that there are no strategies, simply offer the conditions in which children can develop and practise reading without feeling tested or threatened. Her reception class are now 'devouring' books. (T.E.S. 5.7.85)

PUNISHMENT continued: The government's decision to abandon its corporal punishment Bill - narrowly defeated in the Lords this summer - may mean that ministers will opt for complete abolition (T.E.S. 26.7.85). "I think we have all wanted to thrash our children, and I quite understand the schoolteachers who want to thrash the children in their class. However, to be able to thrash Johnny but not Fred would be ridiculous and unfair," said the Earl of Onslow in the course of the Lords debate.....A man who claims his life was ruined when he was suspended from school for refusing a caning, is claiming compensation on behalf of his parents and himself. So far the government has offered him £800 of the £19,000 he claims, and this he has turned down. (T.E.S. June)

Footnote: "Now we've (in the U.S.A.) reached the stage that by the time the kids graduate, they've already had 18,000 hours of TV or the equivalent of nine years at a full-time job", said Jerzy Kosinski, author of best-seller BEING THERE, in the GUARDIAN, July. He is more than ever disturbed by

students' short attention span, the result of being accustomed to changing the channel as soon as they get bored, and thinks there may be a swing of the pendulum back to the days of a small elite and vast masses of uneducated. "People still have the freedom to switch on or off" he concluded.

THE COMPUTER DEBATE...continued...



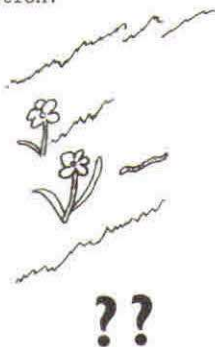
The co-founder of Apple Computers now says that, for most personal tasks, paper and pencil "work just as well as a computer and cost less". People can pick up what they need to know about computers, if anything (TELEGRAPH's own italics, 12.1.85) after they leave school....."A common argument made for introducing children to computers, for instance, is that it enables them to "acquire information".

Yet as one disillusioned computer expert put it to me, most of the information ...could so much more efficiently be obtained from reading books and that if the book had been invented after the computer it would have been hailed as "an astonishing new breakthrough in information technology." (Christopher Booker, writing in the TELEGRAPH, 21.2.85)... He concludes: "Emotionally and spiritually it (the computer) is deadening. It seems, on a purely mental level, to hold out the promise of meaning - but only in the way and for the same reason that pornography seems to hold out the promise of love".

The outside back cover of a magazine called "STARTING TOGETHER" - published by the Development Education Centre in Birmingham and submitted by Sylvia Goldstein of London brought a smile as I imagined the situation:

"A teacher takes his pupils out of school
and into the fields:

'Count the number of petals and pistils and show me its pollen...Right.... This is a worm eaten flower.' He was pleased with himself. But when the children started asking questions: "Why did things eat each other?", "Why can't the eaten eat back?", "Why did God allow this and that to happen...Man...law...God...Nature... he had never thought deeply about these things and he swore that he would never again take the children to the fields. Enclosed in the four walls he was the master, aloof, dispensing knowledge to a concentration of faces looking up to him."

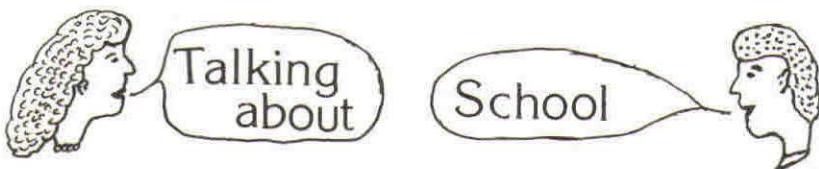


A Little Light Relief:—

GROWING PAINS.... (from: THE STAR 25.7.85)

Teacher - "I wish you'd pay a little attention."
Pupil - "I'm paying as little as I can!"

Checking through her class's essays on 'My Life', a schoolteacher came across this from a 10-year-old boy. "I have had a very happy childhood and am looking forward to enjoying my adultery!"



"With the timing and devastation of a biblical plague, the A-Level results have been delivered...thousands of households throughout the land were simultaneously stricken, and those passed over by the avenging angel were fewer than ever, as university places for the chosen become scarcer..... It is a waste to reduce education to three subjects and judge the potential for wider learning on the strength of one standardised public examination.." (Anne Holmes, writing in the OBSERVER, 25 August, about her daughter's failure to get A-levels).

"Prison can't be any worse than boarding school"....it was a tough survival course, and I am glad to have done it...I vowed I would never send my children to boarding school...schools are things to get over, school time is a time to get over...my most bitter memories are having to get up early...the bitter unfriendliness of it all...the disgusting food...and being perpetually rather frightened." (Auberon Waugh, RADIO 4, 7 June).

"The most stressful, the most difficult, the most dangerous time of the school day is lunchtime...when it is wet and children have let off steam inside the school, things can become even more dangerous." (Sheelagh Gillon, headmistress from Merrow, Surrey. TELEGRAPH, June 3)

"They couldn't see the point of some of what I was teaching and, frankly, nor did I. Specific latent heat capacity had to be learned. Why? Because it was on the exam syllabus, not because they needed it.....It's so inflexible. You have to be in that class at that particular time; 30 kids, then another 30, then another, five days a week, and you've got them all year. It's concentrated pressure..." (Furquan Shakir, ex-physics teacher from Leicester, now working in industry, described by his head as an "outstanding teacher, one of the best I've ever known", in an interview with the Sunday Times, 7 July)

"I would sweep the streets rather than carry on teaching" (Liza Hilson, ex-head of modern languages from Hounslow, same interview).

"The kids give up so easily. Society doesn't support schools. If you give a child a detention, he says his parents won't agree to it...Teachers haven't helped themselves perhaps. Industrial action has had a terrible effect. It puts them out of their routine." (Ex-head of Craft & Design, John Read, same interview).

"All my friends say they hate their schools. I once went into a lesson at my friends comprehensive, Islington Green, and the teacher didn't even notice that I shouldn't have been in the class...didn't notice anyone...Everyone was talking - I'd expected it to be dead quiet...As I was leaving the school, the head of year one came up to me bossily and demanded to know why I wasn't in class. He was so rude. Even he failed to realise I didn't go to that school..."

"I've learned to organise things, to be independent and be responsible for myself". (Karen McDaid, 16 year old pupil of White Lion Free School, ED. GUARDIAN August 6).

"...the drive to raise super kids - the excitement of parents when their baby can recognise Beethoven's picture on flash cards - is an excessive cause of strain in our society...(children) should be aware that their neighbourhood/nation/world, is full of problems and that they are being educated to help solve these problems." (Dr. Benjamin Spock, taking in GUARDIAN WOMEN, July 8)

Dr. Spock also said, "Trust yourself. You know more than you think you do".

Edited by: Sarah Guthrie Contributions always welcome.

From: S.T.O.P.P. - June 1985

(Society of Teachers opposed to Physical Punishment).

7-YEAR OLD BEATEN TO DEATH BY TEACHER

The ZIMBABWE HERALD reported in March:

"A schoolboy aged seven died after he was beaten by his mathematics teacher for giving the wrong answer, Harare Regional Court heard yesterday.

The teacher, Ressie Mtambanbugwe...denied an allegation of culpable homicide.

The State alleges that Mtambanbugwe severely beat Kennedy Mutambirwa with a stick... after he gave the wrong answer to a question about some work he had been taught. The boy died of a brain haemorrhage eight days later.

A post-mortem report attributed the haemorrhage to 'a bleeding disorder caused by about 10 hard blows to the body using a stick or similar object.'

Mtambanbugwe admitted striking the boy on the head, arms and legs with a light cane, but denied using excessive force or striking more than 10 blows. She told the court she was surprised when the boy was brought to her four days after the incident with severe swelling and bruising. She suggested that he was the type of person who bruised easily...

The boy's father...told the court that...he saw his son with swelling on his arms and legs and bruises on his head. The boy was also bleeding from the mouth, he said."

The case was continuing, but subsequent newspaper reports are not to hand.

The Schooldays of some of the Famous:

Les Dawson, who 'made a name for himself as the class clown' said -
"I hated school, and was 'one of the classroom thickies'".

Simon Bates, D.J., remarked "They were not the best days of my life".

Barbara Cartland, Romantic Novelist, certainly didn't wish to remember her schooldays in detail: "They were most unhappy times" she said.

John Thaw, of 'Sweeney' fame: "...I'm quite well read now, I've had to learn because of my job".

The Media

If you have read the Minutes of the Unstone Grange meeting in the last Newsletter, you will have seen that I said I would deal with enquiries from the above, to take some of the pressure from Janet Everdell, our Enquiries Secretary.

In fact there has been a lot of media interest lately. There was a very good article in 'New Society' on 19th July. B.B.C. TV South were interested in following up this article; TV A.M. have filmed a news feature on two Surrey E.O. families, which they plan to show at the beginning of September. There will also be an article in 'WOMAN' magazine in September.

Part of the Gill Pyrah programme on LBC Radio on 2nd August was devoted to E.O. and home education. Listeners were invited to 'phone in with questions. The whole programme was very interesting, and we got a very fair public hearing.

It would be helpful if any general enquiries from the media (TV, Radio, magazines/newspapers) could be referred to me. Education is particularly in the news at the moment and we may get some significant publicity.



Joseph O'Connor,
4, Coombe Gardens,
New Malden, Surrey,
KT3 4AA

.....
continued - - -

Countless listeners must have heard a recent edition on Radio 4, "TUESDAY CALL - EDUCATION", when Sir Keith Joseph was asked by one lady why "good, small schools should be shut", schools like her local village one, with "23 pupils in attendance, and an excellent school" she told him. His reply was not very encouraging: "Small rural schools will be closed where possible to reinforce a large school. It is not good for children to be isolated, it needs larger groups". He also added that "Some rural parents rejoice after one year of the closure of a village school, as their children have benefitted from larger numbered schools".



watching 'Violence'.....

A teacher writing to 'ANY ANSWERS' on Radio 4 recently, said that at her mixed infants and juniors near Crawley, every day in the playground brought "scenes of punching, kicking and violent behaviour". When she remonstrated with these youngsters they replied: "Cor, miss, we're only playing the 'A-TEAM'" - (that is full of violence).

Sad to think that education was made available to all in the latter years of the nineteenth Century to stop exploitation of juveniles, so everyone would be able to read and write - so began the career of the 3-R's.

NOW - many years later, when discipline is lacking and respect is too, the 3-R's must stand for RIOT, REBELLION AND REGRESSION, as anyone who read the MIRROR, August 13th, would agree. They asked what parents were going to do about the 'Blackboard Jungle'!

Well, I for my part am never allowing my two small children into that Jungle, as home is best!

'Punk' singer/actress, Toyah Wilcox, has said in her interview on Radio 4 that any mistakes she made, she made for herself, but "I had no discipline at school" - that speaks reams too!!

And well-known Botanist, David Bellamy, said "The teachers bored me, I was a tremendous disappointment at the time". Yet, after leaving school, he became a highly qualified academic.

Submitted by: Muriel Binding,
Dorking, Surrey.

.....

Peggy Kann of Buckingham wrote after partially hearing the 'TODAY' programme concerning a 5-year old by the name of Rebecca Andreas, who's parents were concerned that, when she goes to school in September, she will not get "appropriate teaching" as Rebecca is literate and numerate far beyond her years - (how right they are!).

It was quite clear that they did not know that school is NOT compulsory, and that there is no reason why they should not continue with their teaching for as long as they feel it appropriate.

Mrs. Kann's attempts to contact the family fell on stoney ground, she says: "I have no more information about them, other than that the name of the school might have been BOXGROVE and I think they are somewhere in the South-East. Perhaps someone has managed to alert Mr. & Mrs. Andreas to their rights. If so, many thanks; if not, please could somebody do something? There is a little girl at great risk out there!!".

Editor's note:

Having contacted the 'TODAY' programme by telephone, the interviewer, Valerie Jones, was extremely helpful and gave me the address of the Andreas family, although she believes they were about to move. Hopefully, my letter to them will either be re-directed by the Post Office, or someone may know their new address and forward it on to them. We can only keep our fingers crossed and hope their problem is resolved to their satisfaction and for the good of their little girl.

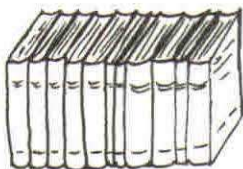
.....

*** JOHN HOLT ***

It is with regret that I have to be the bearer of extremely sad news. John Holt, author of "Growing Without School" passed away at his home in Boston, Mass., at 7.00 a.m. on SATURDAY, 14TH SEPTEMBER 1985.

John had been seriously ill with cancer, his condition deteriorating rapidly in the last few days of his life, however, his many friends had been a great comfort to him, his last few days being painless and comfortable under the circumstances.

Our most sincere sympathy is expressed to all John's family and many friends.



BOOK REVIEWS

CHILDREN WITHOUT CHILDHOOD - by MARIE WINN.

This is a well documented result of 3-years research into Social changes since the 1950's and its effects on children. Although set in the U.S.A. it is equally relevant to British Society. The idea for this book sprang from the author's own experience as a parent in the 1970's and her observation that some fundamental change was taking place among children and society's view of children and childhood.

The investigations take the form of extensive interviews with children, parents, librarians, teachers and child care specialists, etc. The book is divided into 3 parts; the first deals with today's rapidly changing society. The second part of the book looks at the roots of change and its historical antecedents, whilst the third discusses the impact of sexual acceleration on childhood and suggests that parents take more control of their own children's lives, returning to a longer period of protection for children, allowing them to experience some "magic years".

The book is very interesting, particularly the personal interviews (a bit like the E.O. letters, with one either feeling instant understanding and sympathy, or disagreement!). Not recommended bed-time reading though - it's far too thought-provoking!

- Heather Mitchell,
Culloden Home Farmhouse,
Inverness.

NATURAL ENEMIES?

I found the following paragraph in a serious book written for teachers in training. I offer it as an example of serious thinking about the role of teachers and schools

It would be interesting to know what E.O. parents think about it as a statement of - I can only repeat it - 'serious education thinking', upon which the future of millions of children is to be founded.

"We need not regard conflict between pupils and teachers as wholly bad. Conflict fosters solidarity amongst pupils. Solidarity is one of the prime needs of children confronted by an alien (!) world. It is a need that the modern small family cannot meet, especially in the close confines of a middle-class home. In a large family the children may escape at times from the society of adults and live in a world of their own. Neighbourhood peer groups in working-class areas may meet the same needs for escape from adult oversight. But children in middle-class families do not have many opportunities to test their attitudes and beliefs, their skill and knowledge, amongst their peers in places where they are not supervised or overheard by adults. The opportunities they get at school are for them doubly important.

In opposing adult values and demands they close their ranks and gain support from one another".

'The Role of the Pupil' - Barbara Calvert - Students Library of Education - Routledge and Kegan Paul 1975. Section Heading: Constructive aspects of conflict. Page 47.

It is encouraging to know that even if children resist being taught, the resulting conflict is doing them SO much GOOD!

Christopher R. Shute.

"OUT OF SCHOOL" by Berg & Hersor.

This book is guaranteed to give you a HEADACHE! It contains the latest research into truancy and school phobia (1981) - a follow-up study of 100 school phobic children 3 years after the school crisis produced the following results:-

- 33% had agoraphobia or severe psychiatric disorder;
- 33% had mild neurotic trouble; only about
- 33% developed into stable adults able to socialize well.

(So much for the argument that children will only learn to socialize if they go to school) - Statisticians may well be scornful of such a small sample.

"The investigation thus provided evidence for the view that school phobia in early adolescence is likely to lead to psychiatric troubles in later life", so says the author. The follow-up study only continued for 3 years. If it had continued for a longer period, the results might have been even more disastrous.

One particularly unpleasant chapter is one about children with terminal illness. The study in the book showed that at least half of them should have been in school instead of being taught at home.

According to this book, about 1% of children become school phobic, but I have seen more recent figures, which give the percentage as 1.7% to 2%. In a school population of over 9 million, this will mean that there are between 150,000 and 180,000.

