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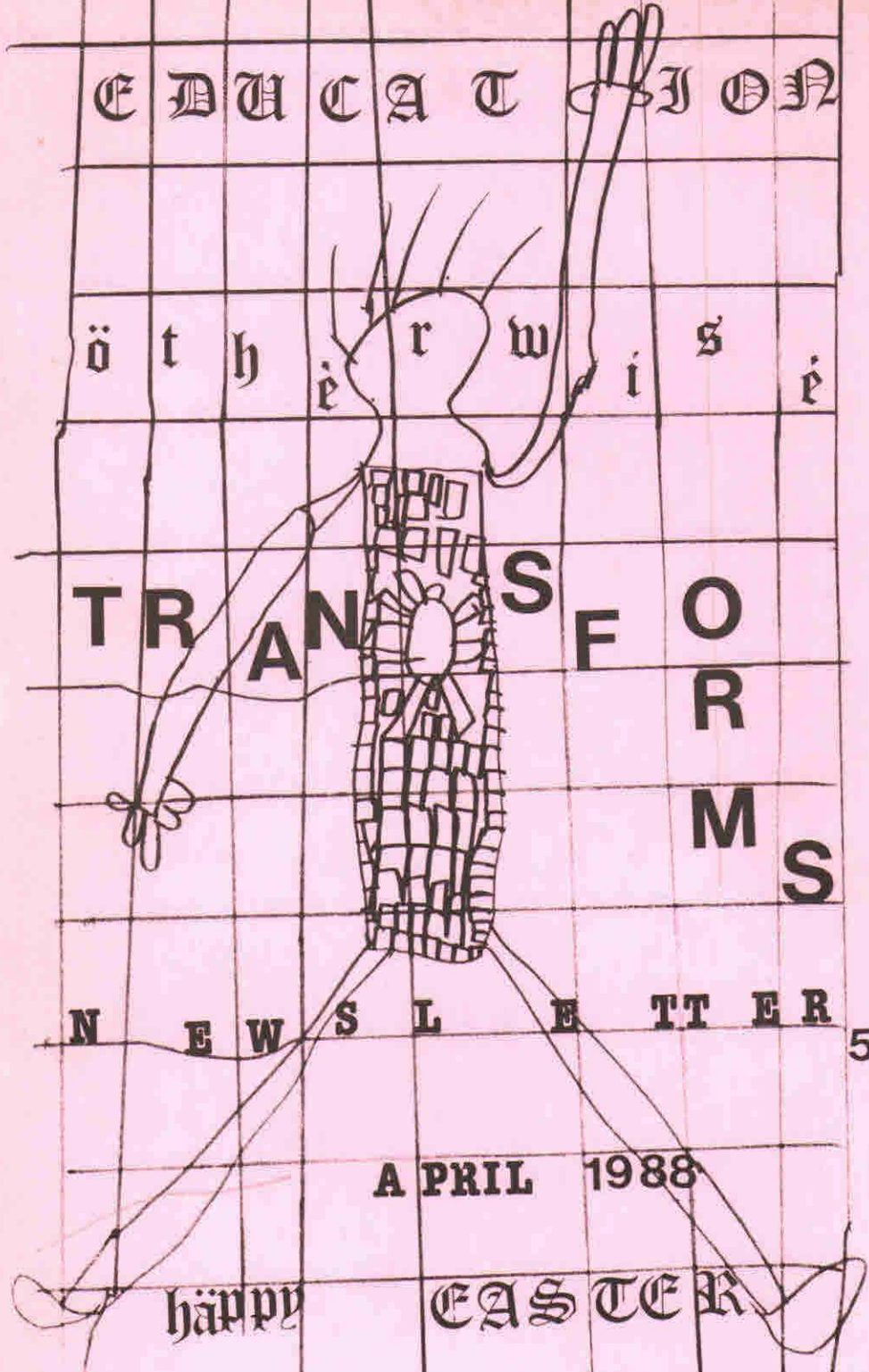
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CONTENTS

Access:	P44/45
Book Reviews:	P47/48
Correspondence Courses:	P26
Development Education:	P36/39
Editorial	P1/2
Educating Archie:	P33
Education Through the Press	P5/7
Electronics	P14
GCSE Scotland:	P27
Legal Group:	P41/43
Letters:	P16/25
Members Meetings	P29/32
Milton Keynes Agenda	P43
News From the Regions	P8/13
Notices (Co-ordinators)	P39
Oaktree Education	P3/4
Penpals	P15
Research	P39/40
Unstone Grange	P34/5
Useful Information	P45
Where to get what	P45

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Contributions for the next edition should be sent to the editor by the deadline date and all materials intended as such should be marked 'For Publication'. Contributors are asked to be sure they include their name and address, legibly.

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

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editorial

Several people have suggested that if they knew what was involved in being an editor, they might 'volunteer'. Here are some guidelines, to stop you being so foolish!

The deadlines for sending to the editor is the first of the month. Usually, the edition is about 4 pages long by then. Today (11pm 13th), two key articles 8 or 12 sides- have not arrived. I have spent the last week assuring people that 'late' isn't 'too late' as the chief characteristic of EOers seems to be having intentions rather than deadlines. I like editing, as it is the only time I ever read everything. Eo is a fascinating newsletter: its great fun, although an awful lot of typing, particularly if you do it all at the last minute (that's why I identify with the late submitters). I last edited three years ago: since then, my youngest (having his eighth birthday as you read this) has started school after a year out- we swapped schools after a term as he and it didn't get along: Head wasn't interested in our 'concerns': the new school is one he enjoys, although he prefers the learning in dance class, gym clubs, karate, ninja, swimming class and so on: with a dance display at the theatre and for Princess Di in the last two weeks, he hardly has time to go to school, but manages to fit in computer games, writing stories on the word processor, and playing out in between swimming (3 or 4 nights a week), discos, and the usual life style of a small child with two working parents.

My eldest, Mark, is nearly 21, and now changes the dole office he signs on at when bored. Having 'been asked to be home educated' by two heads, he was asked to leave his youth training scheme, and has never settled down to any formal training or work, although after nearly being thrown off his community programme, he left of his accord rather than theirs after a few months. Still, he seems happy listening to his music in his London squat, and what can be more important than that?

My daughter, who we took out of secondary school for a year or so, as her chief occupation was banging her head against the wall (literally), managed to leave two youth training schemes in her first post school year, but has settled down (no, I don't really mean that- she's still full of life) and at 20 in a couple of months, has a husband, 3 kids, and not much time to spare, but still loves life and her kids.

Pam and I work in adult education, and have done so in between farming, parenting and UB40ing for many years. I can't see Jody spending the next 8 years at school: a mixture of in and out has its advantages, and 'in' is compensated for in our case by having oodles of money which create opportunities for experiences and learning which otherwise wouldn't happen: articles this month range from 'how much does EO cost' to "what its like in Africa". It costs time, effort, patience and at least one person not earning any money, if that's a real alternative in today's world; my working (with unemployed people) pays for our experiences- in Africa and Blackpool, in going swimming and "compensating" for school with a different lifestyle outside which includes computer games as well as mudslinging in the back garden.

Anyone wanting to try and 'cost' EO, I'll happily take ideas

and figures and put an article together. My thanks go to Rhani, our cat, for not sitting on the computer at the critical moment; to Pam, for cooking on mothers day whilst I typed; to Jody, Jackie and Mark, who we practised education otherwise with; and to FEU and REPLAN, my employers, and colleagues especially Anne, who have put up with everything being late the last couple of weeks as the magazine got nearly put to bed.

this is jody's Bit about education and super forces.
what I think about school. in the beginning we all sit on the floor and the teacher says all the things he or she needs to. I do not like about school the swimming should be to keep fit. ACTION FORCE is army quite good my bag has got it on. I can climb just as good as spider man and I have found them very useful superman super man is a lode of donkey food but super girl is very good. thunder cats are good too. My favourite is TRANSFORMERS. This is a list of who could kill whom. the matrix is the best then unicorn then jetfire then grimlock then slag snarl then sluge then sroop then optimusprime then ultra Magnus then devastator then rodimusprime.

Transformers change from robots to cars, aeroplanes and all sorts of other exciting things. You can watch them on video, read the comics and books, make up stories about them (alternative parts of the book to read), read the story whilst listening to the tape; play with them and transform them; no doubt computer games will be added to others. EO I see as a transforming attitude and viewpoint: climbing out of the webs and bricks which can enclose children in school based education.

My apologies to those who sent book reviews: 9 pages have been typed and sent on to the next editor. The article on Dick Kitto should appear soon: otherwise, we'll hold it over for his 80th, not 70th, birthday.

Let us look forward to Easter and Spring as times of celebration for all children and their parents.

Kevin Fleisch, 62 Uplands Ave, Connahs Quay, Deeside, Clwyd, CH4 4LG, tel: 0244 810153

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A WEEK IN THE LIFE OF THE OAKTREE

MONDAY

Couldn't wait for school! I've had a great idea for my Nan's birthday present. What if I make her a new shopping trolley? (Her old one is falling to bits - I'm sure I could make a better one - one like nobody else has ever seen.)

When today's formal learning session is over I'm going to ask Dawn to make a drawing of my design (she's great at art). Mike is the maths expert, so I'll have no trouble getting the measurements right. John and Claire and I can put the whole thing together.

Oh good, here's Marie - I'm dying to get going. (I wonder if I'll ever get used to calling our teachers by their first names? It's miles better than having to say "Miss" and "Sir" all the time - but it takes some getting used to!)

TUESDAY

Today was Saad and Omar's special assignment day. They went to the dentist's yesterday and asked her loads of questions. The dentist was so pleased with the interest they showed that she lent them some of her instruments and special mirrors, as well as record cards and charts so that they could explain their visit to us today.

Omar gave us each a special tablet to see how clean (or dirty) our teeth were, and we all had a good look in each others' mouths. Richard's was the best - he has this thing (the dentist said it is called an ORTHODONTIC appliance) to make his teeth grow straight.

We all got a FREE toothbrush and a sticker to remind us to brush our teeth morning and night. John's mum has kept all his baby teeth so he's doing a survey of how many teeth we've lost and fillings we've got. I suppose that means I'll have to remember to brush before school (groan!)

WEDNESDAY

Today we're going to talk about the trolley and how we will make it. Marie and Dave said it would be expensive to buy new materials, so everyone is thinking of things at home we might be able to use.

Ameera is going to ask her mum for the wheels off their baby buggy. (Her brother is five now and too big to be pushed in a pram.)

Jennie's uncle makes wrought iron gates and railings - so he might make an iron frame - if we ask him nicely.

This is getting dead exciting! I bet my Nan has never had a birthday present like this one's going to be.

contd.../...

THURSDAY

Great stuff! Jennie's uncle said if we come to his workshop with our drawings and measurements he'll see if he has enough scrap iron to make us a trolley frame!:

There were loads of odds and ends of iron left over from other jobs, so Jennie's uncle took one look at the design and made a frame - just like that!

Some of us had a go of the welder and wore the protective goggles and gloves. I was a bit disappointed that we couldn't take the frame away, but it has to be painted with red lead to stop it from rusting. Marie says we'll make time tomorrow to collect it, so that's okay.

FRIDAY

This morning's formal learning session was taken up with making a book explaining how we designed and made our trolley. Dawn drew the pictures and I did the writing. We tried to work out the cost, but that was hard cos lots of the stuff was free.

After dinner we put all the bits and pieces that made the trolley together. It was funny cos the more we added the less it looked like a shopping trolley. The buggy wheels were too small to take the weight of the iron frame and the plastic bin we used to put the groceries in just wouldn't stay in place. John said it looked more like a fork-lift truck than a shopping trolley.

I think I was right in the beginning - there's never been a trolley like this before! We've got to do some quick thinking cos it's my Nan's birthday tomorrow and I've got to have a present.

SATURDAY

My Nan's great !!! When I took her my special trolley she took one look at it and said, "That's just what I need." Guess what? She wheeled it into the yard and put a plant tub on it - she said, "This'll be just right for when I'm moving the heavy tubs around."

I didn't let on that it was supposed to be a trolley - I didn't want her to feel silly for making a mistake - and to tell the truth, it does look much better as a plant tub shifter!

This article was written by Lorraine Holmes who has four children and has been a part of the Oaktree initiative since its first year. In September 1988 the Oaktree group will open a full time NON FEE PAYING education centre for 11-16 year olds. This is the third year of preparation-seeking funding, understanding and co-operation at all levels. We now own the building for the project and are seeking funds for equipment, wages etc. If you can help in any way please do. Our annual fundraising week is May 7-14th.

For a brochure giving more details of the Oaktree initiative please send £1.40 to Carla Morgan, Secretary, Oaktree Education Trust, 24 Aigburth Drive,, Sefton Park, Liverpool L17 4JH

EDUCATION THROUGH THE PRESS

Edited by David Grant, with help from Sarah Guthrie & others.

There is so much about GCSE in the press just now that I make no apologies for featuring it largely. The radical changes involved will have almost as much bearing on EOers as others. However pride of place goes to a New Scientist article of 25.2.88 by Igor Aleksander, Professor of Information Technology at Imperial College, London, entitled "Putting Down The Professionals".....

"I have found it hard to hear everything but bitter frustrated criticism among educationalists, doctors, lawyers....It would be hard to explain this away by bunching my friends into some lefty activist compartment. They would normally be described as conservative" and "as in any dictatorship it is the influence of the professionals and the thinkers which need to be eliminated." (my italics DRG). Is there an underlying conspiracy, a "Struggle for lasting and unquestioned power?" If so education must be pivotal-and I for one find it rather frightening. "Brave New World"?

The Sunday Times series of GCSE aids "Examplan" (French; CDT-that is craft design and technology if you didn't know!-and Maths covered so far in this 8 part guide) appears to be helpful, though of course school orientated, for anyone with children approaching that stage. Perhaps more on this in another issue.

A staggering 45% of children "even after 11 years of compulsory education" come out at the end of the school system with no exam passes whatsoever (? Daily Telegraph- 21.12.87) The same article states 46.9% of 3 and 4 year olds now attend pre-school groups. The mould sets early these days....The same paper carried this quote from Kenneth Baker: "...attempts to raise school standards would be jeopardised unless parents accepted responsibility as the first educators....Lack of consideration...could be traced back to attitudes formed- or not formed- at home." (As any EOer could have told him!)

In a similar vein the Sunday Times (7.2.88) says: "It is good parents who make successful schools-Teachers cannot make up for inadequate parents" and an interesting variation on the theme is provided in a Daily Telegraph article (19.1.88) on the subject of childrens TV. "Children whose mothers loved Bobtail, a muddled but quite paternal old rabbit, now have as role model Roland Rat..This repellent creation is a foul-mouthed, self-centred yob....The same hoodlum philosophy permeates Grange Hill. One friend has banned the programme from her house."



The Daily Telegraph headline of 18.1.88 "Pupils Write Their Own School Reports" caught my eye. It referred of course to the "personal portfolios" which will replace current school reports. "The CBI is enthusiastic" the report went on. Which caused me to reflect..Has anyone ever asked the CBI-or any other business or academic organisation for that matter-what their views on EO are? Or more precisely the products of EO, compared with the "conventional" school-leaver. The information might be instructive..I shall try to find out for the next Newsletter.

We are members of EO, presumably, because we believe the EO path is a better one to follow. Although doubtful if the same route is open, it may be comforting to know that "Education is the Key to Perstoika" (Guardian 18.2.88) according to Igor Ligachev, a Gorbachov deputy. It seems the Soviet system also breeds GERBILs!!!

"Alarm Bells Are Ringing At The Fledgling Open College" because it has only attracted 6,000 instead of the expected 50,000 registrations predicted. As a result, course pack prices have been slashed-but are still not very cheap at e.g.£49.50 in one case (UB40s £5). It would nevertheless be a pity if this scheme were to falter as it does seem to fill a gap between evening classes "for fun" and the Open University. (Guardian 23.2.88)

"For many parents in small rural communities the traditional village school is an institution to cherish. It represents...genuineness;a sense of community;;permanence;resourcefulness." It is interesting to learn from a Daily Telegraph article(4.1.88) therefore, that by "clustering" small schools to pool some of the resources

involved, LEAs in England are managing to keep more of them open. Small, however, means 60 or more pupils so one wonders whether clustering would even be possible in the remoter areas of Scotland or Wales.

