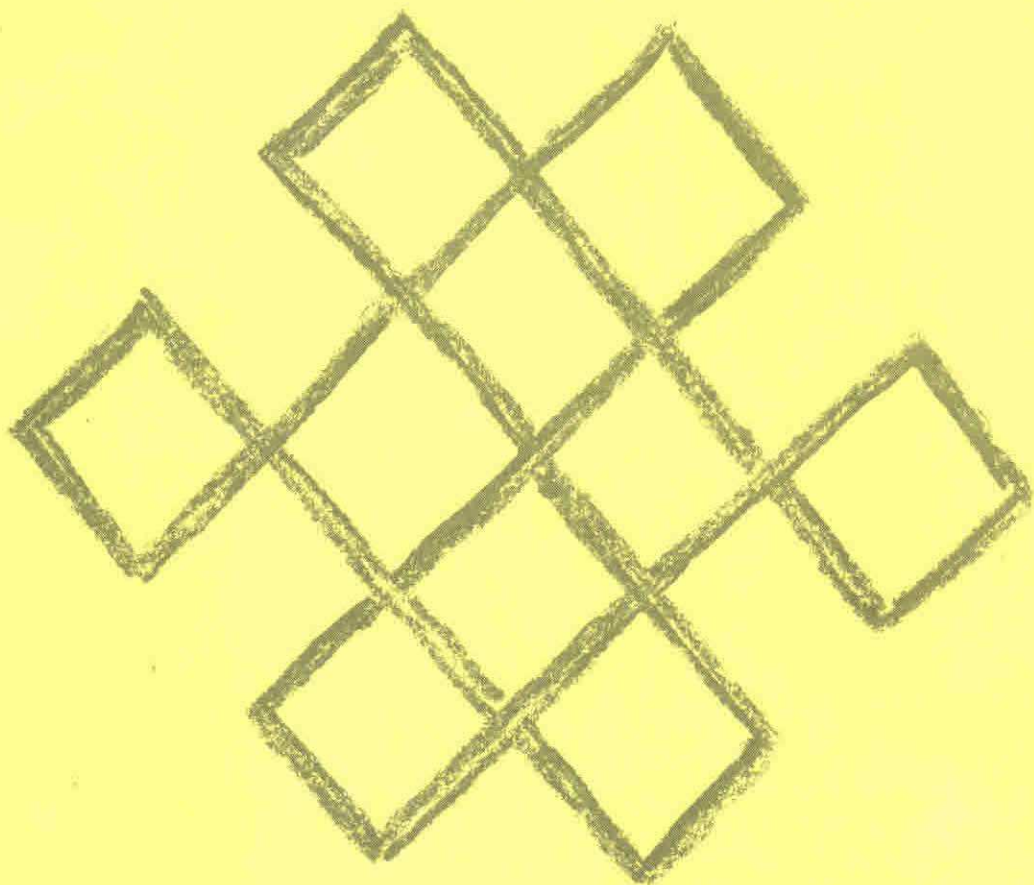


Education Otherwise



August 1988
Newsletter No. 61

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Deadline: September 1st, 1988.

CONTRIBUTIONS FOR THE NEXT EDITION should be sent to the editor by the deadline date, and all material intended as such should be clearly marked "For Publication." Contributors are asked that they ensure they include their name and address, preferably printed or typed.

THE OPINIONS EXPRESSED in this publication are those of the contributors and not necessarily those of the Editor, or of Education Otherwise as a whole.

"Education Otherwise" is a company limited by guarantee and is a charitable trust, Charity Number 292029.

editorial

When I volunteered to edit a newsletter, at some distant date in the future, I had no idea my turn would come at such an appropriate time in my life.

I have just finished what amounts to seven years of higher education as a mature student, starting with science A levels in 1980, reaching a "peak" with a B.Sc. in Human Sciences in 1986, and terminating this June with a P.G.C.E. teaching qualification. All of which would seem to indicate someone committed to the value of state education.

In fact, nothing could be further from the truth. Having embarked on the course outlined above, it was at times incredibly difficult to keep going. Everything seemed to be against me, and it became increasingly clear that higher education was about anything but education in the true sense of the word. I was led more and more to examine alternatives to the mainstream, and during my time at university deschooled my two children, teaching them myself for two years. Fate led me to move to Canterbury where I discovered the wonderful Steiner School which was perfect for my kids, and they are now marvellously happy.

I am committed to teaching, but to taking ideas which for me have developed out of an examination of the alternatives, into state schools, in an attempt to provide for children whose parents are unable to do other than leave them in school, something better than they are getting at present.

I believe that all kids are entitled to "education otherwise" than the state provides. Editing this newsletter has confirmed my view. We need more positive moves to set up alternative schools which offer a coherent philosophy of life, and most of all we need to persuade the government to support these alternatives. Surely there has never been a time when support was more likely to be forthcoming than at the present, with the imminent breakdown of the system?

Despite the newsletter having clashed with my final month of teaching practice, end of term panics at school, family crises ad infinitum, and so on, I have enjoyed my editorship, and thoroughly recommend it to anyone who is hesitant about volunteering. Just don't worry if you have no material two weeks after the deadline. It all comes in three days before your final deadline!

Diane Greenwell
10 Vernon Place
Canterbury Kent.
CT1 3HG
(0227) 456115

EDUCATING ARCHIE: A Coordinator's Burdens

BY SEG



AUG 88

education through the press.

Bring back the Grammar???

Kenneth Baker has set up a committee to recommend a new model for the teaching of English, and to debate whether children should be taught about language itself. The committee backs the idea of formal testing in English for children at age 7, 11, 14 and 16.

P.J. Kavanagh, the poet, writing in the DAILY TELEGRAPH (April) said "I realised that I had learned what grammar I know from Latin. There seems now small chance of children learning in this way."

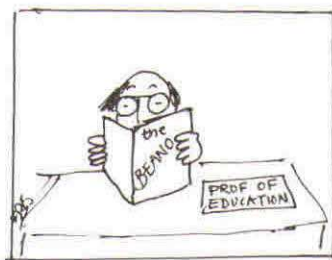
Playwright David Rudkin argues for the retention of Latin and Greek in the school curriculum "The debate is about what education is. We are up against a concept of education that is utilitarian and partial, an aberration rooted in an insufficient view of Man. If classical literature teaches us anything...it is that to repudiate human wholeness...is to precipitate the ruin of all sanity."

Roger Knight, senior lecturer in education at the University of Leicester writes "The ancient association of Latin and Greek grammar, clear thinking and clean living survives, however vestigially and irrationally, in the thinking of those for whom mastery of their native language is something separate from the capacity to use it with ease and effect." (T.E.S. Aug. 1986)

"Education is about what society could be, should be, has been, not only what is merely is." P.J. Kavanagh.

The majority of texts that children read are irrelevant to their everyday lives, claims the Emeritus Professor of Education at the Open University.

One teacher at a rural comprehensive school estimates that about 30 percent of his pupils leave school only partly literate- barely able to make out a cheque or read the news headlines. He blamed their learning difficulties on immaturity precipitated by emotional deprivation. Unfortunately this teacher's training included only a passing introduction to child psychology and no training in classroom skills, and the pupils feel the lack. T.E.S Aug. 86.



"What we can say, without the benefit of a national enquiry, is that for the majority of school children any attempt to 'examine and discuss the structure of the language' with a view to laying out a system by which it will be better understood is doomed. It will never be within the reach or the interest of more than a tiny minority of people of any age (let alone children) to achieve the kind of understanding that comes through a study of linguistics - which does, indeed, give us as systematic 'knowledge about language.'" TES Aug.86.

"Concrete imagery compensates for an insufficient vocabulary. A five year old, too excited to sleep after a party, complains of suffering from "the heads and shouts" - describing her condition with swifter impact than any ponderous medical term." (T.E.S. Aug. 86).

Full-time boarding school, with its emphasis on character building and emotional independence, continues to thrive, especially among the upper classes. Boys board from eight, usually, and girls from eleven. Says one mother, whose eight and eleven year olds board:

"I don't think it's cruel - even though no other country does it. The fact that I'm not very possessive of my children helps."



A school has started screening the soap opera "Neighbours" to help its teenage pupils relax during time off from exams... (Telegraph)

The government is discussing plans to establish hundreds of privately sponsored inner-city schools with a performing arts and entertainment bias in order to keep disaffected youngsters in education and stop widespread truancy. (Guardian, 6th July.) "If the children are not turning up to school, it's my conclusion that something is wrong with what's being offered" said a government advisor.

The Dewsbury Schools Row. A small group of low income parents started their own "School" ten months ago in a room above a pub, in an effort to force the local authority to allow them the school of their choice. The matter may now be resolved in a London High Court and then force the issue of the pub school - "impressive in many ways, but unregistered, uninspected and therefore illegal". The parents and the voluntary teachers would like to see the children in a "proper" school despite managing to provide a full curriculum plus extras. (Education Guardian, July 5th.)



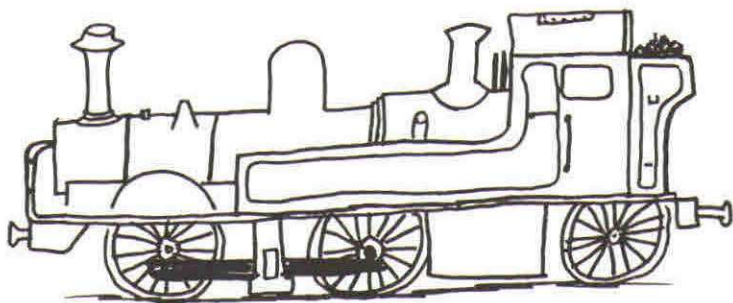
Please send all future contributions for Education Through the Press to: Sarah Guthrie, Field House, Thrandiston, Diss, Norfolk.

Railway Quiz

1. In which city would you find Piccadilly and Victoria stations?
2. Which engine holds the record for the fastest steam locomotive -
Mallard or Flying Scotsman?
3. Where is the National Railway Museum?
4. What is the maximum speed of the High Speed Train.
5. Where was the first passenger railway in England?
6. On steam engines, where was the coal kept?
7. What do the initials G.W.R. stand for?
8. Which three of the Rev. Audry's engines are blue?
9. What colour is James?
10. By what name is Sir Topham Hat otherwise known?