The other section of the book concerns truancy. This is a much larger problem, involving about 20% of children. There is a definite link between truancy and deviant behaviour, delinquent and criminal behaviour, drug addiction, alcoholism and sexual misdemeanours.

Truancy tends to be treated as a criminal act; children taken to court, taken into care, parents pay fines, etc. (My theory is that children treated as criminals tend to become criminals.)

Unpleasant reading!

Around the Regions.....

AVON:

We arose initially out of a desire to offer our children (and ourselves as parents) a better time of growing up and learning than state or existing 'alternative' schools can provide. Our direction has changed over the past 2 years, from an intention to set up some kind of 'free school', to currently thinking in terms of retaining our individual (legal) responsibility for our children's education (i.e. not registering them with any school) while establishing a resource centre and mutual support group.

Some things we think are important are:

- * Sharing resources;
- * Having fun;
- * Exchanging ideas;
- * Making it possible to visit places/do things not available to individuals (scrapstore, museum educational facilities, etc.)
- * Providing a support group for parents.

We meet regularly on Wednesday afternoons and Thursdays (all day) for workshops, visits, etc., and discussion meetings of mainly adults are held every 3rd Wednesday at 8.00 p.m. All venues and other details are circulated following each of these meetings, however we are currently looking for more permanent premises to be used as a resource centre and would welcome any suggestions.

CONTACT: Bristol 631557;
Tintern 564;
or Bath 316677



HEREFORD:

'Exchange of Skills Day' -

We have not had a very good response to this so will anybody interested in partaking in any activities please see the August Newsletter and contact Jean Shepherd. As well as those activities mentioned we have the offer of spinning equipment being available. The day will now be held late October/early November (definitely!)

NORFOLK:

HALLOWEEN PARTY - to raise

funds for 'Pumps for Life' will take place on Thursday 31st October at Anna Gibb's home, The Coach House. Tickets: £1 per person or £2.50 per Family.

Basic food provided, but people are asked to bring extras please. Further information can be obtained from the enclosed supplement.

CORNWALL: - Co-ordinator: Sylvia Roskilly, 2 Ventonleague Hill, Hayle,

Our get-together in May had a musical flavour, with professional and home-made instruments brought along to share. E.O. literature was displayed at a local "Green Fair" and also by Devon members at "Elephant Fair" in July. A puppet-making day is being organised near Falmouth (tel: Susan Gaze - Falmouth 40343 for more details).

If you are having difficulty in getting to meet other E.O. families perhaps WE can come to YOU? If you would like to volunteer your home as a venue, or find out more, telephone me at Hayle 754998 (5.00 - 6.30 p.m. is best time to catch me!).

As the A.G.M. is so close this year I hope some of you can make it! - Sylvia.

LANCASHIRE - Andrea Lowe, Co-ordinator.

We are now holding monthly workshops (maths, games, science, music, etc.) in Irwell Vale, Nr. Rawtenstall, Rossendale. There are a few places available if anyone would like to join in. There may be a small charge (Max. 50p) depending on equipment required.

Also, we are still having our fortnightly trips...we try to cover different areas so you can choose ones near to you if you wish.

Anyone with a transport problem? We'll try to arrange something - telephone: 061-764-6717 OR 0254 772506 for further details of any of the above.

MORE NEWS FROM: SOMERSET (and AVON)

Due to amazing good fortune and a very supportive landlord, we now have premises large enough to house us as a family and offer facilities for other E.O. families.

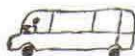
The Old Vicarage consists of us living on the first floor, leaving the entire ground floor available for play and workshops, etc. There is a large entrance hall, 3 rooms and a kitchen, 2 out-houses and a very large stable/garage block in the grounds. The garden is large, with plenty of room for climbing constructions, chickens, vegetable growing, dens, etc.

We want to remain completely open minded and flexible on how the premises are organised, but it does have to be self-financing; does anyone have any ideas on self-financing centres? Has anyone tried to set up a 'family centre' offering facilities without becoming bankrupt? Are there trusts, government funds or any other organisations who are willing to help with such projects?

The intention is to start small and grow with the needs of interested families and look forward to receiving lots of good ideas and support from other E.O.ers, especially those nearby.

- Sue Georgiou,
The Old Vicarage, Kilmersdon, Radstock, Avon.

ALTERNATIVE 'BUS' SCHOOL IN SOUTHAMPTON



In the Autumn we are hoping to start a MOBILE learning base. The idea stems from Victoris's need of stimulation and the company of other children without having to go to 'school' for it - she's 6½. Having both worked in the education system, and conscious of its many failings, we intend to run the bus along free school lines. We envisage the bus operating in the mornings and catering for the 5-9 age group, with a maximum of nine children in the group.

Perhaps this would be of help to E.O.ers whose children are feeling isolated! If you would like to know more, send a s.a.e. (large) to:

Anne Gilks,
5, Priestlands, Romsey, Hants., SO5 8FJ

Untypically, Suffolk members have emerged from obscurity a bit this summer. You thought we didn't exist didn't you? Well, I'm not entirely convinced that we DO, even now... Briefly, five families met at a local private school to think about the possible use of facilities there. This followed a very generous offer made by Mr. and Mrs. Rapsey, heads of Hillcroft school in Stowmarket, who are also E.O. members. However, we felt that the distances involved were so great that it made regular use of the school's resources impractical, but that occasional meetings there could be fun to enable us to keep in touch and see what grew out of that. We planned a picnic, plus E.O. Sports Day, for August. In the event, only two other parents turned up, so it was obviously not what was wanted after all. However, some of us met up again in late August at a local field study centre; this time four families were involved and we had a lovely walk/field trip around a local Manorial estate. We've planned to have an E.O. day at the field centre in September, when we will be studying trees. I'm hoping that we'll all get together a bit more during this next year and would love to hear from Suffolk people about what sort of things they would like to meet up for.

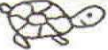
Is it distance, different E.O. approaches, or what? - that prevents a Suffolk group!

EAST AND WEST SUSSEX - friends and neighbours.....

DATES FOR E.O. EVENTS: Enquiries: Helen Holland, Inholmes Farmhouse, Plumpton Green.

- Fri. 4th October: 11.00am till 5.00 pm - DRAMA DAY
Bring dressing up clothes.
- Thurs. 10th October: 11.00am till 5.00 pm - FISHING and
viewing the seven tortoises before
they hibernate - Mary & Andy Sherwood,
2 Pelham Terrace, Lewes.
- Sat./Sun. 12th/13th: E.O. A.G.M. at Wick Court - see National newsletter.
- Mon. 14th October: 11.00am till 5.00 pm - OPEN DAY
Chris & Mike Freeman, 27 Kingston Lane, Southwick, Brighton
- Fri. 18th October: 11.00am till 5.00 pm - 10TH BIRTHDAY PARTY of
Merlin Kipling, anyone welcome to come and join in.
Carol Kipling,
- Thurs. 24th October: 11.00am till 5.00 pm - OPEN DAY
Caroline & Jacques Ruijterman,
Acorns, Coldharbour Lane, Patching, Nr. Worthing.
- Thurs. 31st October: 11.00am till 5.00 pm - HALLOWEEN -
Playing ghosts and witches, making
turnip/pumpkin lanterns, apple bobbing, etc.
Bring anything you think will contribute to the fun.
Carol Kipling,

Where are you rushing off to 

I have to find my PYJAMAS 



Please bring something to share for lunch and tea when a meeting lasts all day.

#####

Cut here:

Competiton - how well do you know G.B.?

Find the names of 50 Cities or Towns in Great Britain from the following clues:

e.g. a) Store the wine = Stockport; b) Bird Ocean = Swansea; c) Advanced = Preston (pressed on).

- | | |
|---|---|
| 1. Rapid Timber _____ | 26. Spring Bank Holiday was next to _____ |
| 2. Religious Chief _____ | 27. Fresh Stronghold _____ |
| 3. Annual Flat Race _____ | 28. University Lecturer on Wheels _____ |
| 4. Organ Water _____ | 29. Wound the Corporation _____ |
| 5. A way of Learning _____ | 30. Did a champion jockey start here _____ |
| 6. British Currency _____ | 31. At this place you cross the river _____ |
| 7. Ring quick _____ | 32. Ban a speech _____ |
| 8. A Haven for Chrysler _____ | 33. On behalf of a long distance _____ |
| 9. Not a narrow way to bed _____ | 34. Charges the entrance _____ |
| 10. Ships Company _____ | 35. Which Car _____ |
| 11. Changing the meat _____ | 36. For the person who moved house _____ |
| 12. Missile in opening _____ | 37. Neither on a broomstick _____ |
| 13. Male trunk hesitate _____ | 38. Keep teasing _____ |
| 14. Limb plus cry of grief _____ | 39. Is in front _____ |
| 15. Russian Trench _____ | 40. A fine lady rode here _____ |
| 16. Does it hurt before a hundred _____ | 41. Happy Spirit _____ |
| 17. Mere Car _____ | 42. Do business _____ |
| 18. Not a Northern harbour _____ | 43. The Iron Duke _____ |
| 19. Harbours opening _____ | 44. Heavy span with watering places _____ |
| 20. Allow Bacon _____ | 45. Blonde Bombshell - Tarzan's Mate _____ |
| 21. A joker and a Church _____ | 46. Rouse Meadow _____ |
| 22. Famous tea party _____ | 47. Beers inter of a Duck _____ |
| 23. A ball game _____ | 48. We are lonely when sent here _____ |
| 24. A Wise companion _____ | 49. Floor covering secure _____ |
| 25. Royal crossing _____ | 50. Not Bonnie before the waterside _____ |

As we know how hard this particular quiz can be, we are offering as an added incentive a £10.00 prize for the first all correct entry opened on Monday, 28th October. The prize winner and answers will appear in the next newsletter.

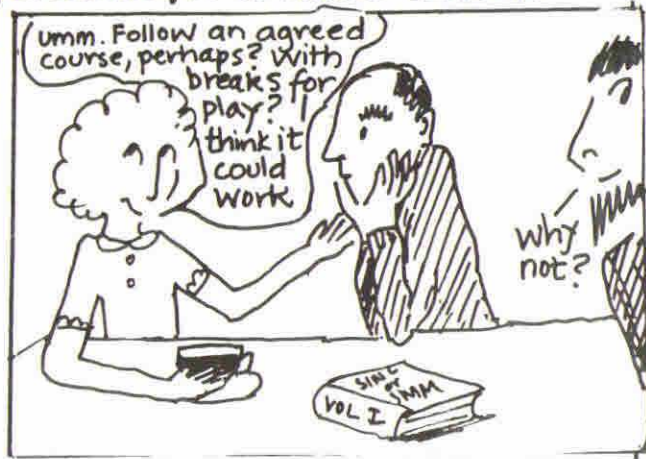
Entries should be sent to: D. G. Thomasson,
4, Waggon Road, Bolton, BL2 5AB.

Name: _____

Address: _____

Tel. No: _____

EDUCATING ARCHIE: the Autumn Re-Grouping: Mrs G attends a local EO meeting, anxious for a viable SCENARIO—



Children's items.....

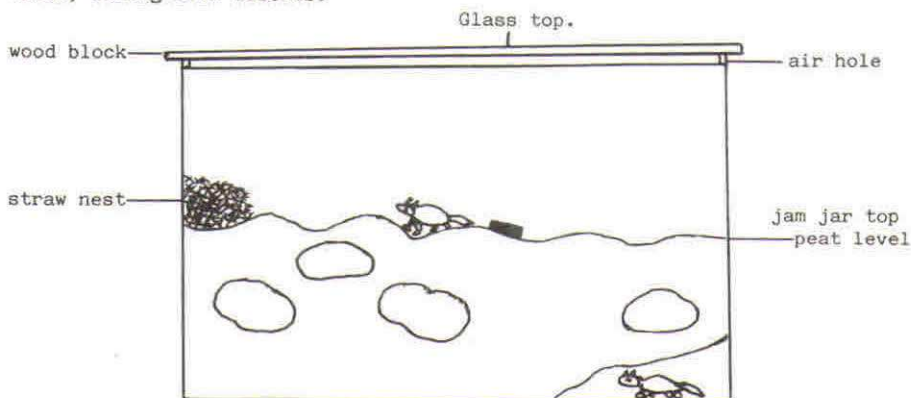
HOW I KEEP MY GERBILS..... by Jontue Purvis, aged 6

I keep my gerbils in a fish tank. I put lots of peat and straw in. The straw was to help the gerbils make a nest.

My daddy put a glass top on to keep the cat out. I have got three gerbils, but I have only one sex because I do not want them to fight.

I did not give them plastic toys because if they chewed too much they would die. Daddy told me not to knock on the tank because they would run away into one of their tunnels.

I do not put much water in the jam jar top, because they are not used to much water, coming from deserts.



My Gerbil Tank.

.....

I'm 5½ years old and I'm sensitive to grains and cows' milk as well as salicylate foods, which means most fruits. But today I tried goats' milk and I think it's O.k. We even invented some savoury biscuits, using green pea flour and potato flour, non-milk marg, sesame seeds, nutmeg and water. They're like digestives but tasty and much nicer. I didn't think I'd ever be able to have a biscuit or cake again and I'm amazed and delighted.

Please tell other handicapped kids not to despair, but be adventurous and persevering. (I hate my mummy for making me do physiotherapy and eat ALL kinds of vegetables.) I never knew there were so many nutritious 'nibbling' snacks to be had from nuts and seeds. Squirrels have the right idea!

I've learnt an awful lot about natural foods this year and just what terrible effects some common things can have on you. I go crazy if I have a bite of apple.

Just think, we'd never have discovered what was amiss if I hadn't cut out the artificial additives which also were poisoning me and stopping my body from working. I'm much fitter now and slowly my talking is coming from nil and I'm beginning to co-ordinate better too. We couldn't do it if I went to school.

From: John Swatridge, 32 Carey Park, Killigarth, Polperro, PL13 2JP.

+++++

Mum's comments:

I thought you'd like to read this rather unusual addition to reasons 'for' E.O.

Micronutrient imbalance is very prevalent nowadays (though less often recognised) and causes/affects many handicaps and behaviour anomalies. E.O. Mums, don't be afraid to carefully investigate it - you may clear many problems up along the way.

I'm willing to be contacted re micronutrient imbalance and its possible effects, being so extensive (from hypoinhibition and destructiveness, lack of concentration, sleep problems and bed-wetting; often not due to emotional stress or 'bad parenting' primarily - more likely zinc deficiency!)

- Maggie Swatridge.

My Dollies..... by Imogen Binding, aged 6.

Here are my dollies,
Waiting for their tea,
Heidi and Henry
and little Emily.

What shall I give them
as a special treat?
I'll give them chocolate
Pudding to eat!

FOOTBALL VIOLENCE..... by Susan Thomasson, age 14.

I think football matches attract so much violence because too many youngsters go. There should be cameras on the stadium. Police are scared of these youngsters now, as some parents do not bring up their children properly because they don't know how to! They talk back to the police and hit them if they get punished for causing violence - they don't think they should be punished!

I think that some of the violence is caused by watching violent television programmes.

Youngsters throw things at the football players, which annoys some of the spectators and they start hitting the wrong people which results in everyone fighting. The youngsters take weapons, people get injured and fires get started.

I myself have never been to a football match and wouldn't like to! I would rather sit at home and watch it where I know I am safe with my family, and that's what parents should make their children do if they want to protect them. I do not like the thought of people getting killed at matches, such as the Bradford fire disaster.

SUPPLEMENT - DEVELOPMENT EDUCATION

SOME REFLECTIONS ON THE PURPOSE OF DEVELOPMENT EDUCATION - Caroline Walker

I recently joined EO as I have always wanted to educate my children at home and now I find myself in the fortunate position of being obliged to do so. We have the great privilege to live in a South Indian village and have for the past five years been learning about the life of the rural poor.

There is a well-known slogan often quoted in debates about development. It goes like this:

"Give a man a fish and you feed him for a day; teach him to fish and you feed him for life."

