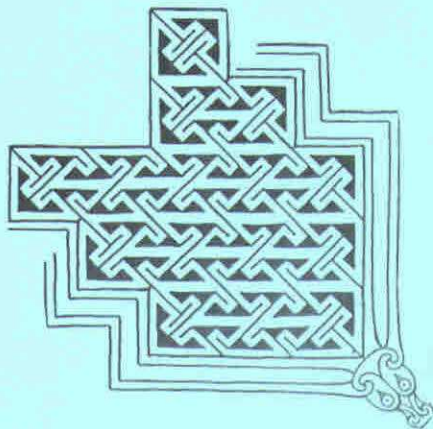
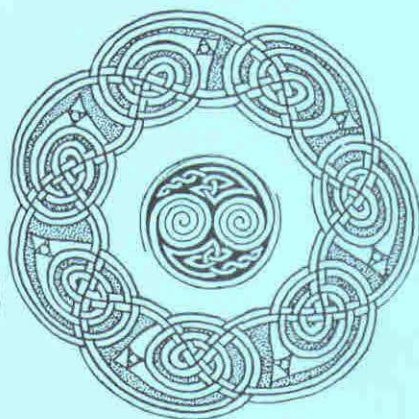


EDUCATION OTHERWISE

august 1986

no. 48



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The next Editors are: John & Joan Andrew
18 Chapel Lane
Walcote, Lutterworth
Leics.

to whom all contributions for the next edition should be sent by 1st September. All material intended as such should be clearly marked 'FOR PUBLICATION'. Contributors are asked to ensure they include their name and address.

THE OPINIONS EXPRESSED IN THIS PUBLICATION ARE THOSE OF THE CONTRIBUTORS AND NOT NECESSARILY THOSE OF THE EDITOR, OR OF EDUCATION OTHERWISE AS A WHOLE.

Comment

Editing this newsletter has been quite a leap from our hibernatory, 'not on the contact list' and passive membership of E.O. Being very independent and self sustaining we valued the essential balance which the newsletter has helped bring to our lives - from a defensive, isolated stance to a confidence and knowledge that what we are and will be doing for our 4 1/2 and 1 1/2 year olds is best for them.

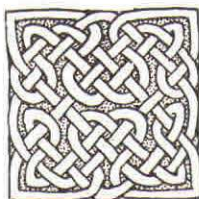
To us education is the business of living, it must continue throughout a lifetime - learning from birth to old age. This 'universal education', at the moment, can only be successfully achieved on a large scale from home. It will take the state system many years not only to raise itself to an E.O. parents standards but to expand to offer all of us an education we have a right too. The purpose of education should be the acquirement of skills, pursuit of wisdom and the realization of selfhood - taught by teachers who must be free people, real leaders.

How many schools do you know who fit the above description ? Yes, we're sure E.O. will be around for a long time to come and when the state eventually get's its act together EO'ers will be seen as occasional valued customers of their educational services (all free of course !).

Until then we must all use our knowledge and skills and hard earned money to give our children the start they need. Lorraine, a Montessori teacher, and Jim a self-confessed 'computer person' (Analyst/Programmer) will, like all of you out there, find ourselves 'skill - stretched' at one time or another, and it will be at such times that contacts with fellow EO'ers (members or not) may provide the bridge and helping hand required, whether supportive or otherwise.

We hope you all enjoy the first newsletter from Ireland, and hope it will be the first of many.

Lorraine & Jim Breffni, 37 Parkhead Crescent, Newry, BT35 8PF.



LETTERS



A View from Ireland

I am glad that at last someone from Ireland has had the courage to edit a newsletter, and I am very grateful to Lorraine and Jim for letting me say a few words. Our four children, house, and over an acre keep us so busy I don't think I could find the spare time to do the job myself.

I asked Nigel to give me a brief description of Ireland. His first four words were "rural, lush, green, wet." This seems a perfectly adequate description, though I would add that the people are the most friendly I have ever met.

Since I took over as co-ordinator for the whole of Ireland about two years ago, the number of EO Members here has almost doubled. Apart from these, there are many other people practicing EO who at the moment see little relevance in joining because the magazine seems only to be geared to England. Perhaps if we contributed more regularly this attitude would gradually change.

Being co-ordinator for the whole of this island is no easy job. The laws North and South of the border are very different for one thing, but quite another is the problem of the distance between members, thus making it very difficult for us to give each other the moral support we all so need. In the South, the communications are virtually non-existent, so a car is a necessity - you wouldn't get far using what nature provided with three toddlers in tow. Many of the roads are such that what looks to be a quick 60 miles on the map is in fact a three hour drive, and therefore not feasible with young children for a day trip. For our own part, our nearest practicing EO Member is 81 miles away (hello Cathy and Mike), though we are lucky to be in touch with two non-members 35 and 45 miles away. So you can see, many of us are suffering from isolation - though the situation in Cork is beginning to change, and I am sure the communications are not like this in the North.

In the North, the laws are similar to England and Scotland, and to my knowledge, no member is having trouble with the Authorities. Here in the South, the Irish Constitution not only gives parents the right to educate their own children but states it is their duty. In truth pressures of for instance the Church, make it very difficult for people to break away from the norm. A few people too are being prosecuted under the 1926 School Attendance Act which appears to go against the Constitution. So far only Joan Brennan has been fined (only £5 as it happens, but she has gone down as a criminal) but the only way to challenge the court's decision is to drag it right through to the High Court at our own expense, solicitor's and barrister's fees etc.

Despite the great distance between us, we have managed to meet a fair few members in Ireland and we correspond regularly with others, but what we really need over here is more contact with like-minded people and the all important social contact for our children - clubs etc., in rural areas are very thin on the ground. We are all advertising our

presence in libraries, shop windows, papers and the like, with limited success. So, if any of you feel like visiting this lovely island, please look some of us up.

Finally, without bringing politics into this too much, I would like to think that EO members here, North and South, could in some tiny way contribute to peace on this island, by giving the next generation a more tolerant outlook than either of the churches or the schools are providing at the moment. Let's hope you hear from us in the future. Thank you Lorraine and Jim, and for Nigel ploughing through three week's ironing as I write this.

Clare Weber, Furnace, Newport, Co. Mayo.

Cooperation & Competition

I enjoyed the recent Education Otherwise module on Woman's Hour on Radio 4, especially Janet Everdell's passionate and articulate defense of the home education position in the debate with the headmistress at the end. There was one opposition point, however, that could have been refuted but, as far as I know, never has been in these discussions. The headmistress stated that, far from teaching competition, many schools teach cooperation. The point, as I see it, is that what they call cooperation is not the opposite of competition at all, but its twin sister! Both involve conformity to arbitrary norms whether those imposed by the dictatorship of the administrators or that of the peer group. Team sports, for instance, involve both. (So does war.) I was horrified by the example of 'cooperation' cited by the headmistress in more than one hundred children roped into a communal project like so many worker bees. The opposite of competition and what passes for cooperation is individual integrity and exploration. The child who neither has to compete with the group nor conform to the group is a liberated child, a child free to find the entire universe within his or her own soul, and has more chance than most of growing up into an untrammled and creative adult.

Sincerely,
Jacob Bush, 68 Maeglas, Pontyates, Llanelli, Dyfed, Wales, SA15 5SH.

Thumb-in-Cheek

Re. Kate Freeman's search for information in her campaign about the connection (or not) between thumb-sucking/smoking. It has been said that smoking is a compensatory comfort habit which is permitted, even encouraged, in our culture; much healthier to suck your thumb of course, but can you imagine bus loads of work-bound adults indulging in this more healthy and non-addictive form of do-it-yourself therapy? Or many other situations which seem to call for a cigarette? I can; and it amuses me greatly! Do not dwell on the prospect for too long however. We do want people to take us seriously!

Although in my previous reply, which Kate quoted, I was being rather tongue in cheek about it, I do think there is a serious side to the social pressures in this and many other areas which we all experience; but in a way this business of criticism of thumb-sucking (et al) now

strikes me as both funny and peculiar and funny ha-ha. Having been a home educator (and former thumb-sucker) for some years now, I, like many others have been at the receiving end of other people's prejudices and sensitivity, but I am sure it is they who have something wrong with them - and their occasional pomposity does make me smile, a little, if only to myself. Why does it bother them so much after all? Perhaps they secretly desire to do likewise and their conditioning, or pride/fear won't let them? Or their criticism is a simple demand that the thumb-suckers (etc) must conform as they have; you know, the "I went to school and it never did me any harm" brigade. The walking wounded, self-righteous, pompous. And then, I suppose, none of us are exempt from the careless remarking which springs from unrecognised motives, unconsciously received opinion we have not thought to question perhaps because we received it as wide-eyed and trusting infants.

On the whole, when hearing remarks like "Surely not still sucking your thumb at your age?" (Kate's letter), we former thumb-suckers - as long as we can keep the grin off our gob - are far too mature and sensitive to make unhelpful retorts such as "Surely not still undermining little children at your stage of life?" Much less to make public pronouncements on the subject in newsletters. I think we're wonderful.

Yours faithfully,

Barbara Clohessy, 18 Markhem Place Mansfield, NOTTS, NG19 6JT.

Of Vouchers, Benefit and Dyslexia

I agree with Pip Rupik (June N/L), that as a group we must be careful to ensure that should the school voucher system be implemented, we benefit also. I have written my letter to Sir Keith and I have written before on the subject to Mrs. Thatcher.

If the Core Group think any matter important enough, a standard letter incorporated into the N/L is worthwhile considering. Lynette Cameron is deeply embroiled in the fight for Child Benefit, as are many others, and this is another area where a standard letter may encourage response from people whose busy lives may prevent them from getting around to writing.

On another subject, I have to thank Keith Miller who wrote in the supplement on dyslexia. He might have been writing about our own son when talking about the contradictory nature of dyslexia. Unhappily, although we have experienced the "real anguish of undiagnosed dyslexia", we have not experienced the "relief of a positive diagnosis". We did contact Dyslexia Scotwest when Alex was about 18, and they referred us for assessment. The conclusions were that Alex could not be described as dyslexic, but had specific difficulties in writing and spelling and might therefore be described as dysgraphic. Both John (my husband) and I have expended a great deal of energy in trying to ensure that Alex does not come to believe that he is a failure and I think we have succeeded, but nevertheless there are times when it is forcibly brought home to him and us that many many doors are closed to him because of his learning difficulties. If only we had known of EO when he was a child, then many of the problems that we had to face alone, could, I am sure, have been overcome.

Yours Sincerely,

Brenda Holliday, 10 Chalton Road, Bridge of Allan, STIRLING FK9 4DX

Move It !

Could I make a plea for 'Education Through the Press' to be moved from the front of the newsletter because I know of at least two people who get so angered by it that they get no further through the newsletter and then are not keen to read the next.

It would be a pity if membership were to lapse because members are put off EO by this section of the newsletter when it could be discreetly inserted later and then skipped over by those not keen on its tone. Even if families practice EO while not belonging, they are not as available to encourage nervous newcomers.

Thanks for another enjoyable newsletter and I hope the new editors enjoy it.

With Best Wishes, Catherine Barrett, 26 Lighthorne Road, Solihull B91 2BD, WEST MIDLANDS (Check this month's, Ed's)

Middle Class Elite

When are you going to do something for the rest of humanity, i.e. those who for one reason or another are unable or unwilling to escape "the system" by deschooling, instead of just sounding smug and self-satisfied in your monthly newsletter? Be a pressure group, tell the world more vociferously why you do not want your children to go to school, then put forward solutions which are available to all people - including the less articulate and, dare I say it, the working-class and not just the privileged few. Otherwise you must stand charged of being elitist, members of a predominantly middle-class, well-educated minority who are content to leave the others, i.e. those who are less 'enlightened' than yourselves, to find their own salvation, if any, for their children.

Yours Sincerely, Colin Millen, 9 Seacliff, Vincent Road, Sheringham, Norfolk NR26 8BS

EO Penpal

I am 13 and live in an educational community in Dorset. I have just left school and would like if anyone with any ideas to write to me. I am the only child being educated at home of my age in Dorset so please write to:
Naomi Ward, Monkton Wyld Court, Charmouth, Bridport, Dorset, DT6 6DQ.
Thanks, Naomi.

Worth Noting

I want to later set up a children's musical meeting. I'd prefer

children from the ages of 6 - 12. I'd like the children to pass on ideas and to play what they know and write. I play the piano - I have one. I am 8 1/2.

Hannah Bush, 68 Maesglas, Pontyates, Llanelli, Dyfed, WALES, SA15 5SH.
Tel. 0269 861069.

NEWS From the Regions

HERTS - Meetings

Herts. members continue to meet fortnightly on Tuesdays 10-12 at Apsley Community Centre, corner of Durrants Hill, A41, Hemel Hempsted, followed by swimming. Buses and Euston line trains stop within 200 yards. Bring your own lunch and activity. 75p per person including swimming. Please telephone June Grant (Hemel Hempsted 64020) or Mary Read (Berkamsted 4524) to confirm.

DERBYSHIRE - New co-ordinator

Karen Hazel has taken over as new co-ordinator for Derbyshire. There will be a meeting at her home on 19th July at 1 O'Clock. Everyone will be welcome. Karen can be contacted at The Lilacs - Off Grange Street - ALFRETON PE5 7HJ Tel: (0773) 835088.

SCOTLAND - Invitation

Chalmers Church Hall in Bridge of Allan has been booked for Saturday 23rd August from 10am - 5pm and a cordial invitation is extended to all Scottish EOers and anyone here on holiday to gather there. Coffee, tea and juice will be provided, but please bring your own provisions otherwise. A kitchen is available for all who wish to use it.

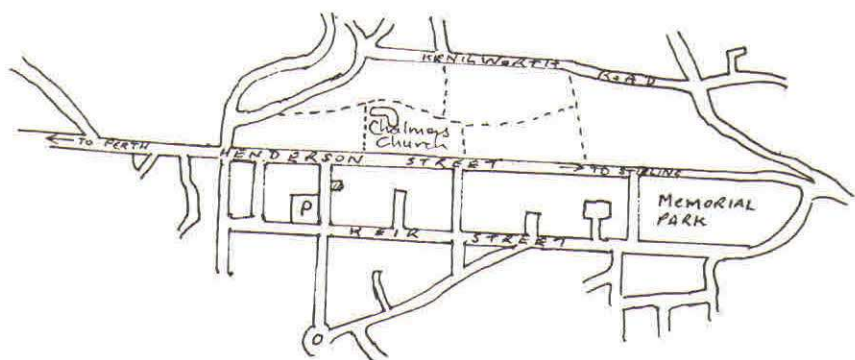
If you would like to come, but feel the distance is too far, let us know and we will try to arrange overnight accomodation. If any of you live within a reasonable distance and can offer accomodation, please let us know.

We will provide paper and so forth for drawing, but if you have any toys or games that can be used, please bring them.

It would be appreciated if you would let us know if you intend to come as if the numbers are fairly small, the venue will be changed to 10 Chalton Road, Bridge of Allan.

We look forward to seeing old friends and meeting new ones.

Nadine Edwards and Brenda Holliday
(10 Chalton Road, Bridge of Allan, Stirling FK9 4DX)



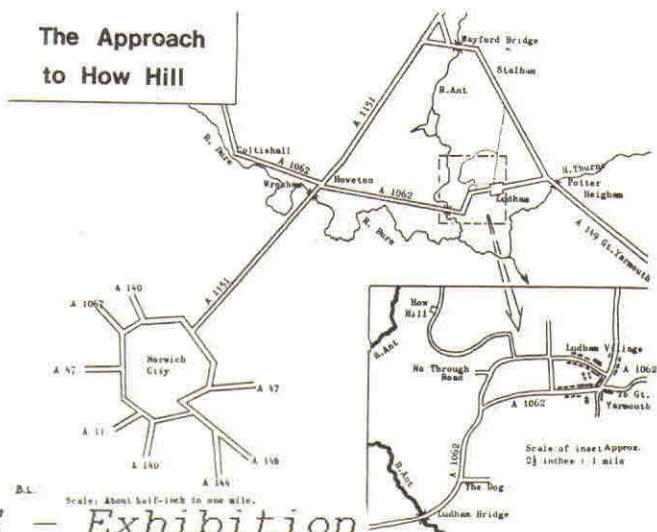
HERTFORDSHIRE - Meetings

The North Herts group have been meeting in Hitchin Friends Meeting House on Fridays once or twice a term. So far 4 or 5 families have attended each time and this is sufficient to make the meetings worth holding. We bring our own lunches and activities and can use the toys in the Quaker Childrens Room. Children soon get busy - together and adults have time to chat and compare notes. The next meeting is Friday Sept. 19th - 10am to 4pm or however much time you can spare. We'll be glad to see you there. (There are also meetings in South Herts).