Two horror stories. A mother beat her son to death in China's Quighai province after he failed to get the 90% school examination minimum she demanded. She beat him with an iron file for four hours. He was nine. Women and children are being kidnapped in parts of Bangladesh. The women are sold into prostitution but the children are killed- for their kidneys which are used for transplants.(Daily Telegraph 30.12.87 & Guardian 2.88).

And two more cheerful! "Latin thriving in Malawian Bush" trumpets an unknown source, telling that Kamuzu Academy collected 27 out of 50 A grades in Latin-and 30 in Greek! While the Daily Telegraph of 8.12.87 relates how John Knott (sic!) , aged 15, ties such good trout flies his parents have had to open a shop for him to cope with the demand.

Having been flung in at the deep end to edit this (I volunteered-but had not realised I had accepted until 24 hrs before the copy deadline!!) I apologise for any shortcomings. It is difficult to know what sort of things are of most interest and impossible to expand on them here anyway. Reactions would be welcomed! Finally my thanks to Sarah Guthrie and those who sent her clippings, which she passed on to me.

Items for Newsletter to me, please, c/o Betts, 15 St Mary's Parade, Castle Hill, Lancaster,, LA1 1YX (Please put date and source on all clippings)

"Recent Surveys show that nearly half of America's high school seniors cannot find the United States on a map of the world (TES, March 88 KF)

The financial backers of ..Richard Attenborough's film, "Cry Freedom", decided to poll Americans to find out how much they knew about apartheid. Only 12%, it appears, had heard of it....."Schools in the United States, as Mr Baker (tells us) are simply marvelous. (TES, March 88, KF)

TEENAGERS

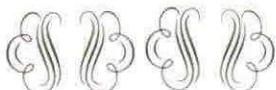
A free 5 day video course at National Museum of Photography Bradford on May 26,27(thurs&frid before Unstone Grange Weekend) and June 1,2,3.

I have arranged this 5 day video workshop to explore the illusion of what we see compared with what the camera 'sees'. The video will be fabricating everyday events and situations to seem less than normal.

Accommodation expenses will be either with local EO families or at a Youth Hostel. Some extra finance will also be required to take away copies of the final video and any photography you want to do and swimming/rollerskating etc.?

All the museums superb workshop facilities and any photographic materials necessary for making the video and the assistance of the museum staff are all free.

If you need financial help towards your transport EO have offered to help. If you are interested contact Max Lovius ,21 devonshire rd Liverpool L83 TX, 051-727-1074 by Apr. 20th.



Hello all at EO!

Firstly Mike Hammersley and I would like to thank everyone who took the trouble to write or phone offering help and support. It has helped restore Mike's faith in people again, and he is now thinking more positively about tracing his children. I will write the whole story for the newsletter one day. Its very long and complicated and unfortunately not yet finished.

Has anyone in EO had a child/ren taken into care under suspicious circumstances? i.e. parents think it was because of home education, social workers either told lies or 'distorted' the truth; if so I would like to hear from you. Another case has come to light in Lancashire. The social worker who applied for a 28 day interim care order said the child, aged 7, was being emotionally and socially deprived because of isolation! If that's true so is every other home educated child! The parents have just contacted their M.P. who is now looking into the case. I will keep you informed of progress. The more cases we can get together, the more pressure we can bring to bear.

Dot Bolan, 89 Manor Rd, Darwen, Lancs, BB3 2SN, tel 0254 772506

WANTED:Lego and Meccano.Many thanks, M.Evans,Thistle House, 16
Dee St., London E.14 OPD

NEWS FROM THE REGIONS

NORTH WEST:VARIOUS

Dear North West E.O.ers,
It was so nice to see some of you at the Cornerhouse,Manchester
on Feb.18th.What a pity there wasn't more opportunity to talk.
We would welcome the chance to get to know more E.O. families
in the area. There are now only 3 families meeting regularly on
Merseyside and there are facilities to follow many different
interests and activities here, which we would like to tell you
about.Our latest venture is an 'outward bound' type day once a
week,with qualified instructors.The age range of our children
is 6 to 12 years.So would any of you like to come to Liverpool
for the day on Friday 22nd April;we are within easy reach of
the station and would willingly meet you.I suggest a get
together at my house in the morning followed by lunch or a
picnic at Speke Hall, a local Tudor manor house with lovely
grounds, or a visit to Albert Dock-with the maritime museum and
the watersport centre. Any other suggestions welcome.Please
phone 051 427 3212.Looking forward to seeing you, Jane Woolfe,
13 Western Drive,Grassendale, Liverpool L19 OLX.

CORNERHOUSE Meetings:70, Oxford St., Manchester M1 SNH(Next
door to Oxford Railway Station).

Tuesday April 5th 1.30-3pm;

Wed. May 18th, 10-11.30am.

More details from Jean Louis 051 727 1074 or Dot Bolan 0254
772506.

There's a series of meetings during summer and autumn, the
dates are

March 20th;April 17th;May 15th;June 19th;July 17th;August
21st;Sept.18th.

Meetings at 89, Manor Rd., from 1pm-4pm ish, Darwen, Lancs, BB3
2SN tel0254 772506.Please bring packed lunch. Weather
permitting,we'll explore parks and moors; if it is raining,
museums and exhibitions.Please ring/write to let us know you
are coming;we'll need to know numbers in advance.Janet Smith at
Burnley is willing to have the puppet theatre at her place on
Tuesday 3rd of May.To reserve a place, please get in touch with
me at the above.There will be a small cover charge.We're
hoping for an afternoon show, c.2pm, to give people time to get
there.We can arrange a lift from Burnley station.

On Wednesday Feb 10th a large contingency of EOers appeared on
"The Time...The Place"..The debate was school phobia.A social
worker and a magistrate took part (as well as teachers,
parents, psychologists etc.) What they had to say had to be
mopped up by a gross of Dixcel!!!However,if anyone would like
to see the video of it I'd be pleased to post it on.For those

EOers without a tv/video, a manuscript may appear in a future newsletter.

WEST MIDLANDS REGION(and others nearby:WARWICKSHIRE AND STAFFORD)

MEETINGS:There will be a meeting on the second saturday of every month in 1988.

On 9th April we meet at HARRIS HOUSE, 8 St AGNES RD.,MOSELEY,BIRMINGHAM.Please phone me (021 706 6460)if you require information concerning location, transport etc.

14th May:2pm at the home of Janet and Tom Dent, 7 Featherstone Rd,Streetly, Sutton Coldfield,,B'ham.(021 353 4148)

No firm arrangements for the following:11th June,9th July 13th August,10th Sept., 8th Oct.,12th Nov., 10th Dec.

There are several ways of obtaining informmation about meetings as it becomes available

- 1) Watch this ("notices") space
- 2)Phone me shortly before the meeting date(hope I'm at home)
- 3)By far the best! Send a cheque for £1.50 to "Education Otherwise-West Midlands" This will entitle you to:

a)regular newsletters which include details of the monthly meetings and any other visits, trips,"get togethers", fund raising events or "workshops"..They also contain interesting local information and articles by our members.

b)Membership of the West Midlands Group Resource Centre.Benefits include cheap art material and stationery,hire of our video at the cheap rate, opportunity to attend specialist workshops, inspection and use of materials and reference books, loan of books and equipment,and the opportunity to participate in discussion and decision concerning the sorts of equipment and resources you would like us to have available.

All this for £1.50!

KINGSTON GREEN FAIR Takes place in Kingston, Surrey on 30th May 1988.Anyone interested in running a stall there on behalf of EO please contact Joseph O'Connor (01 942 0286),4 Coombe Gardens,New Maiden,Surrey,KT3 4AA

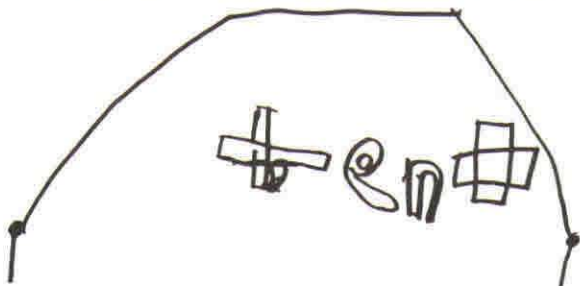
NORTH BUCKS GROUP

We are now meeting every week for an activity session as well as a regular swimming session.I'm sure there will be lots of walks and picnics in the coming months.Give me a call for details.

Valerie Gommon,19 New Rd., Castlethorpe,Milton Keynes,MK 19 7 EH, tel.0908 511247.

MILTON KEYNES WEEKEND

We have a number of items left behind including :3 towels and a Postman Pat;library book from Cambridge;Please contact above.



SOUTH LONDON

Education Otherwise members in South London are meeting regularly, please contact me for details. All EO members with children of any age are welcome.

We met in January at the Norwood Children's Centre in West Norwood, about 9 families came; and in February at the Albany in Deptford, when about 7 families came. Both meetings were very successful-both the venues are marvelous, with plenty of room and good play equipment.. Now we have such good places to meet it seems a good idea to carry on meeting monthly, as we all appreciate the contact and the children enjoy it.

Future meetings are arranged as follows:

Saturday 16th April , 11am to 3.30 at the Child and Parent Centre at the Albany, Douglas Way, SE8 4AG. Nearest station (BR or tube) is New Cross, buses are 21,36,47,53,70,171,199,208.

Sundays May 22nd, June 26th, Saturdays July 23rd, 20th August: contact me for details as times and venues are not yet finalised.

All EO members are welcome. Hope to see you there.

Rachel Sanger, 32 Doddington Grove, SE17 3TT, tel. 01 582 3949

KENT

Here is an up-date on the names and addresses of the Kent co-ordinators

Mike & Lois Cook-34 Beacon Rd Herne Bay, Kent CT6 6DJ (0227 367059) ; Pam Stevenson-25 Wyndham Rd Dover Kent CT17 0BH

Our first get-together for some time was held on Feb 7th at Mr Heaven's model museum in Lamberhurst. 39 members came and we met those who had previously been heard but not seen. Everyone had an enjoyable time wandering around the craft shops and interesting exhibits. We then took over the tea rooms for conversation and refreshments, where hopefully, everybody was introduced to those who couldn't make the trip. We missed you, hope all is well, perhaps you'll be able to come to the next meeting.

Dover castle has been suggested as our next venue. This has yet to be confirmed, but Pam and I will let everyone know details as soon as possible.

An informal swimming session is now held at Ramsgate Swimming Pool every Friday morning from 9am-12 noon (adults 75p, children 30p). Coffee and orange squash provided free. The swimming pool is near the railway station. Should you need further information contact Dave Bettie, on Ramsgate (0843) 583260.

HAMPSHIRE

Important Notice: There is a place in Farnham called the Maltings who might be able to offer us regular workshops for E.O. children aged 5-16. They offer workshops at present in art, stories, printing, design etc. but are heavily booked by schools and there is a long waiting list.. They will only offer us separate workshops if enough people are interested, and so

if this offer is to be taken up I need to know as soon as possible who is willing to support this venture and if there are any particular workshops you would like. Anyone in travelling distance of Farnham is welcome. Please contact: Wendy Davis, 8 Hartland Place,, Farnborough, Hants, tel. 0252 516172. Thank you

CAMPING WEEKEND in the PEAK DISTRICT on the borders of Derbyshire and Staffordshire.

24th-26th June, 1988.

There are still some places left on the EO camp at Barracks Farm, Beresford Dale, near Hartington (grid ref SK 124 587)

Facilities include showers, flush toilets, piped water, and an emptying point for chemical toilets. Bring all your own equipment and food (and 10p's for hot water).

Fees: 60p per adult, 40p per child and 40p per vehicle per night for one or two nights. Nearest railway stations are Buxton and Cromford; buses run to Hartington from Buxton, Ashbourne and Bakewell. If you are coming by public transport and want to be met, please let us know.

Please book by writing with cheque or p.o. to Peter Darling and Stephanie Fitcher, 50 Springfield Ave., Chesterfield, Derbyshire, S40 1HL. To all those who have already booked: thank you very much; further information coming soon!

SOUTH YORKSHIRE

It's lovely we now have regular monthly meetings. By the time this newsletter appears we will have had another one. In order to get the dates in the newsletter, we would have to fix them long in advance, but we haven't quite got around to that yet. Initially we agreed to meet every second Saturday of the month, but for various reasons it hasn't always happened like that. The dates for the April and May meetings haven't been fixed yet. But I do know the April meeting will be at the house of Alan and Terri Shoosmith in Barnsley, Lower Stainborough Fold Cottage, Hood Green. Please phone Alan and Terri to find out the date and how to get to their house. As for the meeting in May, please give me a call nearer the time and I'll be able to tell you when and where.

Dineke de Jong, 91 Osborne Rd, Sheffield, tel: 553836.

GLOUCESTERSHIRE

Collapsing into a chair after another hectic EO get together, I realize that if I don't put pen to paper soon, yet another newsletter deadline will pass me by. We had our first meeting just before Christmas. Five EO families made it to our house for mince pies and a chat. It was great to have made contact at last. We have been members of EO for several years, but for no apparent reason just hadn't got round to contacting other families in our area. Becoming Glos. co-ordinator just gave me the extra shove I needed. Since then a group of 4 families has been meeting regularly (more or less every fortnight). We've only known one another for a couple of months now, but as our seven year old Ash said, after only our second or third meeting, "it seems as though we've been friends for ages!" We are meeting in a rota of one another's houses at the moment, but with 12 children between us, we'll have to consider using larger premises if the group meetings get much larger! Anyone else interested in meeting or arranging outings together is very welcome to contact me, and as we live right on the Hereford/Gloucestershire border, neighbouring E.O.ers might like to make contact as well.

We have the Beagley family and their puppets from Totnes coming to stay with us in April and we're hoping to arrange a village hall venue for one of their puppet shows (see ad elsewhere). Alfie has his pottery workshops in our garden and is going to organise a 'clay day' for any E.O. children who are interested (date to be decided). Any ideas for future meetings, outings etc will be gratefully accepted. We look forward to seeing some of you soon. With best wishes, Lise, and the rest of the Hall Davey family (Alfie, Ash, Poppy, and Daisy May), Judgement Cottage, Teddington, Dymock, Glos. GL18 2DZ tel Dymock 640

LONDON OUTINGS

These are going from strength to strength. We had 14 families at the last Museums gathering. The Planetarium lecture did not prove so successful... A lot of people rang to put their names down, and I booked for 20 children and 15 adults. In the event only 5 adults and 8 children turned up to what was a very interesting lecture free of charge. Perhaps people were put off by not getting the worksheets ahead of time. They only arrived with me on the Saturday before, and I spent a lot of time photocopying them and sending them out by first class mail in the hopes that they would get there before the Tuesday. I am rather hesitant about booking another lecture.

MONDAY April 25th: Meet in foyer of Science Museum at 11.15. Nearest tube S. Kensington. The museums are signposted from there. We also meet at 1. pm at the picnic area in the Science museum for lunch.

TUESDAY Apr. 12th. River trip to the Thames barrier from Westminster Pier. Meet at 11. am. The boat goes at 11.15. Takes 1 hr. and 20 mins, next boat at 12.30 Adults £3.50, children £2.00 but reduction of 10% for a group over 20, so let me know.

THURSDAY May 10th: R.A.F. Museum, Hendon, Grahame Park Way, N.W.9. Nearest tube Colindale. Meet at 11.30 at entrance to museum, which is free, but there is a charge for the battle of Britain Museum and Bomber Command Museum.

MONDAY 23rd May: museum, as above (Apr. 25th)

TUESDAY 14th June: Alexandra Palace and Park, Wood Green, N.22. Meet at 11.30 at the entrance to park. Nearest tube Wood Green or Finsbury Park. There are children's paddle boats and an animal enclosure.

MONDAY 27th June: Museum: see apr. 25th.

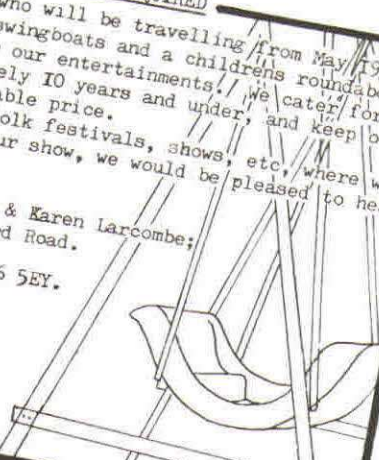

Please ring before coming on the tuesday trip in case of changes in arrangements. See you all there. Sue Petszaft, The Old

Squash Court, Bayham Abbey, Lamberhurst, Kent, TN3 8BG, tel (0892) 890624

INFORMATION REQUIRED

We are EO members who will be travelling from May 1988. We have trampolines, swingboats and a childrens roundabout and we need venues for our entertainments. We cater for children of approximately 10 years and under, and keep our fares at a very reasonable price. If you know of any folk festivals, shows, etc. where we could possibly set up our show, we would be pleased to hear from you.