Answers at back.

from James Gomon, 19 New Road
Castlethorpe, Milton Keynes.



James. Greenwell.

Publications: Early Years, Later Years, SINC, all at £1.50
Education & the Law, £2.00, Teach Your Own, current & old news-
letters, from Christine Wallace, address on back page.
Growing without Schooling, £10.00 for 6 issues, from Jill Gillings,
Ballaglonney Farm, Ronague, Castletown, Isle of Man.

one perspective ~~~~

The following is an extract from a talk given by a Sufi master in London in 1986. It offers a thought provoking perspective on how best to care for our children in these troubled times.

"Once I went to visit the botanical gardens, Kew Gardens in London. There is a greenhouse there with coconut palms, citrus trees and other tropical and sub-tropical trees and plants in abundance, growing and thriving - but they were protected from the elements. The other trees were so big and proud, saying, 'We are not in prison! We are free!' Each one of those huge trees is getting all that it needs from the Northern European climate, but can any of them grow a mango or a coconut? Trees that do produce such exotic fruits in such an inimical climate cannot be left to grow outside of glass. We must understand the wisdom of this example.

It is imperative that we imprison our children in a greenhouse that lets them observe the outside world, but separates them from its cold blasts, that admits the beneficial rays of the sun and intensifies them, but keeps out air pollution.

Your 'prison' must be transparent. Your children must be aware of what goes on in the outside world. That transparency allows for the passage of a kind of inoculation against the diseases of the polluted surroundings. Whoever has no anti-bodies must perish. If the outside world is allowed to gather too much of an aura of mystery, it will seem all the more attractive and they will be all the more vulnerable. In this manner we must seek a middle way in raising our children.

In order to avoid one extreme I have been discouraging seekers of truth from establishing communities entirely separate from the community at large. There is a proverb 'Everything prohibited is especially attractive.' You may be mature and developed people who have chosen this or that way of life, but your children have not, as yet chosen, and ultimately they must choose, as we are not residing on the moon, established there as a single community with one lifestyle. No, they must know that this is a wide world comprising various people and races, abounding in religions and lifestyles.

You must also take your children, from time to time, to big cities. At first they may find the hustle and bustle exciting, but quickly they will 'catch cold' and on their own arrive at a perception of the special atmosphere, the warmth and blessedness found only in the homes of believers, and will be able to contrast it with the wildness of the city streets. If they are kept from those cities long enough and only experience them during or after puberty - watch out! So don't neglect to give them their 'vaccinations', and if you see them developing bad traits you may gently nudge them in the right direction."

Sheikh Nazim Al-Qubrusi
Al-Haqqani



news from the regions...

KENT - An enjoyable day was had by 40 Kent members at Dover Castle on June 6th. We were given an 'Educational visit' by courtesy of English Heritage, which included an interesting and informative guided tour of the Keep.

We would like to thank Pam for arranging this visit.

Future meetings.

August - A day in Margate, including visits to two museums, the shell grotto (the only underground shell temple in the world), and the Margate caves - beautiful caves with unusual wall paintings. Meet in Dane Park Margate between 11am and 12 noon. Bring a packed lunch. (11th August)

17th August - Whitbread Hop Farm, Nr. Paddock Wood. Meet in car park at 12 noon. Bring a packed lunch.

September - 2nd - A day out in Canterbury, visiting places of interest. Meet at main entrance to Cathedral at 11am. Bring a packed lunch.

Rochester Castle - (date to be confirmed) - possibly an 'Educational visit'.

Chatham Dockyards - (date to be confirmed) - details available later.

October - Aylesford Priory - (date to be arranged) and Biddenden vineyards (date to be arranged).

For further information about the Kent meetings, please write to Pam Stevenson, 25 Wyndham Road, Dover, Kent CT17 0BH, enclosing a s.a.e., or ring Mike and Lois Cook on Herne Bay (0227) 367059.

Is anyone interested in a tour round Dungeness 'A' Power Station? This would have to be booked in advance, so if you are interested please let us know as soon as possible.

Is there any member/s in the Western area of Kent who would be willing to arrange visits, would they contact us please.

Best wishes Mike, Lois and Pam.

NORTH LONDON PARENTS AND CHILDREN'S GROUP

Meetings at Swiss Cottage Community Centre, 19 Winchester Road, NW3

<u>Date</u>	<u>Time</u>	<u>Activity</u>
Sunday 7 August	11.30am - 2.30pm	(Unconfirmed - ring for details)
Sunday 4 September	"	Printing
Sunday 2 October	"	Simple Doll's House Furniture
Sunday 6 November	"	Music
Sunday 4 December	"	Christmas Card Making

Please note that there will now be a meeting in September (this was not included in the list in June's newsletter).

For queries on the Swiss Cottage meetings, contact Jeffrey Benge, or Andrea Granville, 12A Priory Road, London NW6 4SG (Tel. 01-328-4138)

Cheshire

Peggy Kann has agreed to be the coordinator. Her address is:-
23 Manifold Close, Sandbach, Cheshire, CW11 9XQ.
Telephone (0270) 768093

Hazel Clawley (Coordinator's Secretary, Midlands.)

North Buckinghamshire

Day workshops are to be held on the first Friday of each month. Please ring Valerie Gomman for further details. A local newsletter is also available. Please send £1 for a copy.

Dates are as follows: August 5th, Sept. 2nd, Oct. 7th, Nov 4th, Dec 2nd.

Valerie Gomman, 19 New Road, Castlethorpe, Milton Keynes. Tel 511247

Gloucestershire

Local E.O. meetings continue: please contact Lisa Hall Davey on Dymock 053 185 640 if you would like to make contact with us.

We meet regularly, more or less fortnightly, trying to make the most of sunny days for trips to various interesting places. The children always seem to have a great time, and we do too! We've also started having an occasional adults only evening at the pub so we can talk without so many interruptions! Some of us are feeling a lack of musical direction and were wondering if there is anyone nearby who'd like to help us with a music day/workshop or similar. Please contact Lisa if so.

Also I am going to be editing a supplement on "Animals in Education" so would be grateful for any contributions.

Lisa Hall Davey, Judgement Cottage, Leddington, Dymock, Glos. GL18 2DZ

North Yorkshire

We are looking for another coordinator for the region. Someone from the Whitby/Scarborough/N. Yorks Moors area would be welcome. Also, someone to take on coordination of local meetings etc. Help and advice freely given!!

Contact in the first instance : Jenny White, Wensley Mill, Wensley, Leyburn, N. Yorks, Telephone (0969) 23544.

Merseyside

Education Otherwise is all about self-help. Below are details of four families living on Merseyside, with different skills, life-styles and experiences, who are happy to be contacted for support. We have considerable EO experience, but must stress we are not "experts" or a service agency...EO on Merseyside is what you make it.

St. Helens: Vic and Edna are very experienced foster parents. They have successfully withdrawn a child from special school and have been educating otherwise for five years.

Vic and Edna Edwards, 57 Cotswold Grove, Parr, St. Helens WA9 2JD.
Telephone: (0744) 30644.

Merseyside continued.

Wirral: Dorothy is our most experienced Wirral contact, with a grown-up family, and Jonathan who has been out of school for several years now.

Dorothy Molyneux, 46 Helton Close, Wethersfield Park, Noctorum, Birkenhead. Telephone (051 652) 8475.

North: Carol and Peter have one son out of secondary school for four years, the eldest son chose to go to a comprehensive school and is now at tertiary college. Peter is head teacher of an openly run primary school.

South: Jean has four children and has been educating otherwise for ten years. She believes in child-centred education. Jean Lovius, 21 Devonshire Road, Liverpool, L83TX. Tel: (051) 727 1074

Notice 1.

Please note that we are still members of E.O. although we are not on the current contact list. I am looking for EO friends for Yolanda (9½) and Cherry (3½) and would welcome contact with anyone who would meet on a regular basis (even once a month.)

If anyone would like to join me on the following dates, please phone nearer the time for full details.

Wed. 24th Aug. Alexandra Park. Large children's playground. Meet at 11.00am with picnic.

Wed. 31st Aug. Park Road Swimming Pool, N.8. Meet at 10.30 in entrance. Picnic Lunch.

Mon. 5th Sept. Commonwealth Museum & Holland Park.

Meet at 11.00am in Commonwealth Museum shop. Picnic lunch.

Wed. 14th Sep. Museum of Mankind. Meet 11.00am entrance.

Wed. 21st Sept. Alexandra Park.

Yvonne and Malcolm Muckle, 10 Warner Road, London N8 7HD.
Telephone: 01- 341 0621

Notice 2

An important message has been received from June Grant, the coordinator's secretary. It is important that an up-to-date list of local coordinators exists, so please inform her of any changes since the April list. Secondly, any new coordinators must be approved by the committee. Send the name of any volunteering coordinator to June preferably supported by a nomination from the group concerned, and she will take it to Featherstones for consideration.

Please also note that stationery, handbills, posters and so on are available from June at the following address:-

June Grant,
25 Chipperfield Road,
Hemel Hempstead,
Herts. HP3 OAH. Tel. (0422) 64020

Sussex - London Outings

Sue Petszaft arranges meetings every second Tuesday of each month. Please ring for details near the date. Also contact her if you are interested in an outing to the British Legion Poppy Factory in Richmond, and to the Royal Festival Hall to look behind the scenes.

- Aug. 9th Camley St. Natural Park. 11.00. Pond dipping, microscopes. Bring wellies. Nearest underground Kings Cross. Please ring if you are coming.
- Aug. 22nd (Monday). Meet in foyer of Science Museum at 11.15 or in picnic area at 12.30.
- Sept. 13th Trip round London Fire Station. Please ring for details.
- Sept. 26th (Monday). Science Museum as above.
- Oct. 11th Globe Theatre, Bear Gardens, Bankside, London Bridge. Reconstruction of Shakespeares Globe Theatre. Nearest underground Cannon St or Mansion House.
- Oct. 24th (Monday) Science Museum as above.