Frances Howard (Herts co-ordinator).

NORWICH - Camping Holiday

Come and meet the Norwich and surrounding areas Education Otherwise Group at a camping holiday 27th Aug - 3rd Sept. You don't have to come for the whole week which runs from Wed - Wed and the cost is £1 per person, per night. Bring your own food and tents - cold water washing facilities available. The venue is How Hill Education Centre. It is run by a charitable Trust and includes 365 acres of reed beds, grazing marshes, woodland, a small broad, a reach of the River Ant and two restored windmills. Only a short distance from the coast and there are three observation hides on the estate - ideal for bird watchers. Dogs can come provided they are kept under control and camp fires are welcomed. Bring instruments and come and have lots of fun. Please send a deposit of £5 and let me know as soon as possible who can come so that we can gauge numbers - enquiries phone Norwich 667053. Cheques made payable to Norwich E.O. Group. Thankyou.
Anne Clark, 33 Orchard Street, Norwich, NR2 4PR.



BEDFORDSHIRE - Exhibition

We have been invited to take part in the Leighton Buzzard Library & Arts Centre Local Groups Exhibition 1986. This will either be from Sept. 1st - 13th or 15th - 27th (to be confirmed).

I have booked a 4' display board and 4' X 2' table space. All local E.O.ers (all ages welcome) who would like to take part by contributing something suitable for this type of display i.e. photographs, writing, arts or crafts, etc., please contact me - Teresa Baines - on (0234) 327839 a.s.a.p. Transportation for collection and return of all display items can be arranged.

Many thanks,

Teresa Baines (Bedfordshire Co-ordinator), 167 Kimble Drive, Bedford, MK41 9SN.

KENT - Monthly get-together

Dear members,

As an experiment we are arranging to meet monthly, from October - March at: Victoria Park Pavillion, Jemmett Road, Ashford, Kent; from 12.30 - 5.00 p.m. (Please bring a packed lunch). Dates for your diary are: 22nd October, 19th November, 17th December 1986, 21st January, 18th February, 18th March 1987. Cost will be 50p per family.

Look forward to seeing you,

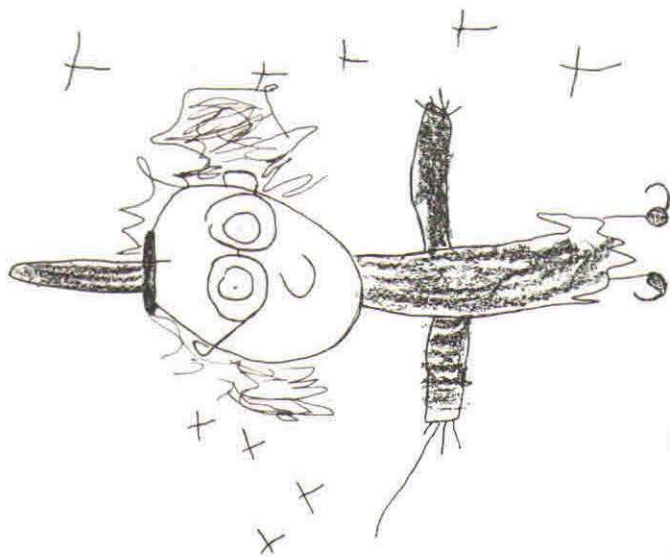
Bob and Pam Staples, 16 William Road, Ashford, Kent, TN23 1UU.

DEVON - Day Out

One of the drawbacks of living in rural Devon, lovely County though it is, is the distances between us all, which means we cannot meet as a group County wide too often. However, Joanne Prentis lives about as centrally as it is possible in Devon and organised a great day for us E.O.ers with older children on a hot day in June. Her family runs a

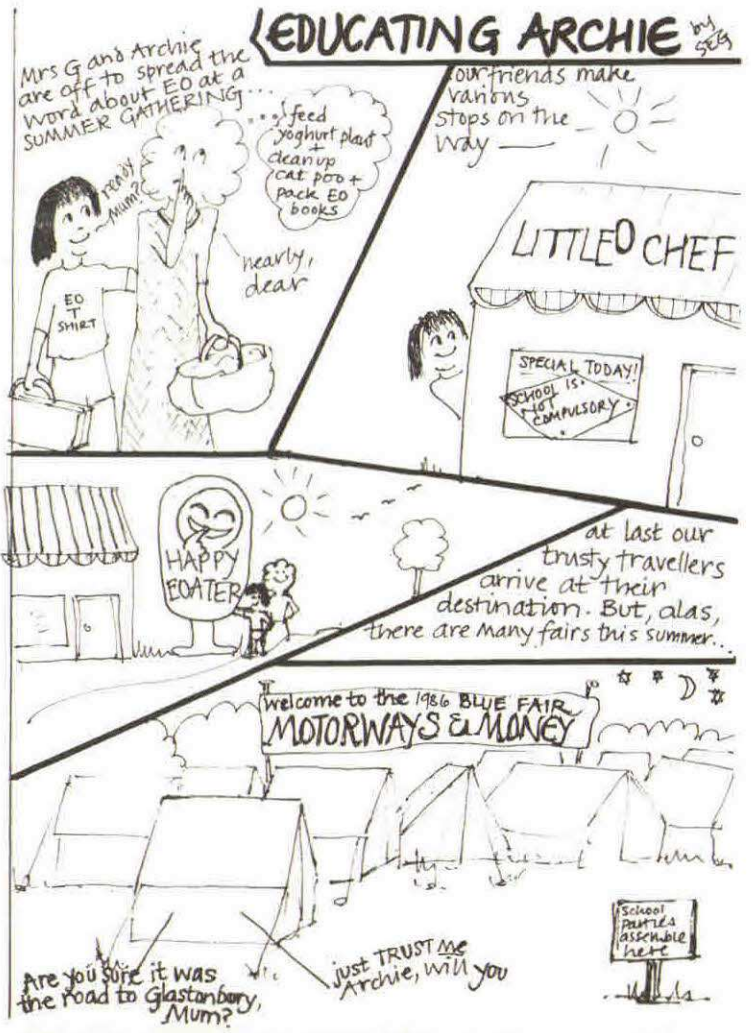
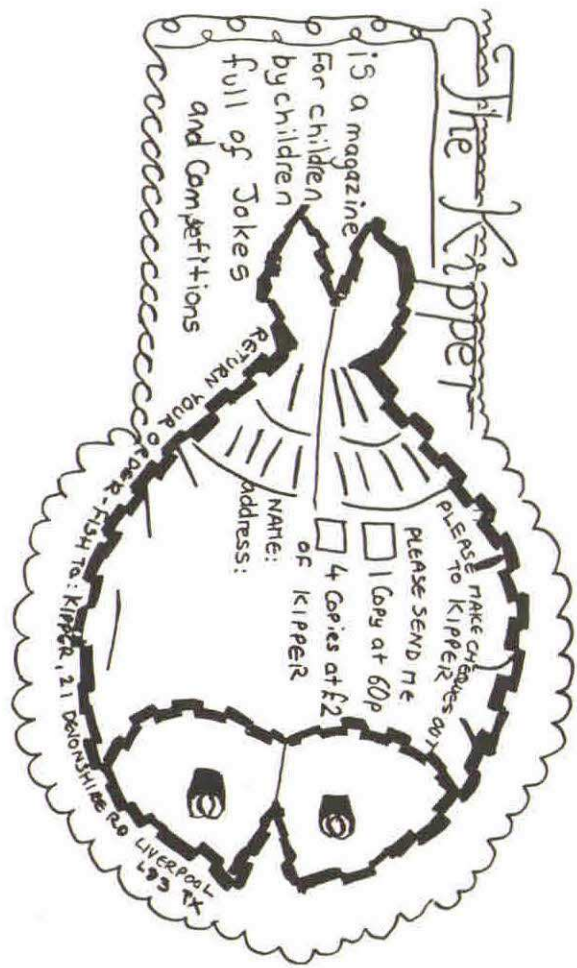
trout farm and also sells full size trampolines which those who wished (and all the children did) could sample, with expert tuition on hand. In the afternoon, Joanne had invited Philip Toogood from The Small School in North Devon and it was interesting to hear everyone's views on alternative schools. I know most of us manage to meet frequently at local level, but our thanks to Joanne for opening her house to so many of us and organising such an enjoyable day.

Alvena Hillier (Devon Co-ordinator), 8 Church Park, Kingston, Kingsbridge, Devon, TQ7 4QB.



The Witch Makes a Spell.

by Tap Nan x (5)



DYSLEXIA, SCHOOL AND FAMILY

By Juan Campos

Dyslexia, hyperactivity ... once again the E.O. newsletter is the vehicle for the propagation of this pseudo-medical fallacy; that some children with no demonstrable organic neurological flaw in their brain are born with a mysterious inability to read, spell, remember; a tendency to avoid concentration and a rather long and rather comprehensive list of potential disabilities. Indeed so long and comprehensive it is that practically any form of intellectual, emotional and social behaviour can be covered by them.

Having by now met a number of E.O. parents and read their descriptions of their family life in the newsletter, I have become aware that a decision not to send a child to school is not necessarily a guarantee that other forms of school and 'expert' induced mythologies will not become acceptable to E.O. parents who are puzzled and anxious about their children. E.O. families can be as riddled by parental anxiety and tension as any other E.O. parents who are unable to look into the emotional sources of their family relationships will latch on to any guilt and anxiety reducing labels that, by placing the 'flaw' in the invisible constitution of the child, will protect them from facing their own unresolved emotional conflicts. Very often the practical consequences are to submit the child to boring and burdensome re-educational routines, which demand intense involvement and energy from the parents. These routines range from pedestrian repetition of meaningless tasks to esoteric exercises based on even more esoteric theories, as in some 'fringe' techniques, Glen Doman's for example. The hidden purpose of such devouring 'cures' is not to free the child but to allay the anxiety of the parents. Children become again objects of adults' manipulation, just as much as if they had remained at school.

Of course the notion of school-phobia is psychiatric science fiction to prevent us from looking at the very legitimate motives children have for hating school. But, as logic is quick to show, the legitimacy of these motives doesn't exclude the presence of tension, fear or anxiety at home. A child can be anxious about school AND about home as well. For E.O. parents to speak and write as if this possible conjunction cannot exist is to avoid the truth of children's emotional lives and to prolong the centuries old adult manipulation of children for the adults' sake. Dyslexia, hyperactivity, school-phobia as well as the more serious categories of child-psychiatry (autism, childhood schizophrenia) are nothing but attempts to medicalise the complex emotional realities and miseries of family and school life, and weapons in society's efforts to prevent both adults and children from facing up to the truth of their feelings.

Much of what goes under the name of psychotherapy is often another effort at blaming the child and allaying the anxiety of the adult. In this case it is not the child's neurology who is said to be the root of the problem but her or his unconscious. Psychoanalysts, specially those of the Kleinian school, have become subtle masters at the art of explaining away the child's difficulties by speculating wildly on the dreadful goings-on taking place in the inaccessible (except to analysed 'priests') realm of the Unconscious. Practically every form of

professional 'help' available to the child is a manifestation of a profoundly biased attempt to avoid the importance and truth of children's emotions and family tensions.

The number of schools specialising in the education of dyslexic children is increasing, the number of labels available to pathologize children is increasing (a cynic might say that in proportion to the number of professionals trained to make a living from them), so is the number of 'treatments' if not of definite cures. But everybody agrees teachers and parents feel better with such diagnostic boom. Keith Miller tells us in the June Newsletter that 'dyslexic' children need special teachers who might charge up to nine pounds an hour for a lesson. That money would be much better employed in spending time exploring the reality of their feelings, fears, resentments, anxieties, worries, etc...without sparing the parents, who might also benefit enormously from recognising the truth in their lives.

My first task in a child-guidance clinic in Dublin was to diagnose a 'dyslexic' boy with the help of the latest test and to devise an appropriate program of reeducation. Having gone through all the paraphernalia of laterality tests, memory, perception, etc... I put the test aside and decided to get to know the boy in front of me as a person. With the help of drawings and conversations I soon discovered the atmosphere of parental worry in which he lived, and the barely disguised hostility against which he struggled with the resulting inhibitions. This and other similar experiences some years ago inclined me to leave conventional psychological practice and become an independent psychotherapist. I sometimes despair when confronted with the depth and intensity of parents and professional's reluctance to allow children to voice their truth without mystifying them with mystical scientism. Whether the mystification comes from orthodox psychiatry, psychology and education; from groups of organised parents or from charismatic gurus on the fringe of the professions the result for children is the same: the prolongation of tension, falseness, fear and silence. I simply wish to state my protest both as an E.O. father and as a disenchanted and independent psychotherapist.

De-School or not De-School

Once more into the breach!!!

The above title was a sudden inspirational flash when we decided that at the end of this school year we will de-school our daughter Ailith for the second time

In 1981 we returned to live in Scotland and registered Ailith with the local Primary. Although only 5 1/4, she had already completed a year of formal education in Bucks. and much to our disappointment was made to repeat first year primary here. This proved disastrous both to her ego and her education as she spent the year doing - in her words - "baby stuff" and - "who wants to read Janet and John anyway? Nobody speaks like that, so why do they write like that?"

She was bullied, baited about her English accent and made so miserable that she regressed to bed wetting and refusing to go to school. Previously, school had been a place of excitement and friendship to her.

We had by this time discovered through the press and television that school is NOT compulsory and contacted Robina Pye who was most helpful and encouraged us to take the 'Big Jump' and de-school Ailith as advised by E.O.

We then had two years of home education aided by an ex-school teacher friend who tutored her in Maths and English in a friendly, easy-going, lets discover way.

In February '84 we moved away from Suburbia Glasgow three miles further out into the country, to an old house in need of love and restoration. For a further year Ailith went to her tutor but became convinced that the school-children she was still in contact with were far in advance of what she was doing - in spite of the fact that she was helping ones older than herself to do their homework. She herself decided to try school again and having changed into a new L.E.A. we enrolled her (in June '85) in a small village school (240 pupils), where the headmistress assured us she would be kept up to her educational standard and not be penalised for being the youngest in the class.

Come Autumn term 1985 we were informed that, as there was not enough space in the next class up, she, and the five other youngest were to be kept in P5 & P6 composite class.

Well! One more wasted year at school has now almost finished and Ailith has decided that not only is school NOT compulsory but school is NOT for her !!! She is fed up with repetitive work, 'bitchy' girls and bullying boys and being used as the scapegoat because of her outgoing nature and mature intelligent attitude to work and life in general.

Having to cope with all the aggression in school she has in turn become forceful, defensive and so verbally aggressive herself that friends and relatives notice the difference in her in just one year.

The final straw came when she came home from school three weeks ago most upset about some boy who was determined to lift up her skirt in the playground and when she had remonstrated with him he had been even more determined to humiliate her in full view of others in her class. She in turn had kicked him in the shin and this lead to a fight with others jeering and singing in a circle around them.

As there are no teachers on duty during lunch-hour Ailith had gone to the Janitor, who, in turn had sent them both to the headmistress. As the head opened her study door she noticed the boy rubbing his shin and since the school bell had gone she ordered both children to return to the class immediately without asking for an explanation.

When I telephoned asking what the outcome of the incident was, she didn't know what had happened and said, "Oh, I just presumed he had come to complain about Ailith, when I saw him rubbing his leg." It makes one wonder just how much presuming there is in our Education Establishments.