Contact:
Anthony Sneath & Karen Larcombe;
46 Court Orchard Road.
BRIDPORT.
Dorset. DT6 5EY.



SUSSEX

Erica Richardson is now joint co-ordinator for East Sussex, so get in touch with her if you have any problems in her area. I look forward to sharing the load with her and providing new ideas for getting things going in Sussex.

We've had a few successful meetings this year- we met at Anne and Marc Stace's nursery for a picnic, Thelma and John Hedley's house in Crawley where we all took some food and had an informal get together, another informal day at my house, and one at the zoo. Also a very interesting telecommunications day at Janet Shimmin's. Janet and Alan had put a great deal of effort into providing a lot of practical things to do to demonstrate how sound works, and it was a pity more E.O. people weren't there. So a few of us are meeting up, but it would be nice to see more of you. We've decided to have a monthly meeting (the first Monday of each month) at Drusilla's zoo in Alfriston. There is a marvelous playground and barn, butterfly centre, plus a lot of smaller animals. They have schools facilities which we might be able to take advantage of if enough people could be guaranteed to attend. It is very difficult to arrange things with any outside organisation because there is no guarantee anyone will turn up. I had to cancel going round a batik artists studio for that reason which was very disappointing. The programme for this year consists of a monthly meeting at the zoo, and a monthly meeting each in a different area, usually at someone's house. Please ring the person concerned for details.

Mon. April 4th Drusilla's zoo. Alfriston. 11.30 in carpark. Ring me for details or directions, or Erica.

Mon. Apr. 18th Ditchling museum ring Janet Shimmin (079 16) 2548

Mon. May 2nd. zoo

Mon. May 16th. Meet at Erica Richardson's house in Hailsham, tel. 0323 846409

Mon. June 6th-zoo.

Mon. June 20th Meet at Brenda Wright's in Brighton tel 0273 699424.

Mon. July 18th Meeting in Crawley. Ring Chris & Noreen Hawkey, 0293 514317.

Mon Aug. 1st. Zoo.

Mon. Aug. 15th. Meet at Anne & Marc Stace's in Horam, 913 3422

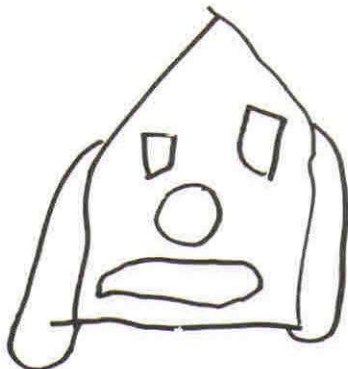
Mon. Sept. 5th zoo

Mon. Sept. 19th. Meet at Michell Brookbanks in Littlehampton, 0903 723105.

Mon Oct. 3rd. Zoo

Mon. Oct. 17th Meet at Sue Petszafts in Lamberhurst: 890624

From Sue Petszafts (details in London notices)



ELECTRONICS CORNER

FILE AND COLLECT

NUMBER 1 IN A SERIES

THE FIRST IN AN EXTENSIVE SERIES ...
LEADING TO A PRACTICAL UNDERSTANDING ...

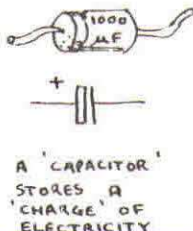
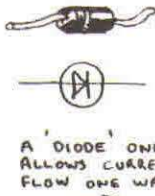
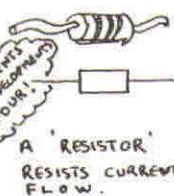
THEORY

'ELECTRONICS' — A PRACTICAL STUDY OF HOW SMALL ELECTRIC CURRENTS CAN BE CONTROLLED IN ORDER TO MAKE USEFUL EQUIPMENT WORK.

PRACTICE

THIS IS DONE BY JOINING TOGETHER THINGS THAT WILL CONTROL AND USE THE FLOW OF CURRENT; THEY ARE CALLED 'COMPONENTS'; HERE ARE THE FOUR BASIC TYPES;

MOST COMPONENTS ARE JUST DEVELOPMENT OF THESE FOUR!



PICTURE OF COMPONENT

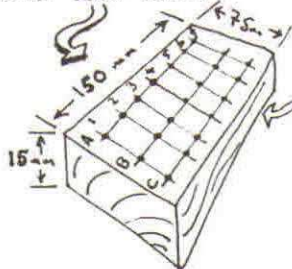
SYMBOL

WHAT IT IS / DOES

SOMETHING TO DO

A 'WOODBOARD' IS THE MOST PRACTICAL THING FOR YOU TO START BUILDING CIRCUITS ON ...

① GET A BLOCK OF WOOD LIKE THIS...



② DRAW A GRID ON IT LIKE THIS (i.e. A-C AND 1-7) (EACH SQUARE IS ABOUT 20mm x 20mm)

③ DRILL A HOLE AT EACH OF THE 21 GRID INTERSECTIONS. (3.5mm DRILL).

④ INSERT INTO THE HOLES AT RANDOM 10 OF THESE

COULD BE 3.3mm IF YOU USE SOFTWOOD.

OR SEND A CHEQUE FOR £1.25p TO "CHRISTOPHER THOMPSON" FOR A COMPLETE WOODBOARD WITH SCREWS + CUPS (INCLUDES P+P)



1/2" x 8 SLOTTED PAN HEAD SCREW. (THREAD SHOULD BE PARALLEL FLOST OF THE WAY).



THROUGH NO 7/8 SCREW CUP (10 NEEDED!)

● INTO HOLE

PEN PALS

Dear E.O., I am a teenage girl who likes drawing aand almost anything arty, cycling, cats, sunbathing,, wearing make-up and going to discos. I would like to meet other E.O. teenagers in Suffolk or elsewhere. Please write to me at "Woodlands", Sandy Lane, IKEN, Suffolk, IP12 2EU, or phone 072 888 484. I'll answer all letters. MEL.

PENFRIENDS

Dear E.O.,

I wouldlike a penfriend who is interested in railways, riding bikes, reading and writing. My name is Jimmy Baker and I am six. I don't go to school.

"Lindenbrook", School St., Drayton

My name is Elizabeth Downen. I am 9½/yrs old. My interests are reading, writing, swimming, skipping and poetry. Me and my twin sister are the oldest to 3 brothers and 2 sisters. I have 2 cats who I like playing with. I have been educated at home since I was 6, and really love it! I would like a pen pal who is interested in swimming, animals, and of course writing letters! My address is: 13 Christchurch Road, Sheffield S3 9HN

My name is Jeannie and I am 9½yrs old. My interests are reading and wood work. I have 3 sisters and 3 brothers . I also have 2 cats. I have been home educated for 3½years and I love it. I would like a pen pal who will reply to my letters and is interested in animals.. I live at 13 Christchurch Road Sheffield S3 9HN

Dear E.Oers

I would like a pen-pal. I am enthusiastic about trains, roller-booting, building and caving. I am interested in drawing, designing and patterns, and ping-pong. I belong to Craven Arms Model railway club, and St. John's Ambulance: from Robert Stephens, Winkfield, St. Julian Ave., Ludlow, Salop.

Dear E.O.ers,

I would like a pen -pal. I am 8 years old.. I am interested in roller-booting,, ping -po ng, reading, cooking, and I belong to St. John's Ambulance. from:

Ruth Stephens, Winkfield, St. Julian's Ave., Ludlow, Salop.



NEW TREASURER

My name is David Bettie and I have been elected as the new Treasurer of E.O. thereby giving Alison Mafham a well-deserved rest. I'm not sure of being quite able to match Alison's 6½ years in the post, but I shall attempt to carry on the good work, especially now that the difficult business of setting up the Charitable Trust and Limited Company arrangements has been completed.

I would like to thank Alison both for her help to me in the changeover and also for all the excellent work, mostly unseen I am now sure, over past years.

Down to business now, may I give an early reminder to all officers and co-ordinators that the Audit date is June 30th, and notify them that in the June newsletter there will be a form to claim expenses for up to that date.

In the meantime, the name and address for all Treasurer's correspondence is now:

David Bettie, 56 Goodwin Rd., Ramsgate, Kent, CT11 0JJ tel 0843 583260.

THE EO FAMILY SUPPORT FUND

This fund exists to give assistance to home educating families who have suffered, or are suffering financial hardship because of disputes with LEAs, DHSS, Dept. of Education, etc.

We are prepared to consider requests from any members who feel they have a valid claim on the fund's resources, and will treat all correspondence in confidence.

For information, contact your local coordinator, any member of the Legal Group, or write direct to Andy Jackson, Pringle House Farm Cottage, New Brancepeth, Durham, DH7 7HZ

M. G. H. E. A. C. H. E.
M. G. H. E. A. C. H. E.
paying musician
the mouth-organ & piano. I make it up as I go along.
Made a book about making instruments, for example pan-pipes.
I also like you can see a picture on a video-person. I'm also into lettering, there are some pages about
love Mike

Dear EO,
 I've just read with interest the Feb88 article on why people leave EO or don't start home education. As a newcomer to the field-I've been home schooling my 5 year old for 2 months-my feelings on starting are still fresh in my mind. Like all big decisions e.g..marriage, having children, I've found that it loomed much bigger in my mind just before making the decision. Once the decision is made it all seems less daunting, so its easy to underestimate the nerve it can take to actually start.

One of my big worries was concerned with what I should do, should I follow some course, buy lots of equipment etc, and if so which course, what books and equipment. After two months,,my daughter is beginning to read confidently, and my

TERS

confidence has soared. We can do it!!

It occurs to me that it might be a help to put together some booklets to specifically give ideas and encouragement to others. We're all accumulating experiences, positive and negative, that could be useful. How about some booklets collecting some of our personal ideas, ideas concerning what we've done and what we've used and read.

If you think this worthwhile I'd be happy to work on a 'Bright ideas for 5-7 yr olds' if you could get people to send me their experiences. I'm sure it would help some people get started who would otherwise find the first step too daunting. Once started I'm sure many of the perceived problems will fade away. It's getting launched that is the real problem in my mind.

Well I hope this idea meets with some approval, but anyway all the best. I've not personally found E.O. of any practical help yet it's given me a lot of moral support so many thanks,

Kris Harris, 454 Green Lane, New Eltham, SE9 3TG

(ED: GOOD IDEA FOR A SUPPLEMENT OR BOOKLETS, TO BRING TOGETHER THE PUBLISHED IDEAS IN EO AND RECENT EXPERIENCES FOR VARIOUS AGE GROUPS: SEE PUBLICATIONS LIST ETC ALSO. OFFERS OF HELP/SUGGESTIONS PLEASE TO KRIS OR EDITOR.)

Dear EO

I felt compelled to tell you how much I enjoyed the February newsletter. So much in it called to my own heartfelt convictions, "Learning with Joy", "Angels Otherwise", "The Pelling Experience"; the Music Supplement answered a lot of my own queries; "Never explain, Never apologise" stiffened my spine, and so on. My daughter was asleep when it arrived, and thank goodness didn't stir until I had read right through, washing-up going cold in the sink! Thank you all very much for all your efforts in the Newsletters.

Are there any EOers in the locality with children around my daughter's age (19 months) who would like to get together to exchange ideas or bolster each others resolve and confidence? I would like my daughter to grow up knowing other children out of school; we have two ponies, two goats, one expanding pigeon population and a wonderful cat. I am studying a Montessori Nursery course by correspondence with the hope of going on to the Primary course.

This is to give me a framework within which to work with Lucy (the "system" make so much sense), and also to fend off the worst of the criticisms I expect (I refer myself to Never explain, Never apologise)

Gwen Johnson, "Derron", Penyfron Rd, Pontymwyn, nr MOLD, CH7 5EF
tel. Mold 740664

Dear EO,

We read with interest last issue's article on the proposals for Dartington.

With the expansion of Education Otherwise, it would be a positive expression of practical help to members (like

ourselves) who are facing the prospects of GCSE in the not too distant future. We like it!

Re Sherratt and Hughes: We find them the best bookshop in our area.

Jo & John Stephens, Winkfield, St. Julian's Ave., Ludlow, Salop.

Dear EO,

It was rather misleading of Jim Woolridge to paint such a rosy picture of Home Education in Ireland. To my knowledge he is not an EO member and had he been in touch with me, or any other Irish member, he would know that in reality things are very different.

We are all very scattered, often having to travel over 80 miles for contact for our children as clubs etc are thin on the ground in areas other than the big cities of Cork, Dublin, Limerick. I would tend to agree that foreigners are left well alone by the law but this is usually because the local police assume that these foreigners are not Catholic and therefore their children must be going to other (protestant) schools further afield. But what about Irish EOers?

It would have been more helpful if Jim had quoted all the relevant parts of the Irish constitution and not picked bits. It would take too long to repeat it here and of not much relevance to the majority of EO members (though heaven knows us Irish members read enough English legal jargon in the newsletters!) Suffice to say at this stage that the Irish School Attendance Act 1926 does back up the Constitution, yet, successful prosecutions have not been brought under this Act. The State refuses to define what it means by the phrase 'suitable education'.

Judges here maintain that this education can only be achieved inside a school. Everyone reading this will know this is ridiculous, but an offence under this Act is a Criminal offence. Legal Aid is at the whim of the local Justice (and has been refused - if you were a murderer you'd stand a better chance!), and no-one so far has had enough money to test the case in the Supreme Court, for which tens of thousands of pounds would be needed.

Over the last ten years Nigel and I have kept several people out of court, mainly by persistence and Nigel's calm temperament, but there is still one case rumbling through the courts.

By the time you read this I hope this will be resolved in the family's favour (but then I said the same in 1985). It does all hang on this definition of education, the onus of proof is on the person being prosecuted. How can he show he is providing if the state doesn't tell him what they mean by it? Conversely (the real irony of the situation), the schools cannot be taken to court for not providing a decent education. If the case goes against this family, many more of us are likely to be prosecuted for at least one authority is at present taking no further action, pending the courts decision.

So Jim, think not of yourself but of the Irish in Ireland. Why not tell us who you are, where in Ireland you live, and offer us some support and contact?
Clare Weber, Co-Ordinator in Ireland, Furnace, Newport, Co. Mayo, Eire.

Dear EO,

In the February newsletter, I read with interest the write-up of the recent questionnaire on E.O.

However, I was surprised to read that one reason expressed for being dissatisfied with E.O. was that there are amongst its members "Too many cranky hippy types" (with blinkered and dogmatic views).

One of the reasons I joined was because, being a "cranky hippy type" myself, I had hoped to find many other such in E.O., who, like me, find that the state school system, like many other parts of the current social structure, leaves many important human needs unmet. I have been surprised at how FEW I have come across in E.O. (ED: I joined as a 'hippy' for similar reasons).

I was surprised to read that the discussions of differing viewpoints that have been printed in the newsletter are considered by some as "childish squabbling". I believe such discussions as have taken place to be an invaluable sharing of ideas and experience, and if we do not all agree all of the time, well, this is inevitable and can be used to help promote understanding of our differences.

I would also be interested to know what some folks feel is wrong about trying to live "an alternative lifestyle." Those who seek to construct for themselves and their families an alternative lifestyle are mainly seeking something vital that the present social system lacks; be it additive free food, unprejudiced, doctrine free schooling or fresh, unpolluted air and healthy country living for themselves and their children. We are expressing our right to choose a way of life which is happy, healthy, as stress-free as possible, and which enables us to grow and develop our individual potential with confidence. If people find all of this cranky or threatening, let them search their own souls - we are not out to intimidate anyone. We simply feel that if anything about our present social system hurts people, we need to find out what, and try doing it in a more constructive and satisfying manner. A little bit of healthy introspection is necessary also to help find out what's wrong! I would be interested to receive any feedback from this letter, as I am genuinely puzzled!

Nicola

Beechsqurrel, Blaenberem, Mynyddcerrig, nr. Llanelli, Dyfed, SA15 5BL

Music in the House

The music supplement in the February Newsletter has inspired us to write an account of Michael's musical education. We listen to the music programmes on BBC Education

radio: Song Tree especially, and this term Music Makers (a story in songs with various Latin American dance rhythms) and Singing Together. We tape most of the programmes and listen to them several times during the week, singing and playing with the tape. This is very much a family activity- even Rosie (16 months old) joins in- and we all enjoy it and learn from it.