I think we have to look closely at this statement and try and work out its implications. Things are not always as simple as we would like and in the field of development they tend to be very complex indeed. Perhaps we could examine some of the assumptions implicit in this seemingly admirable piece of advice.

Suppose you are a native of a rich western country. You are concerned by all the appeals made by charities on TV, in the papers, by flag day tin-rattlers. You tend therefore to see the Third World (for want of a better term) as a great mass of poor helpless hungry people stretching out their hands to you, asking for some of your hard-earned cash. Now you come across this statement; suddenly everything is clear. Your contribution of 50p in the tin is not really useful; it is only one fish - the poor man will be back tomorrow asking for another one and there will never be an end to it. Now you can feel justified in stopping such donations; instead of 50 pence here and there, it seems that you (or someone else) need to make just one larger gift - "£50 will teach a man in Senegal to fish." or whatever - and then the Third World will stop bothering you. You can carry on in your comfortable lifestyle and know that you have done your bit for world poverty.

"Teach a man to fish and you feed him for life" - does not this conjure up visions of the genial western expert breezing in with a couple of good lectures entitled "Improved fishing techniques using alternative technology in the Gambia"? And does it not also suggest that the poor ignorant natives were just sitting idly by the side of rivers and lakes full of fish, starving because no white man had yet come to teach them how to catch them? All you need is to pay your expatriate to run a few courses and they will all be fed for life.

Those of us working here know, and many in the rich world I am sure suspect, that it is not that simple. In the first place it is generally pointed out by those who study the Third World in depth that poor people do not need any lessons in how to feed themselves. The poor are extremely ingenious and resourceful in their ways of gathering food. It is common for us to see ladies plucking wild greens by the roadside; children getting wild fruits from old wayside trees; boys collecting fat white ants as they swarm out of their holes at certain seasons, to be fried and sold sweetened the next day; I have even seen a group of woodcutters in the forest chase and kill a pangolin (an armadillo-like creature) and with great difficulty and the loan of our penknife remove its scales to roast and eat it. And since we are talking of fish, when there is water in the rivers and reservoirs children can be seen every day after school catching a few tiny fish to add to the family's evening meal.

As we have learned more about the life of the rural poor we have become more and more irritated by this particular slogan with its subtle overtones of white supremacy and Third World inferiority. It is trotted out over and over again and I have not yet once, in all the development literature I have read, seen it criticised for the way it perpetuates the old damaging stereotypes which continue to block genuine and effective communication between rich and poor.

I would like to suggest that we discard such simplistic notions. Why not admit that the rich world can only maintain its comfortable lifestyle precisely because the poor countries remain poor? It is not the poor nations that need teaching - it is us in the west who need to learn how to live with less, how to use less of the world's resources, how to be more sharing and generous and loving to our neighbour. The poor know this already. It has been said that they, not the rich, will inherit the earth and that they are blessed in their struggle for righteousness. By all means we should identify with them, join in their struggle, support them in their fight for liberation from hunger, poverty and injustice in any way we can; but we must also

recognise that we in the west stand as much in need of liberation. We need liberating from our senseless accumulation of material goods in pursuit of elusive personal security and from the even more mindless stockpiling of weapons in defence of the myth of national security, at such a cost of peace of mind and to the entire planet. The best kind of development education is that which helps us to see how we ourselves must change in order to bring about the possibility of peace and justice for the whole world.



In less uncluttered moments of a busy life, I sometimes find myself reflecting on the variety of lynchpins that suddenly engage the mind and body into action. They often take us by surprise, as does the energy they liberate.

One of these moments came to me in the spring. The radio was on. I think it was 'From Our Own Correspondent'. I heard the words '165 million people can expect to starve this year'. Memory is sometimes faulty but I seem to recall the reporter going on to say that this was in Africa alone. I am old enough to have heard chilling news before. I watched, as many of us have, the most appalling images of war in Vietnam and Biafra, but nothing jolted me into anything more than pity and helplessness.

165 million people surely could not just disappear without trace, it was world war proportions. Why was it happening? It could not just be due to endemic famine. Governments here appeared to be showing indifference (imagine the outcry if it were happening in Europe).

Meanwhile our EEC mountains of grain and butter and lakes of wine were causing rising embarrassment. Later that cartoon of a man standing on the top of one such mountain, saying 'On a clear day you can see Ethiopia,' would make sure that the link would not be forgotten, yet in the spring the media too seemed almost unconcerned.*

A few days after this radio programme, I rang Oxfam to ask the price of water pumps and was told by their technical dept., £470. It seems trivial to mention this, but humans do often succumb to trivia, two things coincided on hearing this figure; one was that it was easily raisable, the other was that it was our telephone number and could be remembered.

What if we could persuade every market town roundabout to raise money and link themselves to a specific village in the drought belt. Once the idea caught on, it should not be a problem to supply the extra cost of piping, inspections and so on (I have since discovered that this pump would be family size). Perhaps the scheme could even spread throughout Britain. How could we go about it.

I was then loosely aligned to our local women's peace group. I mean loosely. I had made one or two trips to Greenham on the coach but I came back with mixed feelings as to its effectiveness to alter anything. Winding wool in and out of fences seemed pointless in view of all the armed machinery behind it. Looking through the fencing, I was aware that my fellow countrymen 'soldiers of the realm' would shoot me without a qualm if the time came, as indeed they would on state orders in other parts of the world, and the police would back them up. This was England not Argentina or a despot governed land.

Home educating and fostering on the other hand have been more optimistic experiences. I have learnt a lot about people including myself and some of the effects of violence, instant gratification and lack of love, but most surprisingly I have learnt that things can be changed. If people are shown there are options and are then allowed freedom to make decisions, long-held beliefs can be altered. The tools are simple and primitive, love, knowledge and understanding but above all knowing when to be patient and when not. All this would be readily understood by most EO families. The down side of this system is that it can be slow but then there is no escape clause for our consciences if we do not try to understand how all that we do affects others.

With these thoughts in mind, I put in an appearance (the first one) at the next Norfolk women for peace meeting and put these ideas to them. They were readily accepted. The Third World Centre and the University of East Anglia Students Union have helped us with both grant and support. We have worked extremely hard for the last three months, putting together an Information Action pack called PUMP FOR LIFE. It has been designed so that it can be used as a starter pack for any group/family/school or the like, that either might like to increase its understanding of the

B ERKSHIRE Co-ordinator: DEACON

GARDINER, Margaret & John; Caragh 8/72; Katherine 3/74
Peacehaven, The Street, TIDMARSH PANGBOURNE, RG8 8ER; (073 57) 3163
MARTIN, Tracey; PURCELL, Mike; Chloe Martin 2/85
15 Stanley Grove, READING, RG1 7NS; (0734) 588459
WOOLLARD, Barney & Norah; Resigned 8/85

BUCKINGHAMSHIRE Co-ordinator: READ & PATON

BURN, John & Jane; Oliver 7/81; Edward 7/83 OsFa
Conkers Farm, Bierton, AYLESBURY; (0296) 81550
MAJORES, Sioux-Marie; Daisy 6/82 Wbcst
17 Portway Road, TWYFORD, MK18 4ED; Steeple Claydon (029 673) 8285
PEARSON, Mr & Mrs D F; Alison 12/70 TbR-WritingPaper
27 Byways, BURNHAM, SL1 7EB; (062 86) 63079

CAMBRIDGESHIRE Co-ordinator: EVERDELL

CHATT, Yvonne; Smamantha 6/72; Craig 11/74
1 Station Road, SUTTON NR.ELY, CB6 2RL; (0353) 778802
ERIKSSON, Christine & Rolf; Rebecca 2/73; Benjamin 5/76; James 5/78; Lucas 2/81 LfgsnFgp
Tomas 2/85
Mitchells Farmhouse, 25 The High Street, WILBURTON
GRAHAM, Mark; GREY, Julie; Matthew 4/84 WorkedWithMentallyHCapped
14 Town Street, Newton, CAMBRIDGE; (0223) 870748
HOBLYN, Judith; Stephen 1/74
73 Grantchester Meadows, CAMBRIDGE; (0223) 60985
WARREN, C G & Mrs C; Gone Away 8/85
WRIGHT, Janet & Chris; Sam 12/78; Sol 3/81; Ed 11/82
1 High Street, SUTTON NR.ELY, CB6; (0353) 77471

CHESHIRE Co-ordinator: ANDERSON

DALE, Mrs Susani; Anthony 6/70
46 Grange Road, Barnton, NORTHWICH, CW8 4PF

CLEVELAND Co-ordinator: ADDISON

BOWERS, Mr & Mrs M; Jessica 6/82 RdTb
96 Irvin Avenue, SALT BURN, TS12 1QP; Guisborough (0287) 24931
COLLINS, Richard & Barbara; Mark 6/71; Elizabeth 6/72; Oliver 5/79; Toby 4/81
Charlotte 3/85
11 Cambridge Street, SALT BURN BY SEA, TS12 1LD; Guisboro. (0287) 23921

CORNWALL Co-ordinator: ROSKILLY

BAILEY, Ann; Tanya 9/66; Paul 9/67; Louise 8/72 Ra
Blackthorn Cottage, Rose, TRURO, TR4 9PG; (0872) 3810
MAHONEY, Jim & Gill; Zachary 9/78; Caspar 4/82 TaehSyMgp
Black Rock Farm, The Beacon, CROWAN NR CAMBORNE
SWATRIDGE, Mrs Maggie; John 9/79; Christopher 4/82
TLrRact&Nr.Camp/Cvn.SitesXgh
32 Carey Park, Killigarth, POLPERRO LODE; (0503) 72087

CUMBRIA Co-ordinator: MARSH

ALLEN, Terry & Sue; Star 7/83
3 Vicarage Terrace, Nenthead, ALSTON, CA9 3PL
ANDREWS, Russ & Susani; Rohan 4/73
Edge Bank Farm, Skelsmergh, KENDAL, LA8 9AS; (0539) 83661

Scotland, Wales and Overseas new Members will be included in next Newsletter.

DERBYSHIRE Co-ordinator: CARTER

BARNES, Catherine; Freya 12/78; Kelda 6/81
9 The Green Road, ASHBOURNE, DE6 1ED; (0335) 42117
LAW, Mrs Joan; Philip 2/72
12 Coachways, Mapperley, DERBY, DE7 6DB

T1Xd

DEVON Co-ordinator: HILLIER

BEAGLEY, Ken & Jill; ** MELISSA ** 3/79; Saffron 9/81
C/O Lower Washbourne Barton, Ashprington, TOTNES, TQ9 7TZ
FRUMIN, Catherine; LEARNING SKILLS SERVICE Literacy&NumeracyAssessment
1 College Road, EXETER, EX1 1TE; (0392) 21400
JONES, Barbara & David; Sarah 3/74; Laura 12/76
55 Rock Road, TORQUAY, TQ2 5SR
SANKEY, Derek & Shirley; Marianne 11/69; Ryan 3/71; Diana 10/80
Coombe Barn Cottage, Witheridge, NR TIVERTON, EX16 8PT; (0884) 860646
STEWART, Janet; Moved To Suffolk 8/85
SWATRIDGE, Mrs Maggie; Moved To Cornwall 8/85

TaCborFbrWoH

GT2

DORSET Co-ordinator: None

WYKES, Miss Carole; Resigned 8/85

DURHAM Co-ordinator: JACKSON

HUTTER, Anthony & Sally; Alexander 2/74; Natasha 6/76
221 Yarm Road, DARLINGTON, DL1 1EF; (0325) 52972

ESSEX Co-ordinator: COTTEE

BARTRAM, Ronald & Dietlinde; Ronald 9/70; ** SVEN ** 8/73; Ingrid 4/75
61 Mumford Road, West Bergholt, COLCHESTER, CO6 3BL

SMITH, Michael & Ruth; Caroline 10/80
45 Lea Road, CHADWELL ST MARY, RM16 4DD; (03752) 3877

SMITH, Dawn Joy; Tracy 8/71
3 Ladysmith Cottages, Causeway End, FELSTED GT DUNMOW, CM6 3EX
(0371) 820691

Op

WARREN, Mr Murray C
9 Wellands, Wickham Bishops, WITHAM, CM8 3NF; Maldon (0621) 891069

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GLOUCESTERSHIRE Co-ordinator: ENGEL

NEWMAN, Mrs Sue; Ashley 4/72; Oliver 5/73; Laurence 8/74
The Rusty Shilling, Manor Farm Chargrove Lane, UP HATHERLEY CHELTENHAM
GL51 5XE; (0242) 35660

HAMPSHIRE Co-ordinator: DUNSTER

GEORGE, George & Mary; Veronica 10/76; William 5/78; Edward 6/80; Elizabeth
9/82 RomanCatholics
19 Cuckoo Lane, Stubbington, NR FARNHAM, PO14 3PF; (0329) 663362
HAWTHORN, Dorota; Resigned 8/85
LANGFORD, Jill; Moved To Canada 8/85
TURVEY, Robert & Nancy; Fiona 6/79; Christine 3/82
102 Forest Road, Liss Forest, LISS, GU33 7BP; (0730) 893840

HEREFORD & WORCS Co-ordinator: MILLETT

GWILT, Dawn
5 Rigby Hall, Rigby Lane, BROMSGROVE, Worcestershire, B60 2EW

HERTFORDSHIRE Co-ordinator: SHEPHERD

DAGG-HESTON, Roger & Sarah; Sam 7/71; Ashley 12/73; Tanya 3/78; Max 10/80
93 Eastbury Road, Oxhey, WATFORD, WD1 4JP; (0923) 31576

DAVEY, Timothy & Ann
77 Milford Avenue, WATFORD, WD1 7DU; (0923) 55763

EVANS, Joan & Barry; Martin 12/65 CksSchoolDamage-State&Other
27 Rockliffe Avenue, KINGS LANGLEY; (092 77) 65929

READ, Peter & Mary; ** CLARE ** 7/79; William 7/82 H
38 Ellesmere Road, BERKHAMSTED; (044 27) 4524

KENT Co-ordinator: STAPLES

COOK, Michael & Lois; ** JULIE ** 5/70; ** AMANDA ** 6/71; ** VALERIE ** 8/72 H
** JAMES ** 1/75; ** AMY ** 4/80
34 Beacon Road, HERNE BAY, CT6 6DJ; (022 73) 67059

RACE, Barry & Val; Kerry 2/73
21 Caxton Close, Hartley, DARTFORD, DA3 7DG; Longfield (047 47) 5976

WAGHORN, Mrs J; Shane 2/75; Maria 6/76
Little Acre, Marden Road, STAPLEHURST TONBRIDGE, TN12 0JQ

LANCASHIRE Co-ordinator: None

FENTON, Mr Arthur & Mrs Sandra; Paul 5/73 Rc
42 Mardale Road, Longridge, PRESTON, PR3 3EU; (077 478) 4372

MILLS, Mrs Dorothy; Sarah 11/73; Paul 7/75 8tlm12
18 Pinewood Avenue, Bolton Le Sands, CARNFORTH, LA5 8AS; (0524) 823808

LEICESTERSHIRE Co-ordinator: SHEETER

BURGESS, Budge; Moved To Merseyside 8/85

COLE, Diana; Nicholas 7/78
30 Valley Road, LOUGHBOROUGH, LE11 3PZ; (0509) 268037

CURRAN, Angela; Genev 1/80 T1
44 Saxon Way, ASHBY DE LA ZOUCH, LE6 5JR

LINCOLNSHIRE Co-ordinator: MARSHALL

ADAMSON, Alan & Anne; Bronwen 8/80; Duncan 6/82; Elspeth 1/85
43 Richmond Road, LINCOLN, LN1 1LQ; (0522) 44917

DEEKENS, Barrie; DEEKINS, Hazel; David 9/69 CepbF-SmallAnimalHusbandry
The Bungalow, Main Road, LITTLE CARLTON LOUTH, LN11 8HP

LONDON - EAST Co-ordinator: COOPER

HAMPTON, Heather; ** ABIGAIL ** 4/75; ** SOPHIE ** 12/71 Ram-BringSlp.g.Bags
76B Greenwood Road, HACKNEY, E8 1NE