Is anyone interested in meeting at the following National Theatre events? Free Informal Family Events, Sat. Aug. 6, 13, 20, 27 at 11.00. Illustrators at work, discussions, story telling, competition

Afternoon Platforms, Aug. 3rd, 25th, for over 4's.
Stephen Mottram's Marionettes.

Children's Books of the Year, Aug 11th, 18th, Sept 1st.
Brian Patten, poet, Pat Hutchins, author, Michael Rosen.
Littleton Terrace Cafe, 3.30, £2.00

Sussex Outings

- Aug 15th Meet at Anne and Marc Stace's in Horam tel: (913) 3422
- Aug 29th Drusilla's Zoo, alfreton, 11.30 in car park.
- Sep 12th Meet at Michelle Brockbank's, Littlehampton 723105
- Oct 3rd Drusilla's Zoo, 11.30 as above.
- Oct 17th Meet at Sue Petszaft's om Crowborough tel: (0892) 661319
- Nov 7th Drusilla's Zoo, 11.30 as above.

Camping in Kent.

Is any one interested in a camping weekend August 19th-21st near to Bewl Bridge Reservoir in Lamberhurst. Please let me know as soon as possible.

Sue Petszaft
2 Leylands Manor, Tubwell Lane, Crowborough, E. Sussex, TN6 3RH.



HARBERTON - COLENE - BRISTOL - CARDIFF - DYMOCK - BIRMINGHAM - BROSELEY - LIVERPOOL - PENYGRDES - BAN GOR - DUNSOB BRIDGE - LEEDS - MARSDEN - SHEFFIELD - CREETON - ELY - NORWICH - DISS - COLCHESTER - HAINAULT - WOKINGHAM - GUILDFORD - OTTERSBAU - FROTHAM - WARDLINGHAM - SEVENOAKS - LITTLEHAMPTON - FOLDFIN - BRIDGE - CHARMOUTH - HOME

IN DECEMBER 1987, INSPIRED BY A DREAM AND BY TALKING WITH A SHADOW PUPPET GROUP FROM INDIA, WE, JILL, KEN AND OUR TWO CHILDREN MELISSA + SAFFRON, DECIDED TO TAKE OUR PUPPET THEATRE ON TOUR AROUND ENGLAND AND WALES, VISITING E.O. FAMILIES AND OLD FRIENDS. ALTHOUGH WE HAD BEEN INTERESTED IN PUPPETS FOR MANY YEARS, WE HAD NEVER DONE ANYTHING LIKE THIS BEFORE, AND HAD ONLY EVER PERFORMED 15 PUPPET SHOWS. WE GAVE OURSELVES PLENTY OF TIME TO ORGANISE THE PUPPET TOUR, SO THAT BY THE END OF APRIL 1988 WE HAD PREPARED TWO PUPPET SHOWS READY FOR OUR FIVE WEEK TOUR.

WE WERE PLEASED TO BE ABLE TO PERFORM OUR DRESS REHEARSAL TO A LARGE AUDIENCE OF LOCAL FRIENDS WHO WERE SUPPORTIVE AND ENCOURAGING OF OUR PROJECT. TWO DAYS LATER WE PACKED UP OUR FORD FIESTA, PLUS ROOFRACK, WITH A THEATRE, TWO PUPPET SHOWS, A BAG OF CLOTHES EACH AND OUR DUVETS, LEAVING JUST ENOUGH ROOM TO FIT US ALL IN AS WELL. JILL HAD NOT LONG AGO LEARNT TO DRIVE, SO THAT NOW WE WERE A MOBILE FAMILY THIS TRIP WAS POSSIBLE.

DURING THE NEXT FIVE WEEKS WE VISITED MANY E.O. FAMILIES, AND MADE LOTS OF NEW FRIENDS, WHO WE'D LIKE TO THANK ONCE AGAIN FOR THEIR KINDNESS AND GENEROSITY. WHEREVER WE WENT MELISSA AND SAFFRON SETTLED IN EASILY, AND WERE QUICKLY INVOLVED IN THE CHILDREN'S GAMES. UNFORTUNATELY JUST AS WE WERE GETTING TO KNOW PEOPLE IT WAS TIME TO GO, AND WE WOULD HAVE LIKED TO HAVE STAYED LONGER, BUT WE HADN'T ALLOWED FOR THIS IN OUR ARRANGEMENTS. WE WERE ABLE TO COMPLETE ALL OF THE ADVERTISED PROGRAMME INCLUDING A FEW EXTRAS ALONG THE WAY AND IN ALL WE PERFORMED 29 PUPPET SHOWS AND JILL DROVE ALMOST 2,000 MILES. THERE WERE TIMES WHEN WE GOT VERY TIRED AND AT ONE POINT SAFFRON HAD A MINOR ACCIDENT TO HER BIG TOE NAIL WHICH WE'RE PLEASED TO SAY HAS HEALED UP WELL. WE WORKED THROUGH AND LEARNT A LOT ABOUT LIVING SO CLOSE TOGETHER AS A TRAVELLING FAMILY WITH VERY LITTLE SPACE OR TIME FOR OURSELVES AS INDIVIDUALS. OUR CAR WENT REALLY WELL ALL THE WAY ROUND WITH ONLY ONE PUNCTURE TO FIX IN THE WHOLE JOURNEY.

WE ALL ENJOYED THE TRIP AND RETURNED HOME WITH MEMORIES OF ALL THE BEAUTIFUL PARTS OF THE COUNTRY WE HAD SEEN, MANY FOR THE FIRST TIME, AND FELT VERY EXCITED AND ENCOURAGED BY THE VARIETY OF WAYS HOME BASED EDUCATION HAS BEEN INCORPORATED INTO THE LIVES OF THE PEOPLE WE MET. WE WERE GLAD TO ARRIVE HOME TO ALL OUR FRIENDS IN THE TOTNES AREA AND TO OUR HOUSE AND ALLOTMENT, AND SIX WEEKS LATER WERE STILL EXCITED BY THE IDEA OF DOING SOMETHING LIKE IT AGAIN IN THIS COUNTRY, AND EVEN TO VENTURE SOMEWHERE ABROAD.

P.S. WHEN WE ARRIVED HOME WE FOUND THAT BURGLAR BILL HAD AN EXTRA RED TOOTHBRUSH IN HIS LUGGAGE, WHICH SOMEHOW HE'D FORGOTTEN TO GIVE BACK !! HAVE YOU LOST ONE?



THE ARMCHAIR PUPPET THEATRE MAYTIME TOUR 1988

JILL + KEN BEAGLEY, 'ORANGES', ST. CLEMENTS TERRACE, HARBERTON, TOTNES, DEVON, TA95SN

news from abroad.....

An interesting periodical arrived from France recently, entitled "Possible". It is the newsletter for the French equivalent of Education Otherwise, and they are keen to establish links with alternative or experimental schools and individuals educating at home in Britain and elsewhere. Anyone who is interested in meeting, visiting or corresponding with a similar group or family in any European country should write, explaining about their project, any propositions and requirements, to the address below.

A.I.E. Possible,
29 rue Davy,
F. 75017 Paris.

international conference

Also mentioned in the periodical is a workshop taking place in Germany in October, which some members may be interested in. The invitation reads as follows:-

Dear Friends,

We invite you to our International Workshop of Free Alternative Schools during October 7th - 9th 1988. The states of the European Community are coming closer and closer together. New contacts are being made permanently in economics, sports and armament. There is a lot of mutual work to be done on various levels. We should accompany this process of centralisation in Europe critically and discuss our ideas publicly.

Therefore our planning team suggests that we discuss in Offenburg the following subjects:-

1. State and free alternative schools/education
2. European exchange of information

We also want to get to know each other of course, and have a party.

We Germans are especially interested in the legal situation in various countries. Some of our schools operate without federal approval. In the near future legal action before the Supreme Court will take place which will be of utmost importance for further approval of schools.

Therefore it would be fantastic if you could send us the following information which is very important to our organisational planning:-

1. What kind of frame-work of educational policy is there in your country for approvals of free alternative schools?
2. Is school attendance compulsory or is it enough to show that your child has received educational instruction?
3. What kind of rights do parents, children and teachers have?
4. Will you attend our meeting and with how many adults and children?
5. Can you introduce your school or project with slides, pictures, video, films etc?
6. What are your personal interests and wishes?

Babysitting will be available at all times. There will be a program for older children.

For further details write to:- Verein zur Forderung der Freien Schulen, Offenburg e.V., Friedrichstrasse 63, 7600 Offenburg, W. Germany.

Summer time ~~~

For the August Newsletter, what could be more appropriate than a few ideas for enjoying the late summer days?

(extracts from Festivals, Family and Food, by Diana Carey & Judy Large, Published by Hawthorn Press, \$6.95)



A time for relaxing, playing games, splashing in the water and collecting things. Look out for a variety of pretty stones and shells: the large stones can be decorated with paints or pressed flower, varnished and used as paperweights or decorative items, and the shells can be collected and later identified and spread out on the windowsill. They look very pretty in a dish of water on the table (add some salt to stop the water growing algae) or the little shells can be stuck on to boxes to make little gifts for relatives.

A friend once made a pretty mobile by collecting small pieces of driftwood on the beach. The shapes they made were very unusual. Bigger pieces of driftwood can be worked with linseed oil to make a pretty decorative object.

Don't forget to hang some seaweed outside your front door to tell you what the weather will do the next day. If the seaweed is wet, so will the weather be, if it is dry, the day will be fine!

picnic food ~~~

What would the summer be without the occasional picnic - get away from conventional sandwiches with these ideas:-

Make up a box of salad stuff- chunks of cucumber, tomato, lettuce, chicory and endive, raw carrot, kohlrabi, and cold cooked corn on the cob.

Plenty of fruit is good on a picnic - chunks of melon or watermelon, strawberries or raspberries, grapes, plums etc.