Michael (nearly 8) also improvises a lot- on piano, mouth organ and home made percussion, and with mouth music that merges into sound effects. Sometimes he plays incidental music for the stories he makes up, sometimes mood music and sometimes he tries to recreate some of the music he has heard on the radio or tape. His playing technique is developing impressively. He doesn't read music yet but is becoming familiar with musical signs and will probably learn if and when he wants to.

Michael hears a range of music- classical, folk, blues, Beatles- on radio and our tapes and records and from our own singing and playing, though we don't have music playing all the time. He listens critically and selectively: he is clear about what he likes and what he doesn't like. He also listens closely and intently especially to the education programmes, and knows a lot about which songs have particular features. The twin track cassette recorder which we bought a couple of years ago has proved very useful. Apart from the radio programmes, Michael records his own singing and playing (and ours) and bits of our tapes and records, making compilation tapes, scrubbing, re-recording and improving. In this activity he has also become very adept at using the machine itself. Music is something we can enjoy together because if one parent is out and the other is busy, the parent at home can still listen to music with Michael or sing the latest Song Tree songs whereas s/he would not be able to read or make things with Lego or invent new letterings with him.

Peter Darling & Steph Fletcher

Dear Friends,

we had not intended to write to the newsletter about the Children's Home-based Education Association but we feel that the article "Why Do People Leave E.E.O." (Feb 88) highlights the reasons for starting a C.H.E.A. and shows that we were indeed not attempting to divide the E.O. membership as some believe.

C.H.E.A.'s founder members, although grateful for the work E.O. does, had all felt the dissatisfactions stated on page 14 and felt there was a real need for an association for those home educators who did not feel that E.O.'s ideology sat easily with them; we also felt that parents and children within the school system needed support as well as those outside it.

E.O. will always be there for those home educators who feel an affinity with it, but there is now a choice for those who do not, and indeed there is no reason why anyone should not

belong to both groups, as indeed we intend to. Our paths, though slightly different, will obviously converge at some points, when we hope that each group will be able to complement the work of the other.

Our hope is that in the future, the work of both groups (in their obviously differing ways) will lead to a better position for all parents involved in the education of their children.

John & Pip Rupik, 14, Basil Ave., Armthorpe, Doncaster, DN3 2AT

Dear EO,

would anyone like to keep a list of names and addresses of people interested in the idea of living near each other; I believe many of us could benefit greatly by living in closer proximity to more home-educating families (or individuals). Don't you agree?

John & Jan Gartshore, 15 Greyrigg Ave., Cockermouth, Cumbria CA13 9EJ

Dear Kevin,

as an EO member and also undertaking research for an M.Ed., I have recently written to LEAs in England and Wales asking them: For a copy of any written procedures or monitoring programmes they adopt when a child is withdrawn or fails to register at school.

How do they actually measure the efficiency of education provided by parents?

Obviously LEAs' intentions and what they actually do could be different. Anyone educating their child otherwise could clearly answer such questions from their own direct experience of their LEA and thus greatly assist this research, which is being undertaken after consultation with the EO legal group.

Hopefully the results of this survey will be available for publication in a future magazine but it is only by receiving **your comments** that the interest and actual action undertaken by your LEA can be checked. Please respond

Steve Lowden, 5 Colly Gate, Kimberley, Nottingham. NE 162PJ

Dear EO, I am enclosing a copy of a poem which my 15 year old daughter Miranda wrote in her English lesson. It is completely unaided and in response to a suggestion that she write a poem about old age. Miranda has never been to school but has been 'taught' by me and her oldest sister (both of us are non teachers). I really feel she is a credit to E.O. in the broadest terms, as she 'teaches' herself to do so many things, including the piano which she can play as well as the rest of the family (who all had lessons) and she has never had a single lesson even from us!

We are now starting on GCSE work for 1989, hopefully - she plans to take 7 subjects and tells me that she is looking forward to the challenge!

Good luck to all E.O.ers - if any parents who are putting

their offspring through GCSE this year could get in touch with me I'd be pleased to hear from them.
Ann Linney, Pennance Cottage, Pennance Lane, Lanner, Redruth, Cornwall TR16 5TL

NEGLECT

The old woman sits there, in her hostile prison chair,
looking like a lost child, in a hopeless situation.
Her clothes are faded and antiquated,
Her hair-straggly and uncared for.

A friend walks in. The face, unaccustomed to moving, cracks into a smile.
Her talk is reminiscent of the good old days,
When she used to look stylish
And her friends were happy to visit.
The deaf geriatric sighs with contentment,
Valuing her life as if it were a diamond.
The lady, sitting on the bed, shifts uneasily on the orthopaedic mattress,
Watching the old woman chewing her empty gums.
This sorry state, the aftermath of human neglect, moves to stand up.
Tears show the pain of physical and emotional anguish.
As her 'friend' leaves with a dismissive wave,
This lamentable human skeleton slips into a life far happier than this one, which, in the end,
is cold blooded in the affairs of the elderly

Miranda Linney.

NEARLY SPRING

Sun in the morning at six o'clock
Snow almost gone
Snowdrops growing together
Shivering in the wind
Ann Vardy, aged 8, Winds'ee, Tarland, Aboyne, AB3 4UT
Aberdeenshire.

Dear E.O.,
After a year of membership, during which we have greatly enjoyed the Newsletters, we are seriously considering taking the plunge. However, to switch to EO is a major step, however much one agrees with the basic philosophy.
Two things in particular concern us. First, the cost. We have seen plenty of references to this but no figures. Accepting there can be wide variations, surely there must be a basic figure which could be put on it? Or, failing that, a list of unavoidable expenses, to be costed according to where one lives? (ED: HOW ABOUT THIS SOMEONE: LAST EFFORT WAS VOL. 40, April 85)

The second item is qualifications. With our three only 7½, 6 and 3½, that is not an immediate consideration for us. Nevertheless, we should hesitate to switch to EO unless it is certain we can keep the road up to university entrance open, should our children want or need to take that route. If anyone has experience up to this level, we should much appreciate learning from them.

Finally and by no means least, enormous thanks to all the EO Officers and others who give so generously of their time to EO. The great variety of people and views encompassed by our membership cannot always be easy to please or satisfy. Truly your efforts are appreciated!

David & Kate Grant, 50 Main St., Ballantrae, Ayrshire.

Dear People,

I have come into contact with E.O. through a friend in Sydney who subscribes to the newsletter and I must say you are doing a very good job as the quality of your publication shows. I organised in 1986 a festival/conference in New South Wales for people homeschooling and also at the end of 1987 we had another of such lovely gatherings, and on both occasions we had copies of E.O. for people to browse through and everyone was very impressed with your production. At the same time it was important to share your publication for people to realise and have a sense of a larger network of independent learning families and individuals throughout the world.

Now to the purpose of this letter: We are a family with four children, aged between 9 and 11½, homeschooling, living and learning on our farm which is also a NATURE SANCTUARY on the north coast of NEW SOUTH WALES, as the crow flies not more than 20 miles from the Blue Pacific Ocean. Our interests are varied: from organic agriculture and nature conservation to yoga and natural health, from homebirths to storytelling, bicycling, languages and more, of course. Generally speaking we tend to create for us and our children, in the splendid isolation of this place, so close to the wild side of mother nature, a life style of self reliance and simplicity, which favours personal development as well as spiritual, emotional and planetary growth. We would be extremely happy to correspond with E.O. people who may perhaps be interested to come and spend sometime here or may even be interested in some residence exchange of some sort. It is lovely to know that there are homeschoolers in different parts of the world and I cherish the idea of a global network of caring families/individuals, so when people travel, as part of their journey (inner and outer) they can also stay with people who share some of their philosophies and especially the children will be able to get to know and relate to other young people growing independently, in their own way and tradition. I personally enjoy a lot travelling and exploring other culture and places and now that I am a parent, I truly enjoy to do that with my children, and I find children very receptive, marvelous travellers so open to the new realities around them. In 1988 we are planning a journey for us which will take us from Australia through parts of South East Asia and then onward to Europe and we would be grateful to meet and, perhaps, stay with some E.O. people who may like to get in touch with us. We are open, of course, to share costs and/or work, or do some thing, in exchange of our stay, depending on whatever pleases the host family/individual most. Generally speaking we travel very light, try to be aware of other peoples needs/space and bring with us all necessary bedding/camping gear so we tend to be self sufficient so as to minimize the drain on your resources. We will also have a base, possibly in the Italian Alps, while in Europe, and we could even contemplate some sort of arrangement sharing that residence with some E.O. person from U.K. or swapping or whatever sounds suitable. Mostly we would love to hear, to get in touch, to visit some of the lovely people who subscribe to your newsletter, as the U.K.

seems, at least in Europe, the only place where Independent learning and home-education are relatively common and we cherish that richness and beauty that home schooling people seem to exude. Please write to Australian address, all letters will be forwarded to us!
Ehvam Pier Lorenzo Vecello, Byabarra, 2446 NSW Australia.

Dear Ed,

I just want to write to say a big thank you to all those Matthew and I met at Milton Keynes. While I have to admit that Saturday was slightly overwhelming, that was partly due to our long journey I'm sure, and in any case we would have missed meeting some very supportive and helpful people. Those we didn't get round to talk to we look forward to seeing next time.

Can I also ask whether there's any possibility of having a big get-together somewhere in the middle of Wales sometime; if anyone has any ideas of a place I'd be into helping in anyway I can and I'd love to hear from you.

A rather nice bonus for us happened at the start of our journey; we had to hitch from Lampeter to Aberystwyth and in the second car we were given a lift in, we got talking to another woman also getting a lift. I mentioned that we were on our way to an E.O. weekend and she was pleased to hear this as she and her husband are E.O.ers as well. They've not lived in Wales for long and we might not have met but for our lift. It seemed to be a good omen and we had such a lot to talk about!! We had a coffee before parting,, having exchanged telephone numbers. I shall be writing for the newsletter again as I always find something that makes my pen finger itch to get into action. Hello! to Sylvia Jeffs, The Willows; Steff, Jude and Pearl; Sue, Tricia, Charlotte & Michael, Poppy Green, Rupert and Teresa. Happy (belated) Pancake day.
Barbara Cook, 2, Cae Sarn, Cwrtnewydd, Llanybydder, Dyfed, SA4 9YN

Dear Kevin,

There are a number of Christian-based correspondence schools in the U.S. One of the better ones is C.L.A.S.S. (Christian Liberty Academy Satellite Schools) and I had a child enrolled a couple of years ago. Basically they supplied a set of textbooks,, examination papers, suggestions and advice on how to cope with bureaucrats; actual tuition by correspondence, no. Some of the textbooks were exceptionally good, some not. They publish a monthly newsheet. The Christian Educator,, which is rather interesting in its own right. I have some back copies and I'd be delighted to supply these to anyone who would like a peek at the most powerful arm of American home schooling (which at the time of writing even has a presidential candidate in Mr Pat Robertson.)
T. Murphy, Church Cottage 17 Church St, Magdalen, Kings Lynn, Norfolk.

USE OF RADIO AND TELEVISION

Although it's unusual, I'm giving the 'useful addresses' before the contributor's articles - mainly because each article included these details, and it seemed sensible to remove them and 'tinker' with the wording! Therefore:

For BBC radio and TV publications, telephone BBC Education Information at 01 991 8031. This is a 24 hour service, so you can phone during off-peak time at 'cheap' rate. (Or their address is London W1A 1AA). Alternatively you can contact BBC Enterprises Ltd., 144-152, Bermondsey St., London SE1 3TH. Tel. 01 407 5762/3/4.

ITV programme details are obtainable from your local ITV company's education office (see phone directory). Or from the Schools Publications Officer at Thames Television, or write to IBA, 70, Brompton Rd., London SW3 1EY.

Editor... Sylvia Jeffs.

GILL MURLEY from Stafford has combined details of her own use of programmes with much useful advice:

'I've been educating my children at home now for nearly six years (not including the pre-school years) and during that time have found schools TV, and to a lesser extent schools radio, extremely useful.

I have used the radio programmes less than the TV because I find them less convenient. With radio we have to remember either to listen to them or tape them at a specific time, whereas for TV we only have to set the video timer then watch the programmes at a time that suits us.

The radio programmes we have used in the past have been the musical ones like 'The Song Tree' and the movement programme 'Let's Move'. When the boys were 4 or 5 years old they enjoyed those programmes immensely. Now Chris, our eldest, is 13 I have tried recording a science programme on the late-night broadcasting service. This was slightly awkward as it meant staying up until 12.30 am to start it off. Luckily, since the programmes last for 40 minutes we could use a C90 tape, start it off and go to bed, leaving the recorder to turn itself off when it reached the end of the tape.

Even when it is not practical to record a radio programme, I have found the booklets produced by the BBC to be very useful. They have a wealth of background material and booklists, and many have exercises which do not require you to have listened to the broadcast first. In the past I have found Johnnie Ball's

'Maths Games' and the 'Word Games' series booklets very helpful, and this term I have aquired the 'Tales of Narnia' booklet. Since we have all the Narnia books this proves very useful for follow-up ideas when reading the stories.

One major problem with radio is their use of 'Radiovision'. This means slides or filmstrips are necessary for any series using the scheme - thus increasing the cost of this resource dramatically. It might be a suggestion for local resource centres to think about keeping such items for hire!

The broadcasting medium that I am most familiar with is TV. Both BBC and ITV produce some very good programmes on a wide variety of subjects covering the whole age range. They are usually very imaginatively presented providing both a stimulus to children to find out more or try things out, and a method of demonstrating experiments or ideas that it would be very difficult to do at home because of cost and availability of equipment. Schools TV is not just for the children either! I have found many of the programmes designed for the top age-range of Secondary School students very interesting and informative. This term I am following the INSET CDT programme on ITV - a programme designed for school teachers.

'How do you get the best out of this resource?' I hear you ask. Well, here is my prescription: I stress that this works for MY children but no doubt there are many ways of using TV and radio. Like all things in home education 'try it and see' seems to be the best policy. When I first started using the schools broadcasts we just watched the programmes and if the children were interested they took some of the ideas and worked on them. This they certainly found entertaining and valuable, if rather ad hoc, and there are some programmes we still view in that way now, notably 'How We Used to Live'.

However when we got a video recorder this opened up more possibilities in the use of programmes. For instance, I keep a tape of maths programmes - at present BBC's 'Wondermaths' and ITV's 'Junior Maths'. This is extremely useful as I can use it as a way of explaining some mathematical topics and pick and choose bits out of them as appropriate. I find that the children like to return to mathematical topics time and time again, each time adding a little more knowledge and insight into the way they perceive these concepts. When each of the children was just beginning to read I did the same thing with 'Words and Pictures'. They could play the stories over and over again like a sort of electronic book. Even programmes I do not intend to keep in this way I find it helpful to tape so that we can watch them at a suitable time rather than break into an activity to watch the TV. Having them taped means that we can stop to talk about any part of the broadcast and to work out a problem; and if necessary I can get suitable materials ready before watching - providing I've found time to preview it first of course!

Whether watching programmes on tape or off air, I would recommend getting at least some of the books provided by BBC

3.

and ITV. Most of these are only the odd pound or two and contain a great deal of information plus worksheets that can be legally photocopied. In addition there are booklists and ideas for things to do. To obtain details contact BBC and ITV at the addresses given above and explain that you are home educating. They will send you a useful book that describes the programmes and books and other resource materials, and a time table for each term.

Finally, just a word about other TV programmes. Many normal broadcasts are very useful - for stimulating discussion and for presenting ideas that can be followed up. This is particularly true of science and natural history programmes. Channel 4 especially often provides factsheets which usually need only a large SAE and stamps for postage out. Don't forget about Open University and Open College programmes either, particularly if you have older children.

So I think there is a wealth of stimulus and resource material available through the medium of TV and radio which with a little planning can inspire some interesting and creative work. Turn your children loose on the factsheets and booklets if they are old enough to read them and you will be surprised at what they make of them. Don't forget that some of the ideas are interesting for parents to try too! This is perhaps one of the greatest strengths of using broadcasting for educational purposes - it enables you to learn along with your children and shows them that learning can go on all your life - something that many schools signally fail to do! "

TRICIA MILLER from Hampshire writes about TV only:

"I was originally going to write about 'Thinkabout' and 'Words and Pictures', but when I read Margaret Gilbert's article (in the 'Special Needs' supplement No 3. August 1987 Newsletter) I had to re-think!

We started by regularly viewing the programmes for 5 - 7 year olds, but soon found this was very restricting. Now we have the BBC timetable we can be more selective with our viewing and plan our days round our CHOSEN programmes.