So - here we go again - a new L.E.A. to deal with and back to the 'Good Life' next month. We are just hoping that our new advisor is as sympathetic as our last, who fully advocated home-education and backed us to the hilt. Hopefully if we refer him/her to our last one our previous record shall suffice and save any hassle - here's hoping!

Please may I take this opportunity to thank E.O. for all the support to all concerned and offer a roof over the heads of any E.O.ers who may find themselves in the Glasgow area or who would like some time in the country in our old half-organised house. Single parent families are particularly welcome - a chance to get away from city life for a few days. I know Ailith would dearly love some company and a chance to share the fun of life with others. How about it - all you Southerners who have never been North of the Border. Can you survive the rigours of life with Keith, Micky and Ailith (10) - 5 cats, 2 dogs, 1 horse, 1 pony and a yearling colt? Not to mention all the other bods who come and go. Any takers --? Please write or phone.

Micky Roper, "East Barncraig", South Medrox, Glenboig, Coatbridge ML5 2QH, Tel. No. 0236 872712

P.S. Anyone got an address for Ivan Sokolov and his two youngsters.

Answer to "Another View of Steiner"

By Francis & Judith Farmer.

Two Steiner Schools have been struggling to survive in London this past two years, held together by some 90 children, their parents, scant finances and two handfulls of committed teachers. The teachers are steadfastly working against all the odds London hands out to them, with premises which are always temporary, always shared and always difficult to work in, with a remuneration which couldn't be called a salary on any Burnham scale and for hours which only love and commitment give the strength for. This, in the hope that the schools will take root, blossom and bring forth increasingly, the fruit of caring, thinking and whole individuals whose aims in life are not just those of profit.

London is the only large capital of the 36 countries in which the education thrives, which has no established school. Its first school moved out during the war and has become the Michael Hall School in Sussex which, as the largest, has 600 children and a waiting list, but this doesn't help Londoners. We teachers are prepared to work as described because we believe that the result will be young adults leaving school with not only tolerance, but an understanding and love for each other, whatever our colour, race or creed.

The person, anonymous, who sent us his view of Steiner to the last edition of E.O. is, understandably, furious with Steiner. The sentences he put to print were taken completely out of context and his sensitivity which probably comes from a defensive love for someone close to him, lead to his reaction of hostility, clouding his capacity to see the whole picture. The sentences read; "The human race will become increasingly dense unless mankind arrives at a form of intelligence that is independent of blondness. Blond hair actually bestows intelligence".

Firstly, does intelligence equal love and wisdom? Steiner never let anyone think that. There are all kinds of intelligence - evil as well as good - but without other qualities it is worse than useless. What is more, in case the writer does not know, Steiner had black hair and jet black eyes and his lecture referred to hair and eye colour. Was he

then saying that he himself, was not intelligent?

We all see and understand how these sentences could shock. But the context has to be clear. These sentences were said in reply to a workman's question (in 1919) "Why do we see so many of us with dark hair now, when we all used to be blond?" The reply was manifold and applied to purely physical effect on an evolutionary scale.

However, what has outraged the writer so much has only done so because he did not understand the redeeming phrase in that sentence: "Unless men arrive at a form of intelligence which is independent of blondness". This is the task before the people of today, to rise above our physical propensities and grow spiritually so that our bodies cannot effect the higher part of us - that which is spiritual. This is obviously not the place to discuss what Steiner said in 2,000 lectures and 12 books, but for the writer of that anonymous letter and for all the children whose lives could be but thankful to an education which speaks to their whole being and not just their intelligence, please - don't inadvertantly smash what you would surely treasure.

For further judgement of this education, readers may wish to refer to the following:

Germany

During the Second World War (20 years after Steiner's death) anthroposophists fought to keep schools open while the S.S. forcibly closed them throughout Europe. Many Jews were helped by anthroposophists throughout Europe, and indeed are anthroposophists.

S. Africa

The Government has allowed Steiner schools to recruit 30% of their pupils from the black and coloured communities. After three happy years, the schools have been told to reduce the proportion to 10%. The schools are fighting to keep every child. The children are bussed through white areas to get to the schools and survive an atmosphere of mistrust because they share schools with white children.

At a meeting of 1,250 Steiner teachers at Easter in Switzerland, two teachers, one from Capetown and one from Johannesburg, described how the parents of white, coloured and black students had been able to find common ground in the anthroposophical view of the human being.

E. Europe

(At the end of this same meeting, the teachers rose as their country's name was called out - the following was reported afterwards): The handful of teachers from each country in the Southern hemisphere and the south of Europe swelled as the roll call moved through the north and west tier of Europe over to America and culminated in the hundreds of teachers from the schools in Central Europe. Again, as three years before, there was a silent moment to experience that no teacher from Eastern Europe could be present from dozens of potential but forbidden Waldorf Schools there.

Does this education need to defend itself against accusations of facism, communism or any other 'isms' ?

The Travellers Skool

By Richie Cotterill, Waterleat, Ashburton, Newton Abbott, South Devon.

New Age Gypsies

Since the late 'sixties and early 'seventies, when free festivals grew out of the 'pop culture' and 'love and peace' was the anthem of the 'hippy generation' there have been many changes. Festivals have become a more accepted (even commercialised) aspect of the young 'alternative' life style, a place where people come together to share in the melting pot of ideas and values, free from the constricting influences of 'authority'. By the early 'eighties there were so many festivals, all over the country, that it was possible to spend the whole summer travelling from one site to the next, and many people took to the roads (often to leave the decaying inner cities) in converted buses and trucks.

A viable alternative economy was created, and some were able to make their way as stall holders, site workers and performers. Some were unemployed and most, disillusioned with the world whose social/moral fabric seen to be crumbling; the breakdown of the family; unemployment; discrimination; pollution; short-term economic and defence policies; which all point to a future which is at best uncertain, at worst Armageddon.

As people became more experienced with the travelling life style and numbers grew, so travelling groups were formed and various winter park-ups created, these encountered the same problems with the law as gypsies and other traditional traveller groups. These 'New Age Gypsies' have no legal identity (unless it is as squatters), nor an established cultural foundation. They have been the victims of gross media distortions ('Illegal Hippy Gun Convoy in Sex Terror' etc) and police harassment, mostly because of the misunderstood, alienated and persecuted drunken minority who tag along with the travelling groups looking for some kind of freedom and respect.

As unemployment and poverty continues to spread we expect these numbers to increase and for the life style to become a more permanent and accepted form of 'marginal housing' with the establishing of legal winter park-ups and transit sites. As the numbers have grown, the 'Convoy' has organically split into smaller, young families with children. As they become more established we can see the problems of the anonymous mass chaos gradually being resolved by natural self-government. A new culture?

The Travellers' Skool Project addresses itself to the development of the children growing up in the middle of all this.

Children of the Future

In 1983 both Festival Welfare Services and the Green Collective were concerned for the welfare of the growing numbers of young children at festivals. Both attempted to encourage safe and stimulating play spaces to cater for their needs. FWS helped to establish a 'Play Project' for Stonehenge '84, and in the same year the Green Roadshow took creative workshops to some 20 events, and has continued its work

since then. Many of the more commercial and established festivals now provide facilities for children; some have permanent play sites and have an appropriate budget. But with 'free' and 'low-budget' festivals, where there is often no provision at all, the situation has become more extreme.

In 1983 the concern was, as FWS put it, "not only for the large number of children of young unemployed families from inner cities, but particularly for the children of a group of about 350 people who spend their summer travelling from festival to festival". Since then, this number has doubled each year. As time passes, so the children of the festivals grow older and the need for play provision has to extend to more educational and stimulating activities.

Down with Skool

Within the travelling community there are a large number of children who do not take part in 'state education' at all. This is as much due to the transient nature of their life style as to their parents' view of state education; which is generally seen as inappropriate to the needs of their children growing up in a world in crisis (under the present system of economic priorities, state education is as doomed as the starving of the Third World). Schools are not seen to be responding fast enough to the increasing speed of change in the world, into which they are educating their pupils to go.

Life 'on the road' for many children is both fascinating and hard, making immediate demands on their resourcefulness; they learn by experience to deal with a wide variety of people and situations. At each new site there is a different environment to explore, offering endless educational possibilities in terms of ecology, geography, history, science, technology and sociology. Within the travelling community (and especially at festivals) there are people with a wide range of skills, knowledge and enthusiasms which they would be more than willing to share; but these potentials for more formal (conceptual) learning are rarely realised. Mostly this is due to lack of resources, energy and continuity caused by the pressures of travelling, poverty and harassment. What is needed is a communal space into which activities can be focussed.

A Mobile Educational Resource

At a meeting of concerned travellers and welfare groups at the Festival Forum for a Future in September '85 the Travellers' Skool Bus was conceived as a vehicle for appropriate education, adapting to the variety of situations in which it may be asked to function. We were all agreed on the nature of true education - flexible and child-centred - and the need to build an individually based system to reflect the multicultural society in which we now live.

We are seeking help in establishing such a school for the travellers' children, fitted out with work-tops, cupboards, display space and equipment, to travel to appropriate festivals over the summer, and either tour to the sites or stay with one large settlement in the winter. It would be the responsibility of driver-teachers to help to co-ordinate activities and focus project work, incorporating the basic skills of literacy, numeracy and communication, in order that the children may understand and express their discoveries.

..... Eventually we would hope to find permanent funding from the government Education Department, but at present there is not a category into which such an educational facility easily fits, as it crosses so many county and cultural boundaries. The closest links are with gipsy education; but this is a new idea, and would need to be founded on a broad base of support.....

I would be please to receive correspondence on this matter, and to meet with interested parties.....

Richie Cotterill.

(The latter part of this article has been edited due to space limitations. Ed's)

Moving On...

Myself Jill Hodge, Conrad 13 and Gavin, 12 in July are now living in a council house ten miles east of Tiverton, Devon. Holme Place Community is dispersed, Martin and I have undergone an amicable separation but will continue to share responsibility for the children.

I nearly considered sending the boys to school, where they haven't been for six years, I was feeling I couldn't cope on my own, and the local secondary school adviser has been getting heavy. He expressed extreme dissatisfaction, as no way are Conrad and Gavin doing the sort of thing's they would be doing in school.

So I have decided to move north, to buy a cheaper house and for us three to have more scope, in an urban area, to meet people of like mind. Being a Geordie, with Yorkshire grandparents, it won't be completely alien territory.

I chose Sheffield for it's fairly central position, nearness to beautiful countryside, and to Lifespan, a flourishing community, and for its Socialist spirit. Joan and Richard Hoare very kindly put us up for a week and I house hunted while Conrad and Gavin got acquainted with 11 year old Robin.

At present, apart from difficulties with the DHSS in obtaining supplementary benefit, we are enjoying a peaceful interlude keeping house together. We share cooking, cleaning and budgeting, play with the computer, read, play games, talk and have a few laughs. We hope to be part of the South Yorkshire group before long.

Jill Hodge, 7 Market Place, Burllescombe, Tiverton, Devon EX16 7HJ

EDUCATION THROUGH THE PRESS

Edited by Anne Clarke with contributions from Sarah Guthrie and Janice Owen.

SCHOOLS

-Many school-children are in danger of their lives because school buildings are in such a bad state of repair. The ceiling in one Sheffield classroom was so dangerous that pupils sat huddled together at the back while the teacher sat at the front. In the same school the ceiling collapsed in the hall during morning assembly, just missing the children.

Lavatories in one school are so damp that the children can't even write graffiti on them, the plaster just falls off. Drainage pipes carrying sewage from the boy's urinals leaked into the fifth form's common room. (Tel. 5.4.86)

-Girls in mixed schools are less likely to ask questions, seek new experience, react positively to new stimuli, and ferret out answers to questions, than girls who attend all-girls schools. (Tel. 14.3.86)

-The Nature Conservancy Council is to give grants totalling £100,000 to schools who are prepared to set up suitable long term conservation areas, plots of land or water, for wildlife. (Tel. 12.4.68)

-Some of the reasons given for the difficulty in recruiting teachers in the London Borough of Brent, where there have been a spate of resignations recently, are to do with the lack of discipline and the vastness of comprehensive schools. Brent is completely out of control. (Tel. 5.86)

-The DES is seeking to bribe more and better teachers of physics into schools to spend their time teaching topics they know little about, in which they have little or no interest, and at a time when the demands upon the profession are increasing, the resources available to it are diminishing and morale is at an all time low. The shortage of competent well qualified teachers of the sciences and mathematics for the schools is an enduring and deepening crisis which threatens the scientific education of tens of thousands of pupils. (Tel. 14.3.86)

-H.M. Inspectors who visited 34 special schools say that equipment and facilities in most of the schools were inadequate and in some were a safety hazard. (Tel. 25.4.86)

-Private schools have had their biggest intake of pupils in more than 5 years, and, although their heads are reluctant to admit it, the chaos created by State school problems is seen as a major reason. (Tel. 30.4.86)

-Signs are that the number of 4 year olds in reception classes is climbing sharply. (Tel. 9.5.86)

-Determination to start the new G.C.S.E. examination is September is "as though Mrs Thatcher had told us to build the channel tunnel in two years, using wattle and daub."
(Tel. 7.4.86)

-Two of the countries examining boards will press for postponement of the new G.C.S.E. examination as it is concerned about the lack of resources and the inability of schools to prepare properly without the final syllabuses. (Times Ed Supp. 12.2.86)

-President of the Secondary Heads Association criticized the Government's funding for the new G.C.S.E. exams which was set at £20 million over two years. Enough to buy about two and a half averagely priced text books per pupil. (Tel. 19.4.86)

-Falling educational standards cannot be without blame for high youth unemployment. Parents must exercise whatever power they have to ensure their children receive an all round education that equips and broadens the mind. (Tel. 29.4.86)

AROUND THE WORLD

-The great majority of American school children are distressingly incompetent when it comes to writing clearly and proficiently. The report found that 76% of 17 years olds, 83% of 13 year olds and 93% of 9 year olds could not write an imaginative or creative essay. (Tel. 15.4.86)

-Nine per cent of adult English speakers in the U.S.A. are illiterate. (Times Ed Supp. 2.5.86)

-Three Tokyo teachers have been discharged for their part in driving a 13 year old to commit suicide. Pupil suicides are a regular weekly happening in Japan. (Guardian 28.3.86)

-Don't make the same mistake in the Caribbean that we have made in Britain. That was the central message from Sir Keith Joseph when he opened a conference in London on technical and vocational education in the Caribbean and the U.K. Some of his audience may have found this warning mildly puzzling. For the mistake was imposed upon the English speaking Caribbean countries by their former colonial masters. Along with British democracy and British justice, the British legacy included precisely that academic grammar school tradition now thought to be at the heart of the problem. (Times Ed Supp. 28.3.86)

-Testing of teachers, which is becoming an obsession in the U.S., has turned up its most alarming result so far. 45% of 668 teachers in Virginia examined for classroom skills failed to pass the test. (Times Ed Supp. 25.4.86)

-Sex education in the Soviet Union is a misnomer. By shrinking from any hint of impropriety many schools are side stepping the issue altogether. Oigs, now 17 and pregnant for the 2nd time, regretted that the course never mentioned contraceptives. (Times Ed Supp. 7.3.86)

SEX AND VIOLENCE

-One southampton teacher reported that he had ^{been} assaulted 7 times in 14 years: "Once with a knife, once with a stiletto, once with an air rifle

(I was shot in the chest) once when a pupil fed gas into my classroom when I was teaching, twice when pupils have attempted to attack me with their fists and once when an ex-pupil tried to run me over with a car twice." (Tel. 3.4.86)

-Attacks on schools are a national problem and need a co-ordinated strategy to tackle it. The annual bill for crime involving schools is between £200 million and £300 million. (Guardian 4.86)

-A 15 year old boy was convicted of raping two girls, one aged 14 the other just 10. A 4 year old girl was raped by two boys aged 11. Assaults of this kind are becoming more common. Some of the blame can be attributed to video nasties. (Tel. 24.4.86)

-Americans have a mean way with words. After a 16 year old schoolboy had shot dead another pupil in front of shocked classmates, the county sheriff commented: "The two boys just didn't get along." (Times Ed Supp. 16.4.86)

-Private school head faces charges of causing actual bodily harm to three former pupils of his school. The boys were between 8 and 11. (Times Ed Supp. 16.4.86)

-Rampant sexuality, sexism, racism, bullying and political protest are all part of the daily life of an infant school according to a survey. (Times Ed Supp. 16.4.86)

-A headmaster was jailed for 5 years for 9 offences of indecent assault, the matter was said to be aggravated by the position of power and authority he had over the boys. (Tel. 30.4.86)

-A village headmaster was jailed for 18 months for indecently assaulting three little girls at his school. (Tel. 16.4.86)

ODDS AND ENDS

-A headmistress in an Asian dominated area school is forcing her Asian secondary children to learn Spanish before they can opt for Urdu or Gujarati. (Guardian 10.4.86)

-Teachers doing child studies found that in different situations - away from the work sheet, sum card and reading book - children showed evidence of far more profound and complex learning. (Times Ed Supp. 25.4.86)

-A Computer problem which has puzzled experts at a leading American university hospital for 25 years has been solved - by a British boy using a home computer. (Tel. 1.5.86)

-A national organisation is being set up to promote recognition of learning gained outside the educational system. It will be called the Learning From Experience Trust. (Times Ed Supp. 14.4.86)

-Norman Tebbit stated that in his opinion London teachers were driving pupils to truancy by teaching "anti-sexist, anti-racist, gay, lesbian, C.N.D. rubbish." (Times Ed Supp. 28.3.86)

-Education now ties with the health service for second place in the league of voter's worries, unemployment is top. (Times Ed Supp.)