LASLETT, Mick & Ren; Ninya 12/74; Jessica 8/76; Joseph 8/76
42 Southend Road, EAST HAM, E6 2AA; 01-552-3297

LONDON - NORTH Co-ordinator: BRIDGEMAN

BENGE, Jeffrey & Sue; Peter 8/84; Baby Due 9/85 Xm
22 Donovan Avenue, MUSWELL HILL, N10 2JX; 01-444-6633

BHANA, Michelle & Hari; Resigned 8/85

CLAESSENS, Marina; Moved To Italy 8/85
HAYHOW, Rosemarie & David; Liam 12/79; Joe 1/83

26 Warner Road, HORNSEY, N8 7HD; 01-348-6743
OSMAN, Ahmet; ** CEMALIYE ** 2/70

103 Sydney Road, HORNSEY, N8 0ET

LONDON - SOUTH Co-ordinator: GILBERT

CARLES, Miss Sarah; Resigned 8/85
DOWBER, Hilary; DECKERS, Wolfgang; Resigned 8/85
EISENHOWER, John & Kim; Moved To Surrey 8/85
MC ARDELL, Margi; CLAMP, Tom; Moved To Surrey 8/85
RICKETTS, Kay & Terry; Emma 10/71; Daniel 6/75; ** ADAM ** 12/76
64 Biggin Hill, UPPER NORWOOD, SE19 3HU; 01-764-6612
TURNER, Joan; Andy 12/70
37 Dunmore Road, SW20 8TN; 01-946-3152

LONDON - WEST Co-ordinator: WADE

MOL, Marek & Salley; Antoni 11/80
43 Hillyard Road, HANWELL, W7 1BH; 01-575-1773
TOMPKINS, Mrs Patricia; Mark 5/70; Andrew 4/73
101 Fairmead Crescent, EDGWARE, Middlesex, HA8 8YR

GTR. MANCHESTER Co-ordinator: JONES & LOWE

BEESON, Ian & Celia; Felix 9/82; Clio 10/83
136 Dickenson Road, Rusholme, MANCHESTER, Greater Manchester, M14 5HT
061-225-6882
CLAYTON, Rod & Linda; Karen 12/80; David 10/82
48 Parkfield Avenue, ASTLEY, Greater Manchester, M29 7BE
Atherton (0942) 892663
EATOCK, David & Marian; Ruth 9/84
32 Hugh Oldham Drive, SALFORD, Greater Manchester, M7 9HJ; 061-792-3816
RANDELL, Margaret; BUCKLEY, Margaret; Moved To Salop 8/85
WHITTALL, Bob & Sarah; Lydia 7/82
19 Orford Avenue, Disley, STOCKPORT, Cheshire, SK12 2BH; (066 32) 2686

MERSEYSIDE Co-ordinator: LOVIUS

BEBB, Kay & Dave; Dan 2/76; Nancy 8/79
1 Knowsley Road, LIVERPOOL, L19 0PE; 051-427-2615
BURGESS, Budge; Natasha Crofton 10/82; Taliska 10/84
128 Bleak Hill Road, ST HELENS, WA10 6DN
YAZDANI, Deborah & Behzad; Bahar 9/82
79 Wirral Gardens, Bebington, WIRRAL, L63 3BG

NORFOLK Co-ordinator: LANIADO

IDRIS-GOUDARZ, Mrs S E; Barasa Goudarz 2/78; Empty 8/85
Wingfield Hall, WINGFIELD NR.DISS
KING, Penny; Resigned 8/85

NOTTINGHAMSHIRE Co-ordinator: CLOHESSY

COLLEY, Mr David; LANE, Miss E C; Julie 9/82
29 Meden Bank, Stanton Hill, SUTTON IN ASHFIELD, NG17 3HQ
RAWLING, Christopher & Elaine; Avalon 6/78
The White House, Mount Hooton Road, NOTTINGHAM, NG7 4AY; (0602) 787920

O XFORDSHIRE Co-ordinator: LAMBIN

DENNO, Daniel & Helen; Luke 7/78; Sebastian 1/80; Justin 2/82; Camilla 8/84
11 Sutton Wick Lane, Drayton, ABINGDON; (0235) 21243
FRASER, Ian & Pam; Rachel 9/71
38 Damer Gardens, HENLEY ON THAMES, RG9 1HX; (0491) 576693

SALOP Co-ordinator: PARK

BUCKLEY, Margaret; Thomas 3/71
The Gardeners Cottage, Trinity Hospital, CLUN CRAVEN ARMS, Shropshire
SY7 8LE

SOMERSET Co-ordinator: HOOLEY

STANNARD, Robert & Laura; Resigned 8/85

STAFFORDSHIRE Co-ordinator: WILSON

SHUTE, Christopher R
7 Kiln Way, Polesworth, NR TAMWORTH, B78 1JF; (0827) 898193

QT2Lfhsn

SUFFOLK Co-ordinator: GUTHRIE

MISSEN, Clare & David; Jonathan 4/83
Bredfield House, WOODBRIDGE, IP13 6AA; (039 43) 5210

PARTRIDGE, Christopher & Susanna; Jodi 7/80; Sian 4/83
36 Angel Lane, Glensford, SUDBURY, CO10 7RX

MLT1

ST CLAIR, Jeff; D'CRUZE, Shani; Emily St Clair 11/72 Th3AvCbRtr(Minibus)Rt
73 Egremont Street, Glensford, SUDBURY, CO10 7SA; (0787) 280852

STEAD, Charlene & Peter; Jessica 6/80; Charles 4/84
Harvest House, Kelsale, SAXMUNDHAM, IP17 2PB

STEWART, Rev William & Mrs Janet; Rachel 3/73; ** JONATHAN ** 10/79
St Marks Vicarage, 212 Bridge Road, OULTON BROAD LOWESTOFT, NR33 9JX
(0502) 2563

WARRILLOW, Camilla; Tamsin 4/74; Guy 3/77
Oaks Farm, Ubbeston, HALESWORTH; (098 683) 408

GT0pst

SURREY Co-ordinator: O'CONNOR

DICKERSON, Ralph & Kathryn; Caroline 11/78; Jonathan 6/81
2 Wykeham Road, Merrow, GUILDFORD, GU1 2SE; (0483) 67605

EISENHOWER, Kim & John; John 7/81; Joel 5/83
12 Kynaston Crescent, THORNTON HEATH, CR4 7BS; 01-689-4066

ELLIS, Andrew & Angela; Simon 7/82; Kimberley 1/84; Oliver 3/85
22 Cumberland House, Kingston Hill, KINGSTON -UPON-THAMES, KT2 7LM
01-546-4119

MC ARDELL, Marg; CLAMP, Tom; ** JANEK GWIZDALA ** 11/78; Anastasja Gwizdala
4/81; Elizabeth 2/84
40 Worcester Close, MITCHAM

SUSSEX - EAST Co-ordinator: RENSHAW

CRDMARTY, Rosemary & Donald; Magnus 1/77; Eleanor 3/68
Courtney House, 53 Royal Parade, EASTBOURNE, East Sussex, BN22 7AQ
(0323) 32697

X9

GOBLE, Mrs Marian J; Resigned 8/85

HAWES, Alyson & Paul; Resigned 8/85

MAHONEY, Jim & Gill; Moved To Cornwall 8/85

SUSSEX - WEST Co-ordinator: RENSHAW

EDMONDS, Mo & Terry; Emily 2/75; Michael 3/78
4 Reigate Close, Pound Hill, CRAWLEY, West Sussex, RH10 3TZ; (0293) 884339

FITZPATRICK, Sarah; Rachael 3/82 AvwCsFr
15 The Spinney, PULBOROUGH, West Sussex, RH20 2AP

LAMBERT, Peter & Helen; Daniel 1/76; Claire 8/76; Elizabeth 7/78; Anna 5/82
GT+Remedial

15 Burnham Avenue, BOGNOR REGIS, West Sussex, PO21 2LB; (0243) 825664

PHILLIPS, Sabrina; ** BRYONY ** 4/77 FRV
1 Moss Cottage, Sandy Lane, RAKE, West Sussex

WEST MIDLANDS Co-ordinator: CLAWLEY

ARCHER, Maurice & Pam; Jackie 8/69; Nicolas 7/71; Daniel 11/77
76 Poplar Road, Dorridge, SOLIHULL, B93 8DG; Knowle (056 45) 3606

PORT, Clive

31 Halton Road, SUTTON COLDFIELD, B73 6NP; 021-354-5517

SHUTE, Christopher R; Moved To Staffs 8/85

WILTSHIRE Co-ordinator: FREEMAN

COOPER, Catherine; ** ELLEN ** 8/80; Joseph 10/83
9 Chantry Road, Bulbridge, WILTON, SP2 0LS
MOIR, Julie & Derek; Emily 7/83; Michaela 4/85
28 North Meadow Road, CRICKLADE
POOLE, Alan & Irene; Erin 7/79; Tom 11/81
5 Menton Avenue, CORSHAM

YORKSHIRE - NORTH Co-ordinator: WHITE

BARKER, John & Grace; ** KIRAN ** 4/78; ** KAYA ** 10/79; Joe 4/84 H
11 Norfolk Street, Bishopthorpe Road, YORK, North Yorkshire; (0904) 27505
DENNESS, Joyce; Laura 4/74; Nathan 1/72 T-ChildCare/HealthEd.Gr-SRN
43 Scalby Road, SCARBOROUGH, North Yorkshire, YO12 5PZ; (0723) 371767
HUNT, Charles & Rosy; ** ROSY ** 4/76; ** HARRY ** 5/79; Ferry 6/85 Rv
38 Cleveland Street, YORK, North Yorkshire

YORKSHIRE - SOUTH Co-ordinator: HOARE

MC GRATH, Rita & Terence; Sarah 4/75
85 Heavygate Avenue, SHEFFIELD, South Yorkshire, S10 1QF

YORKSHIRE - WEST Co-ordinator: WILLIAMS

CROSS, Kevin & Ruth; Daniel 1/79; Thomas 4/80; Paul 4/84
53 Thorp Lane, Middleton, LEEDS, West Yorkshire, LS10 4EP; (0532) 777869
DUNSTAN, Jill & Roger; Miranda 1/79; Patrick 5/81 CurriculumDesignUptallYrs
14 Roydstone Road, BRADFORD, West Yorkshire, BD3 7EH; (0274) 666045
HARDY, David & Helen; David 10/76; Shaun 4/83; Fyntan 1/85
34 Park Crescent, Undercliffe, BRADFORD, West Yorkshire, BD3 0JZ
(0274) 641630
HINCHCLIFFE, Miriam; Ben 1/81; Sandy 8/83
6A Bainbrigge Road, LEEDS, West Yorkshire, LS6 3AD
RUSHWORTH, Clare & Darrell; Simon 11/72 CedhSnOfMagoRa(Tent)Ah
8 Broomcroft Road, OSSETT, West Yorkshire, WF5 8LH; W.Field (0924)272038

IRELAND Co-ordinator: WEBER

CLARKE, Mrs Michaela; Amy 3/83
Coolcraheen, ROSSCARBERY, Co Cork, IRELAND; (023) 48488
MANKTELOW, Roger & Marie; Matthew 2/80; Ruairi 12/83 QmT1
31 Riverside, ANTRIM, N Ireland, BT41 4BH; (084 94) 68694
MUCKLEY, Johannah; Tara 5/76; Bianca 11/78 Cw
118 Rosewood, BALLINCULLIG, Co Cork, EIRE; Cork 902328

BORDERS Co-ordinator: CONDRY

GWILT, Mrs Dawn; Moved To Worcs 8/85
PENTLAND, Joanne; Moved To Central 8/85

CENTRAL Co-ordinator: PYE

MILLER, John & Catherine; Christopher 3/82
Eriden, 107 Waggon Road, BRIGHTONS NR FALKIRK, FK2 0EJ
PATTERSON, Jim & Elma; Elaine 6/70; ** LISA ** 10/71; Joanne 11/74; Gemma 2/84
Tulliallan Poultry Farm, KINCARDINE BY ALLOA, Clackmannanshire, FK10 4B6
(0259) 31156
PENTLAND, Joanne; Faith 11/78 Cf-Upholst.Ta-OilsSelfTaught
The Eaves, 4 Hendersen Street, BRIDGE OF ALLEN, Stirlingshire
(0786) 832978

GRAMPIAN Co-ordinator: DALBY-BALL

HILL, Mrs Kirsty; Moved To Tayside 8/85
WHITELOW, Mrs Emily; Samuel 1/82; Daniel 4/83
43 Rose Avenue, PETERHEAD, Aberdeenshire, AB4 6FS; (0779) 79469

HIGHLAND Co-ordinator: WALLACE & FLEISCH

WAKEMAN, Julie & Phil; **CHANTELLE** 10/71; **DAMIAN** 7/73
25 Lemreway, South Lochs, ISLE OF LEWIS, Outer Hebrides
Gravir (085 188) 362

LOTHIAN Co-ordinator: EDWARDS

GODFREY, Mr A & Mrs J; Joy 1/82; Elizabeth 3/84
131 Newbattle Abbey Crescent, Eskbank, DALKEITH, Midlothian; 031-663-2334

STRATHCLYDE Co-ordinator: DOWNIE & MACFIE

MILLER, John & Catherine; Moved To Central 8/85
SEARBY, Maureen & Colin; Sarah 10/76; Gregory 10/78; Lucy 4/81; Christopher
1/83
4 Kippen Road, FINTRY GLASGOW, G63; (036 086) 457

TAYSIDE Co-ordinator: MAC LEAN

HILL, Kirsty; Ross 11/80
1 Gladstone Place, KIRRIEMUIR, Angus

C LWYD Co-ordinator: THEUNISSEN & HOMER

CHAFF, Richard & Fiona; Tamsin 7/85
4 Pant Hyfryd, Cymau, WREXHAM, LL11 5HD; (0978) 761806
TYRELL, Janet; Toby 11/65; Hannah 12/66; Jessica 11/68; Eliza 6/71
Rebecca Davey 3/80
10 Greenfield, Rhosddu, WREXHAM, LL11 2NR; (0978) 265563

DYFED Co-ordinator: BONHAM-NOYLE

WILSON, Rich & Jackie; Alys 8/82
Mount Pleasant, Abercych, BONCATH, SA37 0HJ; (023 974) 491

GLAMORGAN Co-ordinator: MC DERMOTT

THOMAS, Mr Hugh & Mrs Mary; Dafydd 6/80
58 Colchester Avenue, Penylan, CARDIFF, CF3 7BP; (0222) 498201

OVERSEAS Co-ordinator: None

CLAESSENS, Marina; Jenner 11/84
C/O V Caruso, Via Dei Giardini 15, 90100 PALERMO, ITALY
LANGFORD, Jill; **ALEXANDER** 4/74; Christopher 12/76; Georgina 12/81
3 Fleming Drive, HALIFAX, Nova Scotia, CANADA
PRINGLE, Patrick
Apartade 47, San Francisco Javier, FORMENTERA, Baleares, SPAIN
ROBARDET, Dede & Sophie; **EDOUARD** 12/72; **MIRA** 10/77; **RAPHAEL**
1/80; Lea 10/81
L'Olanier, BEAUMONT, 07260 Joyeuse, FRANCE; 16(75) 39-53-55
WALKER, Keith & Caroline; Maya 7/81; Reanna 2/85
Reaching The Unreached, Genguvarpatti P O, MADURAI DIST 624203, Tamil Nadu
S INDIA

AVON Co-ordinator: BENDELL

BEAGLEY, Ken & Jill; Moved To Devon 5/85
 MC CARTHY, Sally & Peter; John 12/82; Leonora 10/84
 1 Kenn Road, CLEVEDEN, BS21 6ED; (0272) 871340
 SPURLING, Patricia; Georgina 12/67; Pauline 7/69; Andrew 7/70; Joanne 1/75
 Jonathan 6/78
 60 George Street, WESTON-SUPER-MARE, BS23 3AS
 WILTON, Tamsin; COVENEY, Alan; Tom 7/81
 8 Gilbert Road, Redfield, BRISTOL, BS5 9DP; (0272) 541511