Today we watched firemen at work on 'Thinkabout' (BBC 2), chimpanzees at a tea-party on 'Stop Look and Listen' (ITV), and had 'A Look at Victorian Children' in 'Near and Far / Now and Then' (BBC 2). The last programme is meant for 9 - 11 year olds but Gavin, who is 6 1/2, found it good viewing.

Gavin painted a picture of a great white shark a few days after watching a documentary on them. We also worked out that if

one was inside our house its length would be from the kitchen wall to the end of our coat-rack in the hall (about 18 feet). We stretched out his 'slinky' to show that one of his toys is bigger than a shark.

My daughter, Ann-Marie, who is 4 1/2, loves the 'SeeSaw' programmes. Her favourite these days is 'Pigeon Street'. It is more difficult to estimate her understanding of what she sees, as she has a chromosome disorder which has affected her mental development. However, She sits in on Gavin's programmes and does seem to enjoy them.

After 'Words and Pictures' last week Gavin decided to try his hand at modelling. The children in the programme made clay pigs but he made an old lady carrying a poodle. (That is what he says it is!) He has also learned lots of new songs since he has been out of school.

I hope that this article will be helpful to people - as those I've read have been helpful to us. I would recommend the BBC publications to members of E.O.'

MARGARET ROBERTS from Cardiff has written mainly about their use of radio because she prefers it:

'I am writing for the supplement because I feel schools broadcasting has a lot to offer.

I work best with a schedule, and the broadcasts help me to plan my week. Each term I decide which of the series we will follow, and we drop the programmes which are unsuccessful. Some we follow regularly, Others we take or leave as the day dictates.

Often the children are motivated by the programme to some action. I find them an ideal hook on which to base other activities - you are not relying solely on your own ideas.

Following schools broadcasts divides the year into blocks. Obviously the children are learning all the time and as home educators we are always aware of when our children need some help and direction, but by dividing the year into 'termtime' and 'holidays' we can have a refreshing variation in approach. By the time the holiday seasons are coming to an end I am looking forward to the programmes beginning, and by the end of term I am ready for a change again.

Another advantage, albeit selfish, is that it gives a break in the day. My children are still young and 'Playschool' (BBC 1) and 'Listening Corner' (Radio 4) feature in our lives every day that we are at home. The children enjoy the routine,

and they are very good programmes which I can entrust my children to alone, leaving me to get on with something better done without interruption (such as phoning).

The programmes we follow at present - regularly and occasionally - are:

'Let's Go Maths'	(ITV)	'Words and Pictures'	(BBC 2)
'Let's Move')	'Storytime'	''
'Music Box')	'Music Time'	''
'Listening and Reading')Radio	'Playtime')
'Nellie and the Dragon') 4	'Poetry Corner') Radio
'Infant Science - See For Yourself)	'The Song Tree' (Highly recommended !)) 4

I have a preference for radio. Much can be said about its advantages over TV, as it is very akin to reading.

I tape the more popular radio programmes to keep. We have no video. Taping gives us the freedom not to be dominated by the clock - something EO families value - and the children turn to them over and over as desired, which in the case of 'The Song Tree' is regularly!

I send for several of the teacher's notes and pupil's pamphlets each term. The children enjoy following the notes, and it helps us all to focus on the programmes, as well as giving some ideas for follow-up work if we feel so inclined. Reading them also gives me a picture of what is being covered in school - very often making me realise how much easier it is to teach within the scope of everyday life without having to set up a project.

Finally - those that meet with other EO families as we do may find it advantageous to have followed the same programmes. It gives the children a further link and could be the basis of further discussion/spontaneous play/other activity. '

A Poem for David who often watches 'schools' videos at dawn !

I can't do reading, Mummy dear
'Cos 'Look and Read's on - Look!
I'll read the words upon the screen
But not those in the book!

I can't do sums now, Mummy dear
For 'Junior Maths' is due.
Unless I see it on the box
I can't add two and two!

I can't do writing, Mummy dear
Please take away the pen.
I'll just watch 'Watch' and 'Zig-Zag', then
'Look, Look and Look Again'!

(Sorry, there's another verse overpage!)

I can't do spelling, Mummy dear
 Oh no! Not on your Nellie!
 There's 'Music Time' and 'Picture Box'....
 And lots more on the telly!

S. Jeffs

MAGGIE SWATRIDGE from Devon made a heroic last-minute effort as follows:

'A Personal View.

I find Radio and TV can offer

1. Interest
2. Information
3. Widening experience - through other people's happenings,
 - through high-powered technology for
 itself or to reveal cosmic processes
 -through challenging thought.

I use them as tools to broaden educational horizons. But I reckon them tools which need careful balance to produce quality. For example:

1. Establishment 'step-like' thinking and presentation of things as immutable 'facts' are seen in many programmes still, although others do encourage alternative, intuitive or original ways of question or solution.
2. The experiences shown are OTHER people's; in many ways their difficulties get more screen time than positive 'good' aspects. EOers' own life-styles, beliefs, etc., should redress this inequality. (To be happy one needs happy thoughts to be more abundant than those of doom and gloom!) Close-up treatment may mean assistance is needed to see 'true scale'. (And that includes the visual, from mini-beasts to childbirth!)
3. Global situations can be particularly depressing, and evince personal 'hopelessness' - my kids revive if they can contribute a minor project, or write letters to relevant parties.

In my order of practice as compared to theory, (and probably totally opposite to yours), this is how T.V. and radio are used in our house!

1. As a source of unpressured interest subjects - possibly just as 'one-offs', - almost entertainment, but contributing to roundness of education.
2. As a child-receptive media: when in 'anti-learning' mode my 'little horror' can still gain without realising it! (e.g. 'Words and Pictures', 'Junior Maths').

3. To keep me in touch with educational thought and practice, and confirm that E.O.'s utilisation of the life situation is still forefront. (But - as the 'best' projects are presented - may give viewing children a false idea of what is done in schools in general!)
4. As a supplementary introduction to language and literature - especially the radio. Encourage 'love of words', imagination.
To reassure the 'Is it really alright to take liberties with 'reality' and language when writing creatively..?'
I like the way stories, story-tellers and authors and poets are presented - show themselves as lively, perceptive, individual thinkers.
5. For young starters, those ground down by former 'lessons', and for ignorant Mums, T.V. and radio can prove a refreshing introduction to subject matter and approaches .. e.g. the marvellous 'How we used to live' series embroils you in history. (It's the superlative 'soap'!)
6. Programme and teachers' notes give innumerable extra ideas for activities and discussion to fall back on. Programmes themselves tend to 'cut' off, so I find my lazy pair need 'development' encouragement still. Notes enable me to evaluate the position, aims and pattern of a series.
7. As a supplement to learning in a curricular subject. I think that few series are adequate or complete courses in themselves...but complement the more 'butterfly', global learning of E.O. compared to the rigid, step-like progressions expected by traditionalists (who also underestimate the diversity of a child's mind?)
There is a night-time radio resource for recording if you are hardy!
8. As a spur to save up for a video recorder? We wish we could afford one - to widen choice, allow individual speed, encourage the process of reinforcement...and - that boon of E.Oing, flexibility of life's timetable.

Happy, selective viewing!

Maggie also enclosed the following contribution:

Subject Areas - my views as a peculiar kid.
By JOHN SWATRIDGE (8 years)

1. Nature programmes.
'Adult' documentaries more thought-provoking, better at bringing forward vital relationships (and role of Man) than many schools programmes which repeat simplified subject matter (OK once but not meaty enough for continued interest) But radio's

Natural Investigators approach accompanied by an exciting booklet. Comment: wish we had a video.

2. Maths and Sciences.

Big gap between 'starter' levels, which are generally varied and stimulating, and 'advanced' needing specific pre-knowledge. Possibly more emphasis on record-keeping than conducive to perception and inspiration (should be a tool, not an end in itself)? Stress on experiment methodology rather than on gaining insight into principles underlying life observation? Essential to send for information about available series. If you can afford it, it's worth getting the accompanying teacher's notes to preview the 'feel' of each so you can choose those that evoke most interest, and also avoid saturation of same subject matter which occasionally occurs.

3. 'English' and imagination stimulation.

Excellent schools series - from story-telling to word-feeling to deeper study. Teacher's notes have loads of suggestions for activities and discussions. Radio has many super-evocative programmes; good for taping too. Aids to reading, eg: 'Words and Pictures' readily acceptable. For older students - high quality presentations of classics and 'alive' discussions by writers and poets directly involved in their own work.

4. Global and Personal Issues.

Global: some very appropriate series, such as 'Issues' and 'General Studies', really get to grips with what is happening on 'planet Earth'. For younger ones, standard varies - some talk down to you, underestimate interest and ability in a few terms and relationships.

Personal (health, safety, relationships, life-styles..): Show similar disparity. For older children often no holds barred - parents - please balance 'problem-feeling' with positive aspects.

5. Physical and other activities:

Occasional programmes evoke interest, but generally no skills programmes available.

Radio's 'Let's Move' and 'Time To Move' can be enjoyable, imaginative and even expressive (but purgatory for me!)

Music: plenty, especially on the radio. Join in the 'Song Tree', 'Music Box' and progress to other levels.

Visual Art: Just 'Look, Look and Look Again' otherwise glean from other subject studies.

Technology: Some programmes interesting and demand questions, stimulate ideas to try - but many are 'snippets' showing subject less than 'where' and 'how' teaching is carried out. Not a 'course' which could be followed.

6. Languages:

Stress on spoken and meaningful subject matter, lively programmes with young people involved. Insight into the people and Lands. (I find a dearth of stories in foreign languages here, though 'La Maree et ses Secrets' is coming up. I like to read, too. How about starters like 'Three Little Pigs' and later 'classic' adventures in French, German....Japanese?!?)

Dear Kevin,

I have never seen any mention in EO of the various much-discussed voucher education proposals, but these do bear directly on governmental attitudes towards home schooling. Voucher systems essentially provide education money in some form (usually as a tax credit or special-cheque-that-can-only-be-spent-at-any-school), and any such scheme must involve a weakening of the state-imposed system and an opening of the official mind towards all kinds of alternative education; which is why so much cold water is thrown on any such proposal. It is very unlikely that home-schooling would be excluded from a scheme, though then inevitable strings wouldn't delight many home teachers. So why is EO not supporting the idea?

The Institute of Economic Affairs (IEA) has published recently another survey (Welfare without the State) covering Health and Education, which is essential reading for anybody interested in the subject. IES's proposition is that the consensus supporting the National Health Service and State Education isn't really there and never has been there. The 'support' has been based on loaded questions of the kind 'would you like to pay for your child's education out of your own pocket or would you like to get it free?' to which there is only one rational answer, at least for the perennially hard up. If the question is changed to 'would you like to have a cheque for what the State would spend on your child's education, to spend on his education however you please' a good majority (68%) go for private choice, even though most expect to have to fork out some extra cash.

To go back to those strings, they would probably include SATISFACTORY PERFORMANCE in examinations; would I accept this onerous condition just for a bit of money? Well, the estimated State school cost per child is £1500 per year; teaching them at home takes about an hour a day a child; with three children, 18 hours a week for £90 tax-free instead of the zero I get at the moment. I guarantee that the little stinkers would PERFORM like virtuosi.

T. Murphy, Church Cottage, 17 Church St., Magdalen, Kings Lynn, NORFOLK



CORRESPONDENCE COURSE USER

June Farrar of Halifax chose Mercers College from the list in 'School is not Compulsory'. The cost was £70 per subject plus books. They chose English, Mathematics and Chemistry. Here are her comments:

- English Straightforward. One book 'GCSE The Art of English' - Newson Have to complete an in depth assignment every 3 weeks sometimes giving a talk on tape. Tutor gives top quality marking and even though have received high marks they will not count towards his external exam.
- Chemistry Three books. 'Ordinary Level Practical Chemistry' - E.G. Inns & E. Marsden. 'Chemistry' - D.N. Underwood & D.E. Webster. 'A New Chemistry' - Clynes, Williams & Clarke. Were told by the college these books were sufficient but later on at least 3 other books were mentioned in the course work. External Chemistry candidates do not take a practical exam but an extra written paper instead.
- Mathematics Only one book was recommended by the college which was very boring - 'Success in Mathematics' - Walter Van Stigt. The course contains 20 lessons. Each lesson tells how many chapters of this textbook to read then a test is set. Not enough examples or step by step instructions. The Tutor took a long time marking the work and recommended another book - 'Higher Level GCSE' - John Fairhurst, which has proved much better format.

The College also recommended them to take the LEAG exam as there were more centres in the North of England. They sent for their syllabuses and sample papers. On 2nd Jan 88 they sent for a list of centres in the North, the reply took until 5th Feb 88 and said they must apply to a centre at least 4 weeks before entry date of 1st March 88! The centres listed were not using LEAG (but had presumably been centres for GCE O level) or had decided not to take external candidates. June was understandably getting very concerned by this time.

She has since contacted LEAG who say their seems to be a nation wide problem for external candidates - they seem to have made the procedure too complicated to administer. She has had to settle for Matthew taking the exam at a Birmingham Centre, inconvenient especially as each subject has several papers. The cost was also £30 per subject, whereas locally it would only have been £12.50. With extra books, correspondence courses and exams an expensive and fraught time.

This is not the only person who has been in touch with such problems in finding centres and being overcharged at the last minute. Please let me know of any problems you have encountered in writing and I will contact the Boards to try to get this improved in future.

NOTE YOU SHOULD START MAKING ENQUIRIES ABOUT CENTRES AS SOON AS YOU CONSIDER TAKING A PARTICULAR BOARDS EXAM.

FIELD STUDIES COUNCIL COURSES

Susan Dent of Halifax has sent me information about the Field Studies Council courses for children working for the Fieldwork component of GCSE in Geography and Biology. Malham Tarn Centre have said that they will take individual children on these courses as they are quite often put on for school groups who are teacher accompanied but the teaching is often organised by the Field Study Centre Staff. They said individual children might feel a little out of it if all the other children were in one party but they are quite willing to take them if they feel they can cope. Now the bad news - the cost is likely to be about £130 for a week, shorter courses are available. This year they are offering a joint Biology - Geography fieldwork course with three days of each for £115. If you were interested get in touch with the Field Studies Council or individual Field Centres early to find if anything is available early. If you do attend anything please report back on its value to you, etc.

THE SCOTTISH SITUATION

The following is an extract relating to the Situation in Scotland and GCSE from a letter to Tom Kilbride from the Scottish Examination Board. It doesn't mean much to me because I don't know their present system but it may be of help if you do and need updating with the new system for external candidates. Should you be confused please contact Tom Kilbride and we will include more in the newsletter later.

The Secretary of State has decided that Ordinary Grade and Standard Grade examinations will be offered in parallel until such time as schools have had time to prepare Standard Grade courses, after which he will announce a date for the ending of Ordinary Grade.

With regard to external candidate presentation this has the following implications.

Where there is an existing Ordinary Grade examination, no external presentations will be accepted for Standard Grade in that subject. This applies to English, Mathematics, Art and Design, Craft and Design, Computing Studies, French, Home Economics, and Latin in the 1988 diet of examinations. This situation will continue until the Secretary of State announces the end of Ordinary Grade examinations in these subjects. After that time it is intended that external variants of the internal elements of the Standard Grade courses will be prepared.

Where there is no corresponding Ordinary Grade examination then external presentations will be accepted if an appropriate course is being followed and suitable arrangements can be made for alternative ways of assessing the internally assessed element of the course. At present this applies only to Standard Grade Science. Details of the arrangements can be obtained from the Board by candidates who wish to take this examination.

Where the internal elements of a course account for such a substantial part of an award that an external variant of the examination would frustrate the aims of the course, no external candidates will be accepted. This applies to Social and Vocational Skills, and Contemporary Social Studies, to take two current examples.

Students educated at home should encounter no problems in being entered for Ordinary Grade examinations, and I presume you are familiar with normal presentation arrangements. The Board will supply details if required. As far as Standard Grade Science is concerned, the assessment of Practical Abilities, which would normally be carried out in school during the course, can be undertaken by a test in a suitable presenting centre.

I hope this information is of some help. For more please contact the Scottish Board or Tom Kilbride, addresses below.
Tom Kilbride, 'Fearnamore', By Shieldaig, STRATHCARRON, Wester Ross
Scottish Examination Board, Ironmills Road, Dalkeith, Midlothian, EH22 1LE
Telephone 031-663-6601

I have been sent a leaflet by the Field Studies Council (Programme of Courses 1987/8 - Courses for Teachers). These are mainly on dealing with Geography or Biology Coursework Assessment and cost around £60 for a weekend or £130 for a week including board.