And finally, a traditional summer recipe making the most of the short-lasting soft fruit season:-

Summer Pudding

1 lb raspberries
½ lb red currants
½ lb black currants
6-8 oz caster sugar
Slices of white bread



Simmer the currants with sugar to taste until tender, and simmer the raspberries separately as they cook very quickly. Cook all as briefly as possible. Line a basin with strips of crustless white bread, with no gaps. Pour in the hot fruit and enough juice to saturate the bread but keeping the fruit fairly stiff. Put the currants in first, then the raspberries. Cover with a lid of bread, place a saucer on top, weighted. Leave overnight in a cool place. Turn out next day and serve with thick cream or real custard or greek yoghurt.

IN THE BEGINNING.....

Dick Kitto, author of "Composting- the Organic Way", editor of the Rural Resettlement Handbook, publisher of John Holt's "Teach Your Own", founder of many initiatives in alternative projects, and an active organic gardener, turned 70 nearly a year ago. Kate went down to Liss in Hampshire to interview him last December, and only now has completed this long awaited article.

Dick was instrumental in the founding of Education Otherwise, and shaping its present character. With a membership of diverse and very independent minded parents, some would say anarchic, this was no mean achievement! So this comes as a modest tribute to him, with our thanks for starting an organisation that never benefitted his own family, but has benefitted countless others.

Like most of us, Dick was drawn to education through his children. He had never been trained as a teacher, nor had he been trained for anything in particular. He worked at Dartington where his daughter went in the 60's. At the Co-educational Conferences he met A.S. Neill and other members of the progressive school movement.

"Until I read Joy Baker's book, I didn't know the law. I was only thinking in terms of free schooling. I admired and respected her, but her account scared me a bit. I was worried about the effect of confrontation on my life and children, so I decided it was better to use evasive tactics. It was in the early 70's that I read John Holt and Royston Lambert, who put the case for de-schooling well. I also read George Dennison's "Out of School."

In 1970 or 71 Dick was invited by Dartington to set up a de-schooling scheme in the mining village of Connisbrough in South Yorkshire. Dartington had put a lot of energy into education in this area. They wanted to test whether there was any way of integrating a private progressive school with the state system. The project was partly funded by the West Riding Education Authority and partly by Dartington.

Dick has restored an abandoned allotment from a bracken covered wilderness on thin sandy soil to a productive organic vegetable plot. A credit to his patient barrowing of muck, and his compost bin!

Here Dick is standing on a neighbouring plot of bracken wilderness as his used to be.



Interview with Dick Kitto

"In the first place, one's got to understand the attitude of the kids. They had de-schooled themselves within school. They had no academic interest. They were tearaway kids, and the school absolutely did not know how to cope with them. We took fifteen children out of school in their first year. We did that for two years in succession. The first group was all boys, the second half boys, half girls.

"So What did we do with them? Well, we had no school arrangements. We theoretically had the same as school hours. And theoretically someone filled in a register to say they'd been at school for that period. We did not really have any sort of strict rules. Just occasionally if there was something on, and somebody didn't turn up we would go and discover why, and heave them out of bed. Generally speaking it wasn't a problem. They did all come. We had a lot of fun.

"The first thing we did was to decorate three rooms in the centre. We got a professional decorator in to teach us how to do it properly. He would come and assess the quality of the work. It was quite a slap happy arrangement because you can imagine decorating with emulsion paint with fifteen very energetic kids. The three members of staff involved used to go round in the evening when the kids had gone home to make sure it was done well. We were determined it was really going to be a good job. When it was finished the decorator really praised them. I think it was the first time these kids had ever been praised for anything in all their lives.

"We did quite a lot of conversion of the building, as well as the decorating. We put in a stove and we put in a concrete floor in the building that was used as a centre. Although we were funded, we didn't have a lot of money. So we did earn quite a bit of money. We had a garage which was their workshop where we did a lot of jobs. For instance, we bought a load of ex-government desks, cannibalised them and sold them at a profit. That earned us some money for holidays."

Apart from going on short holidays, sometimes in London, Devon, the Cairngorms or the Yorkshire Moors, they put into practice the democratic principles of the free school movement. Daily meetings lasting about three quarters of an hour were de rigueur. And every Friday afternoon would be devoted to a complete free-for-all.

"There was nothing they couldn't say to us or us to them. We didn't make any concessions to them. In other words, we didn't try to speak their language, or speak down to them, or talk plain and simple. They took it as a bit of a joke because of course, up in the broad Yorkshire area anybody with a posh accent is quite a bit of a joke. They quite enjoyed it. And we had a lot of communication about everything under the sun. I think this educated them more than anything. If you had an argument with them, which we did have lots of, you didn't win necessarily. Sometimes you'd have to concede total defeat at the hands of these kids."

1973 was the ROSLA year: the raising of the school leaving age from 15 to 16. There were a lot of projects going on around the country to try and occupy these reluctant pupils. Suddenly schools found they were lumbered with these children for another year. So there was a lot of anxiety. Schools were not really geared up to cope with them. The Yorkshire project got a certain amount of writing up in the educational press, and the whole group were invited to attend several university seminars.

"We went to York University and had a seminar there. We also did one at Nottingham. The people there were doing MA Eds I think, so they would have been in teaching for five years or so. They found it quite a confrontation to meet people who were advocating "Don't go to school. Stick out! Stay out!" I think the teachers were quite shaken by the way these kids were able to speak to them. The fact that not one of them had got an O level, nor even a C.S.E. and still they were extremely articulate, very confident. They showed how clever they were, and that amazed me actually. Quite a few of them were highly intelligent. They had no academic qualifications but they were absolutely spot on. The development of these kids during their year with us convinced me that de-schooling could be, in some cases at any rate, infinitely more educative than schooling, though of course, we were an institution and still quite a long way from the idea of home education. That was to come later."

The project also caught the eye of Stan Windass who had just started to think about "Alternative Society." His enthusiasm for the project took him up to Yorkshire where he met Dick, a new recruit for his "Alternative Society." This was in 1974 or 1975, when the project in Conisbrough came to an end. Stan had been involved with the Children's Rights Centre in London - rights which overlapped into schooling. Through this work, Stan had met a number of 'alternative' people who were involved in de-schooling. At the same time he had just got Lower Shaw from Thamesdown Borough Council in Swindon.

"It is a bit of a mystery how a fairly conventional town council agreed to let farmhouses like Lower Shaw to various groups like Alternative Society and the Groundwell Farmers. With our two interests I decided to go there. Lower Shaw was a place where Alternative Society could work, where we could examine aspects of society, try and see where it was going wrong, try and propose alternatives. We had conferences on all sorts of things: architecture, alternative health, alternative employment and things like that. We set up an alternative probation project, organic gardening project, local enterprise trust, the Rural Settlement Group and other initiatives. I'd already been around Swindon schools to see whether we could set up a de-schooling project. I think we could have done so, but the difficulty was to get funded. Lower Shaw had to pay its way from the very beginning, and unless somebody was prepared to fund a de-schooling project we just could not have afforded to do it.

"At that time I was paid to set up Lower Shaw. I got a grant from the Gulbenkian Trust, and from the Anglo-German Trust. At that time Stan did very well. Lower Shaw was converted to some extent with that money. So although we had to set up events to earn money to keep Lower Shaw going, for the first two years we did have some money to support us."

The seeds of EO started to germinate during the course of about six meetings. It had begun to emerge that there were already quite a lot of people who kept their children out of school, and were feeling very isolated. What was needed was some sort of network to keep them in touch with one another, pass on information and so on. Meetings went on over 1975 to 1976.

"Out of these meetings we set up a little group of people who were either deschooling their children or very interested in it. Then Granada Television did a programme, and they got Mick and Jenny White, Mike and Anne Lydiall and Molly Jenkins. As a result we got close to two hundred enquiries. We had nothing to send out. So we immediately russed up a manifesto and we got out a first newsletter. This really put us in a position where we had to have a bit of an

organisation to cope with enquiries. (see end of article for a list of early active members.)

Of those two hundred, fifty or so joined. Dick decided to approach the television programme 'Open Door', and formed a small group of people to produce a programme. It involved the Windass family, the Fearnleys, the Guthries and a family in Kent. After ten days of frenzied activity the programme went out. Two thousand replies kept the group frantic. By this time, between two hundred and two hundred and fifty members had joined. Education Otherwise had taken root. "In the meantime, partly through this project in Yorkshire, I'd been in touch with John Holt. Through that we had a connection with what was happening in America. So the two movements in Britain and America grew up almost neck and neck. I didn't meet John Holt until he came over to that conference in Birmingham, but we corresponded. In one of his letters he mentioned that he'd written a book about de-schooling. Penguin Education had just been closed down and he was trying to find an English publisher for it. At that time I'd left Lower Shaw, so I decided to publish it myself. I thought the book would at least cover its costs, but it didn't. I got thoroughly stung, as beginners do when they set out. I had the book printed in America at what I now realise was quite a high price. They didn't deliver them for over a year, and when it came to paying for them the dollar had increased in value, so I had to pay nearly double. But I've recouped that loss on this second edition."

There was another aspect of EO's beginnings that Dick wanted to talk about, having described how Stan and he had been instrumental in its creation.

"There is a historical reason for it starting. In other words, if we hadn't started it, somebody else would have started something. Just as we didn't start the free school movement. And similarly with the A.S. Neill Trust. They started as an expression of how people were feeling then, which was part of a much wider movement. A post-hippy movement really. The idea of the hippy was to try and find somewhere in Wales where they could escape the bureaucracy and live a life of love and radishes. It was a movement against authority, against expertise, against the welfare state...it was against the fact that from the moment one is born one seemed to be set into tramlines of education, which taught you to conform. And there was a revolt against this all over, of which the hippy movement was the initiator. Then it was followed up by the alternative movement which really was trying to find ways in which it could be much more general and loosen up society. Which it has done. The wholistic health ideas are beginning to percolate into the National Health Service. And EO is an example of a much less bureaucratic organisation. But the alternative movement has petered out very largely."

What did Dick think of Education Otherwise now? He was very clear about what sort of educational organisation it is.