GTaet

BEDFORDSHIRE Co-ordinator: BAINES

HEWITT, Isobel & Robert; Mark 11/79; Christopher 7/81; Laura 9/83
 2 Woodcote, Putnoe, BEDFORD, MK41 8EJ; (0234) 45780
 PRYOR, Dinah & John; Gone Away 5/85

BERKSHIRE Co-ordinator: CLITHEROE

PATRICK, Janice & Steve; Baby Due
 82 Meadfield Road, Langley, SLOUGH, SL3 8HR; (0753) 40308
 PITT, Annmarie & Bruce; Matthew 8/80; Rosie 1/84
 139 Stoke Poges Lane, SLOUGH, SL1 3PX; (0753) 24835

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BUCKINGHAMSHIRE Co-ordinator: READ & PATON

FEW, Janet; Rebecca 5/82
 41 Green End Street, Aston Clinton, AYLESBURY, HP22 5JE

CAMBRIDGESHIRE Co-ordinator: EVERDELL

FARMER, Mrs Mary; ** EMILE ** 3/73
 17 Kendal Way, CAMBRIDGE
 PHILBIN, Tim; Resigned 6/85
 ROCCA, Mr & Mrs; Linda 3/73
 3 Kings Hedges Road, CAMBRIDGE, CB4 2AF; (0223) 351361
 TEMPLEMAN, Hans & Emiko; Shane 12/83
 Chez Di Nook, Church Cottages Church Road, EMNETH NR WISBECH
 (0945) 581395

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CHESHIRE Co-ordinator: ANDERSON

BOWE, Bob & Rose; Moved To Lincs 6/85
 CORNWALL Co-ordinator: ROSKILLY

HODDINOTT, Patricia & Michael; Michelle 10/73; ** ROSS ** 3/78
 Higher Broxwater Farmhouse, KIRKHAMPTON NR BUDE

CUMBRIA Co-ordinator: MARSH

CLARK, Joan & Ron; Stuart 4/72
 44 Hallin Crescent, Morton Park, CARLISLE, CA2 6JA; (0228) 20462

DEVON Co-ordinator: HILLIER

BLACKBURN, Roger & Tricia; Andrew 4/73; Simon 1/75; Francesca 12/77
 15 Boringdon Terrace, Turnchapel, PLYMOUTH, Avon, PL9 9TQ; (0752) 48502
 VOSS, Sarah; Lewis 12/80; Jacob 8/85
 124 Lower Brook Meadow, Sidford, SIDMOUTH

DORSET Co-ordinator: None

FLETCHER, Irwin & Jo; Thomas 4/81; Andrew 9/82; Elizabeth 7/84
36 Lytchett Drive, BROADSTONE, BH18 9LB; Bournemouth (0202) 690905

DURHAM Co-ordinator: JACKSON

INMAN, D J; Daniel 12/73 ExChildCareOfficer
The Old Vicarage, Kimblesworth, NR CHESTER LE STREET, DH2 3QD
Durham (0385) 711278
STUART, A D & J R; Megan 3/76; Kirsten 12/80 TaesSb(Human)MCR(RuralSpace
Howl John, Eastgate, BISHOP AUKLAND, DL13 2JY; (0388) 528159

ESSEX Co-ordinator: COTTEE

HOLDER, Colin & Maureen; ** LINDSAY ** 6/73; ** RICHARD ** 12/76 H
82 Cloes Lane, CLACTON-ON-SEA, CO16 8AG
IVINGS, Mrs P A & Mr R G; ** RICHARD ** 4/75; ** GEORGE ** 9/76
56 Belle Vue Road, Southchurch, SOUTHEND-ON-SEA, SS2 4JF; (0702) 68462
JEFFERIES, Alan; ** MARK ** 6/72 QTLf
2 Ewanrigg Terrace, WOODFORD GREEN, IG8 7QJ; 01-505-2495
TROWBRIDGE, Mr & Mrs A; Pamela 10/72
38 Goring Gardens, DAGENHAM, RM8 2AD; 01-517-0168

GLOUCESTERSHIRE Co-ordinator: ENGEL

BRAMWELL, Michael & Loretta; Maya 3/75; ** GERARD ** 7/77; ** STEFAN ** 3/79 H
Pepper Cottage, The Reddings, CHELTENHAM, GL51 6RL; (0452) 855017

HAMPSHIRE Co-ordinator: None

BULLOUGH, Pauline & Derrick; Shaun 2/70; Belinda 1/72
67 Mulberry Road, Marchwood, SOUTHAMPTON, SO4 4WG
HODDINGT, Patricia & Michael; Moved To Cornwall 6/85
LANGTON, Robert & Christina; Daniel 1/71; Calvin 4/73; Richard 2/76; Michael
8/77; Alexis 1/80
40 Southcliff Road, SOUTHAMPTON; (0703) 36686
WALLIS, Mrs S; Lydia 12/71 QTBMLf
2 Windmill Close, CLANFIELD, PO8 0NA; Portsmouth (0705) 597964

HERTFORDSHIRE Co-ordinator: SHEPHERD

BRADY, June; Elizabeth 5/71
90 Aysgarth Close, HARPENDEN; (058 27) 69628

ISLE OF MAN Co-ordinator: GILLINGS

SCHOFIELD, Marilyn; Stephen 5/69; Elizabeth 6/70; Natasha 9/84
10 Kensington Road, DOUGLAS QcTolrAcvWRamoXd

ISLE OF WIGHT Co-ordinator: ASHLEY-WALKER

LYONS, Mick & Sue; Matthew 10/79; Rosie 11/81; Tom 8/83
2 Glenavon Cottages, LUCCUMBE; (0983) 854347 Thm(Rem-T2)CcksMgStChess
STEVENS, Milly; Alexis Zelda 2/82 QTa(Design&Textiles)123
Pegasus, Castle Road, VENTNOR, PO38 1LG; (0983) 854107

KENT Co-ordinator: STAPLES

DUMAS, Mrs Joan; ** VICTORIA ** 11/70
1 The Glebe, CUXTON, ME2 1LW; Medway (0634) 723998
THOMAS, G M & L H; Heidi 11/80; Daniel 1/83
6 Vincent Close, BROMLEY, BR2 9ED; 01-464-3184

LANCASHIRE Co-ordinator: None

DANIELS, Christina & Reuben; ** CHRISTINA ** 11/69; ** MICHELLE ** 4/71; Naomi
11/76
Hurlston Hall Farm, Hurlston Lane, SCARISBRIK NR ORMSKIRK, L40 8HB
(0704 840) 891
SCHOFIELD, Albert & Margaret; Sarah 9/68; Benjamin 6/70; Martin 11/71; David
11/77; Stephen 8/80; Peter 12/82
5 North Road, CARNFORTH, LA5 9LQ; (0521) 735749

LINCOLNSHIRE Co-ordinator: MARSHALL

BOWE, Bob & Rose; Ashley 10/83
40 Abbey Road, LOUTH, LN11 8AQ
DALY, John & Gemma; ** DAVID ** 7/78
The Chestnuts, 2 Grange Lane, WILLINGHAM-BY-STOW GAINSBOROUGH, DN21 5LB
(0427) 788813
PRICE, Dr P T & Mrs R P; Peregrine 10/80; Bryony 6/82; Tristram 12/84
Glenesk, 16 Chapel Street, RUSKINGTON NR SLEAFORD, NG34 9DX
(0526) 833633
TOOBY, Steve & Lynda; Beth 8/81
Kimber, Newbridge Lane, COVENHAM ST MARY LOUTH, LN11 0PQ
Fulstow (050 786) 222
RemedialAdvice

LONDON - EAST Co-ordinator: SANDERS

COOPER, Sallie; ** HAYDEE ** 11/77; ** HANNAH ** 4/79; Matthew 1/82
@TriMepCello(Suzuki)Xgm
Rainbow House, 40 Hall Lane, CHINGFORD, E4 8EU; 01-524-5342
WILKINSON, Mrs Jane; Freya 1/82; Francis 2/68; Guy 4/69
38 Cleveland Road, SOUTH WOODFORD, E18 2AL; 01-989-9929
WINSLOW, Richard
175 Hale End Road, E17 4DX
T-AdultNumeracy

LONDON - NORTH Co-ordinator: BRIDGEMAN

CLAESSENS, Marina; Jenner 11/84
13 Crediton Hill, NW6; 01-794-6164
RUSSELL, Innes; Anton 11/80
26B Cantelows Road, NW1 9XR; 01-267-7558
WATSON, Marie & Nigel; Mischa 5/82
33A Wilberforce Road, N4 2SN; 01-359-6773
WILLIAMS, Claire & Nick; Neil 2/80; Christopher 4/83
18 Ashurst Road, N12 9AX; 01-445-8084
WINSLOW, Richard; Moved To London-East 6/85
A-UpbringingOfInfants

LONDON - SOUTH Co-ordinator: GILBERT

ACHILLEOS, Anna & Achilles; Gabrielle 12/81
35 Jessel House, Page Street, SW1; 01-630-6806
DAVIES, Pat & Peter; Iona 4/80; Luther 12/81
2 Firbank Road, PECKHAM, SE15; 01-732-2889
NORDSTROM, Judith; WARREN, Paul; Emma Nordstorm 7/77; Wendy Williams 8/80
23 West House, Weir Estate Off Weir Road, SW12 0NF; 01-675-4617
PARNELL, George & Maria; ** TESSA ** 4/80; Rowan 6/83
50 St Julians Farm Road, SE27 ORS; 01-761-2382
Rv(SimilarAgedChildren)AV

LONDON - WEST Co-ordinator: WADE

BRITTON, Mrs J L
London Montessori Centre, 18 BALDERTON STREET, W1Y 1TG; 01-493-0165
Lectures-VisitsToCentre
JAMES, Edward & Celia; Resigned 5/85
O'SULLIVAN, Marion & Brendan; Richard 1/77; ** ANTHONY ** 6/79
74 Church Avenue, PINNER, Middlesex, HA5 5JF
POULLOURAS, Andreas & Mary; Susannah 9/78; Isabel 2/82
59 Cuckoo Dene, HANWELL, W7; 01-575-2548
SCOTT, Peter & Nancy; Moved To Canada 4/85
WEICK, Mrs Mary; Resigned 6/85

GTR. MANCHESTER Co-ordinator: JONES & LOWE

DE JONG, Dineke; Moved To Yorks - Stn 6/85

JACKSON, Mrs I; WARD, Mrs V; Sigmund Ward 4/77; Liza Ward 8/79; Peter Jackson
2/74 HQTemi

40 Yarburgh Street, Alexandra Park, MANCHESTER, Greater Manchester, M16 7FJ
WALSH, Janice; Richard 7/77; Stuart 9/79
7 Langford Road, Heaton Chapel, STOCKPORT, Cheshire, SK4 5BR;

MERSEYSIDE Co-ordinator: LOVIUS

BONNETT, Susan; BURNS, James; Karak Burns 11/79
119 Brighton Street, WALLASEY

NORFOLK Co-ordinator: LANIADO

BREACH, Mrs Jane; Katie 1/81; Hannah 1/81
37 White Hart Street, East Harling, NORWICH, NR16 2NE; (0953) 717432
FLINT, Mary QTahCoLg
65 Churchgateway, Terrington St Clement, NR KINGS LYNN
(0553) 829450 Or 828539

WEITZ, George & Anne; George 1/75; Daniel 4/77
Glenmoor House, High Street, FOULSHAM DEREHAM, NR20 5RT; (036 284) 244

NORTHAMPTONSHIRE Co-ordinator: OWEN

TONKINSON, J R; Alan 9/78
134 Ashburnham Road, NORTHAMPTON, NN1 4RB

NOTTINGHAMSHIRE Co-ordinator: CLOHESSY

PAYNE, Pat; Thomas 11/82 QT10Tef
24 Sydney Terrace, NEWARK, NG24 4DB; (0636) 73666

OXFORDSHIRE Co-ordinator: LAMDIN

HALL, Robin & Angela; Benjamin 7/80; Ruth 11/82
43 Portway, DIDCOT, OX11 0BD; (0235) 813823
KING, Andrew & Charmian; Emma 5/72; David 11/74
23 Middle Row, CHIPPING NORTON, OX7 5NH; (0608) 41715
LITTLE, Frances; Tom 3/82; Henry 11/83
Flat 2 White Lodge, Osler Road, HEADINGTON OXFORD, OX3 9BJ
(0865) 62317
TAYLOR, Peter & Susan; Matthew 12/77; Owen 11/81
66 Juxan Street, Jericho, OXFORD, OX2 6BB; (0865) 54923

SALOP Co-ordinator: PARK

STEPHENS, John & Joanna; Robert 1/78; Ruth 3/80 GrCwAsRa
Winkfield, St Julians Avenue, LUDLOW

SOMERSET Co-ordinator: HOOLEY

ROWLANDSON, Anthony & Josseline; David 4/80 Lf
1 Little Bridge, Stoke Trister, WINCANTON, BA9 9PP; (0963) 32768
VAN DER ENDE, Sue & Gerard; Lara 2/81; Elrin 11/84 CwMgs
72 Plain Pond, Wiveliscombe, TAUNTON, TA4 2LG
WHEELER, Jane; Polly 10/73; Hannah 2/77; Toby 7/79 Rh
Printers Cottage, St James Street, SOUTH PETHERTON
WOOD, Mrs Carol; Simon 5/82; Elaine 1/76; Paul 9/74; Claire 12/70; Sarah 7/69
25 Cross Street, BURNHAM ON SEA, TA5 1DF; (0278) 789216

SUFFOLK Co-ordinator: GUTHRIE

DUNBAR, Colin Cw
Rose Cottage, Fox Lane, DARSHAM SAXMUNDHAM, IP17 3GE
Yoxford (072 877) 204
FEARNLEY, James & Jackie; Moved To Yorks North 5/85

SURREY Co-ordinator: O'CONNOR

BENNETT, Maggie; Resigned 6/85

GRIFFISS, Maria; Annaliese 7/80; 2 Boys

Beech House, Markway, GODALMING, GU7 2BD; (048 68) 23215

LOCKHAM, Paul & Helen; Moved To Ireland 5/85

SUSSEX - EAST Co-ordinator: HOLLAND

PAINE, Wendy; Jack 12/80; Baby Due 7/85

25 Caledonian Road, BRIGHTON, East Sussex, BN2 3HX; (0273) 691101

WARWICKSHIRE Co-ordinator: MAC HALE

SHEPPARD, Barbara & Robert; Eleanor 9/80; Martha 3/83

AcqTIR(BookOrdering-Shop)W

65 Oxford Street, RUGBY, CV21 3NE; (0788) 71947

WEST MIDLANDS Co-ordinator: CLAWLEY

BRANAGH, Norman & Anne; Emily 5/81; James 5/84

35 Mill Lane, Cosford Albrighton, WOLVERHAMPTON, WV7 3ND; (090 722) 4154

STEWART, Julie & Jon; Sorrel 8/84

WjVideo/Film/PrintPublishing

36 Church Street, Lozells, BIRMINGHAM, B19 1GN; 021-523-9207

WILTSHIRE Co-ordinator: FREEMAN

MUMFORD, Paul & Shirley; Robert 2/77; Claire 2/78; Edward 3/83; Grace 11/84

11 Manor Close, Shrivenham, SWINDON, SN6 8AE; (0793) 782209

YORKSHIRE - NORTH Co-ordinator: WHITE

BULLOUGH, Pauline & Derrick; Moved To Hants 5/85

FEARNLEY, James & Jackie; ** ROSE ** 7/73; ** LILLAH ** 5/76; ** FELIX ** 12/78

Hugo 11/81

Howe House, Egton, NR WHITBY, North Yorkshire; (0947) 85507

GRADY, Kevin; Resigned 6/85

YORKSHIRE - SOUTH Co-ordinator: HOARE

DANAHER, Pam & Jack; Isabel 8/82

Queen Annes Lodge, Rockley Lane, WORSBROUGH BARNSELY, South Yorkshire

(0226) 242437

DE JONG, Dineke; HODGKIN, Paul; Hanno 3/84

47 Collegiate Crescent, SHEFFIELD, South Yorkshire, S10 2BR; (0742) 669860

KEETON, Arnold & Patricia; Richard 5/74

30 Haxey Road, Misterton, DONCASTER, South Yorkshire, DN10 4AE

Gainsborough (0427) 890727

YORKSHIRE - WEST Co-ordinator: WILLIAMS

CHAMBERLAIN, Martin & Carol; David 1/84

48 Croftlands, Hanging Heaton, BATLEY, West Yorkshire, WF17 6DH

Dewsbury (0924) 450060

FEATHER, Robert & Heather; Tim 2/72; Matthew 10/73

The Hollins, Hollins Lane, UTLEY KEIGHLY, West Yorkshire, BD20 6LX

(0535) 52156

HOLROYD, Brian & Mary; ** ROSALIND ** 10/71

130 Spen Valley Road, Ravensthorpe, DEWSBURY, West Yorkshire, WF13 3HB

IRELAND Co-ordinator: WEBER

CARR, Seamus & Barbara; David 9/80; Lughan 3/83; Baby Due 7/85

Cdg(ModelMaking)6b

C/O Riarkeeven, Strand Road, SUTTON DUBLIN 13, Eire; 393615

CHILDS, Annette & Brian; Martin 4/78; Kathryn 12/82

LfR-LargeSpareRoom

48 Bryansburn Road, BANGOR, Co Down, BT20 3SB; (0247) 459485

LOCKHAM, Paul & Helen; ** ESTHER ** 1/77; ** SARA ** 12/78; Joel 12/81

9 Cabinhill Gardens, Knock, BELFAST, Northern Ireland, BT5 7AP

(0232) 653585

effects of world trade on life and/or those who might like to start a fundraising group and form a village link themselves. We have tried hard to look at ourselves in the same way as we look at problems facing those in non-developed countries, because in many ways the problems that arise are of concern to us all. We are at different stages along the same road and we have a lot to learn from each other. We have also included a large section for children. (I have to say that since putting together 'where words come from' I have heard other alternatives for the word pussy as in cat, but that is all part of the fun of finding out!)