It also says 'FSC Centres are also putting on a programme of courses for GCSE students, these can be tailor-made to individual requirements. Please enquire for further details.

Write to the Information Office, Field Studies Council, Preston Montford, Montford Bridge, Shrewsbury, SY4 1HW. Telephone 0743-850674

Preston Montford is a Field Centre and the others are near to Haverfordwest, Colchester, Dorking, Taunton, Pembroke, Kingsbridge, Epping Forest, Betws-y-coed and Settle.

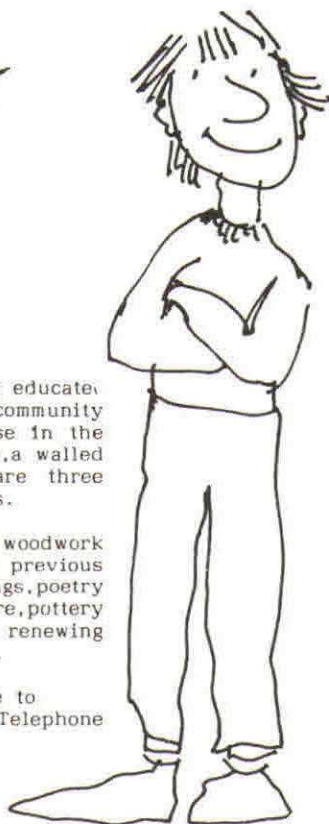
More Mayhem at Monkton Wyld

May 1-6

This is our third event for young people aged 11-16 being educated out of mainstream schooling. Monkton Wyld Court is a community of ten adults and seven children living in a large house in the country on the Dorset/Devon border. We have a small farm, a walled vegetable garden, play areas, woods and a stream and are three miles from the fossil beaches of Charmouth and Lyme Regis.

We also have a pottery, arts and crafts facilities and a woodwork room, dark room and large rooms for group happenings. On previous events, activities have included circle-dancing, play readings, poetry writing workshops, walks, puppet and mask making, sculpture, pottery and new games. We hope it will be a time for making and renewing friendships and having fun. We look forward to seeing you.

To book send us a £10 deposit. For more information write to Monkton Wyld Court Charmouth Bridport, Dorset DT6 6DQ Telephone 0297 60342



Releasing the inner child

APRIL 29th- MAY 1st

LED BY RAINBOW ROSENBLOOM

We have created a childless world. The curiosity, innocence, spontaneity and joy that is the child has no real place in our lives. Society regards children as little adults and encourages us to hurry them through that most burdensome stage of ignorance and immaturity called childhood. And the child living deep within the adult is either never acknowledged or completely disregarded.

When unleashed power is discussed today, people refer to the energy released from the split atom. The time has now come for us to know that the greatest energy becomes available through the release of the inner child.

The week-end workshop for parents, teachers, students and individuals has two primary objectives; to help the participants to become aware of their own inner child and find ways to unite this joyous being with their adult consciousness and to then focus on constructing a learning programme for children that utilizes storytelling, visualisation, music, movement and artistic activity.

RAINBOW ROSENBLOOM has been involved in Waldorf Education (Steiner schools) for 13 years. He designed an innovative country school programme (now in its third year) in Northern California where he resides. This is his second year of leading workshops in Great Britain and is advisor for the Glastonbury school initiative.

COST £60

Present : Bruce Wallace, Jean Lovius, Anne Wade, Rob Wade, Val Common, Isobel Bogucki, Miryam Bush, Arne Lovius, Jennie White, Mick White, Rachel White, Mike Adams, Sylvia Jeffs, M. J. Robertson, Pam Stevenson, Lynette Cameron, Sue Stephenson, Betty Ball, John Cameron, Shelley Lee, Sue Petzaft, Vicki Willow, David Willow, Peter Tovey, Peter Williams, Dawn Swift-Barter, Rupert Barnes, Caroline Blithell, Liz Ramsay, Gordon Ramsay, Peter Darling, Dita Hurta, Jill Gillings, Alison Mahan, June Grant, Julie Lyons, Carol Leach, Sandie Cottee, Janet Everdell, Nigel Everdell, Patricia Knox, Jack Fuller, Alison Orr, Lesley Kilbride, Poppy Green, Sue Davey,

- 1) Apologies were received from Bruce Cox.
- 2) The minutes of the last Members' Meeting were approved and signed.

3a) Membership Report - Bruce Wallace

Bruce reported that membership currently stands at around 1900. A full assessment will be made when the computer is handed over.

3b) Advertising material for membership - Rachel Sanger

Jean Lovius read Rachel Sanger's report on the need for more widespread publicity. Rachel reported that opportunities for useful publicity were being lost because members were not equipped with suitable posters for use in libraries, exhibitions etc. Jean suggested that Rachel be invited to the next meeting to discuss publicity since the existing posters give little information. This was agreed.

4) Publications Report - Lesley Kilbride

Lesley reported that the NL is going well and more contributions are being received. 2,200 copies are currently being printed. Because of growing dissatisfaction with the NL it was felt necessary to reinforce the guidelines to editors. Lesley read the letter she proposes to send to editors along with the guidelines. It is hoped that this will control situations before they get out of hand and prevent hurtful items. Lesley also reported that the contact list will be up-dated every six months rather than every month because of the additional weight and consequent cost added to the NL by the updates. There will be a new contact list this April.

5) Enquiries Report - Janet Everdell

There were 3,052 enquiries during 1987, a rise of 700 on the previous year. Hazel Clawley is now helping Janet with some of the postal enquiries which total around 2,000 a year. Janet reported that the work takes her between 4 and 7 hours a week.

S.I.N.C. is now listed in the British National Bibliography and is selling well to institutions like libraries, the B.J.S. and universities.

The B.J.S. wrote to S.O. about collective worship in schools. Apparently they are considering a more flexible approach but this does not extend to pupil choice. Janet stated in her reply that she believed the majority of B.S. members would want there to be a choice for the child.

Janet reported that Bruce Cox's proposals to the Dartington Symposium were well received and were the best they got. Details of this will be in the Feb. NL. With the exception of B.S. all those at the meeting

were paid professionals. Janet pointed out that most charities have a central office with a paid administrator and it was agreed that a professional administrator would be able to attract funds. Kim Taylor, the British Director of the Gulbenkian Foundation had asked Janet at the Dartington symposium, why E.O. had not applied to them for funds. The meeting accepted that the question of a paid administrator would have to be considered in the future.

Liverpool Health Authority have asked E.O. for suggestions on their newly established Pioneer Health Centre Project. This is to be passed to the Merseyside co-ordinator.

Janet reported that she had not yet obtained the good quality answering machine agreed at the last meeting, because of delays in promised assistance. It was agreed that she should obtain the machine as soon as possible.

6) Rolling Fund - Bruce Wallace

Bruce reported that the situation is as reported at the last meeting.

7) Family Support Fund - No report.

8a) Co-ordinators/Regional Secretaries Reports

Lynette Cameron has contacted all co-ordinators in her region and feels that the role is useful for identifying shared problems. Sandie Cotte reported that her role is maintaining contact with local co-ordinators. Meg Robertson reported that Avon LEA sent a circular letter to home educators suggesting that school is the most suitable means of education. Meg read the letter to the meeting and outlined her response to the LEA. She feels there is a need for a general awareness in EO of this kind of problem with LEA's.

8b) Members expect co-ordinators to be actively engaged in home education?

This question was raised at the last meeting when it was decided to consider it further at the January meeting. It was felt that co-ordinators whose children had reached 16 but who had considerable experience of home education were too valuable to be excluded. It was decided that in those areas where a co-ordinator's children are in school and where there is little or no experience of educating otherwise, that the problem could be solved by finding a joint co-ordinator with children out of school. The meeting agreed that it is desirable for every area to have at least one co-ordinator whose children are out of school; where children have reached 16, whose children have been educated out of school for a significant length of time.

8c) Should there be a formal channel for appointing people to do responsible tasks such as local co-ordinators?

It was decided at the last meeting that this issue should be discussed in a separate meeting. No such meeting has taken place and there was no interest in pursuing the issue further.

9) Press Report - Joe O'Conner

Jean Bendell's book, 'School's Out', has been published by Ashworth Press and has given rise to two articles, one in the Daily Mail and one in the Independent. It was suggested that members order the book from their local libraries. Sylvia Jeffs, the special needs advisor, has been on local radio and has also inspired a front page article in her local paper. Sylvia was dissatisfied with the article which she felt was generally patronising. Patricia Knox's book on school phobia is now published and has aroused considerable press interest. Patricia is to feature in a 'Woman's Hour' programme and a radio

phone-in. Granada TV are to screen a programme on school phobia, on Feb 10th. Patricia's book will be on the publications list and all Regional Enquiries Secretaries will be given a copy.

A Yorkshire TV programme, 'Help Yourself', recently featured a West Yks. EO member. The programme elicited about a hundred responses in the first hour after it was shown and many more since. Because of the interest generated, the producer is considering a half-hour programme on EO.

Frances Howard is one of the finalists in the Observer's 'Essays on Education' competition.

Joe is to feature in Radio London's 'John Brown's Schooldays' programme in September and he is to produce a summary of useful EO facts for any member appearing on TV or radio.

10) G.C.S.E. - Betty Ball

The latest information on G.C.S.E will be in the Feb. NL. Sue Stephenson is compiling a list of G.C.S.E. candidates and members are asked to notify Sue if their children are taking the exam. Betty reported that the Midland Examining Group have changed their system of monitoring coursework for external candidates following an approach by Betty. Betty and Sue pointed out that approaches to examining groups are being made by individuals and not by EO as an organisation.

11a) Treasurer's Report - Alison Mafham

Alison reported that the financial position is much the same as at the last meeting. We are to lose Alison's valuable services as Treasurer, but following her advertisement in the Dec. NL for a successor, David Bettie has offered to take her place. Alison proposed that David be elected as Treasurer and as a member of the Core-Group and this was agreed. David will also take Alison's place on the Steering Committee. The meeting expressed appreciation of David's willingness to do the job and also thanked all other members who responded to Alison's advertisement.

11b) Review of Insurance - Bruce Wallace

Bruce reported that EO has taken out Professional Indemnity Insurance. The annual premium is £500. The need for this insurance was explained at the last meeting and details are in the minutes.

11c) 'Later Years' - Alison Mafham

Alison proposed that since Bruce Cox is no longer a member of the Core-Group he should now be paid for 'Later Years'. Janet Everdell explained that the original intention had been to pay whoever wrote 'Later Years' in the same way that the writing of 'S.I.N.C.' had been a paid task, because of the amount and complexity of the work involved. When EO became a Limited Company, the Constitution prohibited payments to Core Group members, and Bruce offered to fore-go payment and complete 'Later Years'. It was unanimously agreed that Bruce be paid £750 for writing 'Later Years'.

12a) Steering Committee - Alison Mafham, Janet Everdell, Joan Hoare

Expenses were paid for EO representation at the Dartington symposium. Expenses were also paid to Jane Woolf for organising an EO workshop at the Lib Ed Conference. Following a review of EO equipment, it was decided to give Bob Emmett the printer that goes with the EO computer. There is a possibility of a new computer in the future.

12b) Responsibilities of Steering Committee - Alison Mafham
Alison explained the purpose of the Steering Committee which was established to take necessary decisions between Members' Meetings. Anything done in the name of SO should be authorised by the Members' Meeting or by the Steering Committee. If any members or groups are in doubt about any proposed action, they should consult the Steering Committee.

13a) Legal Group Report - Anne Wade

There have been around 30 serious cases in the last two years. Some of these remain unresolved and in most of the unresolved cases, LSA harassment is the problem.

Anne expressed concern that incorrect advice had been given to two families who wanted to withdraw special needs children from school. It was emphasised that families needing advice about special needs should be referred to Sylvia Jeffs, the special needs advisor.

Further details were given about the case referred to by Dot Bolan at the front of the Dec. RL. It was agreed that Jean will write a letter of support on behalf of SO.

SO is now mentioned in Mansard, which gives home education as the third form of education after private and state schools. A description of SO is given.

13b) Proposed Education (School Records) Regulations 1983 - Julie Lyons
Since Education Records were dropped from the Access to Personal Files Bill, the only possibility of a statutory right of access to records on SO children, was in the proposed DES Regulations. It is clear from the consultative document and from the Section of the '80 Act which enables the Sec. of State to make Regulations, that there is no prospect of the Regulations applying to anything other than school records. It is unrealistic to expect that an Act will be amended and Regulations made to suit SO. Families can make access to records a condition of allowing advisors' visits and can pursue a refusal of access through the usual channels of complaint.

13c) Responsibilities of Legal Group

Following a short discussion on the role of the Legal Group it was suggested that a clearer definition of the Legal Group's role would be useful. This will be discussed further before the next meeting.

14) Future Venues

Unstone Grange has been booked again for the May meeting.
Featherstone Castle will be booked again for the September meeting.
If possible the dates will be arranged so as to allow for cheaper mid-week train travel.
The venue for the Winter meeting has yet to be decided.

15) A.O.B.

- a) The WES books which were bought cheaply for sale to SO members will now be listed and made available as soon as possible. Meg Robertson reported that WES have offered SO more cheap books and it was agreed that we will accept the offer and arrange for the books to be collected.
- b) Injury to children in schools and playgrounds is being researched by Carol Leach following an injury to her own son. It was agreed that Carol could use the network, via co-ordinator, to further her research.
- c) A Directory of New Education is to be published by Poppy Green. SO will be described in the Directory and the Steering Committee will approve the wording.

We expressed our thanks to Theresa Baines and Val and James Gannon for organising the weekend. We also thanked the local members for the quiches and pizzas etc.

The meeting was closed

EDUCATING ARCHIE

TV SUPPLEMENT



SEG 4:88

It's time again to book for the now traditional Bank Holiday E0 weekend at Unstone Grange. We hope the weekend will provide an opportunity for E0 member families old and new to get together.

LOCATION: Unstone Grange is a large country house set in spacious grounds not far from Unstone village, between Sheffield and Chesterfield (map ref. 381776).

PUBLIC TRANSPORT: Some local trains stop at Dronfield; otherwise the nearest railway stations are Sheffield and Chesterfield. Buses travelling along the A61 between Sheffield and Chesterfield stop at the end of Crow Lane (the turnoff for Unstone Grange). (No buses on Sunday or Bank Holiday Monday.) Unstone Grange is a good half mile uphill along Crow Lane. If you would like a lift from the end of the road, ring up from Chesterfield or Sheffield (Dronfield 415103 = house payphone).

ARRIVAL TIME: from 4.30 p.m. Friday.

ACCOMMODATION: See the form opposite. Beds are equipped with pillows, blankets and eiderdowns. Bring sheets, or sleeping bags, and pillow cases.

FOOD: The weekend will be self catering. Some milk will be available for sale on Friday, and more can be ordered for the following three mornings. A small travelling shop usually calls on Friday evening, and there are some shops in Dronfield. A small pan is useful as those supplied are large catering pans. There will be communal supplies of tea and coffee. If you are on public transport you can order heavy basic food (e.g. potatoes, juice) in advance, and pay for it on arrival. Please let us know what you need when booking.

WORKSHOPS/ACTIVITIES: The only offer so far is from Sue Petszaft, who wants to know if there is interest in a workshop on Joseph Chilton Pearce's The magical child. (Contact list: Kent) Please could we have some more offers, and someone to coordinate children's activities?

GENERAL: Please wear the label you are given as it helps people get to know each other.

Quiet time will begin at 9.00 p.m.

We are becoming a larger group, and if we are to be welcome at venues for residential meetings a certain level of behaviour has to be observed. Whatever you expect of your children at home, please make it clear to them beforehand (and if necessary during the weekend) that while they are part of the E0 community they are expected to be considerate. The older ones cannot run around the house in the same way as toddlers; they must not play on the fire escapes or roof, or damage trees etc. Parents must be responsible for their children, but all adults must also share this responsibility, and children must respond to them.

Before leaving everyone is expected to clean their own room, and to help to clear up generally.

BOOKING: Please fill in the form opposite and send it with SAE and payment to: Ian Grant, 25 Chipperfield Road, The Manor, HEMEL HEMPSTEAD, Herts. HP3 0AH. Tel: Hemel Hempstead (0442) 64020. Preference for beds will be given to those who book (1) for the whole weekend, and (2) by 30 April.