14.3.86)

-Just two people with Physics degrees in the whole of England entered teacher training this year. Already one quarter of secondary schools have no qualified physics teacher. One in 5 have no qualified chemistry teacher. (Election Campaign Leaflet May 8th)

-We must be the only developed country introducing our children to the computerised world of the future thanks to parents' jumble sales. (Times Ed Supp. 25.4.86)

-In Australia a senior psychologist said that it was common for teachers under stress to develop a phobic reaction and become terrified of school. (Times Ed Supp. 9.5.86)

-Giving more power to the individual and the family would do as much to stop the crime rate rising as increasing the police manpower. Parents and families will only be responsible people if they are given real responsibility. (Tel. 1.5.86)

-The Escape Committee is a network of people planning to get out of teaching whose sanity rests on a newsletter. For the equivalent of only 4p a day (otherwise known as £14.95 a year), disenchanted teachers will get news, views and ideas every month telling them how to run a small business, how to be rurally self-sufficient, how to write for a living.... how, in fact, to escape.....(Times Ed Supp. 28.3.86)

URGENT - CHILD BENEFIT

The most helpful thing at this moment that any member of EO can do is to write to their Member of Parliament, to Norman Fowler and to Kenneth Baker (all at the House of Commons, SW1A 0AA) and say:

" Why are the DHSS and the D.E.S. constructively ignoring the rights of 16-plus students to continue their further education at home under Section 77 of the Education Act, 1944 ?

" All sixteen year olds should have the freedom to choose where they continue their further education. They should not be penalised by the Child Benefit Act for choosing to work at home - particularly where there are no suitable courses available at F.E. Colleges or Techs.

" Sixteen year olds should be encouraged by the State to continue to study. Study at home costs the State nothing. "

Lynette Cameron - Child Benefit Representative

WORLD WISE

WORLD SIMULATIONS

The world is so complex that it is difficult for any of us to understand how it all works together. We listen to the politicians and believe they don't understand it either. It is very difficult to isolate certain aspects of the real world for consideration so why not try a simulation. Christian Aid and Oxfam both have good education departments who have developed some terrific simulations to try to educate us into seeing the effect our actions have on the rest of the world - adults and children alike.

Monopoly is probably the best known simulation of all. Some are board games others are groups working together on a particular theme. PROGRESS? is a family board game for 2-6 players in which you will 'learn about the problems which beset people in developing countries trying to make a living. Pit your wits against chance, disease, moneylenders, and an unjust world. Even survival is a success...' It is also a good game and would make a good Xmas present, from Oxfam's Traidcraft at about £6.

Some of the simulations require a lot of people, say 15 to 30 as they have been developed for class use. I used one called 'The Trading Game' at an EO weekend in February in Milton Keynes mainly with adults, unfortunately the teenagers chose not to join in. Simply groups take on the roll of manufacturing countries and trade with each other. It certainly brought out the worst in some of us, an energy crisis in the hostel with the lights going out periodically showed Rob Wade in his true colours. Everyone seemed to enjoy it and to feel that they had learned from the experience. Children of about 10 and over can play as equals, you need 15 or more players. Details are on a sheet from Christian Aid about 30p, or included in a pack 'It's Not Fair' cost £2 + 40p post and pack from Oxfam or C.A.

Christian Aid also have other ideas to make you think like the 'Rich World Poor World Meal', which gets across the idea that two thirds of the world's population are poor whilst one third, including most Europeans, are rich. Tickets are sold for a lunch at a set price, say £1, then the guests draw a ticket for their lunch. One third will be served a good three-course lunch to be watched by two thirds who will eat a small portion of rice plus a few vegetables - they should still be hungry after it. The rich world may give aid to the hungry but not more than 1% of their meal to simulate world conditions. You could use it to fundraise as well as educate if you wish. The leaflet from Christian Aid has carefully worded pieces to include on the tickets to help the message, cost 10p.

My local Christian Aid group is very good at education and once a year during Christian Aid week (May) has an evening meant to educate not fundraise. We have had as a theme an area of the world with problems, eg South Africa or Brazil. A simple meal of the area is served, local music, games and a film of the problems for £1 a head. Excellent for children to attend, see if your area does something similar. Christian Aid have recipe sheets for some countries.

Christian Aid also have excellent resources with information sheets on many third world problems, food, water, transport, energy, health, etc. costing only around 20p each but even that money goes to help. They are bringing out new resources all the time, many of them are in local Oxfam shops, or write to the addresses below enclosing sae.

Christian Aid, P.O.Box 1, London SW9 8BH

Educational Materials Clerk, Finance Dept, Oxfam, 274 Banbury Rd, Oxford, OX2 7DZ.

MAPPING IT OUT

Maps should not start in an abstract way, it occurs to me that in an aeroplane looking down on a real life map would be smashing if you could. Failing that I used a toy set of roads and buildings laid out on a plain sheet of paper then drawn round so that we had a fullsize map which could be pulled out and shown alongside the layout it represented. Discussion on scale followed naturally from why we can't do that with our village. I then drew a scale model of the layout and we found places on the map and then drew a different layout for the child to build. This can be followed by drawing a map of your garden or the few streets around your home and setting up a treasure hunt marking where the clues are on the map. A map of your village or town, walked round to mark in the shops, park etc. will bring maps to life. Later on if your child likes playing with maps and likes quizzes he may like the book 'Find the Place in the World' (about £1 incl. post & pack) published by George Philip & Son Ltd.

Sandie Cottee writes: 'Last year my Aunt and Uncle spent several months travelling abroad, stopping at various countries before reaching New Zealand and returning by a different route. This seemed a good opportunity for us to learn about foreign travel so we asked if we could be involved in their plans and be sent postcards throughout the journey. My Aunt gave us lots of travel brochures and maps and soon the postcards began to arrive. On the map of the world on the kitchen wall we used red wool and Blutack to map out their progress as the cards arrived. They gave us an insight into the life of each country visited and as my Aunt and Uncle used local transport and found accomodation wherever they happened to be, they saw the countries and people as they really are and less so as tourists. At the end of their journey they bought us an assortment of mementoes - a piece of pumice stone from a volcano, tea leaves and rice they had picked from paddy fields - and we are still looking forward to seeing the photos and video they took. Though only a secondhand experience for us, we did enjoy following their journey and learned a lot about the position of other countries especially some of the lesser known and small islands.'

It is a good idea also to look up some of the places which have been mentioned in the news each week. Where there has been an earthquake or flood, a mountain climbed or a record ocean crossing, a nuclear accident or a specific crop failure, as an adult you will learn a lot too.

GET COORDINATED

Which Way Please? is a first introduction to using maps and grid references with children from five years. It is a game of observation on a village layout board and surprised me by it's simplicity as long as you have an eye for detail. Battleships of course is excellent for using coordinates, pencil and paper though not electronic. If children tend to mark their guesses on the wrong board by mistake label their board ABC... and the other persons PQR... so that the grid reference specifies the board to be used. It is interesting to go on to set up your own system of coordinates but first look at how cinemas and theatres do this - many have plans so that you can book seats by phone - also look at how chess problems are specified - Sunday papers sometimes have these in. Set up a system of coordinates for a level carpark, test it by noting a car parked and specifying it's coordinates, can the other person find the car. Coordinates are not just two dimensional a place has three values associated two specify its place on a map and the third its height above sea level - brings out the distortion from flattening maps. These can also be used to specify the position of a submarine at sea or an aircraft approaching an airport to land. Try the carpark test on a multistorey carpark writing down a car number and its position - but if you take too long it may well leave before you find it. For those who prefer Geography to Maths you will have just done both!

GREEN TEACHER

A new newsletter is about to appear from the education officer of the Centre for Alternative Technology at Machynlleth, Wales. Called 'Green Teacher' and aimed at 'Alternative Educators' it is likely to be of interest to many within E.O. It will aim to bring together ideas and practices from all areas of the green movement's area of concern: relating ecology to peace education, the environment to political education, development education to technical studies, etc. The hope is that the readers become the contributors but articles in the pipeline include curricular work on growing food (Lifelab from California), resource-recycling, wildlife gardening, renewable energy technology, pollution and conservation, man's relationship with animals, non-violent conflict resolution, world studies/development education. Green pressure groups, FoE, Greenpeace, are to contributing and it is hoped E.O. both British and Overseas, USA, Australia. Whether what the educators are doing is keeping up with the green debate, how subjects like english and maths relate to green concerns, and much more. Green Teacher starts in Autumn 1986 but a dummy edition to attract subscribers should be out in July. The newsletter will have to be self-financing so you are asked to take out an advance subscription for one year of £10 and/or a start-up donation would be appreciated. You can request extra dummy editions to circularise too. I know it's another £10 subscription but perhaps a few local families could share a membership. Green Teacher is VERY keen to receive articles from E.O. individuals, parents and/or children. Subscription address is Damian Randle, Green Teacher, Llys Awel, 22 Pentrerhedyn St., Machynlleth, Powys, SY20 8DN.

ACID RAIN SURVEY

Last year 'Watch' did a survey on acid rain measuring the acidity and quantity of rainfall in a fortnight in early 1985. The kit included a roll of plastic bags, twenty acidity tester sticks, a plastic teaspoon and two mystery solutions (to test the accuracy of both the tester and the kit). The test was carried out at both 8 a.m. and 6 p.m. by swapping the old bag for a new one and taking the contents indoors for testing. To test a sample you just dipped one of the acidity testers into the rain, if it was snow you had to let it melt first, compared the colour of the stick with an acidity chart and recorded the acidity level. Then you had to measure how many spoons of rain you had collected and the wind direction. Even though we live in quite a rural area we were surprised to find that we were nearly off the acid end of the scale we were using.

This year there is to be a new 'Acid Drops Survey' starting on September 27th and going on into the spring of 1987. The kit has been improved as a result of last years trial, a special syringe will measure the water more accurately, the range of acidity we can measure has been extended and young people in Europe are also taking part. Also a new part to the survey has been added with tests on the ozone, which absorbs most of the deadly ultra-violet light, and is now said to be damaging forests.

This work has not been done before and it is very interesting to be a pioneer in this work.

Tom Ball (aged 11)

The kit costs £4.50 but only £2.50 to Watch members and is available from Watch Acid Drops Kit, ppng Forest Conservation Centre, High Beach, Loughton, Essex, IG10 4AF.

To join Watch - an excellent investment anyway - costs £3 individual child, £4.50 for up to four children in one family from Watch, 22 The Green, Nettleham, Lincoln, LN2 2NR.

LOCAL KNOWLEDGE

How well do you know your local area? What do people do as work? How far do they travel to work each day? Where were they born, are they local or newcomers? Ask them with a simple questionnaire and then try to sort out their answers, make some sense of what you find and display them.

Start locally but look further. Do you know any long distance lorry drivers say to the Continent? Find out what they carry and from where to where. Talk to someone who works at a nearby factory. Find out what they make and where they sell it to, particularly if they export. In my small inland village, a man I know works on a banana boat to the West Indies and we live a long way from the sea. Perhaps you know someone who works on an oilrig. See if they will talk to you about it. Most people love the opportunity to talk about themselves. You should see your village or town in relationship to the rest of the world.

Local Places is also a theme taken up by Sandie Cottee of Essex. Place names often prove interesting. Warsham gets it's name from the weir on the river. 'Ham' means home - so Wareham is 'home by the weir'. Here are a few more:

ley - by a river (Chorley)	tun, ton - village (Bolton)
stead - enclosed place (Hampstead)	shot - wood (Aldershot)
worth - estate (Chatsworth)	staple - store (Barnstaple)
chester, caster, cester - roman camp (Manchester, Doncaster, Worcester)	
by - settlement (Whitby)	thwaite - farm (Hustwaite)
thorpe - village (Mablethorpe)	wich - settlement (Norwich)

Your local library should have a book to give more information of this subject. Also local maps can make a fascinating study, your local library may have a section devoted to this including old photographs, etc. One local village near our home once boasted a small harbour and still bears evidence in road and house names even though the sea is now a good half mile away. A slow walk around the village shows much of it's earlier association with the sea. Likewise, nearby 'Dry Street' - probably named because the nearest well was over a mile away. One man would once call along Dry Street each day selling water - or the residents could walk the two miles to collect it themselves. I hardly noticed the road next to ours, called 'Brickfields', until I learnt about sand once being brought up the nearby river from Kent. It transpired that clay was dug locally and a brickwork factory once stood on neighbouring farmlands. With this knowledge we were able to trace early roadways (now byways or fartracks) which lead from the river, across to the brickwork factory (no trace now) and up to the Hall, owners of the brickworks. The Hall itself is now demolished but exploration shows there is still much to remind you of it's former existence and glory - walnut trees, orchard, the well and pond. The original boundary is still clearly visible and we hope to date the hedge one day. We no longer take place names for granted but often look for other clues to find out why they are so called. We have found some interesting findings to date and hope that by piecing this information together, we can learn a lot about the history and geography as we do.

Sandie Cottee.