There has been a lot of interest shown in what we are doing and things seem to be expanding rapidly. If you do not wish to commit yourself to a PUMP FOR LIFE pack, here are two books which I have found very helpful in increasing my understanding of Africa past and present. They are both by white authors, this is only because as yet I have not read any black literature other than James Baldwin. I aim to put this right though. The problems of black authors being able to reach their own people is another matter.

1. DISCOVERING AFRICA'S PAST by Basil Davidson. This is a secondary school textbook published by Longmans. He also did a very good series on channel 4 about Africa.

2. DISPATCHES FROM AFRICA by Patrick Marnham published by Abacus.

If you do consider involving yourselves in forming links you could well find it has a lot of advantages. We have found that we got to know an amazing number of people of all age groups, all very willing to share their knowledge and help out in all sorts of ways e.g. patchwork picture making to go round our stall, students (from environmental biology to arts), people who are visiting Africa or about to work there offering help, it can go right across the community. It seems to do this because it can relieve feelings of helplessness, which at times can be all engulfing. Bob Geldorf should not pass without a mention here, as since we began he has done an enormous amount to direct peoples efforts towards positive action despite governments here, or there.

Here's to a future that we all can share.

Cherity Laniado

*Until that is a chance visit of a BBC reporter and cameraman found themselves directed from South Africa to Ethiopia to explore the possibilities of a story of the continuing famine there.

Action packs can be obtained from PUMP FOR LIFE, Hubbard's Barn, South Creake, Fakenham, Norfolk. £2 + 17p p+p or stamp.

Halloween Party. For about the last three years there has been a Halloween party for North Norfolk EO members. This year we are combining it with PUMP FOR LIFE and are opening it to all members who are in Norfolk and would like to come. It is being planned as a fund-raising event and will take place on THURSDAY 31st OCTOBER 1985 starting at 6 O'CLOCK. Anna Gibb has offered her house and grounds as the venue. It is The Coach House, Brinton, Norfolk. This means that there will be plenty of room for a bonfire, and other things in case of bad weather. Tickets will cost £1 per person or £2.50 per family, with plenty of basic food provided - soup, salads, sausages, potatoes etc. But please bring other edible delights. Fancy dress is encouraged but optional and there will be various other forms of entertainment, musical and otherwise. We are hoping that BO the clown will be free to come. There will also be a raffle - please contact Anna with any gifts for that, also if you have any other ideas for fund-raising events that could be incorporated into the evening. The point is to enjoy ourselves with our families on a social occasion. There will be a maximum of 200 tickets for sale, so get in touch beforehand to be sure of a chance to come.

RESOURCES RESOURCES RESOURCES RESOURCES RESOURCES RESOURCES RESOURCES RESOURCES RESOURCES RESOURCES RESOURCES

*recommended by Julie Webb

"A review catalogue of developmental education material for schools", compiled by Oxford Development Education Centre in 1983. Their address is 72 Cowley Rd, Oxford, OX4 1JB. tel: OXFORD 726216.

RESOURCES cont.

A series called 'Pole Star', by C.U.P. with titles like 'Jamaican Day', 'Hopi Rain Dance' etc. They are well illustrated and I should say they could be used by 6-10 year olds. They cost £1.00 each and present a realistic and interesting picture of life in developing countries (and one or two others such as the U.S. featured in the Mopi book).

Traidcraft - participation in their community selling of goods from Third World countries seems to me one very practical way in which families can learn about the problems people in these countries face. Their very informative catalogue can be obtained from Traidcraft, Kingsway, Gateshead, NE11 0NE.

From Christine Wallace

'National Geographic' and 'New Scientist' both contain articles on the Third World. The N.G. interests the whole family and generates a lot of discussion. The N.S. at present informs us parents but would probably interest teenagers.

Lots of information in 'Food First', by Frances Moore Lappe and Joseph Collins, Abacus, London, 1982, p/back £3.50, especially on exploitation of Third World resources by the developed nations.

'Living Better on Less', by Patrick Rivers, Turnstone Books, 1977. Lots of practical suggestions and interesting basis for discussion - using less will give others more. Try it!

And from Anne Clark a description of some groups which can help to develop children's awareness of some of the issues raised here and encourage them in positive action to tackle poverty, injustice and oppression.

Norwich EO is having a children's day on 28th September to give parents an opportunity to see creative activities for their children and to introduce a book-club called LETTERBOX LIBRARY which specialises in non-violent, non-competitive, non-sexist, non-racist books for children. They can be contacted at 5 Bradbury St., London, E16 8JN. tel: 01-254 1640. They would be happy to hear from people.

In March we had an exhibition of PLAYTHINGS FOR LIFE - a mobile exhibition of toys which are life affirming. They can be contacted through Betty Stutz, 31b Ipswich Rd., Norwich, NR2 2LN. Another group is STOP MILITARY TOYS CAMPAIGN, c/o CMPC, 730 Bathurst St., Toronto, Ontario, Canada, M5W 2P6.

YOUNG PEACEMAKERS is a club for young people who are determined that their tomorrow shall be a peaceful, happy and worthwhile one for people everywhere. Information from Barbara Winrow, Peace Pledge Union, 6 Endsleigh St., London, WC1.

THE WOODCRAFT FOLK unites children and young people in spirit. They seek to direct the energy and enthusiasm of youth towards transformation of our troubled society. They strive to educate members in principles of universal tolerance, equality and brotherhood. Information from 13 Ritherdon Rd., London, SW17 8QE.

NEW GAMES UK, 11 Plato Rd., London, SW2 5UP. New Games are non-competitive games and were described in the P.E. supplement in the June newsletter.

In the space I have left, I would like to first thank the contributors to this supplement. Secondly, I would like to mention 'New Internationalist', a magazine which has broadened my own understanding of development issues over the last few years. My copies are all very dog-eared owing to my husband's regular use of them as teaching aids. He teaches 10-13 year olds; older children/young people could make more extensive use of them. Thirdly - what next? During a phone conversation with Cherity, who wrote the Pump For Life article, we both agreed that we would like to see more about development issues in the EO newsletter. If you have any ideas about development education and EO you could write to the newsletter, write to me, discuss your ideas with your friends and at EO gatherings. Sue Mansford

P.S. Development education is a loose term. If you did not know what it meant when you started reading this supplement, I hope that by now you have some idea of the sort of areas the term covers.

Dear Editor,

LETTERS ---



13, Peel Place,
Burley-in-Wharfedale
Nr. Ilkley.

Dear E.O.ers,

We are an E.O. family; Georgina is 6 and has never been to school and Marcus is just 3. Although Georgina has friends to play with in the street where we live, she is beginning to feel 'different' and there is a bit of leg-pulling from the other kids about her not going to school. Now the summer holidays are over, she is feeling the social isolation, although her father and I lead quite busy lives. We feel, and so does she, that she would like to have a friend(s) who is also out of school.

We would love to hear from someone in West or North Yorkshire with, preferably, a girl about 6 with whom we could make friends. I think we can get on with almost anyone and do have transport so we can travel. Our telephone number is Burley 864071.

Juliette Newsham.

Chapel House,
Bryn Common,
Llanfynydd, Wrexham.

Dear Editor,

After all the media exposure has died down, does anyone think it would be useful to approach the parents of young Ruth Lawrence (of mathematical fame). They have obviously applied their own philosophy for teaching outside the school, with singularly effective results. Irrespective of the "fors" or "againsts" of their method, it would seem a pity to miss the opportunity of inviting them to share with us, details of how they organise their day, the extent to which they make use of computers, and the things they find particularly successful as activities or methods.

There have been many cases over the years of children emerging with realised potential; a case a few years back recorded in the book "The Children on the Hill" was where mum produced three gifted (in separate areas) children, using Montessori methods. One of the sad things it seems, is that state education is too inflexible, or dare I say it, sometimes too proud to learn from individual experiences/experiments.

It would be a pity if E.O. took a similar line. Providing a framework for healthy, happy and full development is surely all our goal. We can learn from each other.

Are there any E.O. members in the area where the Lawrence family are based I wonder.

Yours.....Barbara Connor.

2700 Priest Lake Drive,
Nashville, Tennessee,
37217, U.S.A.

Dear Sirs, (as addressed)

A homeschooler who lives in England sent me an article about your organisation titled "School: Who Needs It? When you can Learn at Home." A very positive article; I applaud your work and congratulate the kids who were interviewed for their very good handling of the situation. I myself was put in that same situation when interviewed on CBS here in the U.S.

I don't know if you have anything like the GWS "Pen Pal List" or not, but I thought I might as well give it a go as I like writing to other homeschoolers, especially those in other countries and it would be nice to have a few more in England.

Julie (the girl I write to) has told me it's not very easy to be a homeschooler in England. We don't have as many problems (or at least not of the same nature) as you do in England. It is possible to prevail however; here in the U.S. you can get them so confused that they don't know what they're doing - I've done several things in spite of them, if you give them an excuse they haven't thought of before they won't even question.

I can't agree more with what was said in the article about how "unsocial school is...milling around all day with people the same age as yourself..." The fact of the matter is that the school people have no argument against homeschooling and it makes them angry. So, they bug you. In Louisiana they simply pester you to death; making you put fire extinguishers at every door, making the doors swing out, having separate bathrooms for boys and girls (forget that there were only two boys!) Oh well!

I like any kind of music (nearly) and love to read. I'm very interested in Veterinary Medicine, in fact, I worked with a Vet for two years, and I like photography a lot. I'm very diversified, so there are very few things I have no interest in, and also collect stamps and maps.

Anyway, keep up the good work.

Frank J. Conley (age 16)

Dear E.O.ers,

I wondered if anyone in the DERBYSHIRE area would be interested in meetings, or some kind of activities. We read about all the other areas, but nothing from this one.

I would be willing to open my home up unless someone has any better ideas!

My 'phone number is Alfreton 835088 and anyone interested could either ring, or write to:

Mrs. K. L. Hazel,
The Lilacs,
Off Grange Street,
Alfreton, Derbys. DE5 7HL.

25, Common Lane,
Hemingford Abbots,
Cambs., PE18 9AN

Dear Editor,

I was very surprised to read in the May 5th, 1985 Minutes, that the response to the Family Support Fund appeal has been 'very disappointing' and the Core Group thought that the possible reason for this was 'the absence of a particular case of clear injustice to excite the sympathy of members'.

As no-one on the legal sub-committee has written up details of any current court cases for the newsletter, or in the form of a report to Core Group, this state of affairs is hardly surprising.

May I also suggest that the minuted statement is, in fact, callous in view of the momentous struggle that at least two of our families are presently putting up in our Courts of so called Justice! Having spent many hours studying both the Perry and Forsyth families' legal history, my opinion is that their cases are ones of clear VICTIMISATION.

The up-date on the cases is as follows:

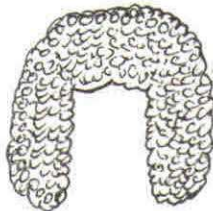
John & Linda Perry lost their June appeal and now proceed to the House of Lords. The judge said he had considerable sympathy with the Perry family, but couldn't intervene. Gill and Tom Forsyth were sentenced to fines and costs totalling £1,300 for 'failing to educate'...Leon, their son aged 13, has PASSED 'O' LEVEL MATHS, thereby achieving a standard he could not have reached in the Comprehensive school allocated to him. The Chairman of the Magistrates (an ex headmistress) told the Forsyths she had considered sending them to prison; they too now proceed to the High Court for Judicial Review.

Isn't it about time E.O. took these important legal battles more seriously and put its full moral support and all the financial aid it can afford behind these courageous members?

My own unofficial appeal (N.L. 39 Feb. '85) fell on deaf ears, raising only approximately £25 for each family, made up of eight or so donations. On the other hand, if the legal sub-committee have decided that these two cases aren't ones of 'clear injustice' would they please enlighten the rest of us with the reasons, either through the Newsletter or a report to the Core Group?

To date it has cost E.O. approximately £170 for legal sub-committee expenses and the feedback we are getting is SILENCE!

Janet Everdell.



47, Oakfields,
Wallis Wood,
Dorking, Surrey.
RH5 5RQ

Dear Friends,

I joined E.O. last October, having first read about it briefly in Woman, or Woman's Own. When I enquired as to the legality of this at my local Citizens Advice Bureau, they were so helpful and told me that E.O. had numerous members from all walks of life, and that it was certainly alright to go ahead, providing I had not registered by daughter at any school. As I had not registered her, I joined E.O. and have absolutely no intention of being brow-beaten by the L.E.A. into sending my daughter and son to school anywhere. School is an institution, and a very damaging one at that. The things that I, and my two brothers and one sister had to put up with during the period 1945-1969 was bad enough.

I recall an incident in my own schooldays where the teacher of a lesson (who was not even our form teacher), was asking the children for personal information on their parents, i.e. Christian names, ages, occupation of father, etc., and although I don't remember what these details were for, I do remember refusing to give out any such information.

I had been brought up to do as my parents asked, and they had said that such information was not a subject for general discussion in class, and that the head teacher should always send home a note for the required information.

I was sent outside the door for failing to answer the teacher to hoots of derision. I didn't care as I was obeying my parents. The headmaster asked why I was there! When he heard the reason, he took me back inside and turned to the 'sniggering' class saying that he admired loyalty and respect for one's parents, and that at least I had had the courage to stand up and be loyal to mine in the face of opposition. I felt ten feet tall then, but it was rarely so. Favouritism amongst teachers was an accepted part of school life and even at 6, I felt that "if your face fitted, you were in". There has never been a true system of equality.

As a one-parent family, with my son in need of a Kidney transplant in the not too distant future, I have quite a hard struggle, but one thing is certain. There is no way I will be intimidated by anyone where the livelihood and education of my children is concerned. I know exactly what is right for them, so why should I - or anyone else for that matter - be told by someone else what we ought to be doing?