"As far as I'm concerned, E.O. does not have a particular kind of education to which it is committed. It is committed to a right of families to do what they want to do. It is a humans rights organisation. I don't feel we must do this, or we must do that. It is up to the members. To me it is not a specific thing where children have to run wild in the country, or have to pay visits to Winchester Cathedral, or anything else. There is this huge variation. Some people join EO in order to give their children a good classical education which they cannot get at school. I have a fundamental belief in the freedom of choice. We must all be allowed to make our own mistakes. We don't want to be dictated to by a curriculum from central government."

At nearly 71, Dick has not retired. He lives with his partner, Rahema, quietly but busily. He gardens energetically, having transformed a wilderness of bracken into a productive allotment. He writes, translating Italian books, which gives him the fun of pleasant visits to Italy, and he continues to follow his alternative penchants.

"There was nothing local happening. So I thought I'd better start something, so I started a "One World Group." But actually my one world group rapidly became a one person group, that person being me! So at the moment I've gone into Purdah, and I'm rethinking whether my energies couldn't be better used in some other way. I think one is waiting for a lead of some sort."

So whilst waiting, Dick works with a local group called "Tools for Self Reliance", collecting armfuls of hammers and other tools to refurbish for the other half of the world where people are not quite so spoilt for choice as we are.

The following is a list of Education Otherwise members who were active in its very beginnings. The names have been taken from the minutes of a meeting held in September 1976 reported by Dick. This meeting set down the first version of our aims.

Molly Jenkins*
Charity James
Bob Green

Her husband later became Bishop of Durham
Became secretary of Muklananda Movement
Psychologist, associated with ACE's
publication "Where?", and wrote an article
about it for Education Otherwise.

Dick Kitto

Minutes secretary, and skillfully guided
EO through early years

Mike and Anne Lydiat*
Geoff and Jane Edwards
Anna Camino-James

Lecturer in Education at Sheffield University
Formerly Life-Span Educational Trust
National Association for Gifted Children

Ken Byron*

Education Advisor for LEA

Stan Windass*

Alternative Society

Susan and Derek Hanson

Parents of under 5's

Paula and Nigel Theobald*

Parents of school aged children

Andrew Mann

Coordinator of Children's Rights Centre
Author of notes for parents which later
formed the basis for EO's "Early Years",
later rewritten and renamed SINCE.

* = Parents of de-schooled children.

Pen Pal Page

My name is Tasmin Kerry Roberts. I am nine. I would like a boy or a girl penfriend of a similar age.

My hobbies are reading, writing, swimming, playing cards and dancing.

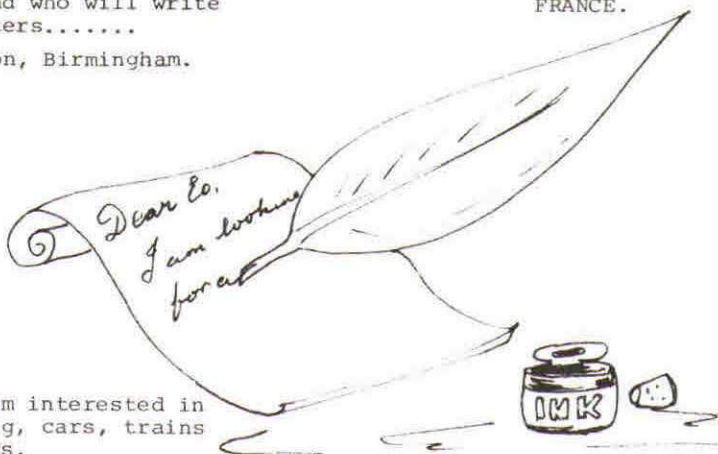
Please write soon to:-
La Radisonne
Morance 69480,
ANSE,
FRANCE.

PEN PAL WANTED

MY NAME IS SPOT - I'M TEN YEARS OLD.

My interests are target shooting, dogs and other animals, engines, roller skating, radio controlled models, bike riding, C.B.'s and boating. I would like a pen pal who has got more or less the same interests as me and who will write back. And I like computers.....

17 Dorset Rd. Edgebaston, Birmingham.



Dear E.O.

I am six and a half. I'm interested in writing letters, reading, cars, trains trams and model railways.

I've never been to school and I will write back to any letter I get.

From Tim Baker
"Lindenbrook", School Street,
Drayton, nr. Langport, Somerset, TA10 0LJ.

I AM LOOKING FOR A PENFRIEND ABOUT MY AGE.....

I WOULD LIKE A PEN PAL.

I am 11, have never been to school and love being home taught. I like horse and bike riding, skating, Red Cross, reading and sewing. I would like to write to a girl about my age. Please write to me at 77 Coleshill Street, Sutton Coldfield, West Midland, B72 1SH.

Mae Park.

I am a twelve year old boy and have a thirteen year old sister called Fritha who goes to school.

I have just started being home educated. I am interested in swimming, climbing, drawing and modelling, and I collect strange plants.....

Kai Rogers, Welcome Nook, Corney, Millon, Cumbria.

Letters

Our two older children, Richard (8) and Thomas (5) are developing a fascination for the past - how people lived, worked and what they wore and ate etc. and we often take them out (sometimes with other EO families in Gloucestershire) on days where we explore the local area, looking for clues to the past in our surroundings. Our area is rich in remains of past civilizations, long barrows, hill forts, Roman ruins, Mediaeval castles and cathedrals etc. Recently however it began to become more and more obvious to me just what we were not seeing in our visits to museums especially. There was hardly any evidence of the women who lived during these times. All the evidence the children were seeing was almost exclusively about men. A quick look at some of our history books at home tell the same story - very few women and those that are present usually in chapters about fashion or food! We are determined not to let our children grow up accepting this very sexist view of history as normal, but where are the books and the museums to help us? Please if anyone can recommend books, days out, museums and so on that give women their rightful place in history can they let us know either through the newsletter or by writing to us. Of course we are very aware that women are also missing from many other areas such as science, music and art. They were there so let's hear about them! I would be happy to compile a book list, so start looking!

Also, a reminder about the Letterbox Library - an excellent book club specializing in non sexist and non racist books. Only £2.50 to join, and no pressure to buy, plus an interesting newsletter. I'm coordinator for Glos. so would provide further details. Their address is 8 Bradbury St., N16 8JN. Please quote my name if you join. Ring 01-254 1640 for latest catalogue.

From Clare, Peter, Richard, Thomas, Madeleine Sheahan
15 Pembroke Street, Gloucester, GL1 4EG. Tel:- (0452) 422576.



A few bits of information I'd like to pass on!

1. Don't throw away old plasticine - it is excellent for printing with. You can take impressions with it from various textures - gratings, bark, gravestones etc, while the plasticine is soft. Keep it chilled and hard though obviously it won't last forever.
2. Another recommendation for the Letterbox Book Club. Quote "We select books which show boys and girls as independent, resourceful, caring and emotional. We look for books which show children living in a variety of different settings, and which reflect our multi-ethnic society." If you quote my name, I get a freebie!
3. Offer of a free camp site. We live in South Wales near the Teifi River, east of Llandysu, on 9 acres of unkempt land. It's lush, beautiful and quiet, apart from the mill where we make furniture. Our own bungalow is not huge, but we would gladly offer shelter from a storm, the odd hot bath and company etc. We have two daughters, 5 and 1½. West coast about 12 miles away.

From Victoria Malcolm and Brian Faux, Georgia and Emily, Dolbantau, Llanfihangel-ar-Arth, Dyfed, SA39 9JD. Phone (055 935) 428.

ON BECOMING A TEACHER

by Marietta Birkholtz.

I nearly ended up writing a lengthy account of the last two years of my life, starting with why I dropped out of a teacher training course at Hamburg University, describing work and life in Cherry Orchards Camphill Community, praising Monkton Wylde Court..... and eventually how I got to Denmark to find out that the "ever so alternative" Tvind School Teacher Training course suffers from as much dogmatism as some Steiner places do.

The story would fill a whole newsletter. The essence is, that for me, becoming a teacher has got to do with becoming a person. What I found in those teachers who meant a lot to me was this: authenticity. That was enough to make me remember them still today. Their knowledge on a subject, their educational philosophy and their classroom techniques were not unimportant, but came second.

I find this experience confirmed when I teach children or deal with people generally. As long as I am myself and communicate honestly there is a real exchange going on. As soon as I play games, such as "teacher" → "pupil" the situation gets tense.

However, most teacher training courses emphasize role playing, "pedagogy" (i.e. the art of ruling people without letting them notice it), knowledge on subjects and so on, which fits in nicely with the concepts of most schools.

Refusing to go along with that kind of training was part of my "becoming a person." In summer last year I wrote twenty letters to E.O. members (mostly teachers) to inquire if anyone knew about a co-operative, open-minded course with plenty of teaching practice. (Thanks to all those who answered my letter!) I got a lot of encouragement, but had to accept that my "ideal" model of training did not exist.

So here I am...questioning schooling, questioning courses, yet wanting to teach. At times this seeming contradiction drives me mad. Meanwhile, after some work and volunteering at Bristol Waldorf School, I have decided to start on a part-time Steiner Teacher Training course at Edinburgh.

I don't think I will ever be a "Steiner Disciple", but the course tutor Karla Kinegar struck me as refreshingly open-minded. Since she is herself, she does not need to impose her philosophy on others. Hopefully I will be able to work with children and youngsters alongside the studying.

Also, I would like to get in touch with E.O. members in or near Edinburgh. Write or phone me if you like, so that we can meet for a chat....who knows....we might start some project together!

Marietta Birkholtz, 32 Rankellor Street, Edinburgh, EH8 9HZ.
Telephone : 031-668 3780.

PERCEPTIONS OF HOME EDUCATION

Families who educate their children at home experience such a wide variety of problems and successes. Extracts from some of the letters received this month illustrate this, and may give encouragement and consolation to other families.