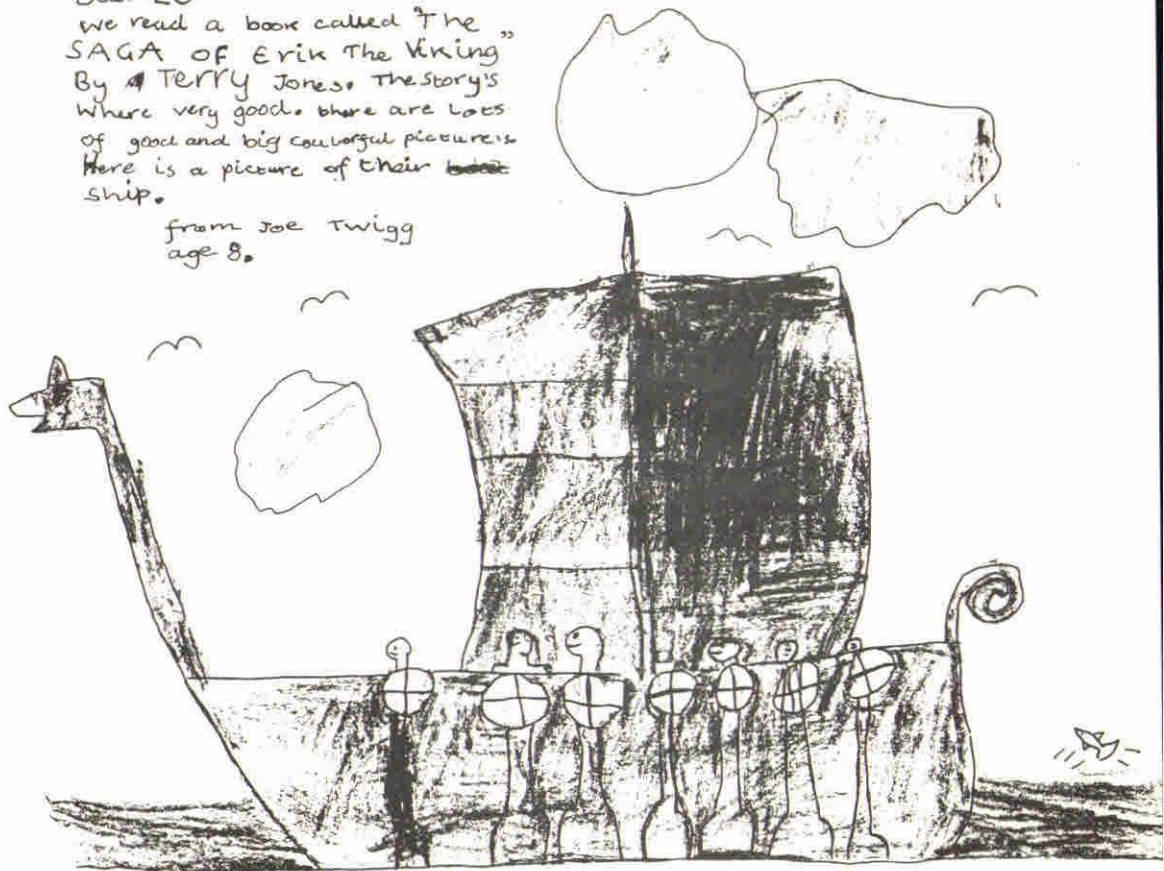
OXFORD NEW GEOGRAPHY

If geography conjours up immediate feelings of foreboding - take heart. Oxford University Press publish an excellent series of books for junior(?) ages. Called simply 'Oxford New Geography' books 1-4 give much groundwork and lots of ideas to enlarge upon. At around £4 each the series is not especially cheap but I feel they do stimulate interest and are well presented. Although the books stipulate junior age group, I think much younger children would like looking at the books and talking about the contents, while older children could use the ideas to enlarge upon.

Supplement edited by Betty Ball, Cambs with thanks to Sandie Cottee also.

Dear EO'
we read a book called "The
SAGA OF Erik The Viking"
By Terry Jones. The story's
where very good. there are lots
of good and big colorful pictures.
Here is a picture of their ~~best~~
ship.

from Joe Twigg
age 8.



E.O. AGM Wick Court

26 - 28 September

The AGM will be held at Wick Court again this year. For those unfamiliar with the place, Wick Court is a centre used by schools, youth groups etc. and is situated in a very pretty spot between Bath and Bristol. The centre itself is annexed to Wick Court, a beautiful old building, and the whole place is situated in attractive grounds with a river running through, an orchard, woods full of wildlife to explore and a fantastic adventure playground with rope walks etc. The neighbouring countryside also has much to offer in terms of historic interest, hill walks and much more and the cities of Bath and Bristol are only seven miles away. Everyone who came last year thought it was a great place hence our return this year.

Accommodation however is limited to 55 beds which is mostly divided into sleeping units or rooms for four people. Two cots are available and there is room for three camper vans. Hopefully there will be also be room to camp nearby. Please indicate on the booking form whether you would be willing to do this.

As well as outdoor activities for the children there is an indoor play area with a games room for dressing up, painting or whatever. We also hope to have some special activities for children this year plus a social evening on the Saturday night. There will also be a Saturday afternoon tea again so please bring your family favourites to share.

Day visitors are as usual most welcome though I would suggest coming on the Saturday rather than the Sunday as it offers a much better opportunity for people to get to know one another and join in activities together. Could day visitors please bring their own packed lunches this year - it simplifies the catering! People who are unable to say whether they can come or not at this point can ring me nearer the day,

Dont't forget to bring

games and toys to share

Wellies for mud

sleeping bags or top sheets (pillowcases, bottom sheet and blankets provided.)

yummy cakes for Saturday tea.

music and instruments for Saturday evening.

Cost:

Full Board

both nights Adult - £10 Child £7 (families having more than
two children over 5 can pay
£5 per child)
per night Adult - £ 5 Child £3.50

(Single parents or families living on social security or low incomes get 50% reduction.)

Camper Vans

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

Day Visitors

The centre makes a daily charge of £1 per adult and 50p per child over 5. Please send with booking form.

Booking Form:



Name:

Address:

(please tick the following boxes where appropriate)

RESIDENTS

No of nights () FRIDAY () SATURDAY ()

No of adults ()

No of children over 5 () under 5 ()

Cot required ()

Willing to share room () Willing to camp ()

Travelling by public transport and will require collecting ()

DAY VISITORS

No of Adults () SATURDAY ()

No of children over 5 () SUNDAY ()

Please book early as space is limited and send a SAE with all booking forms so that I can send you further details and a map. I look forward to seeing you all. Best wishes,

Meg Robertson, The Old Thatched House, Midford lane, Limpley stoke,
BATH Avon BA3 6JP - Tel: 022 122 3266

Please enclose money, cheques payable to Education Otherwise Association Ltd.



TALYSARN. nr CAERNARFON E.O. VILLAGE?



Is there anywhere else where there are many cheap properties within children's walking distance of each other, in a rural area, very close to mountains and sea?

Talysarn is 5 miles from the sea, 8 miles from the summit of Snowdon, and just outside the National Park. There are maybe 40 properties for sale within half a mile or so, many of them under £10,000. Interesting ones for sale at the moment include :

- * 7 bedroom detached house in a quarter acre offered for £34,000
- * smallholding of about 5 acres for maybe £20,000
- * enormous building, 2 halves for sale separately, one for £15,000, up to 7 bedrooms, and cellars; the other, the same size but derelict, for maybe £5,000
- * end of terrace house, in need of modernisation, £4,000
- * 3 bed terraced house with garden £5,500
- * possibility of other houses, more secluded and rural, within a few miles, to share.

There are also of course many holiday properties in the area, which means that although there is not much property for permanent letting, winter lets have proved very easy to get hold of. If anyone is ready to move, they could do what a few families have done recently, and arrange a winter let while they are up here, and move straight in while looking for a permanent home.

We already have 5 families within 3 miles with children educated at home. There is a good bus service to Caernarfon, which has reasonable town facilities, and an L.E.A. with a good reputation as far as E.O. goes.

It almost goes without saying that there is very little employment, but the people who have come here recently have plenty of ideas; and if more people come, I feel sure they will be able to combine in some sorts of business ventures if they want to.

Although all the local inhabitants speak English, the native language of most of them is Welsh, which they use most of the time. People who are sympathetic to the Welsh language and culture, or who, better still, make efforts to learn Welsh, find the locals friendly and accepting.

We have discussed, and tried in a small way, sharing educational sessions with different families, and this could easily be developed a long way if plenty of new people come to live here.

I make no apologies for saying that I think this a good place for an E.O. village, and I hope people come soon.

To help this, I have arranged a week at a local centre, which we have used often for similar gatherings in the past. It is reasonably cheap, and would be offering collective self-catering, and bunk beds in dormitories.

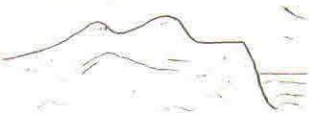
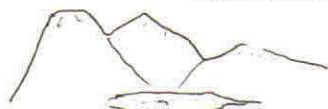
If you would like to come, please send £10 as a deposit, and say who is coming, what ages any children are, what you eat, what form of transport you will come by or have with you, anything particular you wish to do while here, and any other special things that might be relevant. The week is open to non-members of EO as long as they are seriously interested.

I have not yet finalized the cost, but it will be about £35 or so per adult for the week with shared food included, less for children. Activities will be arranged to suit who comes. No pets, please. Camper vans may be O.K., but there is no room on site for tents. These arrangements are subject to receiving enough deposits before the end of August, and when it is clear what is happening I will either ask you for more money or send it back! By the way, if you want to come sooner, it might be possible to stay with someone. Ask.

DATES : 10th to 17th October (Friday to Friday)

Simon Grant (EO)

3&4 Tanyralit Cottages
Llanllyfni, Caernarfon
Gwynedd LL54 6RS
Telephone (0286) 881868



This is a reading scheme intended for use in schools with 5-7 year olds. I felt that it is worth reviewing at reasonable length since it may either be of use or at least of interest to some E.O. families.

We were sent the 'Evaluation Pack', which consists of a 'flopover' book, a teacher's guide, and a set of one each of the children's reading books and workbooks.

The 'flopover' book is enormous : obviously suited to classroom use, but it is quite attractive, in that a few children can easily look at it together. It is fairly important to the first stage of the scheme.

The Teacher's Guide I really have found useful. As a complete beginner, I found the comprehensive instructions and suggestions interesting and helpful : a good starting point, although I can see that it could be tedious to someone with good ideas of their own. I felt as if I was being let in to the 'tricks of the trade', particularly how to make games out of the work.

The children's reading books (24 in number) have stories around situations which would be familiar to most children of that age. Fortunately, there is very little talk about school, but I still wasn't really happy about the norms portrayed in the books. On the other hand, no norms would be agreeable to all E.O. families. At least the stories are amusing and relatively innocuous, fun to read.

We have used the books in a variety of ways. They can be used as adult-read stories, with the help of extended versions printed in full in the Teacher's Guide. They can be used simply as readers for the learner, dipped into when the occasion arises. One can use the whole scheme bit by bit, when interest is there. The workbooks look as if they could be very helpful, if your child likes or can be persuaded to do that sort of thing. Magdalene doesn't much.

It seems that reading schemes have come a long way since 'Janet and John'. But I wonder how many E.O. families would be prepared to pay £50 for that evaluation pack? (You don't have to get the whole pack, but there are certain items that only come in multiple packs. If you are interested, I suggest that you contact your bookshop or OUP.)

So : a resource to be shared amongst a group, I would feel. Perhaps it may give a sense of confidence to those who wouldn't know where to start.



Book Reviews:

Please send reviews of any books which you have read to the Editor, or write to Helen Holland requesting a copy of any new book coming out. Helen will try to obtain the book for you, but PLEASE WRITE A REVIEW if you receive any such book.

THE MYTH OF EFFICIENCY

By Christopher R. Shute.

Is it possible, I was moved to wonder the other day, that one reason why schooling does not work for many pupils is simply that it is too efficient? I have worked in State schools long enough to know what importance they attach to smooth-running time-tables, regular setting of homework, good timekeeping by the children and all the reassuring but pointless window-dressing - uniforms, obsessive neatness and standardisation, bogus 'houses' and merit-marks - for which England is uniquely famous. I know every argument in favour; indeed, I used to believe in them myself, and I still find myself worrying when I see children in my class not observing the 'standards' of the school. This is mostly, I suppose, because I hate arguments with senior colleagues, since, as I have seen to my cost many times, professional disputes in the school industry are generally settled not by rational comparison of evidence but by the one with the higher salary threatening the other with the sack! Nevertheless, I can see no evidence that orderly, tidy, disciplined schooling leads to maturity in adult life and a disposition to live in the way the school said one should. The opposite seems to happen quite often; children from firm, disciplined schools often become wild, anti-social grown-ups. This may be because they have failed to work out what A.S. Neill called their 'bandit stage' when they are young. In any case, their behaviour is no tribute to their educators.

I suspect that the real trouble with education lies in the fact that schools are part of a mechanism which has its roots in and derives its logic from the Industrial Revolution. When factories became the chief place of employment for most working people the masters, who recognised that their prosperity depended directly on their ability to make their workers produce as many goods as possible as cheaply and quickly as they could, set out to convince the world at large that anything which made for greater efficiency was morally good. Timekeeping becoming the virtue it still is today. Workers had to accept that their convenience must give way before the need to keep the machines moving. The idea that the boss had bought the workers' time gave birth to the belief that he had a right to their body and soul as well.

Schools today are supposed to be very different from this. They are for children, and if we are to believe the prospectuses they set out to give children everything they need to lead a full rich life. They talk a lot about caring for the individual, developing a social competence and conscience and achieving the highest academic standards. Nevertheless, if you look closely at State schools today you may find yourself able to agree with me that almost nothing happens in them in response to a real need of the pupils. From the beginning of the day to the going-home bell everything is programmed around a simple fact, utterly unrelated to education - that teachers, in order to justify in the eyes of the public the money spent on them and make their employment 'cost effective', must be seen to work office hours.

Perhaps this seems cynical. From the standpoint of the ordinary man in the street it certainly does. After all, if you are going to pay teachers the same money as other workers they must justify their salaries in the same way as other workers, by the length of time during which they are at the disposal of their employers. But teachers are

not like other workers. Their purpose is not to produce something, and their work ought not to be assessed in crude commercial terms. Neither should their pupils be equated with raw material which goes into a factory for processing. Everyone, I suspect, would agree with this, at least in general terms. The English tradition of education has always proclaimed its humanism, its exalted intention to create whole personalities with every element, social, emotional and intellectual well integrated. Why then is there no moment in the school day when a sensitive teacher, realising that his present activity, whether teaching, supervising, registering children or simply keeping order is no longer suitable, can change it and do something else, chosen by him and his pupils? Why can I not say to a pupil, "As a professional educator I have decided that you will not benefit from this lesson, so go and do something else."? Why must every child do every lesson, even when every fibre of his body is straining to get out into the open air to play? The answer is simple. Because if such freedom were allowed even for one day schools would cease to be predictable, manageable places they are now. Some teachers would seem to be working harder than others, and there would be far too many different things being done at the same time for any system of assessment to work. Such a vision of education is anathema to the bureaucrats, and to the promotion-seekers who have sold out to Mammon, and so it will probably never happen. Yet any training college student will tell you that this is exactly the idea of good education which many of the finest educators taught and practised. From Comenius to A.S. Neill men and women have been saying, and trainee teachers have been solemnly writing in their essays, that the time to begin teaching is when the child is ready to learn, and the time to stop is when his interest has been satisfied.

Therefore, I believe that we must have the confidence to confront the Authorities and present a reasoned argument against their obsession with efficiency. We need to be able, by calmly marshalled logic, to show that only factories and armies have any business to set store by efficiency because their purpose is single and clearly defined. They do not exist for the benefit of the people who work in them, but for a specific end which lies outside them. Schools, on the other hand, are for pupils, and must be infinitely adaptable to those pupils' needs. Otherwise they are educationally indefensible.



Dear Eo

My name is Toby, I am seven years old. I do not go to school. Please can you find me a pen-friend. My interests are history, animal-life and going on adventures with friends.

My Dad and I like beach-combing and I have started a museum. I would like a boy pen-friend.

Thank you, from Toby Frohlick, St Petrocs, Trevalga, Boscastle, Cornwall.

LIBERTARIANISM, FREEDOM AND EDUCATION
CONFERENCE - COUNTSTHORPE COLLEGE - OCT. 4th. 1986

The magazine Lib. Ed. is planning to hold a conference at Countesthorpe College, Leicester on October 4th 1986 around the theme of Libertarian education. Creche facilities will be available and there will be wheelchair access. The cost of £5 in advance, £6 on the day (£2 / £3 unwaged, school students free) will include a vegetarian lunch. Free accomodation will be available as will transport to and from the coach and railway stations in Leicester.

PROGRAMME

9.00.-10.00. Transport leaves coach and railway station on the hour.
10.00.-11.00. Coffee, chat and signing on.
11.00.-11.30. Introduction to conference and workshops.
11.30.-1.30. WORKSHOPS

1. LIBERTARIAN CHILD REARING Is it possible?	2. STUDENT ACTION GROUPS Students from local schools will introduce this workshop on how they see education.	3. WOMEN ONLY SPACE This space will be available for those wanting a women only workshop.
4. UNLEARNING RACISM Focussing on the personal.	5. REMEMBERING SCHOOL Were they the happiest days of your life?	6. OPEN SPACE This space will be available for another workshop to be decided on the day.