The Education Act was to stop children from being exploited all those years ago, by social working conditions and employers of that age. Nowadays, it has become uncommon not to be able to read and write, but socially there are just as many pitfalls for today's children. Our children do not belong to the state, even, if as in my case, we are supported only by State money. They are the leaders of tomorrow's society and it is a very sad thing if we are not allowed to bring them up and educate them according to our wishes and beliefs without interference from others. We bring them up to the magic age of 5 without too much "outside hassle" then, all of a sudden, we are supposed not to know what we are doing!

The newspapers carry many stories, some correctly reported, others may be 'embroidered' a little. One of the most chilling reports that comes to mind is the Social Worker's comments on the Beckford murder case - "Maurice Beckford doesn't love his children, but they are his property".

To that, I say if a MURDERER has RIGHTS, those who love their children and care deeply about their educational needs, should in no way have to prove themselves or have their rights curtailed.

I hope many more members will join E.O. and educate away from the competitive and socially damaging effect of schools.

Thanks to all members and their young children who replied to my letter in the last magazine. If anyone else would like to write to Imogen (6), Philip (5) and I, we'd be pleased to hear from them, especially anyone who has a physically sick child of Philip's age group, teaching at home.

Philip goes to the Renal Clinic at Great Ormond Street as one day he will need that transplant as he has only part of one kidney working.

In all other aspects, he's a normal, bright little boy, quick-witted like Imogen.

Yours sincerely,

Muriel Binding.

35, Hollin Park Road,
Leeds, LS8 3HD.

Dear E.O.

I would like to use your magazine to thank some very nice people. Over a year ago I didn't know where to turn, we were appearing in Court at least once a fortnight because of our daughter Christine's School Phobia, she is 14.

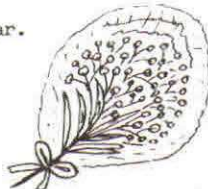
Nobody would help us and things were steadily getting worse, with threats of her being put in care (although nobody cared for her more than me), then, last September, I met Peter Williams through a newspaper article and joined E.O. From then on we received help and understanding we didn't realise existed.

THANK YOU Peter for your kind help and introductions; also Brian and Mary Holroyd, who gave us lots of support by chats on the 'phone at first and later by attending meetings. Their daughter Rosalind and Christine are now good friends. Two very special people who I could never thank enough for their exhausting efforts to make sure everything went well at the Courts (which we won) and the Assessment of Christine's work at home, are LINDA AND STEVE COOPER. They were always ready to help whenever we needed them.

THANK YOU so very much to everyone who was involved with us at this very distressing time, as without them we would never have got through it all.

THANK YOU EVERYONE.....

Cathie Dewar.



88, Hallside Road,
Cowper, Blyth,
Northumberland,
NE24 5PF.

Dear Pauline,

Reading through a copy of the E.O. newsletter, it seems to me that perhaps we are missing an opportunity to open out the appeal of the newsletter to all the E.O. family; most of the articles seem to be supplied for E.O. parents (or supporters) to read.

Would it not be possible to give over some pages as a communication channel, specifically between home educated children?

It seems that much of E.O.'s news is aimed at E.O. parents, but has many 'non-participating' people offering advice and comment (e.g. 'I would love little Tommy to be home educated but he prefers to go to school...but, this is how I think it should be done...!').

This is not the damning criticism it will first appear, because E.O. parents usually gratefully receive all help - as long as we have the OPTION to refuse it!

What I am proposing will give these home educated children who are actually working on their education, to communicate to each other THEIR ideas and experiences; something of which I think John Holt would approve!

To be blunt, the present inclusion of drawings and occasional poems appears patronising in the present format. Would it not be possible for Resources Reviews to be carried out by the children who use them? Then, where necessary, parents can add their comments.

Keith V. Purvis.

The Old Squash Court,
Bayham Abbey,
Lamberhurst, Kent,
TN3 8BG

Dear E.O. Members,

I wonder if any of you know of a commune which would take a part-time member willing to work for their keep, plus a four-year-old potential home schooler.

Part-time in the sense that I would like to divide my present home and the commune.

I would also like to know if anyone knows if there is a source of names and addresses of communes, which perhaps also lists their aims.

Sue Petszaft.

13, Cromer Close,
Laindon, Basildon,
Essex, SS15 6HT.

Dear E.O.

I'm sure we all appreciate the work Janet Everdell does for E.O., but her letter was just the sort I highlighted and despaired of in mine which, in an edited form, was published in June; the whole point of which seems to have been missed and was:

- a) A plea to stop in-fighting;
- b) Stressing the freedom to choose;
- c) Pointing out that there still exists a need for some children, for a changed form of schooling.

It was not all roses when all children were 'educated at home'; it was called 'The Dark Ages'. Having no school is as bad as the myth of compulsory school. Children of low I.Q. parents would be condemned to have no opportunity to be taught by those with a wider knowledge. Even in Utopia not every parent will be emotionally or mentally able to teach. What we need is EQUALITY OF OPPORTUNITY - not equality! We are not all equal, we CAN benefit from those whose skills in a particular area are more proficient than our own.

Pete and I have been educating our own children otherwise since 1978, i.e. birth (though we did not know of E.O. then) and will continue to do so as long as we feel it meets our children's needs. We are so personally committed that we are prepared to leave the country if necessary if our FREEDOM to CHOOSE were threatened.

The world will always have schools; teaching situations occur every day - wherever there is instruction, there is 'schooling' - all the world's a school. What must change are the schools themselves. I do agree that competition is no sound basis for education.

We are grateful for E.O.'s presence and support, but as soon as it becomes extremist, or starts telling us what we should think, then we are better off without it. Man's basic right is the freedom to choose...without it we would all have to be of one religion, all wear the same clothes, all eat the same foods. Diets have to meet each individual's need - as so does education.

Let's expand our energies, keeping everyone's options open - changing society AND schools for the BETTER.

Yours sincerely,

Helen Howlett.

Dear Editor,

Among several generalisations in Mrs. Everdell's reply to my letter, I would like to correct two particular inaccuracies. Firstly, I am quoted as saying that poor parenting is to blame for school failure: "i.e. lack of interest and abysmal homes." I wish to state that I neither said nor implied this. Secondly, I am accused of detachment on the issue of bad teachers damaging children. No one is in a position to judge my feelings on the subject and perhaps discussions with me should take place before assumptions are made; I have had some experience with this problem.

I have been a member of E.O. for many years, but have not been aware at any time that there is an official party line to which we must adhere. One of the strengths of the organisation has been the breadth of outlook and differing viewpoints of its members; I object to being told that because my opinions differ, I must re-think my arguments. I too had unhappy childhood experiences, however, they were not at school but at home. And, most surprisingly, were not attributable to "miseducated parents", but to acts of God.

Through several traumatic years, I was treated at school with consistent kindness, courtesy and understanding. That, not home, was my refuge! I chose not to elaborate upon this fact in my editorial, but I feel that my reasons for not being anti-school are as well thought out as those rather different views. I was saddened by the dismissal of "many of our members" with children in school...their feelings are apparently "their problem".

I would like to think that as members of E.O. we all try to understand and share each others problems. I still wholeheartedly support Helen Howlett in her view that the IMPORTANT ISSUE here is the defence of our FREEDOM TO CHOOSE! I equally wholeheartedly support Mrs. Everdell's right to disagree!!

Angela Montfort-Bebb.

Pen Llygenan,
Bodedern, Holyhead,
Gwynedd, LL65 4TS

Dear E.O.

Books on 'School Phobia' have usually been written by Child Psychiatrists who have no idea what it is like to live with a troubled child; who can only see two reasons for school phobia: "separation anxiety" and "feer of sex(!)".

Who can help me write a book? I need as much information as I can get. Thank you to all who have already written to me, I am sorry my questionnaire offended one reader.

Most of you will say that the school crisis was the first intimation of trouble; but there are others, besides myself, who, due to birth trauma and the non-formation of the mother/child bond, have had troubles through infancy and childhood, the school phobia being the latest in a series of crisis. Let me know if this has happened to you.

I would also like to know if having a troubled child has affected relations between other members of the family. There is research into suicidal behaviour of children, which mentions the connection between this and the "breakdown in family relations" assuming that the suicidal behaviour resulted from the stress within the family; but, is it the other way round? Does a troubled child in your midst cause marital stress?

I already have sufficient information to bombard journalists and T.V. Producers (M.P.'s, in my experience, have thick skins resistant to bombardment!).

Everything you write will, of course, be treated confidentially. I look forward to your letters, though some, I know, will make me very sad.

Patricia Knox.

28, Berkeley Road,
Westbury Park, Bristol, BS6 7PJ

Dear Editor,

Since the review of my book 'Be Your Child's Natural Teacher' in your Newsletter No. 38, I've had a quite full Education Otherwise postbag! I wondered, therefore, if you would like me to write a column for your newsletter - answering (with names changed) some of the questions that members ask - so that all your membership can share?

I've written one such small feature based on an E.O. letter and would like to know whether you would like me to continue this practice.

Geraldine Taylor.

Our maths sessions are very informal and practical (we do them in the kitchen like you did!). I do think it's important that our daughters should eventually know their tables by heart. Liz (6) is just starting and Jane (8) is on her times 5. Please could you give me some ideas about how to know when the time is right to bring in the next table. This isn't coming to me by instinct!
.....

What matters, first, is that children understand that tables are a quick way of doing repeated adding up. I explained to my son Peter that it's quicker to know in our memory that, say, 6 lots of 2 socks is 12 socks - or that 12 socks is 6 pairs - than to have to add it up in a row every time. So that's why we learn the sum $6 \times 2 = 12$ - and $12 \div 2 = 6$.

Children need to what's educationally called 'overlearn' their tables. This means that it's so much in their memory that they have instant recall. Certainly this used to mean dreary drill! But we found that to do just a little every day (5 minutes) wasn't dreary. You can cover a lot in five minutes - for example -

$3 \times 5 =$	$15 \div 5 =$		
$4 \times 5 =$	$20 \div 5 =$	$\begin{array}{r} 321 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \overline{)250} \end{array}$
$5 \times 5 =$	$25 \div 5 =$		

and ask some questions (on a rota basis) about tables previously learned. With the $\times 5$ (and $\times 2$ and $\times 10$) you can use money to work out amounts!

Simply, start the next table - in Jane's case the sixth - when Jane can answer questions 'out of order' about the five times table without having to go through the table each time to get there!

Before I went on to any new table, too, I'd do a 'big' (10 minute) session just making sure Peter could easily remember all the others. Go even slower with Liz - because it's important that she understands why she's learning them before embarking on tables work.

Incidentally - I always started by asking Peter to say the table 'in order' (he says each table has a 'tune' and he sung them) - asking a few questions 'out of order', and then at the end of the session, he'd say - or sign it back in order. This had a pleasant, calming effect!

Geraldine Taylor,
'Be Your Child's Natural Teacher':
Impact Books - £4.50.

Have Fun

WITH THIS LOGICAL QUIZ.....

Answers appear at the foot of the page.

- 1) Take two apples from three, what have you got?
- 2) A farmer has 16 sheep, all but 9 die, how many are left?
- 3) How many of each species did Moses take into the Ark?
- 4) There are 4 houses built back-to-back in a square, each door faces south, a large bear passes by - what colour is it?
- 5) A ship is anchored at low tide with a rope ladder over the side; each rung of the ladder is 1 foot apart and the bottom rung is just touching the water. The tide rises 1 foot/Hour, after 3 hours how far up the rope ladder would the water be?
- 6) A frog falls down a 30 foot well, every day it manages to jump up 2 ft., but falls back 1 ft. How many days will it take for the frog to get out of the well?
- 7) You drive a bus from Manchester to Birmingham with 12 passengers on board; at Birmingham you drop 6 off and pick up 7 more; you then carry on to Bristol where you drop 8 and pick up 5, continuing on to London where all the passengers get off - what is the driver's name?
- 8) There's a 2" lily-pad on a pond which grows exactly double in size every day and takes 10 days to cover the pond - how many days will it take two lily-pads to cover the same pond?
- 9) A father and his two sons had to cross a river; the father weighed 20 st., the two sons 10 st. each. Their only means of crossing the river was by rowing boat and the maximum weight which that could carry was 20 st. - How did they get to the other side?
- 10) Some months have 30 days, some have 31 - how many have 28?
- 11) A doctor gives you 3 pills with instructions to take one every half hour - how long do they last?
- 12) You go to bed at 8.00 p.m. and set the alarm for 9.00 a.m. - How many hours sleep do you get?
- 13) Divide 30 by a half, add 10 - what is the answer?
- 14) You enter a dark room with only one match; in the room is an oil lamp, an oil heater and some kindling wood - which do you light first?
- 15) A father is now twice as old as his son, but in 20 years time, he will only be one-third older - How old is the father?

Answers: (1) 2 - that's all you took. (2) 9. (3) None - it was Noah!
(4) White - its the North Pole. (5) Same - boat rises with the tide.
(6) 28, on the last day it has jumped the remaining 2 feet to the top.
(7) Your own - YOU drove the bus. (8) One day less. (9) The two sons went across in the boat, only one got out. The other returned to the bank and allowed the father to cross alone; he then stayed on the far side whilst the first son returned with the boat to pick his brother up.
(10) All of them! (11) 1 hour, the first is taken immediately, the last one hour later. (12) 1 hour, the clock doesn't distinguish between a.m. and p.m. (13) 70 - There are 60 halves in 30 + 10. (14) The match!
(15) 40 - in 20 years he will be 60 the son 40, a 1/2 difference.

A G E N D A - A.G.M. OF
EDUCATION OTHERWISE

SATURDAY, 12TH OCTOBER - 3.00 P.M.

AT: WICK COURT CENTRE, AVON.

All members are welcome to attend.

- 1) Apologies
- 2) Minutes of last A.G.M. to be approved and signed
- 3) Matters arising from the minutes
- 4) Reports of Officers:
 - a) Treasurer
 - b) General Secretary
 - c) Membership Secretaries
 - d) Publication Secretary
 - e) Enquiries Secretary
 - f) Public Relations Officer
 - g) Legal Group and Family Support Fund
 - h) Research Committee
 - i) Advertising Secretary
 - j) Co-ordinators Secretary
- 5)
 - a) Resignation of John Elenor as General Secretary and of Caroline Grant as Publications Secretary - Election of members to replace them.
 - b) How the General Secretary's job is being split
- 6) One third of the Council or Core Group should retire at each A.G.M. Appointment of members to take their places. A retiring member of the Core Group is eligible for re-election
- 7) Jobs in E.O. that need doing:
 - a) Assistant General Secretary to take minutes if General Secretary is unable to attend a meeting
 - b) Any other suggestions are welcome
- 8) Any other business.

If there are any other matters or questions which members would like discussed at the A.G.M. would they please write to Joan Hoare, who is acting General Secretary, at 25 Moor Oaks Road, Sheffield, S10 1BX; Tel: 0742-666605.

Note to Officers:

It will make life easier for me if you would do a written report for the A.G.M., so that I can precis it for the minutes.

If you are not able to come to the A.G.M., then please let me have a copy of your report by post, so that it can be read out at the meeting. Thank you.

Joan Hoare.

A G E N D A - CORE GROUP (OR
COUNCIL) MEETING.

SUNDAY MORNING, 13TH OCTOBER 1985

All members are welcome to attend.

- 1) Apologies
- 2) Minutes of the last meeting to be approved and signed
- 3) Matters arising from the minutes
- 4) How General Secretary hopes to take minutes
- 5) Covenants
- 6) a) Role of Steering Committee:-
 - i) Should it be dissolved?
 - ii) What would take its place?
- b) What should be considered routine expenses?
- 7) Later Years
- 8) S.I.N.C.
- 9) Progress in purchase of parallel computer system used by Bob Emmett for E.O. work. Who owns what?
- 10) Venues for future meetings.
- 11) Any other business.

If there are any other matters or questions which members would like discussed at the Core Group Meeting, would they please write to Joan Hoare at 25 Moor Oaks Road, Sheffield, S10 1BX - Tel: 0742-666605.