"It's very hard for us financially, but our LEA was so dogmatic and antagonistic, that I did not feel like taking the chance of doing things all on my own. Also my husband is disabled after a stroke five years ago, and at times takes up time and attention which would therefore not be available for our daughter..... We are very pleased that Anne is making very good progress in home based education, and has passed a speech exam for the British Speaking Board, "International", Grade 1, Junior Standard. She is just ten, and is a seconder at Brownies, has appeared in two ballets at the Gordon Craig theatre in town, loves dancing, swimming and writes letters to children and old folk, can program a computer and likes to entertain with poems and dance..... It's nice to see that more families seem to feel that they wish to be responsible for their children's education, or are not satisfied with what the LEA tell them is right for their children, because after all, conscientious parents know their own children best. That is not meant to sound pompous, but working for N.C.H. I know sadly that you have to qualify your generalisations...."

S.D. Hind, 24 Parkway, Stevenage, Herts.

"I wonder whether parents do not care, or just expect teachers to get on with their job. Last September, after a great deal of consideration, we removed our six year old daughter from the village school where she was becoming increasingly unhappy. The other parents thought we were crazy, and apparently treat the school as a convenient baby minding service. Even those who admitted that the school is far from ideal had the attitude of "the sooner the children get used to it the better." The headmaster said his system was right and we must fit in to it..... Our letter to the LEA was acknowledged only by the comment that we must be responsible for travelling arrangements if we chose another school. I had approached the teachers to explain the problems thinking things might be improved...how naive...the problems became worse because I was classed as an interfering parent.....It would seem that parents who do care are in the minority.....so state schools have no need to change their ideas. We all know that some schools and teachers are better or worse than others, but I cannot understand all those parents who just are not interested in their children - why on earth did they have them? With the combination of the poor education system and uncaring parents it is not surprising that so many children grow up to be classed as failures and even more amazing that the rest survive to become responsible citizens."

Kate Wilson, Manor Cottage, Walgrave, Northants, NN6 9PH.

CRAFTS SUPPLEMENT.

Due to lack of other contributions I shall deal with a list of crafts familiar to me as a textile specialist. Hopefully there will be some ideas to interest you, all the ideas can be adapted to suit a wide range of age groups. (I have used them with both adults and children.) Most of the crafts use re-cycled materials and equipment readily available in the home or from the environment.

The only rules to remember are.....ENJOY YOURSELVES...
BE INVENTIVE....

FABRIC AND THREADS.

THREADS: Materials to collect-Cottons, mohair, rafia, plastic rafia, gift tag string, rope, string, threads unraveled from fabric, lurex, metallic threads, Strips of plastic, leather, paper, sailcloth, fabrics, i.e. cotton, voile, nylon etc. and polythene.

Also industrial waste....computer tape (or cassette tape), packing paper strips, strips of fluorescent used by the gas board (wait until they have finished with them!!) fabric waste from garment factories etc.

FABRICS.; collect...Net veg bags (ones that oranges etc come in also large ones from farm shops that usually contain 10 lb of sprouts) polythene, p.v.c. leather, dress and upholstery fabrics, old clothes, laces, curtains, towelling, hessian etc. Combine these with threads, papers other materials. Also collect lolly sticks, match sticks, buttons, seeds washers etc.

This may sound a formidable list but nearly all can be got for free or very little expense.. Buy up junk sale remnants, look in skips, ask relations to clear their wardrobes etc. Most families have one knitter, ask for bits and pieces. Lots of people, believe it or not, are only too glad to get rid of their 'Rubbish' Buy odd balls cheap in sales - join with friends into a group - pool your resources.

What to do with the GOODIES.

Provide a good selection of odds and ends, give children time to play with the bits, time to look, touch, talk about different colours, textures, transparency etc. Let them rip, pull apart and unravel before using them. Don't be in too big a hurry to start making images. Fabrics can be glued down, sewn down, attached to soft board with nails and pins (good as it allows the materials to be re-used) or hammered down onto wood of cuts with nails and tacks. Polystyrene can be use ful, fabric can be glued or pushed into it. Water based glues only as cow gum and petrolium glue go through it. Veg bags can be woven into - also rug canvas is good but expensive.

GRASS WEAVING
ALEXIS AGES.

Fabrics can be painted ,dyed,dipped in pigments,crayoned on with fabric crayons,felt pens,watercolour crayons etc.Transparent fabrics can be glued down over decorated paper and other materials.Fabric can be stuffed to make threedimensional forms.Tights work really well stuffed with newspaper ...we have made super monkeys in this way also spiders from tights and found rubbish! These can be sprayed with left over car paints etc.Fabric can also be treated in various ways.....It can be ripped,rolled,draped padded,woven ,stretched, stiffened,.....edges can be frayed,burnt(always do this over the sink then the tap can put out any disasters!)and unravelled.

Tye-dye is also a useful technique with other methods. Batik is not too difficult with simple equipment.Try dripping a candle over your fabric or melting wax crayons and then brushing over with dye.The most successful method of Batik to try at home is paste resist.You will need a mix of flour and water 1tbl spoon to 1/2 of a pint of water is about right.This should resemble thick double cream (I use a food processor to get rid of all the lumps.) Put the mix in a clean washing up liquid bottle and use this to draw your design. To dye ..paint over with paint or a pigment dye such as Dylon Fun Dye You will not be able to immerse this in a dye bath like real batik.To remove the paste pick off or try ironing it with a hot iron ..this often works.

If using more than one colour always dye the lightest first(Yellow) and so on.The general rule to remember is that any fabric covered by the paste will not take the dye. You can add other colours by doing layers of paste on top of each colour.This technique works well for banners,hangings,and is especially good with natural history subjects such as butterflies,flowers, etc.The batik can later be embellished with embroidery, threads and other materials...for added details draw on top with felt pens. Fabric need not always be two dimensional...Make life size dolls ..draw around children and then sew these together on the machine,stuff with newspaper and paint in the details.Use a bicycle wheel or a hoop to make a hanging or wind chime ..rip fabric into strips and paint or dye bright colours.Knot,plait,weave the dangling pieces ,add noise makers for musical effect(these can be tins filled with suitable peas etc.)Add tin foil to catch the light,tin can lids,budgie mirrors and bottle tops are also useful.

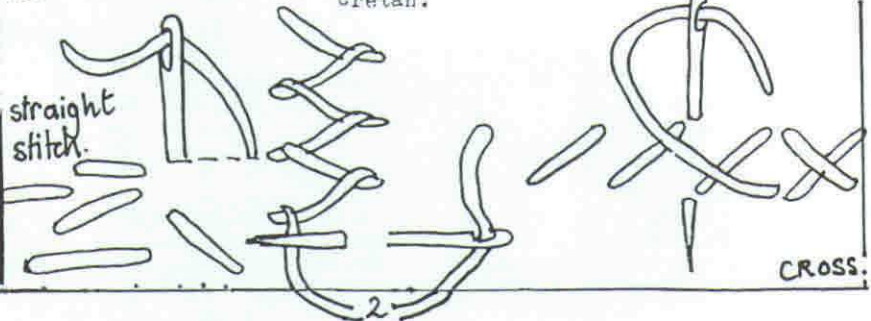
Cut out shapes from news paper and spray dye through the 'stencil' onto the fabric...a tooth brush and the edge of a ruler makes an excellent splatter tool to use with stencils.Blow dye through straws for a random effect... (what I really mean is to blow onto dye using a straw!) Try printing onto fabric with found objects dipped in dye or paint,,leaves ,cotton reels bits of sponge ,polystyrene etc.

Creative stitching.

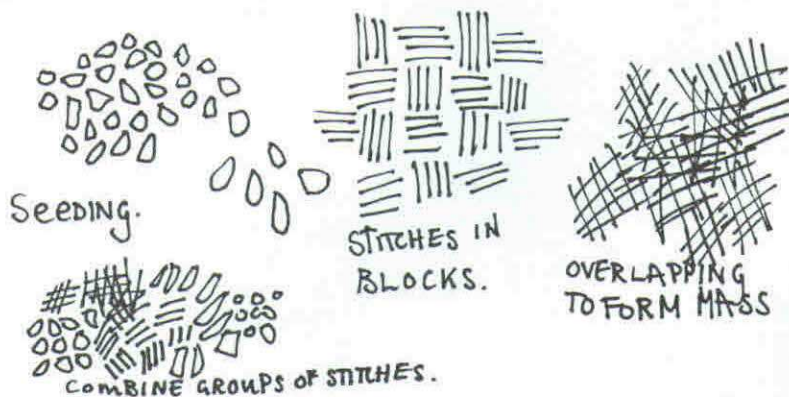
Stitches can be thought of as lines,used to show direction and to build up mass.Combine groups of stitches to make patterns and textures.

You do not need hundreds of stitches a few easy ones used creatively will do.

Cretan.



Vary the size of stitches, overlap to make texture. French knots in thick thread are also good for texture. You can also vary the type of yarn i.e. shiny thread on top of wool. Combine groups of stitches to make texture. Add small items to embellish, such as beads, sequins, buttons, washers found objects etc. Try sewing with strips of fabric instead of yarn, voile headscarfs make wonderful thread ripped into strips. Seeding... tiny stitches to create mass. The stitches need to be worked in many directions and can be grouped very close together and then slowly spread out and dispersed.



WEAVING...

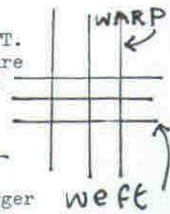
Weaving with found and made looms is a very exiting craft and need not use any specialist equipment. Materials to collect. Cottons, nylons, mohair, raffia, plastic raffia, gift tag string, threads unravelled from materials, lurex and metallic threads, any kn knitting or craft thread. STRIPS of ... plastic leather, paper, packing strips, industrial waste etc. (Lots of industries have something to give away free have a look round, see what you can aquire.) Net bags, drees and upholstery fabrics and jumble leftovers will also come in handy.

The only two weavers words you need to know are... WARP and WEFT. The warp must be strong flexible but not stretch. Good warps are dishcloth cotton, linen, unstretchy synthetics, invisible threads for example fishing line. For large or special projects linen carpet warp can be purchased from the shop at wilton carpets. If your warp is heavy or coloured it will show in the weaving - allow for this in the design.