1.30.-2.30. Lunch, chat and bookstalls
2.30.-4.30. WORKSHOPS

1. ANARCHISM, SOCIALISM AND EDUCATION The potential for a lively debate.	2. HARTLAND SCHOOL / COUNTSTHORPE COLLEGE What is there for Libertarians to learn from these contrasting initiatives.	3. POPULAR CULTURE From Coronation Street to Red Wedge.
4. WHITE LION FREE SCHOOL / SUMMERHILL State funded city free schools or rural independent ones?	5. HANDICAPPED BY SOCIETY? Disability and libertarianism.	6. OPEN SPACE This space will be available for another workshop to be decided on the day.

4.30.-5.00. Coffee and chat.
5.00.-6.00. Building a libertarian education network.
6.00.-8.00. Coffee chat and videos.
8.00.-11.00. Gig featuring that well known libertarian band FRANKIE AND THE FIREBEATS (£1 per ticket).

Please sign me up for the conference at Countesthorpe College, Oct. 4th.
I enclose £5 / £2 in advance for the conference fee. Name.....
I will / will not require accomodation on Friday / Saturday evening. Address.....
Please make cheques payable to Lib. Ed. and send this form to:

The Cottage, The Green, Leire, Lutterworth, LE17 5HL

Minutes

MINUTES OF CORE GROUP MEETING OF EDUCATION OTHERWISE ASSOCIATION LTD.
(EOA LTD.). SUNDAY 25th MAY 1986. UNSTONE GRANGE 9.30 a.m.

Present:- Bruce Cox, Joan Hoare, Anne Clark, Julie Lyons, Bruce Wallace, Jean Lovius, Alison Mafham, Joseph O'Connor, Pauline Thomason, Andy Anderson, Liz Ramsay, Nadine Edwards, Rod Wade, Anne Wade, Frances Howard, Caroline Grant, Simon Grant, Mirjam Bush, June Grant, Ian Reynolds, David Bettie, L. Cooper, Peter Edwards, Don Potter, Felix Polkowski, Ruth Chadwick, Barry Lovius, Richard Hoare, Frances Howard.

1) Apologies were received from Jean Shepherd, Alvena Hillier, Janet Everdell, Meg Roberson, Valerie Gommon & Jennie White who sent her love to everyone.

2) The minutes of the last Core Group Meeting were amended, approved and signed.

3) a) Liz Ramsay, Anne Clark, Frances Howard and Julie Lyons were signed on as new members of EOA Ltd. Valerie Gommon and Kay Bebb were also suggested in their absence. Andy Anderson seconded this.

b) We approved that all associate members of EOA Ltd. should have the right to attend AGM's and General Meetings (if any) as well as Core Group meetings.

4) Reports of officers & committees

a) Membership Secretary - Bruce Wallace

Membership has decreased to 1550 approximately, as there was a sudden dropping out. The main surge in numbers joining is from November to February. The peak number was just over 1700. There were 1200 members this time last year. The pressure of work has decreased. Valerie Gommon has volunteered to be membership secretart for S.E. England from about the new year 1987. Her offer is greatly appreciated.

b) Enquires Secretary - Janet Everdell

The answering machine system is being set up with names and phone numbers of people who can be contacted.

Janet found that hiring costs were very high when her machine broke down. We therefore agreed that Janet can buy a new answering machine to maintain an essential service as need arises. Peggy Thomas in South London should be consulted over the purchase. One of the machines at least should have the facility for taking messages.

c) Co-ordinator's Secretary - Andy Anderson

We still need co-ordinators for South & Central Manchester, Gwent, Dunfries, Galloway & Jersey. The total number of co-ordinators at week ending 25th May is 67, with 4 gaps to fill.

Stationery New membership forms (3000) and introductory letters (4000) have been printed with new bank account and address, plus new handbills

and note paper. Posters are being prepared. Re-usable envelope labels are available at £1.50 per 100. All stationery has our charity and limited company number on it.

CG Meeting

There was a proposal from Robina Pye that all co-ordinators should be on the phone or have a phone number where they can be contacted. They should preferably have children out of school or be able to put people into contact with members who have. They must be on the contact list. We agreed to this.

Contact List

Volunteers were needed to take on the job of updating the Contact List. Bruce Wallace, Mirjam Bush, Nadine Edwards and Liz Ramsay volunteered.

d) Steering Committee - Alison Mafham, Joan Hoare, Janet Everdell

We approved underwriting the Perrys with £500 to help take their case to the European Court, so that they could authorise their solicitors to go ahead.

e) Publications Secretary - Jean Shepherd

In April we published 2350 copies of the Contact List with phone numbers of those members who agreed to this. We now publish 2000 copies of each newsletter (NL). We agreed that a Special Needs Supplement be included in the NL every 6 months, on the suggestion of Sylvia Jeffs.

Sarah Guthrie had told Jean that the new edition of 'Early Years' would soon be complete, possibly by the end of May. Bruce Wallace said that there were 350 Early Years in current stock and that these should be sold or distributed before the new edition was made available. He thought the new edition should be available free to members on receipt of an SAE. We agreed to this and also that co-ordinators should receive a free copy.

Jean is now working and can be contacted by phone after 4.00 p.m.

f) Treasurer - Alison Mafham

Bob Emmett and Alison have problems with standing orders which means that some members appear to have dropped out of membership. They will sort this out. The firm from whom we wish to buy the silk screen have been contacted but haven't rung back yet. The price 2 years ago was £24.

Allwood, Baird and Co., the accountants will audit our bookd on 30th June 1986 at a maximum fee of £174.

Bob has registered EO under the Data Protection Act.

We agreed to give Brenda Holliday £15-20 for an open meeting in Stirling, that the children's tea at Unstone could be subsidised, plus Alison's costs for photo-copying and postage.

There is apporximately £7000 in the bank. Our expenses are going up

all the time.

g) Press Secretary - Joe O'Connor

Joe is receiving about 20 enquiries a month as a result of past publicity. He thought local publicity was very valuable. Articles might be published in 'The Observer' and 'The Guardian'. He was trying to build up a network of media people interested in home education and home educating families who are willing to be interviewed.

h) Research Group - Anne Wade

Pat Knox is making progress with her work on school refusal. There is no feedback about the Southampton questionnaire.

i) Family Support Fund

They have sorted out the signatures for the bank account. 10% of subscriptions are paid to the FSF, a lump sum of £250 has now been waived.

j) Legal Group - Anne Wade

The Perrys have sent details of their court case and have been underwritten with £500 by EO in case they appear at the European Court. The Forsythes are still waiting to see if the counter-appeal by the LEA is allowed. The Hooleys have won care of their sons. Julie Homer defended herself on a Section 37 summons, received a conditional discharge and has worked out an appeal. Several families have been helped to resolve conflict with the LEA.

5) Fund raising sub-group - Joe O'Connor

The fund raising sub-group consists of Joe O'Connor, Andy Anderson, Bruce Cox, Jean Lovius and Meg Roberson. They held a conference call by telephone on 18th May 1986 and Joe reported that they agreed to the following proposals:-

a) A project to bring together available psychological, scientific and statistical evidence to support the idea of children as active and effective learners in their own right. This would give confidence to prospective members who might be unsure about their children leaving formal schooling. The project could be printed and sent out with the membership material to enquires.

b) It was felt that educational resources were very important, and agreed that we should try to raise money for resources, not only books, but also more expensive scientific equipment needed by secondary school age children for practical experiments.

This could be done both nationally and regionally by extending the existing resource centre and by setting up centres on a regional basis. The Norwich proposal was mentioned as an example. It was felt to be important that all members have access to all such resources through a borrowing scheme.

There are obviously a great many practicalities to be worked through before this could be written up as an appeal to a charitable trust or commercial company.

6) Guidelines for local groups seeking charity money

We discussed and agreed the following guidelines for local groups seeking charity money from organisations other than EO.

- a) They should notify the general secretary, Joan Hoare, of any intended application to ensure that there is no duplication of effort and that no particular charity receives too many requests from EO.
- b) When and if a charity or industry shows interest, a copy of the application sent to the Core Group or the Steering Committee for approval.
- c) That person(s) from the local group should do the day to day running of the scheme.
- d) The local group must report back to Core Group.
- e) The local group must keep proper accounts and any money given to the project should always be paid into its own separate bank account under the name of EO, e.g., Blankshire EO Group. The Treasurer, Alison Mafham, must have copies of the accounts and bank statements, as she has a statutory duty to produce proper records.
- f) Proper minutes should be kept of any meetings.

7) Rolling Fund; requests for money from local groups

The meeting received requests for money from 2 local groups.

- a) Liz Ramsay on behalf of the Norwich EO Group asked for £750 to set up a local resource centre.
- b) Andrea Lowe of Bury, Lancashire for £75 to start a resource club which would hire out the equipment to local families.

We felt that EO should pursue a policy of opening and funding local and national resource centres, with facilities which members may use or hire. We agreed to set up a Rolling Fund to lend money to local groups. The Fund is to have its own bank account. We discussed at length the criteria required for the dispensing of funds and the information which applicants for funds needed to give and the conditions they needed to fulfil. A financial sub-group consisting of Bruce Cox, Peter Edwards, Felix Polkowski, Alison Mafham, June Grant and Jean Lovius was set up to discuss these matters and report back to another Core Group Meeting at 9.30 a.m. on Sunday 26th May. The applications from Andrea Lowe and Liz Ramsay would be further discussed then.

Rob Wade proposed and we agreed that the Norwich Group should be reimbursed for phone, postage and photo-copying expenses in obtaining funds from charities for their project. Any useful experience they gained from this should be made general knowledge and expense accounts should be submitted to Alison.

8) We also received requests for funds from:-

- a) Pat Knox for expenses in writing her book on school phobia and for

the cost of typing up 6 copies of the manuscript, about £75. Felix offered to get the book typed up for free. We agreed that Pat should receive expenses for postage and phone. Past travel expenses will also be paid. Expenses in the future for travel may be awarded by the Steering Committee at their discretion. Pat is invited to come to the next meeting at Wick Court, expenses paid. We support the writing of the book and want to help in getting it published.

b) Andy Anderson for £450 for a printer for a word processor. We agreed that EO should purchase a printer at a maximum price of £500 to be kept by Andy on behalf of EO.

9) Stock taking for auditing purposes

We need to know the approximate stock of publications both at 26th January 1986, when EO transferred its assets to EO Association Ltd, and at 30th June 1986, when the accountants audit the books.

10) Child Benefit for 16-19 year olds being educated at home - report from Lynette Cameron.

This has been discussed in the House of Commons. There is now a New Clause 10 which amends Section 2 of the Child Benefit Act 1975 and is as follows:-

"For the purposes of this Part of this Act, a person shall be treated as a child for any week in which (a) he is under the age of 16 or (b) he is under the age of 19 and receiving full-time education either by attendance at a recognised educational establishment or, if the education is recognised by the Secretary of State (for Social Services), elsewhere."

Child Benefit will now be paid to 16-19 year olds educated at home where EO parents have obtained LEA approval for home education before their child reaches 16. However those parents who do not wish to involve the LEA will not be able to claim Child Benefit and the Bill is not retrospective. Lynette will be approaching members of the Parliamentary Select Committee for Education, Science & the Arts to raise both these matters and others, namely:-

- a) the DES be responsible for the decision now made by the DHSS.
- b) the DES should accept its statutory responsibility for the education of all over 16's in further education.
- c) there are some 16 year olds who are catered for in further education terms at a 'recognised educational establishment' and must therefore study at home, e.g., musicians and those who study unfashionable subjects.

It was thought that a standard letter was needed to send to MP's. Anne Wade will consult Lynette about it.

11) Affiliations - June Grant

The newsletters from our affiliations, plus those that Janet has received at central address, have been brought to Ustone by June and read by members. 'Home Sweet Home', which collates a digest of articles from home educating organisations, wanted permission to write

up a few articles from our newsletter. We agreed to this, provided proper acknowledgement was given. Julie Lyons volunteered to subscribe to "Libertarian Education" and report anything of interest in the NL. We agreed that Andrea Lowe should send £2 on advertisements for EO in 'Cahoots'.

12) Later Years - Bruce Cox

The print-out is now available from Bob Emmett; Bruce will organise publishing. Felix Polkowski said that he has word processing facilities and is willing to help out with printing.

130 Covenants - Alison Mafham

Alison said she would look into this again.

14) New age Travellers' Bus - Joan Hoare

We agreed to send the information Joan received to the next NL.

15) Request for £50 from Harvey Woolf (Chesterfield) - Joan Hoare

£50 was requested to meet publicity and film hire at a day conference on home education to be organised by Harvey Woolf in Chesterfield. We agreed to this, but asked that any money left over from the planned silver collection, after the meeting of any expenses, should be returned to EO.

16) Community Education Development Council - Alison Mafham

We received a report from Alison on CEDC conference attended by herself and Roland Meighan on EO's behalf. We agreed to take out a year's subscription to CEDC.

17) Future Venues

26-28th September 1986, Wick Court for the AGM.
Late spring Bank Holiday 1987, Unstone Grange but sole use required.
Jean Lovius agreed to contact Valerie Gomon about Milton Keynes for January 1987, and will investigate Lauriestan Hall. Bruce Wallace volunteered to look at Featherstone Castle on his way back to Scotland.

Accommodation charges

We agreed to a 50% reduction in accomodation charges to the hard-up, on application by the family concerned, for Wick Court. This policy will be reviewed. It was suggested that a bigger differential in prices was needed between adults and children, to make it easier financially for the larger family group.

18) Get-together for teenagers

Meg Roberson will be organising a get-together for teenagers at her house just before the meeting at Wick Court (26-28th Sep). This will be advertised in the Newsletter.

Agenda

PROVISIONAL AGENDA OF THE ANNUAL GENERAL MEETING OF EDUCATION OTHERWISE ASSOCIATION LIMITED

Saturday, 27th September 1986 at Wick Court at 2.00 p.m.

- 1) Check we have a quorum.
- 2) Apologies.
- 3) Minutes of the last AGM.
- 4) Consideration of accounts.
- 5) Reports of officers and groups
 - a) Membership Secretary - Bruce Wallace
 - b) Enquiries Secretary - Janet Everdell
 - c) Co-ordinator's Secretary - Andy Anderson
 - d) Steering Committee - Alison Mafham, Janet Everdell, Joan Hoare
 - e) Publications Secretary - Jean Shepherd
 - f) Treasurer - Alison Mafham
 - g) Press Secretary - Joe O'Connor
 - h) Research Group - Anne Wade
 - i) Family Support Fund - Peter Gibbs
 - j) Legal Group - Anne Wade
 - k) Rolling Fund Group - requests for funds from Andrea Lowe and Norwich Group
 - 1) Fund raising Group - Joe O'Connor
- 6) Rotation of members of Core Group - at each AGM one third of Core Group members should retire. They can be re-elected if wished.
- 7) AOB - bearing in mind there is a Core Group meeting on Sunday, 28th September.

All members are welcome to attend the AGM.
Joan Hoare, Gen. Sec.

PROVISIONAL AGENDA OF CORE GROUP MEETING OF EDUCATION OTHERWISE ASSOCIATION LIMITED.

Wick Court Sunday 28th September 1986 9.30 a.m.

- 1) Apologies
- 2) Amendments and signing of minutes of the last meeting
- 3) Book on school phobia - Pat Knox
- 4) Child Benefit for 16-17 year olds being educated at home - any further developments? - Lynette Cameron
Standard letter to MP's on Child Benefit - Anne Wade
- 5) Later Years - Bruce Cox
- 6) Covenants - Alison Mafham
- 7) Purchase of silk screen for T-shirts - Alison Mafham
- 8) Boundaries between EO Association Ltd. and the Independent Alternative Education (Otherwise) Resource Centre - clarity is needed
- 9) Does EO as a group wish to make a concerted approach to LEA's at a local level, laying out guidelines on how to approach home educating families and sending them a free copy of SINC? - Julie Lyons and Joan Hoare
- 10) Updating of Contact List - Mirjam Bush et al.
- 11) Future venues - somewhere for new year 1987.

- Featherstone Castle - Bruce Wallace, Lauriestan Hall - Jean Lovius
 12) AOB
 13) Votes of thanks and any other votive offerings.

All members are welcome to attend Core Group Meetings. Any further suggestions for the agenda should be sent to Joan Hoare, Gen. Sec.