EXTRA DAYS: If people want to extend the holiday either before or after the weekend, they should ask us before 30 April. The cost is £7.00/person/night self catering, unless enough people want to do it to allow us to take the whole house on the same basis as for the weekend.

DAY VISITORS: You don't need to book, but please remember to sign in on arrival and get a label. Charge payable on arrival: £1.00 per adult per day; children free. Please bring a picnic.

EO WEEKEND AT UNSTONE GRANGE : 27-30 May 1988

1. We are: Name Age (if under 16) Sex (M or F)

2. We intend to stay for the night(s) of (please tick):

FRIDAY/SATURDAY _____ SATURDAY/SUNDAY _____ SUNDAY/MONDAY _____

3. We would like to be accommodated:

	<u>no. of adults</u>		<u>no. of children</u>
in beds	_____ @ £4.50		_____ @ £3.50
on the floor	_____ @ £2.50		_____ @ £1.00
camping in tent or van	_____ @ £1.50		_____ @ £1.00

4. Payment

How many nights? _____ @ £ _____ (total charge per night for everyone)

Total for weekend £ _____

Plus booking fee 50p

I enclose:

(1) a cheque/postal order for £ _____ payable to Education Otherwise Ltd

(2) a stamped addressed envelope

Please send me a map _____

We are new to EO / EO gatherings _____ (tick as appropriate)

We would be happy to show people around _____

Signature _____ Telephone _____

Address _____

DEVELOPMENT EDUCATION

This title does not refer, as it might at first appear, to the development of those being educated; but rather to Third World Development, the study of the North/South divide-or any numbers of other terms that are currently in use to describe the injustice of the impoverished and starving millions in a world where it is no longer necessary for them to be so.

Having been interested in this subject for several years, and having been a member of EO for 2 or 3 years, it suddenly struck me today that I had never seen an article on Development Education in an E.O. Newsletter (apologies if there has been mention of it in newsletters I haven't seen.) So I sat down straight away to write something about it. As my only child is not yet 18 months old, I haven't done a lot of teaching on this subject to children yet! For this reason, my list of suggested resources and resource centres may have some glaring omissions, and I would be very glad for anyone to add references to my list in a future newsletter.

"Development" could be a really exciting stepping-off point for home educators-it's not all gloom and doom as some people might think. In fact, since perhaps the 1960s, and certainly since the Brandt Report was published in the early 1970s, it has been a very positive case of discussion and debate world wide, and many exciting, new ideas have evolved to try to redress the balance of the Rich versus the Poor World. Even more encouraging is that many of these ideas have been put into practice and are beginning to bear fruit.

I imagine that many E.O.ers are people who have sympathy with environmental and conservation issues; Third World Development is really part of all this too; both in the way the poor are affecting the environment (e.g. deforestation in North Africa, where they need the wood as the only source of fuel) and also in the way that the environment, and lack of its conservation, keeps the poor, poor (e.g. deforestation leading to soil erosion, leading to crop failure and desertification. There are also many examples which are not circular.

Development education looks at the factors which keep the world running the way it does- it looks at global economics, which in part evolved out of the great empires' exploitation of their colonies (which now comprise the "Third World") and which still tends to operate in this unfair way, but without the backing of the paternal empires. It looks at environmental issues like the ones I mentioned above; it looks at the main problems affecting the poor-ill health, malnutrition, infant mortality, blindness etc., are not the direct result of starvation in most poor countries- it is actually things like polluted drinking water that gives babies enteritis so that the food they do eat does not stay in their bodies long enough to be absorbed. And blindness can be caused by things like vitamin A deficiency which could so easily be avoided if the simplest medical care and simple health education were available to mothers who live in remote areas.

It is learning simple facts like these that makes Development Studies a positive and exciting subject-because it shows us

that we can do something about it! Bob Geldorf has been quoted as saying that if Live Aid did anything, it made people feel at last that they were able to 'change the world'-I hope some of you watched Comic Relief recently and were moved by the same idea. And this brings me to the point of Development Education; it is vitally important to the future of mankind that today's children grow up not as we did, feeling that it's a great pity that people starve and suffer but that we can't do anything about it except to give a few pounds every time there's an emergency appeal. We can change the world, and indeed the Brandt Report showed us that we must; if only for reasons of our own survival because, for example, if the poor world starts defaulting on massive debts to the rich world's banks (as has begun to happen), the economics of the richer countries will be disastrously affected. Another reason is that we need to maintain markets for our own products.

Children can enjoy Development Education through learning about other cultures-through music, dance, crafts; through studying one particular village in, say, India or Nigeria; through making models of the houses that some tribal people live in; through doing some of their own tie-dyeing and batik following the Indonesian methods-at the same time learning about the lives of the people who work in such industries. Through dressing up in various ethnic costumes and following the rituals, customs, food of a particular culture's festivals; through cooking some food following recipes of particular areas, and then examining why people eat these kinds of foods, how it is produced etc. There are so many subjects that could be covered under the umbrella of Development Studies; Oxfam has an excellent range of project books, films, slides, model kits, games, posters etc. for a number of different age ranges. They publish a catalogue of these called "Education and Youth Materials," aimed mainly at schools, but anyone can order single numbers and the prices are very reasonable (address at end). Some resources may also be loaned or hired from local Oxfam centres. Many cities now have Development Education Centres. I only have personal contact with the one in Manchester, but the National Association of Development Education Centres (NADEC) is the coordinating body and can put you in touch with your nearest centre. The Oxfam catalogue also has a list of all the centres. The D.E.C. (actually called Development Education Project or DEP) in Manchester has many resources again aimed at schools, but anyone may go along to their office in the Polytechnic grounds and see the resources on display. They also publish a newsletter periodically which is sent free to anyone who adds their address to the mailing list. The newsletter includes information on new resources and also on courses and workshops being run in the area for teachers, children and other interested individuals. They also publish a "Teaching Development Issues" pack.

If you really get into the subject as an adult (or, indeed with older children perhaps) the Open University runs what is reputed to be an excellent one year course called "Third World Studies". This doesn't have to be part of a degree course-you

can just study this one unit on its own. Whilst talking of television, there are also some good schools' programmes which include Development Studies-particularly "World Studies" on Channel 4, Thursdays, back up notes available- see the Annual Programmes for ITV and BBC.

One of my convictions about "changing the world" in terms of the poor world being enabled to pull itself up by its bootstraps, is that the solution must start with politics. Nothing is going to change very much as long as our government, and those of most of the 'rich world' carry on the way they do: trading agreements have to change; the way aid is deployed (often linked to trade agreements) must change, financial loans and methods of debt repayment must change; and agricultural policies-like those of the EEC, must also take into account the agricultural dependencies of poor countries outside their own. Organisations exist which organise campaigns of lobbying parliament, writing letters to MPs, running workshops, publishing literature and organising meetings etc. The principle two that I know of in this country are the World Development Movement and Oxfam 2,000. Unfortunately, one of the conditions of being registered as a charity is that you don't get involved in political campaigns, so most of the aid agencies can't. WDM and Oxfam 2000 are not registered charities for this reason. As a member you can involve yourself as much or as little as you want to-they send you newsletters about your current campaign and suggestions for writing to your MP, but they don't "chase" you if you don't do it, or if you don't agree with their stance on a particular issue. I have really learned a lot about Development issues from getting involved in some of their campaigns. You also learn a lot about the workings of Government!

I feel very strongly that when governments begin to see that a large enough percentage of their electorate care about these issues, the, and only then, will big changes be made. After all, that is what has happened with issues like conservation and nuclear disarmament in the last two decades.

Now that I have my own child, I find the pictures of those starving children in Ethiopia almost unbearable- I suddenly see myself with that malnourished, lethargic baby in my arms; so desperate for simply life itself that I have left the very last refuge of my own independence- my land. Once I have left that means of food production I am entirely dependent on the feeding station, the famine crops; which may or may not have enough food for me and my baby-for how long? And then what? It makes me want to shout and scream with rage and pity, because it is not inevitable, in the 1980s, it doesn't have to happen, and we can do something about it. Please consider sharing some Development Education with your children, so that at least, please God, it won't still be happening when they have our grandchildren.

DEVELOPMENT EDUCATION MATERIALS

Oxfam Education Dept., Oxfam House, 274 Banbury Rd., Oxford OX2 7DZ (Their "Education and Youth Materials" catalogue also

includes a long list of addresses for lots of other resources and information.)

National Association of Development Education Centres, 128 Buckingham Palace Rd, London SW1W 9SH, tel 01 730 0972
Development Education Project, c/o Manchester Polytechnic, 801 Wilmslow Rd, Manchester, M20 8RG, tel 061 445 2495.

CAMPAIGNING ORGANISATIONS

Oxfam 2,000, Campaign Unit, 274 Banbury Rd., Oxford, OX2 7DZ
World Development Movement, Bedford Chambers, Covent Garden, London WC2 E 8H8 tel. 01 836 3672

BOOKS

I have refrained from giving a book list because there are many books on all kinds of specific issues, but none, as far as I know, that cover the whole subject and are suitable for children. (Some are pretty heavy reading to get through). Oxfam publish a lot of simple, interesting short booklets on various topics for children-see their catalogue (includes list for adults). Grass Roots bookshops (Manchester) carry a lot of adult reading on Development, and some may be found in local libraries.

Jan Miller, Holywell.

NOTICES: CO-ORDINATORS

As a result of discussion at the last two members meetings it was decided that it was desirable for all areas to appoint 2 co-ordinators. This was thought to be of particular importance in a situation where a co-ordinator might have all their children in school and have little experience of home education. This problem could be solved by finding a joint co-ordinator with children being educated at home. Areas with only one co-ordinator at present might like to consider implementing this recommendation.

RESEARCH

EO has been contacted by Larry Arnoldsen, Ed.D., Assistant professor of Secondary and Middle Education at Brigham Young University, Utah, with a request for responses to the questionnaire reproduced below. If you are willing to answer these questions, or some of them, please respond on one or more sheets of paper, using the question numbers as given, and send to us by the end of May. We will forward any replies we have received by then to the States (name and address optional). Larry Arnoldsen says: "I am collecting information in order to help people interested in this topic. More and more people are becoming interested who would perhaps benefit from your experience.... I'd appreciate any other information... you might have regarding home education in your area of the world... (educators) and others are becoming more and more impressed with what home schoolers are doing." He has been in touch with Growing Without Schooling for some years, and says he is impressed with the attitude of parents as educators, as compared with the professionals.

HOME SCHOOL QUESTIONNAIRE

- 1) Are you currently schooling any of your children at home? yes
..no
- 2) If no, have you done so in the past? yes...no...when?
- 3) If you have home schooled in the past but aren't now, why aren't you?
- 4) If you have never home schooled any of your children, why?
(Answer the remaining questions ONLY if you answered yes to 1 or 2)
- 5) How long have you been or were you a home schooler?
less than 1 yr...2yrs...3yrs...4yrs...5yrs...6yrs....yrs?
- 6) Ages of your school age children?
- 7) Why did you decide to home school?
- 8) Please describe briefly what your home school was/is like
 - a) Primary goals
 - b) Daily pattern or schedule
 - c) Compare to other children's schooling of same age:
 - d) Learning resources and materials(books, computers, field trips etc)
 - e) What would you do differently?
 - f) What seemed to work very well?
 - g) Other?
- 9) What are/were the major advantages of your home school?
- 10) Any disadvantages?
- 11) Under what circumstances would/did you discontinue home school?
- 12) Have any of your children distinguished themselves in some way? If so, summarise briefly
- 13) Has there been any publicity regarding any of your family relating to home school? If so, what? Please enclose any newsclippings, copies of such, or other appropriate items.
- 14) Have any children you have home schooled attended college? If so, where? What did they do to be admitted? How did they do in college?
- 15) What have you learned about teaching by teaching your children?
- 16) What have you learned about children?
- 17) How did /do you teach children to read?
- 18) How did/do you teach children to write?
- 19) Anything else of importance about your experience not covered in previous questions?
- 20) Level of formal schooling: Indicate highest grade completed
father....mother
- 21) Income....
- 22) Religious preference.....
- 23) Occupation of father
- 24) Occupation of mother
- 25) Would you be willing to give additional information about your home schooling experience?
 - a) By phone yes..no..phone no.
 - b) By mail yes..no..address

Deregistration

Since the last edition of School is not compulsory, the legal situation of a parent who withdraws a child from school in order to home educate has been clarified and improved by case law. EO members John and Linda Perry were summonsed under s.39 (registered but not attending). They applied for a judicial review on the ground that the LEA had acted improperly. Their application was unsuccessful, and they appealed to the High Court. They lost their appeal too, but nevertheless a useful ruling emerged (R v Gwent County Council, ex parte Perry, CA 10 July 1985).

Pupils' Registration Regulation 4(a)(iii) 1956 stipulates that a pupil's name is to be deleted from the admissions register if he has ceased to attend school and his parent has satisfied the authority that he is receiving efficient etc education otherwise than by school attendance. On the other hand, s.39 of the 1944 Act says that if a registered pupil fails to attend regularly the parents will be liable to prosecution for allowing him to truant. In the Perry appeal, Lord Justice Slade said: "The duty of an education authority ... is ... to ... give the applicant a fair and reasonable opportunity to satisfy it ..." He continued: "This opportunity will appropriately be given ... if the Authority, having first allowed the parents a sufficient time to set in motion their arrangements for home education, send representatives to the home to inspect for themselves the syllabus and other educational facilities being provided for the child in question, and, on seeing the child, to see for themselves their end product as reflected in his intellectual and other development."

This is still a more rigid definition of how an LEA can require parents of registered pupils to satisfy it than applies to parents of non-registered children (see Home education and the law). If they are not registered, you have the power to decide the form of evidence; if they are registered, the LEA still has much more power in practice, since it can always declare itself not satisfied and fall back on s.39. There is still no explicit provision for contesting the outcome of the situation in which a prejudiced inspector comes with no intention of being satisfied, or the LEA is against home education. However, the underlined clause does remove the previous double bind in the 1944 Act combined with the 1956 Regulations.

This case ensures that a child cannot be sent back to school while the LEA considers whether it is satisfied with the home education provided (and in reality procrastinates in the hope that the parents will give up). We have already found it useful in this respect, where previously we should have had to argue the individual case at length and threaten to complain to the local ombudsman.

We would argue that this also applies to children in special schools; that s.11(2) of the 1981 Act (which provides that they cannot be withdrawn without the LEA's consent) is no different from the situation of ordinary children who need the consent of the LEA to be deregistered, and that it would be unfair and discriminatory if the parents of these children were not also given a "fair and reasonable opportunity to satisfy" the LEA.

It does not mean that an LEA must assess a family in this way. Some LEAs will continue to deregister immediately and consider all families equally under s.37. Some LEAs will be satisfied without necessarily inspecting: we encourage families in most circumstances to send very full reports of the education they are providing (with help from other members in writing them if necessary), so that an LEA may, if it wishes, satisfy itself without further interference. We would continue to ask the head to deregister, but in a more casual way ("... so would you please take her name off the register?") rather than using the term "deregister", which sometimes makes them phone

county hall in a panic to find out what it means and what the regulations are. If the head refused we would not mention deregistration to the LEA until after the first inspection. At that point we would ask for written confirmation that the child had been deregistered. If the LEA refused, we would ask for a written statement of the reasons for the dissatisfaction, and seek help, initially from the local coordinator.

Some LEAs refuse to deregister as a general rule, and say that they keep the children "on roll but not on register". This appears to mean that they stay on the admissions register but not the attendance register. The reasons are probably financial (so they can claim a capitation fee for the child) and administrative (so that all the children in the area are accounted for in an orderly manner). The consequence of this is that a family who may be ignored all through primary age comes to the notice of the LEA again at secondary change-over, when they tend to take their responsibility more seriously.

We think that this is a reason for complaining to the local ombudsman, on the ground that it puts the family in a dubious legal position (in danger of being prosecuted for allowing the child to truant) and anyway is not legally correct. We should be glad to help any family make such a complaint. Hampshire is the latest LEA we have heard of in this category.

It is very helpful when families send us full copies of rulings at appeal or judicial review (i.e. not at magistrates' level, which does not create a precedent). Even when it seems totally unfavourable, some apparently trivial phrase may be of value to future ECers.

We would like to thank the Perry family for what they have done for EC, and wish them luck in their long drawn out fight. They are still waiting to hear if their case will be accepted by the European Court.