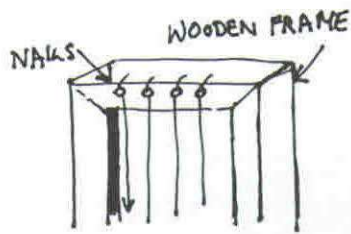
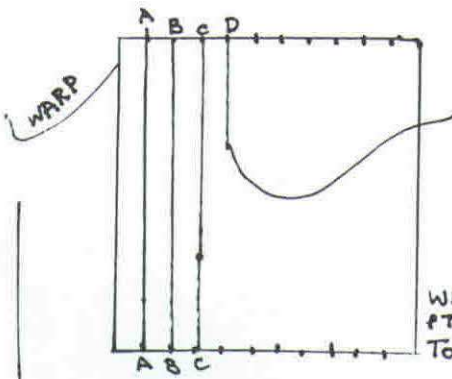
WEFT. All weft can be knotted, plaited, plyed etc to give a bigger selection of textures, before weaving in. Wool etc can be dyed to give a greater colour range. Try dip dyeing. Put a small amount of ink or dye in a jam jar and emerse part of the wool in this leaving some of the wool its original colour. Do this several times with different colours or shade to get exiting variegated wools.

LOOMS.

the easiest loom for small work is a piece of strong card. Mounting card is ideal but is expensive, some shops or framers sell bags of bits left over from window mounting, these are usually a good size for first weavings. To make the loom measure and mark top and bottom identically, mark and then cut

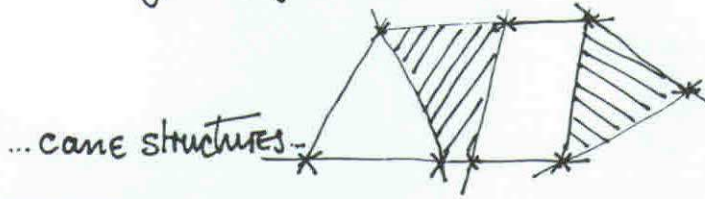
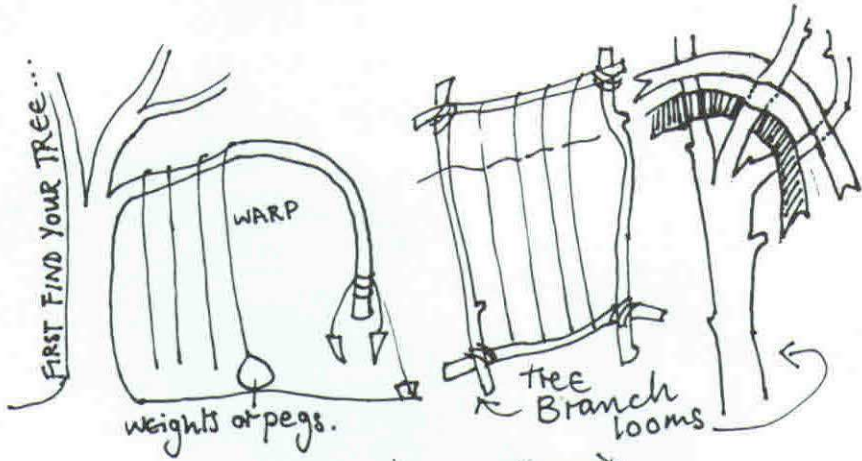


notches where you have marked. To warp up wind thread around the card from notch to notch.

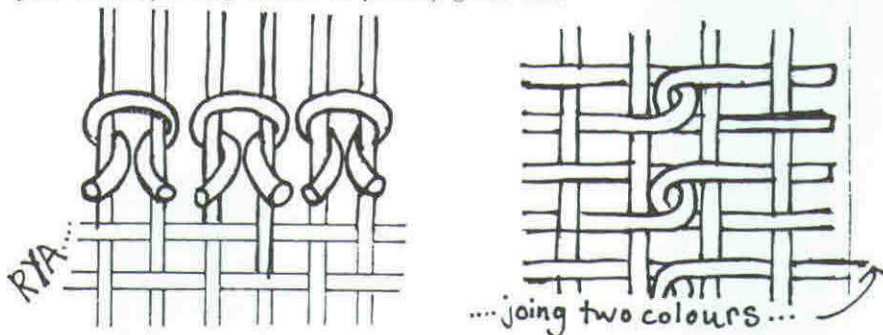


WINDWARP AROUND CARD
 & TIE TWO END ACROSS BACK.
 TO REWEAVE CUT ACROSS BACK & TIE IN TWO.

Use the left items to weave into this. Wools, unspun wools, rushes, grasses and other found items all work well. Bigger looms can be made out of a variety of materials. Sticks, garden canes and branches can all be tied into structures to form looms. Frames can be made from wood and nails used instead of notches. Found objects such as bicycle wheels make good looms... for really big projects try chainlink fencing or trellis. Chicken wire would do to make three dimensional shapes to weave. The American Indians make looms out of two strips of wood hung from the ceiling and the floor. Try this over a window frame or out of doors using a bent tree branch tied to the floor with tent pegs. Try making huge wigwam like structures and weave these with strips of material.



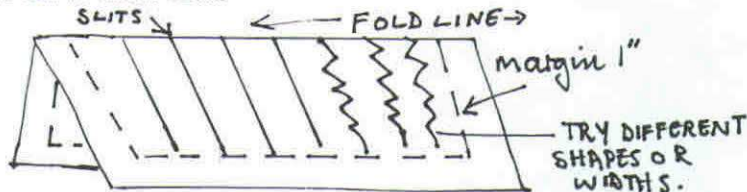
Other textile techniques can be combined with weaving .Knitting,crochet,braids macrame tassels etc.Crochet a circle and warp this into the weaving. Childrens drawings can be stuck to the card loom and then woven over following the pattern of the image.Cut outs from magazines can be done the same way. drawings of landscape etc can also be woven by this method. Look at weaving books for technical skills and stitches such as sumak and rya.Rya is a long pile technique very useful to portray grass etc.



Important points to remember when weaving...DONT PULL IN THE SIDES.... to avoid this always insert warp loosely in an arc and pack down with a beater(a kitchen fork will do for this.)Always start weaving from the bottom. this way you have gravity with you and it is easy to pack the weft down tight .Dont be tempted to pack down to loosely to cover it quickly this will result in your weaving falling appart when removed from the loom.

Look out for good up to date books in the library ,an old series but very usefull is ..Weaving is for anyone. weaving is for everyone and Weaving is fun all by Jean Walker. For needles suitable for weaving try Nottingham Handcraft school suppliers. Stichery can be added to the surface for small details such as eyes,whiskers,flowers etc.

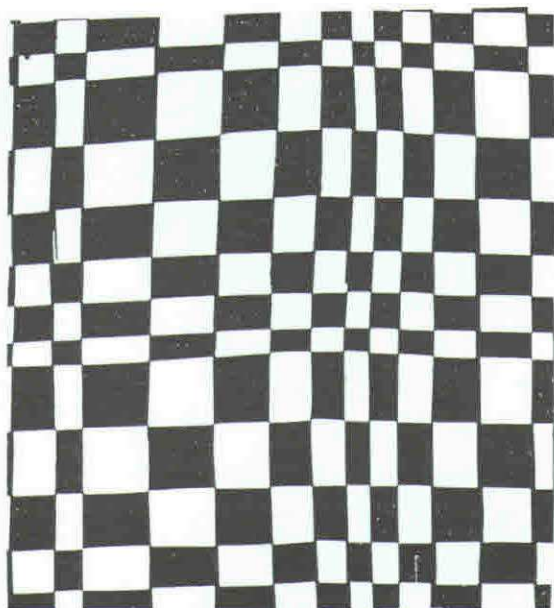
Weaving looms can also be made from paper with slits cut into it in a regular way .Good fun for people with a mathematical bent.Optical art and complicated patterns are easy this way.Try different sized slits and weft papers.To make the loom.fold a piece of strong paper in two,draw a margin around the open edges,measure slits and cut these to the margin .When opened out these can be woven into.



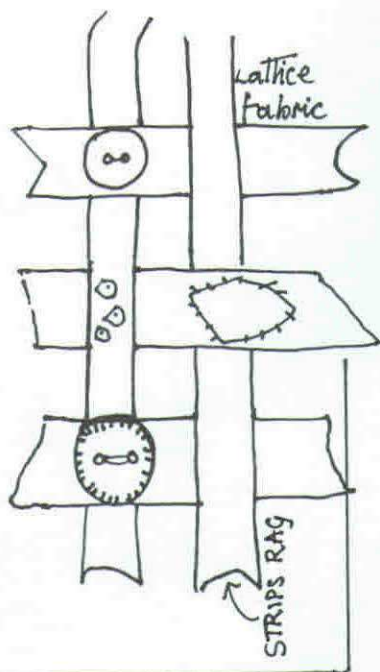
Try making a lattice work fabric to weave into.Tear fabric into 5cm width strips.With right sides together,fold each strip in half length wise and sew up the sides on the machine .turn these the rightway outand pad if wanted with wool or thick thread.Lay some tubes vertically on a board and hold them in place with drawing pins.weave the rest of the tubes horizontally to create a lattice effect.sew the tubes together at the intersections . either decorate by sewing on found objects(Milk bottle tops,buttons etc.) or weave threads into the lattice,or why not try both.

Found materials are also good to weave into. Net veg bags can be stretched over an embroidery frame and woven into with a variety of materials. Open weave fabric ie. curtains can also be used in this manner. Sequin waste can be purchased from craft shops fairly cheaply in small amounts, and makes an excellent surface for weaving into. Sequin waste is the strip of plastic left over when the sequins are punched out at the factory, as you can imagine it comes in bright shiny colours and in about 3 to 4 inches in width and as long as you like. (Makes very nice special greetings cards!) Other found objects can also be used. With a group of students we used a camp bed base that we had found in a skip, this made a huge loom, weaving in and out of the sprung base! Hula hoops and other large frames can have strips of material or thick threads tied across them to form a lattice work to weave into. Metal rings sold for making lampshades will give you a variety of sizes, these you could combine to make a woven mobile or hanging. This could also be a good solution to what to do with all those metal coat hangers one seems to acquire

There is also a loom recently on the market called a speed loom (the one we have came from galts and was a present..I believe it costs around a fiver.) This is a rigid wooden pegged system that makes it very easy to weave and works really well with small children or the handicapped. All the creative weaving techniques can be used with it as well as weaving in straight lines. I am sure that having had a careful look at one an enterprising person could easily make one in many different sizes. Nottingham hand craft sell two of the larger sizes. Another version of this idea is to select several jumbo drinking straws and pass wool up through them using a long needle. Tie the group of straws together at the top and then weave across the straws. the straws can then be slid out when the weaving is finished and the remaining threads tied together.