Accounts

ACCOUNT OF INCOME AND EXPENDITURE 19TH JAN 1986 TO 12 MAR 1986

In hand on 19th Jan 1986 8452.27

INCOME:

From Subscriptions	2654.50	
From Sale of EO publications	139.64	
From Sale of T.Y.O.	11.45	
From subscriptions to GWS	200.00	
From advertisements in N.L.	53.00	
From meetings (I) Wick Court Sep '85	22.50	
(II) Milton Keynes Jan '86	590.90	
Interest on funds in deposit account	59.54	
TOTAL...		3661.50

TOTAL of income plus funds in hand.....12113.77

EXPENDITURE:

Production and distribution of N.L. & CL.	935.00	
Production of other publications & stationary	485.15	
Co-ordinators' expenses	132.87	
Officers' expenses	987.98	
Meetings (I) Booking fee Wick Court Sep '86	99.00	
(II) Total cost Milton Keynes Jan '86	600.00	
Subscription to Justice for Children	10.00	
Bank Charges	22.07	
Insurance	50.00	
To Sussex member - cost of obtaining documents for defence in legal case	15.75	
TOTAL...		3337.82

In Hand, 12 March 1986.....£8775.95

On the twelfth of March of this year, following the decision taken by Core Group on Jan '86 (See minute 3 of meeting held at Milton Keynes) all funds were transferred from Education Otherwise to Education Otherwise Association Ltd. Thus on 12th Mar EO Association Ltd 'inherited' the sum of £8775.95, £4378.47 of which was transferred immediately to Education Otherwise Charitable Trust by the Treasurer according to the powers invested in her by the Core Group (See minute 6(b) of same meeting).

Henceforth audited accounts of income and expenditure will appear annually in the Newsletter. The first of these will cover the period 12th Mar '86 to 30th June '86 and appear in the October Newsletter. Alison Mafham.

NOTICES

PAULINE THOMASSON - Pauline Thomasson's (Lancashire) work phone was mistakenly inserted in the April Contact list. She does not want to be phoned at the number stated during working hours but would appreciate any contact to be directed to her home address.

STEERING COMMITTEE - consists of 3 people, currently Joan Hoare, Alison Mafham and Janet Everdell, who have the authority to make decisions between Core Group meetings. Please contact any of the above (addresses on back cover) if you have want queries regarding E.O. policy discussed.

IS THERE SOMEONE, preferably with a child of around 4 years old of their own, and aspirations to home educate, who would enjoy providing Matthew (a bright, happy 3 1/2 year old) with serene company and stimulation, in return for self-contained living space, reciprocal child care outside of working hours, and perhaps a small wage, according to hours worked.

We have a sympathetic and positively helpful education authority, and ten years experience (good and bad) of de-schooling with our four older children, who have now pretty well grown up.

We live on the very beautiful and deeply rural west coast of Scotland, with access to beaches, hills, and islands, in a large untamed house and garden.

The snag is social isolation and inconvenience, especially in the winter, and a driving licence would be a useful preserver of sanity.
Non-smokers please.

If you're interested please write with details to Jane Jeffrey, The Old Manse, Kilberry, Argyll, PA29 6YD.

INFORMATION RESOURCE CENTRE

Tel: 0270 664060

Andy and Diane Anderson, 95 Derrington Avenue, Crewe, Cheshire, CW2 7JA.

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 material 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 SAE for reply.

WHEN RECOMMENDING ANYTHING - PLEASE GIVE AS MUCH INFORMATION AS POSSIBLE, and when recommending a book etc., please give title, author, publisher and price if known, and a rough idea of the age group it would be useful for.

FUTURE VENUES FOR E.O. GATHERINGS AND CORE GROUP MEETINGS

E.O. Gatherings are both for business and social get-togethers and are a good opportunity to meet other E.O.'ers in their great variety. They will be at these places:-

Wick Court, near Bath - 26-28th September 1986

Somewhere in Milton Keynes? - new year 1987

Unstone Grange, near Sheffield - May 22-25th 1987, Late Spring Bank Holiday

Suggestions for venues always welcome.

SCIENCE IN THE HOME SUPPLEMENT - Contributions for the supplement 'Science in the Home' are very welcome (deadline 1st September). Please send them to:

Suky Kaplan, 34 Dukes Avenue, Dorchester, Dorset DT1 1EN

BOB EMMETT - Please note Bob Emmett's new address: 12 Tayler Avenue, Dolgarrog, Conwy, Gwynedd LL32 8JN.

WANTED - Accomodation for 19 yr old student from N of Scotland, crofting family with place on 2yr Musical Instrument Technology Course at London College of Furniture in East London, starting Sept '86. Willing to swap baby sitting, decorating, gardening etc., for reduced rates. Please 'phone Sean Kilbride 052 05 278.

The Data Protection Act 1984

As I'm sure most of you know already, EO keeps its membership records on computer, which have been duly registered under the Data Protection Act. The records contain for each member name, address, phone number (if supplied), children in the family, plus whether the child(ren) are being home educated (if this information is supplied). From November 1987 under the Act you have the right to inspect computerised records for accuracy, if you so wish. If you should wish to inspect your EO membership details before November 1987, I'm sure there would be no objection

Joan Hoare, Gen. Sec.

CONTACT LIST AMENDMENTS

ENGLAND

Avon.

RUMBLE Mr & Mrs Colin; Steven 07/71;
52 Grittletun Road, Horfield, BRISTOL, BS7 0UZ; (0272) 697317

Bedfordshire.

CRAFT P & D; Aurin 03/80; QnC
25 Long Close, Standon, HENLOW
MADIGAN Win & Tony; ** ANNA ** 07/80; Sally 02/82;
93 West Street, DUNSTABLE, LU6 1SE; (0582) 608207
RUST Jo & Graham; ** WILLIAM ** 03/76; ** THOMAS ** 04/81;
8 + 10 Church End, Gamlingay, NR SANDY, SG19 3EP; (0767) 50032

Berkshire Co-ordinator(s): Lynette Cameron

ABBOTT Ms Jennifer; Christopher 01/80; Josephine 05/81;
Ro(Ed. trips with other children - car)
Monks Barn, 113 Blagdon Road, Whitley Wood, READING, RG2 7AJ
(0734) 861449

BROOKS Jacqueline; ** SIMON ** 08/73;
18 Trumbull Road, Priestwood, BRACKNELL; (0344) 489409
GALE Ms Susan; ** VICKY MING ** 10/73;
3 Callington Road, Whitley, READING, RG2 7QQ; (0734) 864978
PARK-WEIR Priscilla; ** HELEN ** 07/75; ** GAVIN ** 06/77; CsH
Princess Marina College, Arborfield, READING, RG2 9LL
VIDEAN Riuka; Freedom 01/85; Tp(dance)Rv
Blue Bird Cottage, 10 Park Lane, THATCHAM, RG13 4AJ; (0635) 69783

Buckinghamshire.

BAINES Mic & Sally; Elizabeth 06/80; Rosemary 08/82; Katherine 03/86;
10 Stevens Close, Prestwood, GREAT MISSENDEN, HP16 0SQ; (024 06) 5060
CARVILL Roger & Francesca; Jennifer 08/75; Charley 09/78;
20 Glebe Road, Chalfont St. Peter, GERRARDS CROSS, SL9 9NJ; (0753) 888205

Cambridgeshire.

OLDFIELD Donna; Rebecca 04/83;
2 Goffsmill, South Bretton, PETERBOROUGH, PE3 6YN; (0733) 268019
TAYLOR Mrs Margaret; Steven 03/75; Richard 03/77; David 09/84;
28 Elm Close, Witchford, ELY, CB6 2JH; (0353) 61572

Cheshire.

PRICE Graham & Annet; Alexis 05/81; Mark 07/83; Nick 03/86;
51 Moorlands Drive, Wyburnbury, NANTWICH; (0270) 841862

Cornwall.

LEWARNE Helen; Louis 06/79; Reuben 04/86; Childcareexchanges-roomyhse.&gdn.
The Lodge, Tregeseal Valley, ST. JUST IN PENWITH; Penzance (0736) 788428

Cumbria.

RELF Janet & George; Moved to Lincs. 05/86;

Derbyshire Co-ordinator(s): Mrs J Hazel

Devon.

GREIG Jill & Dave; ** DANIEL ** 08/80;
2 Oldborough Cross Cottages, Marchard Bishop, NR CREDITON, EX17 6SQ
(036 37) 471
HYNES Ruth & James; ** CLARE ** 09/70;
8 Hapleton Close, NEWTON ABBOT, TQ12 1RF; (0626) 3617
JENNER Ian & Joanne; Rosalind 06/74;
13 Wilford Road, St. Loyes, EXETER, EX2 5LD
SYDENHAM Debbie; ** CHRISTINA ** 08/78; Richard 07/84;
c/o 70 Brewin Road, TIVERTON
VOSS Sarah; ** LEWIS ** 12/80; Jacob 08/85;
16 Hillside, Sidbury, SIDMOUTH

TaC

QT2eh

Dorset Co-ordinator(s): Susan Kaplan

Co. Durham.

GARDNER Tony & Anne; ** JOANNE ** 10/70;
8 St Bede's Close, Crossgate Moor, DURHAM, DH1 4AB; (0385) 65119
URWIN Mr John & Mrs Sybil; Michael 09/69; Timothy 02/71; Tp(Ballet)Rp(Studio)
6 Wearside Drive, DURHAM CITY, DH1 1LE; (0385) 61976

Essex.

HAYWARD Robert & Susan; ** SARAH ** 07/72; Darren 01/69; Natalie 07/84;
Canteachbasics(Tehm ... etc.)
15 Copford Close, Woodford Bridge, WOODFORD GREEN, IG8 8EH; 01-506-0824
JONES Dr A J & Mrs H; Gone Away 04/86;
LANGHELT Joanne; ** JOHN ** 05/81; David 12/82;
135 Tany's Dell, HARLOW, CM20 2LR; (0279) 443884
LINKLATER Philippa; Helen 04/76; Ruth 12/79;
Kingsland, FINGRINGHOE; Peldon (020 635) 739
PEARSON Mr & Mrs T; ** PHILIP ** 01/71;
110 Thornhill, North Weald, EPPING, CM16 6DP; (037 882) 3442
SAUNDERS Inclair & Libert; Kriston 02/80; Justin 01/82; Rhianne 03/85;
145 Bridge Road, GRAYS, RM17 6BD; (0375) 77705
SHECKLER Harold; Moved to N. London 05/86;

Gloucestershire Co-ordinator(s): Sue Newman

BRAITHWAITE Sara; Moved to Shropshire 07/86;
MCKAY Mrs Ann; Elizabeth 07/71;
73 Forest View Road, Tuffley, GLOUCESTER, GL4 0BY; (0452) 23998
VICKERY Mr & Mrs Barry; Moved to U.S.A. 05/86;

Hampshire Co-ordinator(s): Wendy Orange

EDOM Tom & Gillian; John 10/83; Philippa 12/85;
5 Curdridge Close, West Leigh, HAVANT, PO9 5SG; (0705) 473973
FLINTOFF James & Helen; Clara 02/83; Adam 07/85;
15 Wallis Road, BASINGSTOKE, RG21 3DW
GARSIDE Anne; Marc 05/73;
419 Quilter Road, Brighton Hill, BASINGSTOKE; (0256) 27006
LEVITT Mr S & Mrs F; Kirsty 08/82;
7 Bernstein Road, Brighton Hill, BASINGSTOKE, RG22 4ND; (0256) 52204
TOTTERDELL Peter & Susan; Rebecca 04/82; Robin 07/86;
6 Fairfields Road, BASINGSTOKE, RG21 3DR; (0256) 59645

QT1

LfTheatre

Ck

QTmpb

Hereford & Worcs.

HEATHERSPRITE (formerly RANNIE) Gina; Dominic 09/72; Tegan 08/74;
sRa(commune)H
Wheatstone, Leintwardine, CRAVEN ARMS, Shropshire; (054 73) 662

A

Hertfordshire Co-ordinator(s): Frances Howard

BETTIE David; Moved to Kent 06/86;
HINA Sondra & Henry; ** ANNE ** 03/78;
24 Parkway, STEVENAGE, SG2 8DJ
MORLEY Brenda & Paul; Katie 09/84;
37 River Avenue, HODDESDON, EN11 0JT

Kent.

BAIN Alan & Glenys; ** TABITHA ** 11/79; Rupert 08/82; Aurora 08/85; QTO
39 Pierremont Avenue, BROADSTAIRS, CT10 1NT; Thanet (0843) 64532
BETTIE David; Angelique 03/77; Richard 01/79;
56 Goodwin Road, RAMSGATE, CT11 0JJ
CHARLESWORTH Mr & Mrs; Victor 05/68; Tammy 09/70; ** DARREN ** 08/73;
9 Milk Street, BROMLEY, BR1 5AQ; 01-290-6546 or 01-237-4191
HARRIS Ray & Gillian; QT
20 Hazel End, SWANLEY, BR8 8NU; (0322) 60367
HITCHIN Mrs S; Vivienne 05/73; Lfg
36 School Lane, Lower Halstow, NR SITTINGBOURNE, ME9 7ET
Newington (0795) 842094

Lincolnshire.

RELJ Janet & George; ** SIMON ** 12/78; James 05/82;
The School House, Washdyke Lane, Commonside, Old Leake, NR. BOSTON
PE22 9QH; (0205) 870744
ROEBUCK Rob & Sue; Ella 05/82;
The Cottage, Normanby Le Wold, Caistor, LINCOLN, LN7 6SS

London - North and Enfield.

BENGE Jeffrey & Sue; Peter 08/84; Holly 10/85; Xm
17 Nelson Mandela Close, Coppetts Road, MUSWELL HILL, N10; 01-883 7906
CLAESSENS Marina;
13 Crediton Hill, NW6
COLDMAN Rick & Maggie; ** KARL ** 01/72; ** HEIDI ** 03/74; ** STEFAN ** 05/75;
c/o 14 Shepherds Hill, HIGHGATE, N6
COMPTON Blaise & Sheila; Charlotte 11/82;
83 Oakfield Road, SOUTHGATE, N14 6LT; 01-882 5976
DRAPER Christopher; LIBERTARIAN EDUCATION COLLECTIVE; 'Lib.Ed.' magazine, QTim
36 Sussex Way, HOLLOWAY, N7 6RS; 01-263 8801
ETIM Mrs Brenda; ** MENGISTU ** 05/79;
91c College Place, CAMDEN TOWN, NW1 0DR; 01-387-3670
FORSYTH Tom & Gill; ** LEON ADAM DOVE ** 09/71;
233 Scotland Green Road, Ponders End, ENFIELD, Middlesex; 01-805 1680
HAYES John & Barbara; Barry 06/83; Qr(nurse)
465b Kingsbury Road, KINGSBURY, NW9 9DY; 01-206 1025
PAY Tony & Suki; CalligraphyMc (but no tuition) Tm
29 Torbay Road, NW6 7DX; 01-624 4183
SHECKLER Harold;
18 Margaret Road, N16 6UX

London - South.

HEWITT Mr Martin & Mrs Christine; ** RUPERT ** 03/73;
14 Thurleigh Road, SW12 8UG; 01-673 0540
LANE Mr & Mrs W V; Jeffrey 09/78; Nadine 01/80; Shelley 07/81; QT
53 Elms Road, CLAPHAM, SW4 9EP
NEWLANDS Maggie; JORDAN Marc; Cleo Newlands-Jordan 07/84;
141 Crofton Park Road, SE4 1AJ; 01-690 4014

London - West and Middlesex.

BARNETT Stephanie & Michael; ** STEPHEN ** 04/80;
70 Old Church Lane, STANMORE, Middlesex, HA7 2RP; 01-954 0833
FORSYTH Tom & Gill; Moved to N. London 05/86;

GRAVES Mrs Jennifer; Arthur 05/71;
106 Park Road, TEDDINGTON, Middlesex, TW11 0AN; 01-977 7092
RODRIGUEZ Dyana; ** LUIS ** 09/77; Merrily 04/84; Ah@TLfsn
11a Bridge Avenue, W6 9JA; 01-741 3365
STANBRIDGE Philip & Jenny; ** AMANDA ** 10/73; ** SHARON ** 01/76; Peter 08/84;
123 Holly Bush Lane, HAMPTON, TW12 2QY; 01-979 9266

Gtr. Manchester

GARNHAM Carolyn M; ** ANDREW ** 10/70; Stuart 08/78;
94 Dowson Road, HYDE, Cheshire, SK14 5BN; 061-368-3235
JACKSON Mrs Gaynor; Lewis 07/82; Ay(qualified teacher)
1 Cutnook Lane, IRLAM, M30 6JS; 061-775 9943

Norfolk.