Suggestions for future venues also welcome. The winter venue is not known to me at the time of writing, but May 23-26, 1986 is at Unstone Grange, Sheffield.

Joan Hoare.

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INFORMATION RESOURCE CENTRE

Andy & Diane Anderson, 95 Derrington Avenue, Crewe, CW2 7JA - Tel: 0270-664060

AN INFORMATION/ORDER FORM LIST IS AVAILABLE: The list contains 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 - If anyone has any queries or problems with regard to what educational materials, etc., is available, please do not hesitate to contact us at any time, either by 'phone, letter or a visit. What we don't know, we will try to find out. Please feel free to use us.

As we get no funding from any source, would you please ALWAYS include S.A.E. for reply. WHEN RECOMMENDING ANYTHING - PLEASE GIVE AS MUCH INFORMATION AS POSSIBLE, and a rough idea of the age group it would be useful for.

E.O. OUT-TAKES.

by... Janet Everdell

Please send me details of E.O. I'm not a parent, just a teacher determined never to set foot in a secondary school again.

Please could you send details as soon as possible, as with a care order they do not wait long, just turn up and take your child, you don't even know where, but I'm told if he goes away this time it will not be a very nice place or suitable for him.

I have recently withdrawn my 15 year old son from school because of persistent bullying also I was shocked to find how little he knew..... and didn't even know what countries the British Isles consisted of.

Our children are fine now out of school. Steven has gained confidence and is a different boy. He eats well and is happy. He is starting to write willingly and actually wrote his first story in thirteen years.

The Fisherman's Cottage,
41, Eastern Esplanade,
Southend-on-Sea,
Essex, SS1 2ES

Dear Editor,

I have meant to write further to my letter on Rudolf Steiner Schools for some time. I had a lot of letters and 'phone calls from people and I think perhaps there might be several who would find the following address useful.

The Steiner Schools Fellowship,
Orlingbury House,
Lewes Road,
Forest Row,
Sussex,
RH18 5AA

Information about any of the schools in the following areas can be obtained by writing to the above.

Aberdeen, Belfast, Botton, Bristol, Canterbury, Devon, Dyfed, Edinburgh, Forest Row, Gloucester, Hereford, Ilkeston, Kings Langley, Ringwood, Stourbridge and York.

I have come across another book which outlines briefly Steiner's ideas (and those of other interesting people) it is: 20th Century Mystics and Sages - by Anne Bancroft, published by Heineman.

I'd also like to take the opportunity of thanking all those heroic people who take on the job of editing the newsletter!! I find it a great help.

Yours,

Margaret English.

I wonder whether E.O. members can bear to read another article about Rudolf Steiner? The thing is, this time last year I couldn't have told the difference between Steiner and Montessori, though I kept hearing about them, and I would have liked to know how to find out. I went to the public library and found whole catalogue pages devoted to Steiner, without any way of choosing which books to order (all in reserve stock, of course). I was supposed to be teaching my children at home - Jasper was 6 and Miranda was 4 - but all the time there seemed to be something lacking. Now we have got involved in the New Brighton Steiner School, I have realised what it was. I had no guiding principles.

After 6 months with the Steiner system, I can hardly claim to be an expert, but here are some of the things I have gathered so far. I wonder if other E.O.ers have anything to add or would like to correspond on the subject.

We develop, according to Steiner, in 7-year stages. The first stage is one of playing and imitating, when the child is not yet ready to be taught things like the "three 'R's". The child is supposed to become ready at about 6½ or 7 years of age. The next stage is one of learning, especially learning by heart, and with relation to one's own body. Numbers, for example, are learnt by means of recitation, and by using the fingers and toes. Writing is taught before reading, and an attempt is made to relate writing to its meaning and its origins - e.g. "wave" begins with W and waves look like a letter W. Only during the third stage, 14 to 21, does the child begin to call the world into question, learn intellectually, and use abstract thought. I find it interesting that Steiner said that children who are forced too early into intellectual work, and not allowed to learn through their bodies, develop circulatory troubles in later life. Could this be the missing link the British Heart Foundation is searching for?

The book by Steiner which was first recommended to me is The Education of the Child in the Light of Anthroposophy. It is a slim volume full of astonishing assertions and begging more questions than it answers, but it is a good start. There are also various lecture notes in published form which deal with aspects of education. Theosophy: an introduction to the supersensible knowledge of the world and the destination of man goes into our fundamental nature in great detail, and describes the spirit and soul worlds. It hints at how we can explore these worlds for ourselves, but if you are really interested in the occult, read Knowledge of higher worlds. It is fascinating and yet so sensible, the man could not possibly be just one more crank with a bee in his bonnet. Occult science: an outline goes through the development of the world, dwelling mainly on its pre-physical stages. These books, while not directly dealing with education, provide some background for the astonishing assertions above mentioned, and really there is a wealth of ideas in Steiner for anyone looking for the answer to the ultimate question "about Life, the Universe, and Everything". They (and more) are published by the Rudolf Steiner Press.

If anyone would like to correspond on the subject, please write to:

Julia Galvin, 'Linden', Folders Lane, Burgess Hill, W. Sussex, RH15 ODY.

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ON SOCIALIZING.....

Imagine how we, as adults, would feel if suddenly one morning we woke up and were suddenly confronted by a group of adults taking charge of our lives - something like this:

Group: "Wake up, John, this is your big moment! The morning when you start work for XYZ & Co."

John: "Go away, I don't want to work for an engineering firm, I'd much rather be a gardener, out in the fresh air"

Group: "Oh, come on John, don't be such a stick-in-the-mud! There's not much money in gardening. Who will you ever meet, stuck out here in the country? You'll never be a good socialiser at this rate; you'll always be isolated, away from other people. Why, you'll just miss out on all the fun"

John: "I don't consider having to work inside a crowded factory, with at least another four hundred people, having a lot of fun! It's just not me. I love the country; the outdoor life; I don't feel comfortable amongst large numbers of people. I like to pass the time of day with all kinds of people - young and old. Conversation as rich and diverse as Mother Nature and her changing seasons, that's what I enjoy!"

Group: "That's all very well, but life needs to be fuller than that. When you have made a few thousand cars, you will appreciate how much you've contributed to the life-blood of a community. No more being house-bound, buried alive in the country; unable to keep appointments because of dwindling or non-existent bus services. The world's your oyster."

John: "No, it's YOUR oyster! Agreed, we live "in the past"; agreed, that country dwellers without transport are severely limited. But, it works both ways! Without progress we cannot hope to make things easier; but with that self-same progress, many things are lost for ever."

Group: "Eh? Can't see that at all, John old chap! Not when modern living makes things so much easier."

John: "Oh! But I am supposed to understand you clearly I suppose. The people who come and admire the beautiful gardens of Stately Homes think the plants grow all by themselves, that lawns keep immaculate without the gardeners to attend them - albeit with mechanical aids! The gardener needs to know as much in his or her own field as the other professions do in theirs. Gardening is an ART, and a science too! So XYZ & Co. can do very well without me. I'd be a square peg in a round hole."

Group: "You'll regret it, John."

John: "RHUBARB!!"

Muriel Binding,
Wallis Wood, Dorking.

NOTICES ---

NOTICES ---

ANNUAL GENERAL MEETING

11-13TH OCTOBER 1985

AT

WICK COURT CENTRE, AVON

E.O. is run BY YOU - FOR YOU

Come and talk about its future

NOTICES ---

PRIVATE TUITION OFFERED:

Children aged 4-11 years, either in your own home or at mine. Qualified Teacher, Cambridge/Newmarket area - Tel: Newmarket 742011.

A Newsletter supplement on E.O.-ing in one-parent families is being planned. Would anyone with something to contribute (e.g. accounts of personal experiences, ideas for cheap resources, how to manage if you have (or want) to work; how to provide for those interests and activities - often the province of the other sex; information on the attitudes of advisers, etc.) please write to:

Julie Webb, 28 Churchway, Haddenham, Bucks. HP17 8AA

WANTED - Contacts in

Cheshire/North Wales, for joint occasional activities - Mary (6 yrs.) out of school one year. Mother's interests: Steiner education and Montessori materials.

Barbara Connor, Chapel House, Bryn Common, Llanfynydd, Wrexham, Clwyd - 0352/771387.

CLIMBERS WANTED: Humberside:

Family, kids 10 & 11, often walk and scramble in Derbyshire; would like to meet a similarly interested family (in the Peak District?) with whom to exchange and develop climbing skills.

The Stephensons, 1 College Road, Barrow-on-Humber, DN19 7ED.

LOWER SHAW FARM - Autumn Programme of events out now:

Walking in Wiltshire - 11-13th October
Music Weekend - 22-24th November

For more details of these and other activities, i.e. "New Year fun", please send an s.a.e. to:

Lower Shaw Farm, Shaw, Nr. Swindon, Wilts.

Children welcome..... Low Cost..... Wholefood meals.....

Once upon a time, oh Best Beloved, there was a little town full of Enlightened people. They were kindly, gentle and loving; they played cricket, they drank Real Ale, they paid their debts and God smiled on them. Unfortunately, they were not healthy people at all.

The problem was that the Town Council had passed a Law. It was called the Health Law. This law said that all the townspeople had to be Healthy. This was a Good Thing because it was Enlightened.

It was no easy task to make everybody obey the new Law. The townspeople liked things to be Efficient and Cost-effective, so they built an enormous Hospital. Then they decided to make everybody spend a certain time in the Hospital, so that the very Enlightened doctors who worked there could cure all their diseases and give them a happy life.

Now, most of the townspeople were already in the best of health. Their cheeks were rosy and they walked with a spring in their step. Nevertheless, they had passed a Law, and everybody knows that Laws must be obeyed or the Fabric of Society becomes Unstitched. So the Constabulary went out every day and if they saw anybody who hadn't been in Hospital, even if he was as bright and vigorous as a new-born lamb, why, they ran him in as quick as boiled asparagus. They made him put on his pyjamas and go to bed. They set the doctors to testing him and the nurses to dosing him, and everyone agreed that this was the Best Thing That Could Happen.

The strangest thing was, people didn't actually become any healthier than they had been before. Indeed, many got worse and a few even died! Oh, some had diseases cured, but hospitals have a way of giving you other peoples' diseases while they treat your own.

After this system had been working for a good long time some dangerous dissidents began to talk about things, and they became convinced that there was Something Wrong.

"Listen", they said, to anyone who would stop and lend an ear, "the Law says that people have to be made healthy, yet when they come out of hospital they are sicker than when they went in! They start off perfectly fit, or suffering at the worst from a cold or a twinge of neuralgia and they end up with chronic paralysis and incurable debility. Something is seriously Agle!"

This sort of talk annoyed the Townspeople. "People get ill because they don't do as the doctors tell them," they said. "At least we're trying to make everybody healthy. It's not our fault if patients are Feckless and Unenlightened."

So the dissidents got together and kept themselves healthy, with simple remedies which worked - carrot juice, bran, hard work and long walks. The Constabulary didn't like it, and the townspeople were beside themselves with righteous anger, but the dissidents were determined, and before too long they had won the right to keep themselves healthy in their own sweet way. And the strange thing was, Oh Best Beloved, they were healthier than the townspeople, even though they never set foot inside a hospital.

The Fabric of Society didn't Come Unstitched, either!

Then someone noticed that the young children were curious and lively, interested in everything around them. So the townspeople decided to repeat their success with Health. They got together and passed a new Law - called the Education Law - which said that all the children had to be Enlightened.

Then they built an enormous SCHOOL.....

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IN PRAISE OF FAIRY STORIES

I have recently started telling Finn fairy stories (though that phrase is a mis-nomer and probably a put-down besides² so I shall call them Folk Tales). They grip the imagination far more than any story so far about ordinary children in a realistic modern setting. I think they are well worth telling especially in their original versions as opposed to the innocuous Disneyland variations, but I think there is a certain amount of condemnation of folk tales - that they are morally suspect, violent, sexist, class riddled and so on.

Partly true, but to some extent it is a matter of choosing the right story and perhaps telling it verbally, so that your own political bias can creep in, as I find it inevitably does. Another part of the problem may lie in people not understanding the symbolism and failing to decode the stories, which children don't need to do, but aids appreciation for adults.

One of the main strengths of folk tales is that they often offer a child a great deal of reassurance that though the world may be difficult, even hostile at times, it is still possible to find ways to succeed no matter how small and powerless s/he is. I think this is why the baddies have to be so frightening - the stories are looking at the world from a child's point of view - but they also need to have a disguise, in order to still leave the child a safe reality. Therefore, the stories feature stepmothers, for it is safer to the child who still has a mother, for the stepmother to attempt to kill the children. (What about children with stepmothers?) I think giants are a disguise too - for adults, who trample through children's lives, shouting and imposing their wills. Naturally enough, children want to find ways to deal with people who have more power than they do. Killing is a popular solution. Is this because in general we give children so little choice? There are some tales of friendship between hero/ine and giant, but they are modern and I haven't noticed them arouse so much involvement.

I think that the disguises must be retained so that children can rehearse ways of dealing with situations and emotions that frighten them, without admitting that there is a reality to them. The understanding of the reality can come when the child has the inner strength and self-confidence to confront it, if this is necessary. Usually though, the child's situation is not so threatening, and the understanding remains sub-conscious.

Folk tales offer a variety of solutions to the problem of dealing with more powerful people - violence, trickery and magic are some - but sometimes innocence, courage and luck are enough. The solution that is never offered is persuasion. I don't know of a folk tale where the hero/ine talks to the baddie and the baddie just up and turns into a goodie. I've a feeling this is the moral many of us would like to tell, to give children an ideal

to follow. But is it realistic? Is this shying away from violence in fact a make-believe on our part? For example, industrialists know about pollution, genetic dangers, etc. What is going to make them act wisely? Surely, we are going to have to use some sort of force, though perhaps economic or legal, rather than death.

Anyway, I think it is O.K. to use death as a symbolic simplification when the child is young, and introduce the complications later, though I do like to balance things by telling stories with other solutions, and by talking about them.

I think I would draw the line at violence which is not even justified within the terms of the story, e.g. Jack and the Beanstalk is a story of excessive greed and unjustified violence which is rewarded - a wonderful reflection of modern society. Unfortunately Finn knows it, so I balance it with 'Jim and the Beanstalk' by Raymond Briggs.

I remember the need to imagine myself as a heroine from my own childhood. There are still heroes and heroines in my world, and whenever I take part in an action, I have to call upon that side of myself. In fact, we need more people to call upon that side of themselves. I think children need to creatively experience the possibilities of gaining and using power in good ways - an experience that our society makes difficult for children, in reality. (N.B. The use and misuse of power is often contrasted in folk tales, with the eldest two failing to use power correctly and only the youngest succeeding.)

Many tales emphasise the ordinariness of the protagonist - the widow's youngest son, the woodcutter's daughter, and the action is often well within the range of a child, e.g. Hansel and Gretel dropping stones to help them find the way home. This is one of the reasons I prefer folk tales to the T.V. super-heroes who have taken their place in the popular imagination, as they depend on the use of super-powers which the child cannot match!

In the folk tales there is instead a lot of emphasis on having the correct character, e.g. being generous enough to share one's last crust; an action which brings friendship and help from others, without whom the task could not be completed. The helpers may be human, but often they are animals. The psychological analysis of this is the willingness to accept the intuitive and instinctual parts of oneself.

One of the problems for us occurs when members of the Royal Family are featured in a tale. Prince and princess figures are meant to represent the status quo, the mainstream of society, and since we reject that, it is difficult to feel comfortable with such stories. It is far easier to tell stories about the poor, off to find a fortune, or redress a wrong, even if their basic aim is to be accepted by society rather than change it.

However, I would argue for re-writing tales (with care, to retain the right ingredients) rather than rejecting them, for as I hope I have begun to show you, folk tales do teach children ways to deal with the real world under their disguises.

Do other people find that their politics affect their choice of children's stories? If so, in what way? How do the children respond and do they come to understand and respect the reasons?

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