EC in Parliament

Lynette Cameron was instrumental in getting the following words reported in the proceedings of a parliamentary committee:

The (1944 Education) Act recognises three forms of education. The first is given at a private school ... The second is given at a state school ... Thirdly, there is home-based education, which has become known as "education otherwise".

This was said by Mrs Audrey Wise in a standing committee on the Social Security Bill, when she tabled an amendment to extend child benefit to families with a child of 16-19 years where EC has not been approved by the LEA before the age of sixteen. The amendment was not successful but the quotation may be useful.

Jury service

One member with young children has been excused jury service. She explained in her letter of appeal that she was educating the children at home and that it would not be easy to make suitable alternative arrangements. Another member, with older children who could be left, has done jury service and found it interesting and educational.

Work experience

We have not had much feedback on this. One boy was truanting and working full time for a greengrocer. The LEA prosecuted his parents and the greengrocer, and the boy returned to school. He was put on full time, five day a week work experience - with a greengrocer. Other schoolchildren have been allowed to do two afternoons a week in a garage and a fortnight in an old people's home. Meg Robertson helped an LEA to accept home education based mainly on working in a garage for a 15 year old boy who was interested in nothing else. Jehovah's Witnesses: one girl in school did pioneering (full time ministry)

es work experience, and wrote it up as an official project. Anyone know of other situations?

Terminology

Please note: adviser = inspector

Some inspectors are nice, and will advise if you want them to; but don't expect an adviser just to advise: they have come to inspect, and in one county are actually told not to waste time advising home educators.

P.S. Apologies to someone who only got half of the Kenneth Baker letter: if you give us a ring we'll send the other sheet.

Anne & Rob Wade

AGENDA FOR MILTON KEYNES

- 1) Apologies
- 2) Minutes
- 3) Membership report
- 4) Enquiry secretary's report
- 5) Financial report
- 6) Legal group
- 7) Steering group
- 8) Co-ordinators/regional secretaries report
- 9) Publicity/press/publications
- 10) Family support fund
- 11) Future venues
- 12) Review of guidelines for groups and officers. The more recently established groups and officers have guidelines. Those of the older groups need establishing or reviewing. Co-ordinators, steering committee, legal group.
- 13) Proposals for making the members meetings more comfortable & efficient
- 14) A.O.B.

The agenda is **not** in its final order

MEMBERSHIP SECRETARY

The job of Membership Secretary, like other E.O. jobs has begun to be regionalised. So far East Anglia and South Midlands has been taken over and, ideally, we would like to split England and Wales in the following regions which would keep the work load down to an acceptable level, in each region, for a reasonable length of time: West country and Wales; London and South East; Central England and Northern England.

The work involves the following:-

- 1) Making up and sending off membership packs and other publications to new members and, usually, writing a note to go with each reacting to specific queries, worries etc
 - 2) Keeping a "post-book" record of packages sent, cost of postage etc..
 - 3) Sending membership forms on to the computer base weekly.
- It is not necessary to attend meetings. We would like to encourage members who are currently uninvolved with the running of E.O. to consider "applying". If you think you may be interested, please get in touch with Bruce and Christine Wallace, Highland, for further details.

SCOTTISH EO WEEK AT THE WALLACES, 11-18 June

Room for tents and campers; also caravan and floor space in house...Visits planned to Deer museum, Highland life museum, Inverere Gardens, sandy beaches and sea trips in our 20ft boat "Chalice".Folk usually cope with own breakfasts and "special" diets and we undertake, with help, some communal meals..It helps if we know who's coming.

Bruce, Christine,Kirsty,Calum and Ruari Wallace, 25
Diabaig,Torrison,Achnasheen, Rosshire,IV22 2HE Tel.Diabaig 225

ACCESS TO REC ORDS

A year ago there was a good prospect of EO families gaining statutory right of access to records held on them by LEA's.The Access to Personal Files Bill was amended to include records on children educated otherwise.However, education records as a whole were then dropped from the Bill on the understanding that the Secretary of State would use his powers under the '80 Education Act and make regulations about disclosure of records. These regulations have now been drafted and the consultative document issued.The regulations deal only with school records and the legal duty to comply with the regulations rests on schools and not LEAs.There is no possibility of records relating to EO families being included.This is not simply because the DES does not want us to have access to records but because the '80 Act (Section 27(1) (d)) empowers the Secretary of State to make regulations about the keeping and disclosure of records held by schools and further education establishments.There is therefore no power to make regulations in respect of children educated out of school.

I have made representations on EO's behalf about the desirability of our having access to records, such as Advisors' reports,but I have not asked for such records to be included in the proposed regulations.I can see no point in asking for the impossible.If we want a statutory right to information held by LEA's we would have to first seek an amendment of the '80 Act and then persuade the Secretary of State to make regulations under the amendment.It has taken eight years for section 27(

(1) (d)) to be used and this is only after the considerable pressure exerted by the Access to Personal Files Bill.I believe that under these circumstances the prospect of our gaining a statutory right to see our records is about as likely as gaining a statutory right to free beer.

The best that we can hope for in the foreseeable future would be DES guidelines to LEA's on disclosing records relating to children educated out of school.If families made a point of asking to see reports etc and complaining to the DES where LEA's refuse to disclose records, then there could be a possibility of such guidelines.It may well be of course that all LEA's will disclose information willingly in which case theres nothing to complain about.

Julie Lyons.

WHERE TO GET WHAT

Stationary,Envelope re-use labels((£1.50 per 100), Posters and handbills from:Joan Hoare,25 Moor Oak Rd., Sheffield, S.Yorks,tel; 0742 666605
Early Years,(now also) Later Years, SINC-all at £1.50;Education and the Law,£2,Teach Your Own,Current and Old newsletters:from Christine Wallace(Membership Sec, address on back page)
Growing Without Schooling-£10 for 6 issues.From:
Jill Gillings,Ballaglonney Farm,Ronague,Castletown, Isle of Man

USEFUL ADDRESSES & PHONE NUMBERS

EO Family Support Fund-Andy Jackson: Tel.0384 730772
Pringle House Farm Cottage,New Brancepeth,Durham,Dh7 7HZ

GCSE:Betty Ball:Tel.0487-822083
1 Fenton Rd, Warboys,Huntingdon,Cambridge

GCSE>Contact List:Sue Stephenson:Tel:0469 30792
1 College Rd., Barrow -on-Humber,S.Humberside,DN19 7ED

GCSE:LEAG Co-ordinator:A.Kamenka:tel:0325 310109
62 Guthrum Place,Aycliffe , Co. Durham DL5 4QD

GCSE-SEG Co-ordinator-Val Yates Tel:0263 720677
2 Meadow Close,Mundesley,Norfolk,NR11 8LW

Information Resource Centre:Andy & Diane Jackson,te:10270 664060
95 Derrington Ave.,Crewe,Cheshire CW2 7JA(please enclose s.a.e.)

Legal Group-Ann Wade:tel:01-904-7155(phone first please)
19 Perkin Close. Wemblev.Middlesex.HAO 2LY

(Lynette Cameron is no longer a member of the Legal Group)

SMALL ADS:May be accepted from members, up to a maximum of 30 words at 10p per word, if relevant to EO.Please submit to Publishing Secretary(Inside back cover).

PLEASE! PLEASE! may we have a statement from E O. regarding the 'Typhoid Scare'! We the membership have th e right to have our fears dispelled by being informed officially that we were not and are not at risk. Hopefully such a statement will end this matter once and for all.

Jude Ashley-Walker, 1 the Firs, Dodpits, NINGWOOD, Isle of Wight.

Statement From the Publishing Secretary

Concern has been expressed about a case of Typhoid which developed after Featherstone Castle week. The parents of the Young Person involved contacted the appropriate medical authorities at the time who were made fully aware of all the relevant facts and all necessary steps were taken. The Medical authorities wish to assure all concerned that "The [ex-patient] and his family are not infective to other people."

WE HAVE HAD SUCH AN AMAZING RESPONSE TO OUR FEBRUARY E.O.-NEWSLETTER ADVERT THAT WE HAVE BEEN ABLE TO COMPILE THE FOLLOWING LIST OF VENUES SO FAR* FOR THE

ARMCHAIR PUPPET THEATRE MAYTIME TOUR

PLEASE CONFIRM DETAILS WITH THE CONTACT FOR YOUR NEAREST DEFINATE PUPPET SHOW, OR IF YOU WANT FURTHER INFO... OR YOU STILL WANT TO BE INCLUDED ON ROUTE CONTACT US SOON.

JILL, KEN, MELISSA + SAFFRON BEAGLEY.
ORANGES, ST. CLEMENTS TERRACE, HARBERTON
DEVON. TA9 5SN OR PHONE TOTNES (0803)
PRE-TOUR CELEBRATION.



- ▲ 4pm 19th APRIL KEN+JILL BEAGLEY TOTNES 867140
- ▲ 4pm 22nd APRIL JULIAN+EMMA ORBACH (BATH) 743438
COLERNE DOWN, COLERNE, NR. CHIPPENHAM, WILTSHIRE
- ▲ AFT. 24th APRIL LISA HALL DAVEY (053185) 640
LEDDINGTON, DYMOCK, GLOUCESTERSHIRE.
- ▲ EVE. 26th APRIL DON PATTEN
THE LINDENS, 25 DUKE ST, BROSELEY, SHROPSHIRE.
- ▲ AFT. 28th APRIL JEAN LOUIS (051721) 4605 LIVERPOOL 8.
- 29th APRIL - 1st MAY JUDITH SOULSBY (0286) 830555
CYNLAS, RHOSLAF, CAERNARFON, GWYNEDD.
- 2nd - 5th MAY NR. CLITHEROE (LANCS) POSSIBLY BURNLEY+YORK.
- ▲ AFT. 7th MAY MARTYN+DIANE COWELL WORK (0484) 845801
MECHANICS HALL, MARSDEN, HUDDERSFIELD, W. YORKS.
- 8th MAY SHEFFIELD, POSSIBLY LINCOLN (LYNDA TOOBY Lincs. CO-ORD.)
PASSING THROUGH STAMFORD AND 11th MAY ELY
- ▲ AFT 12th MAY ANNE CLARK (0603) 667053
HINDOLVESTON VILLAGE HALL, NORTH OF NORWICH, NORFOLK.
- ▲ AFT 13th MAY SARAH GUTHRIE (MELLIS) 678
THORNHAM FIELD CENTRE, NEAR EYE, SUFFOLK.
- 14th MAY COLCHESTER, POSSIBLY HITCHIN, 17th MAY HAINAULT, 18th MAY LUTKINGHAM
- ▲ 2pm 19th MAY ALEXANDRA WILSON (0483) 505173
25 FITZJOHN CLOSE, MERROW PARK, GUILDFORD SURREY.
- ▲ APT 20th MAY HUBERT CASSEL (0252) 713552
WHITE LODGE, OLD COMPTON LANE, FARNHAM, SURREY
- ▲ AFT 21st MAY, MARIA PARNELL (08832) 2057
67 LEAS ROAD, WARLINGHAM, SURREY.
- 22nd MAY SEVENDOKS, POSSIBLY LITTLE HAMPTON+NEW FOREST
- ▲ 4:30pm 25th MAY MONKTON WYLD COURT (AXMINSTER) 60342
CHARMOUTH, NEAR BRIDPORT, DORSET.

AND THEN HOME TO HARBERTON.
THANKYOU FOR ALL YOUR SUPPORT + AFFIRMATION. *DEFINATE ROUTE UNDERLINED.

BOOK REVIEWS

Dear E.O.,

as a home educator whose activities have a strong music bias, I would like to make some comments on John Elenor's article in the February Newsletter. In his section on reading music, he says "The only successful way to learn music is to play by ear". In the previous paragraph he encourages the reader to find an orchestra to play with. I would like to point out that just about any orchestra will expect its members to read music. To have learnt an instrument without learning to read would therefore deprive the musician of the very great pleasure of playing with an orchestra.

Later in the same paragraph he said "it may be possible to learn music reading on your own, but I think it is unlikely that you would be successful." Isn't this maintaining the very mystique he himself deplores elsewhere in the article?

There is a wonderful book called "Give your child music" by Jill Phillips pub. 1979, Paul Elek Ltd, ISBN 0 236 40145 9 which I would strongly recommend to anyone wanting to do music with children. It has given me endless inspiration. In particular the author devotes a whole chapter to the teaching (or learning) of reading music, which makes the whole subject totally free of any mystique, and accessible to anyone.

The approach she advocates is based on the method developed by Kodaly, used in schools throughout Hungary. Schoolchildren in Hungary are all reading music by about 8 years old. And by reading music is meant not merely applying three written symbols to an instrument, but reading the symbols and singing the melody. Sight singing is not a common skill in this country, but if Hungarian children can acquire it so readily, why not ours? After all when we describe a child as being able to read (the written language) we do not mean s/he can touch the right keys on a machine which will then utter the words.

One more point. A plastic recorder is not necessarily a bad one, nor is a wooden one necessarily good. Furthermore, I think the **only** place for a cheap recorder (if by cheap you mean cheap and nasty) is in the hands of a very small child. It gives her or him the means to participate in music making to their own satisfaction (and without anyone feeling over concerned lest damage occur to the instrument.) In due course the child can learn to blow rhythms, and to hold the instrument in the correct way. BUT-as soon as s/he is ready to move beyond this stage, and learn to play notes, and progress to simple tunes, it is time to spend a little more. The recorder I would recommend is the Aulos model, which is still reasonably priced (it is also plastic). But it is so much easier for a beginner to produce a true note on. Surely your child deserves this much reward for his/her endeavours. Also Aulos recorders are accurately pitched-which is essential, as soon as the player wants to participate in group music making.

P.S. I am not a music expert at all, but I have started learning since wanting to help my children to learn. I continue to learn alongside them. I would love to hear from anyone interested in these issues- particularly anyone who knows more about the Kodaly method.

Helen Spender, The Manor, Woolarington, Bridgwater, Somerset,
tel.0278 683349.

"PRIMAL HEALTH" by Michel Odent, pub. by Century Hutchinson.
Famous for his influence and childbirth practice and thinking,
Michel Odent can be seen through this book as a man of even
greater vision. He challenges conventional assumptions and ideas
about the nature of health with his concept of 'primal health'

, at the centre of which is the individual's "primal adaptive
system", established in the period in the womb, around birth and
during breastfeeding. It is during this period that the immune
system, the hormonal system and the primitive brain are formed
and mature, programming the individual's biological
'computer' for life, and determining thereafter the way we
react to disease and adapt to all forms of stress in our
environment. The book raises questions across a broad spectrum
of issues including art, religion, AIDS, cancer, all the modern
diseases, suicide, cot death, war, sex and culture.

We are reminded that technology will threaten the survival of
humanity as long as it is used by those who cannot develop and
exploit their capacity to see into the future, that the
destruction of our planet which we are witnessing can only be
the work of a sick man and that the priority now is the genesis
of a new kind of person with a different relationship with the
Earth, the Mother. The twenty-first century will be ecological,
or will not be.

We are all taught in Biology what a wonderful contribution
Pasteur made. But Michel Odent elucidates the negative aspect of
Pasteur's work.

The book asks some questions with urgency, and answers some
with optimism.

I hope you read this pre-eminent book. If only Health Education
Advisors to schools would read it...it is a blueprint for Our
Survival.

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 (Reviews Secretary, address inside back
cover). Helen will try to obtain the book for you, but PLEASE
WRITE A REVIEW if you receive any such book. Please enclose a
s.a.e. (9x4) for each publisher you wish approached, plus one
self addressed envelope.

Has anyone read "School Phobia and its treatment" by Nigel
Blagg, pub. Croom Helm, ISBN 0 7099 5050 0. ? The author is
senior educational psychologist for Somerset C.C. and the
book "describes case studies with a rapid treatment
approach." Source ACE bull. no. 20, p.13.

Apologies

Due to illness in Dick Kitto's family the article that Kate Freeman has
been writing was not ready by the Deadline. However, it is now on the
word processor and all ready 'to go' for the next issue.

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Scotland	Brenda Holliday	0786 832042
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London	Genevieve Bridgeman	01 341 0751

Education Otherwise is a membership Organisation which provides support and information for families whose children are being educated outside school, and for those who wish to uphold the freedom of families to take proper responsibility for the education of their children.

Our principal aims are to:

encourage learning outside the school system

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

establish the primary right of children to have full consideration given to their wishes and feelings about their education.

FOR FURTHER INFORMATION

Send a 9" x 4" s.a.e. to: 25 Common Lane,
Hemingford Abbots
Cambridgeshire
PE 18 9AN