DELRAY Martine & Keith; Jodie 01/81; Cc+facilities
Mill House, Mill Road, Little Melton, NORWICH, NR9 3NT; (0603) 810895
WEBER Scilla & Simon; Kiffy 12/78; Alick 01/82; ObptFTeRv(wilderness/garden!)
The Old Vicarage, Briningham, MELTON CONSTABLE, NR24 2EY; (0263) 861078

Nottinghamshire.

ERDE Mr Jeremy & Mrs Sue; Faith 12/84;
4 Haywood Oaks Lane, Blidworth, MANSFIELD, NG21 0TP; (0623) 796964
KATIMERTZIS Antonios & Jean; Helen 02/74; Elizabeth 04/76; Marina 04/76;
Tp(Ballet, Tap, Acrobatic, Modern)
130 Rivergreen, Clifton Estate, NOTTINGHAM, NG11 8AW; (0602) 841666
PARKINSON Andrew & Dawn; Luke 01/84;
15 Ratcliffe Street, Eastwood, NOTTINGHAM, NG16 3BN

Oxfordshire.

CROWCROFT Imogen S & Simon; Orlando 04/83; Barnaby 10/85; QTO(music)
51 Weavers Close, WITNEY; (0993) 4269
JAMES Christine; Myfanwy 08/77; Natasha 06/75;
30 Ulfgar Road, Upper Wolvercote, OXFORD, OX2 8AZ; (0865) 50767

Salop.

BRAITHWAITE Sara; Richard 02/83; Li(All levels - I am Italian)
61 Brookfield, Bayston Hill, NR. SHREWSBURY, Shropshire

Staffordshire.

HILL Pat & Tony; Bonnie 07/79; ** JESSIE ** 07/81; - FgsChpDrawing&Painting
Brund Hays, Butterton, LEEK, ST13 7TG; Onecote (053 88) 355
NELSON Ralph & Jennifer; Nathan 05/81; Aaron 07/82;
171 Reindeer Road, Deer Park Estate, Fazeley, TAMWORTH, B78 3SR
(0827) 287971
WATTERSON Jane; ** CLAIRE ** 05/71;
161 Chapelon, Glascoate, TAMWORTH, B77 2EL; (0827) 251783

Suffolk.

TELLIER Angela & Dominique; Hannah 09/80; Matthew 03/82; Melissa 09/85; Lf
10 Marina Gardens, FELIXSTOWE, IP11 8HW; (0394) 285133
YOUNG Ann & Doug; Glynn 02/76; Keiran 04/80;
135 Church Road, Kessingland, LOWESTOFT, NR33 7SQ; (0502) 740316

Surrey.

COLLYER Richard & Mary; Benedict 04/86; Caroline DUE 04/86;
15 Bridge Close, Horsell, WOKING, GU21 4PD; (048 62) 60681
DA COSTA Irene E; Anne 11/77; Cks(tapestry, embroidery)T1
35 Burlington Road, THORNTON HEATH, CR4 8PG; 01-653 3091
GATES Sarah & Adrian; Jonathan 11/81; ChkwSc(+Anatomy & Physiology)Lfg9a
Moonbeam Cottage, High Street, BAGSHOT, GU19 5AH; (0276) 74515

PUBLICATIONS SECRETARY

IS THERE
A CORE GROUP
MEMBER OR ORDINARY
MEMBER OF E.O. WHO WOULD LIKE
TO TAKE OVER AS PUBLICATIONS
SECRETARY?

I am now working and
have to give up the job

Please contact me
as soon as possible if you
are interested and want more
details.

Jean Shepherd



9 CRANBORNE GARDENS
WELWYN GARDEN CITY
HERTS. AL7 3NF
TEL. 0707 339750

GREENWAY Mrs Marilyn; Phinehas 07/76; Aletheia 07/74; Nathan 07/81;
 Bethany 05/83;
 Glenbervie, School Road, Rowledge, FARNHAM, GU10 4BW
 Frensham (025 125) 3527
 WILSON Paul & Cathi; Russell 06/85;
 35 Sanderstead Court Avenue, Sanderstead, SOUTH CROYDON, CR2 9AU
 01-657-5281

Sussex - East.

ANDREWS Mrs Jeanette; Jenny 09/76; Rosemary 02/78; Valerie 08/82; Ta
 'Roxburgh', 92 Downs Valley Road, Woodingdean, BRIGHTON, BN2 6RF
 (0273) 309272
 O'DAIR Dennis & Sarah; Marcus 05/81; Loren 10/83; SpeechTherapy,LanguageSkills
 7 Carlisle Road, HOVE, BN3 4FP; (0273) 770645
 ROBERTSON Jane Anne; Jody 11/80; Benjamin (Buzz) 10/83;
 7a Wordsworth Street, HOVE, BN3 5BG; (0273) 720401
 SMITH Teresa & Bill; Gregory 08/81; Stephen 01/84;
 Park Farm, Maresfield, UCKFIELD, TN22 2EE; (0825) 4509
 WILLIAMSON Dave & Jacqui; Adam 04/82; John 05/83; Jess 08/84;
 68 Longland Road, Old Town, EASTBOURNE, BN20 8HY; (0323) 644843

Sussex - West.

BREWSTER Allan; Gone Away 06/86;
 DAVIS Mr F T & Mrs J; Lorna 07/71;
 14 Waveney Walk, Furnace Green, CRAWLEY, RH10 6RL; (0293) 31839/37856
 HAWLEY Chris & Noreen; Hannah 05/80; Katie 05/82; Jamie 05/85;
 8 Staplecross Court, Salvington Road, Bewbush, CRAWLEY, RH11 8XA
 (0293) 514317
 HEDLEY Thelma & John; Alexander 12/84; QTEmg
 115 Ifield Drive, Ifield, CRAWLEY, RH11 0EA; (0293) 20353
 MAYNARD Bert & Maggie; Matthew 09/75; Johanna 01/80;
 54 The Drive, SHOREHAM-BY-SEA, BN4 5GD; (0273) 463904
 ROWLAND Mr & Mrs D J; Eugene 01/75; QT1aeSb
 1 Savernake Walk, Furnace Green, CRAWLEY, RH10 6LZ; (0293) 541802

Tyne & Wear.

ROBINSON Judith & Ray; Carol 03/81;
 1 Curlew Close, Ayton, WASHINGTON, NE38 0EH; (091) 4167937

Warwickshire.

DICKSON David & Sylvia; Shellie 04/68; Rachel 09/70; Susie 01/77;
 Benjamin 05/82;
 9 St. Nicholas Close, Austrey, NR AATHERSTONE, CV9 3EQ
 Tamworth (0827) 830586
 HAYDEN Sharon; SMITH Andy; ** ROSA MORAN HAYDEN ** 04/79;
 Delia Moran Hayden 02/81; Malcom Hayden Smith 05/85;
 Lsn,ShriVidhya(Hinduism)
 33 Coniston Road, Earlsdon, COVENTRY, CV5 6EG; (0203) 714972
 TAYLOR Jane; James 07/72; Charles 01/74; Ov
 Pear Tree Farm, Meer End, KENILWORTH
 YELLOWHAMMER Diana & Robert; Gone Away 05/86

West Midlands. Co-ordinator(s): Sylvia Jeffs

FEE William & Sandra; Rebecca 07/75; Paul 08/76;
 12 Sidenhill Close, Shirley, SOLIHULL, B90 2BD; 021-744-7370
 PAYNE Mrs Judith; Robin 08/71; ** KATHRYN ** 12/71; Steven 10/69; Ian 12/67;
 X(spacial & perceptual problems)
 51 Danford Lane, SOLIHULL, B91 1BD; 021-705 1720
 SEMP Linda & Barry; ** JONATHAN ** 02/72; Ben 10/77; David 06/81; LfgCScsTade
 90 Beeches Drive, Erdington, BIRMINGHAM, B24 0DT; 021-382 6346

Wiltshire.

MASCORD Jo; Martha 09/79; Useoffarmgrounds: Rt
Groundwell Farm, Cricklade Road, Upper Stratton, SWINDON; (0793) 721111

Yorkshire - North.

DIX Alan & Fiona; Esther 10/83; Ruth 12/85; TcemnLfCsAeR1
128 Fifth Avenue, Tang Hall, YORK, YO3 0UW; (0904) 426038
WHITE Richard & Susani; ** WILLIAM ** 07/76;
QT2m+Sp(also taught younger children)
Lake View Cottage, Great Ouseburn, YORK, YO5 9RQ
Green Hammerton (0901) 30662

Yorkshire - South.

BERRIDGE Kate; Max 07/81; Mg(tuition), AnimalCare, Friendship
159 Albert Road, Heeley, SHEFFIELD, S8 9QX; (0742) 589256
LYONS Julie; Toby 08/74; QTeh+efdealtwithLEA,DES,etc
36 Newtown Avenue, Royston, BARNSELY, S71 4HB; (0226) 724518
TARGETT Angie; BENNETT Ian; Kia Bennett 11/83; MgHumanBiology/Health
79 Wellcast Road, Woodseats, SHEFFIELD, S8 8QP; (0742) 749156

Yorkshire - West.

BOYD Alan & Lianne; Howard 01/82; Stephanie 05/84;
28 Bentcliffe Drive, Moortown, LEEDS, LS17 6QX; (0532) 697412
COOK Sarah & Alan; Anna 01/83; Robert 12/84;
29 Gledhow Park Avenue, LEEDS, LS7 4TR; (0532) 629557
GOLDTHORPE Esther & Paul; Ryan 07/81; Danielle 05/83;
46 Hindle Place, Hartley Street, Churwell, Morley, LEEDS, LS27 7PW
534767
LAYCOCK Michael & Fay; Maria 11/73; David 09/76; Thomas 12/78;
64 Thick Hollins Drive, Meltham, HUDDERSFIELD, HD7 3DR; (0484) 851904
WILLIAMS Mr B S & Mrs P E; Jennifer 02/81;
55 Fairfield, HEBDEN BRIDGE, HX7 6JD

IRELAND

Ireland Co-ordinator(s): Clare Weber
Cilla Woodhouse

PERKIN Bruce & Judy; Kit 01/81; Ross 09/82; Sam 10/85;
Carriglea, Woodside, TIVOLI, Co. Cork, EIRE; 021 506932
SIMPSON Marie & Robert; Anthony 03/75; Christopher 11/79; Robert 08/85; Xe
33 Coolnasilla Park East, BELFAST, Northern Ireland, BT11 8LB

SCOTLAND

Central.

MORRISON Paul; Gone Away 06/86;

Grampian.

TAPLIN Jill; CHEFFINGS Tony; Gone Away 05/84;

Highland.

SARGENT Christina; ROBERTS Mike; Santi 12/73; Kailas 04/75; Daniel 11/77;
Anika 01/78; Lorien 02/82;
Wheems, East Side, SOUTH RONALDSAY, Orkney, KW17 2TJ
St Margaret's Hope (085 683) 537

Strathclyde.

HANNAH Rev Angus & Mrs Rosemary; ** RUTH ** 11/75; ** BEATRICE ** 11/78;
Grace 11/82; Duncan 11/82; @TibmStLfh1ClobFgpAcRct0hpt
Croc an Rear House, Port Bannatyne, ROTHESAY, Isle of Bute, PA20 0QT
(0700) 3391

Tayside.

VEALE Rosalind & Kevin; Rowan 01/82; Lyndon 11/83;
Mill Cottage, Burrelton, BLAIRGOWRIE, Perthshire, PH13 9BB

Fa

WALES

Dyfed.

COLES Ms Bill; THOMAS Jen; Sappho Coles 12/73;
c/o Wernlas, Cwmdru, LLANDEILO, WALES

Glamorgan.

ACTIE Mr Ronald & Mrs Patricia; ** LEON ** 12/78;
134 Aberporth Road, Gabalfa, CARDIFF, South Glamorgan, CF4 2PP
(0222) 692343

MOSS Howard; Alan 06/76;
8 Trafalgar Place, Brynmill, SWANSEA, SA2 0BU; (0792) 463506

L

Gwynedd.

EMMETT Robert & Teresa; ** CLARE ** 12/73; ** THOMAS ** 06/75;
** SIMON ** 10/78;

RcvHwdp

12 Tayler Avenue, Dolgarrog, CONWY, LL32 8JN

EVANS Margaret; ** REBEKAH ** 04/70; ** KEITH ** 10/73;

'Sunnymount', Marine Terrace, PENMAENMAWR, LL34 6BG

JONES Mrs Ann; Siane 06/77;

'Treforfa', Llithfaen, PWLLHELI; (075 885) 203 (parent's phone)

JONES Robert & Doreen; Gail 03/71; Fleur 01/74; Livonia 02/76; Delyth 01/83;

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ROBERTS John & Janno; Richard 03/80;

'Glasfryn', Llithfaen, PWLLHELI, LL53 0RY; (075 885) 407

Powys.

COLES Ms Bill; THOMAS Jen; Moved to Dyfed 05/86;

OVERSEAS

CAREY Paul; CIRON Brigitte; ** GUENNOLE ** 01/81; Jessica 03/83; Sunny 01/85;
S.ofFrance,moveoften,contactvia:-

c/o 238 Thoresby Road, Acomb, YORK, North Yorkshire

JOYCE Dr P; Aengus 06/81;

Dun Aengus, Route 1, BENSON, North Carolina, U.S.A. 27504; 919-894-8318

PARK-WEIR Major & Mrs I C; Moved to Berkshire 05/86;

ROGERS Pamela & Geoffrey; Julian 03/82; Alice 03/84;

MathArch'logyTransportAnalyst

c/o Wilber Smith & Assoc., 400 Orchard Road #09-01, Orchard Towers

SINGAPORE 0923, Republic of Singapore.

VICKERY Mr & Mrs Barry; ** SUSAN ** 02/70; ** ROB ** 03/73; ** CLAIRE ** 02/80;
2145 Brackenshire Circle, JACKSON, Mississippi 39211, U.S.A.

EO OFFICERS

General Secretary

Joan Hoare
25 Moor Oak Road, Sheffield,
South Yorkshire
Tel: 0742 666605

Membership Secretaries

Bruce and Christine Wallace
25 Diabaig, Achnasheen
Ross-shire IV22 2HE
Tel: 044581 225

Enquiries Secretary

Janet Everdell
25 Common Lane, Hemingford
Abbots, Cambs PE18 9AN
Tel: 0480 63130 (Not after 9pm)

Co-ordinators' Secretary

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

Press Secretary

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

Publishing Secretary

Jean Shepherd
9 Cranborne Gardens, Welwyn Gdn City
Herts AL7 3NF
Tel: 0707 339750

Treasurer

Alison Mafham
3 Park Road West
Curzon Park, Chester
Tel: 0244 677452

Subscription Renewals and Membership List

Bob Emmett
12 Tayler Avenue
Dolgarrog, Conwy, Gwynedd LL32 8JN

Reviews Editor

Helen Holland
Inholm Farm, Plumpton Green
Near Lewes, Sussex
Tel: 0273 890405

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Education Otherwise is a membership organisation whose principle aim is to provide support and an information network for families whose children are being educated outside school, and for those who wish to support the freedom of families to take proper responsibility for the education of their children.

Our principal aims are as follows:-

- To: Encourage the provision of alternative learning situations outside the school system.
- To: Re-affirm that parents have the primary responsibility for their children's education, and that they have the right to exercise this responsibility by educating them out of school.
- To: Establish the primary right of children that full consideration, with due allowance for their age and understanding, shall be given to their wishes and feelings regarding their education.

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FOR FURTHER INFORMATION:

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Cambridgeshire,
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