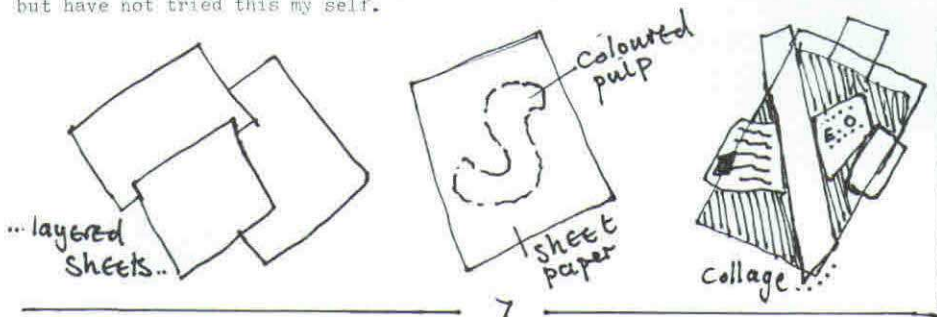


OPTICAL WEAVING... BEN AGE 10....



PAPERMAKING.

Traditionally paper was always made by hand, from plants and then from cotton waste and wood pulp, making paper at home uses the age old methods with basic equipment found around the average kitchen. You will need a collection of junk mail (if you have always wondered what use you can put to those red letters from the bank manager and all the unsolicited junk that comes through your letter box... this is it!) old envelopes, waste paper, loo roll middles and egg boxes (not the polystyrene ones). Rip this collection into small scraps and cover with boiling water in a large pan. Cook for twenty minutes on simmer, the next step needs a food processor or beater but I am sure you could invent a way of doing it for your selves. To liquidise use a handful of paper to maximum amount of water to avoid spoiling the machine. When you have a mix that looks like porridge you are ready to start. The pulp is poured into a really large bowl (I use the baby bath) and lots more water added to give an even suspension when stirred. You can add fragments of yarn, fabric, plant materials or printed paper fragments at this stage to give texture to the paper. Next you will need a small frame made from wood with netting tacked over it. plain curtain netting will do. This is called a deckle and is used to catch the pulp to form the sheet of paper. After stirring the solution, the frame is dipped into it and the resulting layer of pulp lifted out and sharply tapped onto a wad of newspaper. I find that if you put a square of fabric on top of the news paper this helps separate the layers. Repeat the process until all the pulp is used up. Leave the paper to dry and then it is ready to work on. The pulp can also be used like papermache to model with, put into moulds i.e. cookie cutters etc. For coloured paper dye, powder paint etc can be added to the pulp before using the deckle. the wet paper can be coloured by dropping dye, powder paint food colouring etc onto it to give a marbled effect. You can also manipulate the paper with your fingers to get textural effects for example push or poke dinges or ridges into it in a regular way. Try sprinkling it with seeds like cress for an organic growing texture. The paper can be sewn into, used for collage and even used for writing if size is added at the pulp stage, Plant materials such as hops, seaweed, and grass can all be used to make decorative papers. Try making thin sheets and trapping leaves, feathers etc in between two layers. Collage from scrap paper can be carried out on one wet sheet and then a nother layer couched on top, bits of the collage can overlap the edges and bits can be removed to expose the collage underneath.. To make larger sheets than your frame you simply have to overlap the sheets of pulp at the edges. Always make sure that the sheets are connected at some point, to the pulp already couched, so that when they dry you will have a single paper. Huge bannerlike sheets can be made this way. The same process works with sheets made from different coloured pulps overlapping, although the colours may bleed a little into each other. EXPERIMENT. The more you experiment the more ideas will come to you. I have heard of a twin tub washing machine being used for making the pulp but have not tried this myself.





Using sewing machines....

The modern sewing machine is an exiting tool. A swing needle is usefull but not essential. any collage that can be fitted under the presser foot can be sewn together instead of glued even if it is on paper. Random fabric scraps can be sewn together to make collage pieces and machine embroidery can be incorporated with other techniques. Drawing with the needle.....the sewing machine draws a wonderful free, quality line almost impossible to get with any other instrument....it is almost impossible not to make a successful piece of work! Useful for both linear patterns and making texture-a good method for people with very limited motor abilities as the process is just a move horizontally or vertically.

How to draw with the machine.....Thread machine up in usual way and then lower feed dog (these are the teeth that feed the material through the machine for sewing.....Consult your manual for how to do this.)Stretch your fabric in embroidery hoop, remove presser foot from the machine but do not forget to put the lever down, as normal, as this makes the tension. You are now ready to start. Take needle into fabric and bring bottom thread through the cloth, hold on to these, replace needle in same hole and start drawing. To do this move the hoop gently in required direction. This seems a little allarming at first but you soon get used to it. Have confidence, the faster you move the hoop the better.

IMPORTANT...Concentrate and keep fingers allways on the hoop to avoid sewing your fingers into your work. Draw in a continuous line freely to make an image. You can work from a drawing or a tracing but it works best to draw freely.

Some books to give you inspiration and further information.....

Most should be found in your local library.

Machine Embroidery..J.Grey..Batsford

Soft SculptureDonna Meliach.

Faces and Figures in embroidery..Val Harding.

Texture..Val Harding .Both batsford.

Embroidery and Nature.Jan Messant .Batsford.

Designing from ancient and primitive sources.J Messant .Studio vista.

ELECTRONICS CORNER...

FILE + COLLECT

NUMBER
3
IN A SERIES

HOW TO MAKE A 'FLIP-FLOP'... (ALTERNATE FLASHING L.E.D.'S)

WHAT YOU WILL NEED... (IN ADDITION TO PARTS AND COMPONENTS ITEMIZED IN PTS. 1+2)

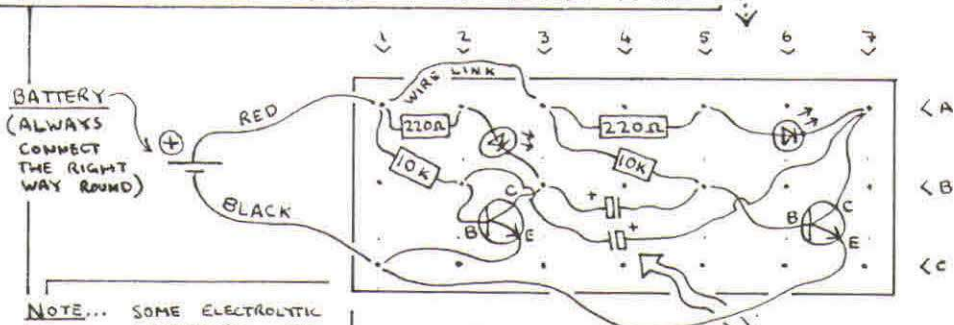
- (a) L.E.D. (PREFERABLY A DIFFERENT COLOUR TO THE ONE YOU GOT FOR 'PART 2.') _____ x 1
- (b) TRANSISTOR (TYPE BC 108) _____ x 1
- (c) RESISTORS (AT LEAST 1/3 WATT)....
 - 220 Ω (RED-RED-BROWN) _____ x 1
 - 10 K Ω (BROWN-BLACK-ORANGE) _____ x 1
- (d) CAPACITORS (ELECTROLYTIC TYPE) (SEE NOTE IN 'PART 1' ABOUT THESE)
 - 100 μ F (10 VOLT) _____ x 2

THE 'CAPACITY' OF A 'CAPACITOR' IS MEASURED LIKE THIS...

$1 \mu\text{F} = 1$ MILLIONTH OF A FARAD
 $1 \text{nF} = 1$ THOUSAND-MILLIONTH OF A FARAD
 $1 \text{pF} = 1$ MILLION-MILLIONTH OF A FARAD

(NOTE... EXTEND ALL LEGS OF COMPONENTS (a), (c) + (d) BY 100 mm)

PUT IT ALL TOGETHER LIKE THIS...



NOTE... SOME ELECTROLYTIC CAPACITORS LOOK LIKE THIS,



NEXT TIME...

.. HOW TO MAKE IT MAKE A ..
Noise!

VITAL... REFER TO 'PART 1' TO GET THESE CAPACITORS THE CORRECT WAY AROUND

CHEQUE FOR £1.75p TO CHRISTOPHER THOMPSON (WT 6, PARKDALE ROAD, PLUMSTEAD, LONDON SE18 1RS)

WILL DELIVER ALL EXTRA PARTS WITH MODIFICATIONS DONE

DEREGISTRATION

Regarding Anne & Bob Wade's article "Deregistration" in April's newsletter (p.41) we were very pleased to see that following our own article distributed privately in Feb and Mar (see Feb newsletter) our arguments concerning Sect. 39 of the 1944 Education Act in combination with the Pupils' Registration Regs. 1956 had been taken on board. However our reason for writing our own article had been to take the threat of coercion out of Sect. 39 concerning the registered child and we feel that Anne and Rob's article contained some factual errors that may be worrying parents. One section of Anne & Rob's article urges parents not to use the term 'deregistration' as this will prompt the LEA into looking deeper into the situation to discover what the word means, and yet it plants the idea of coercion quite openly in another section. EO must know the newsletter is received by LEA representatives. April's issue itself announces that more and more libraries are now displaying it. As far as the legal content of the article goes, we would argue that it is not correct in the following ways:-

1. Section 39 of the 1944 act does state that parents will be liable for legal action if a child 'fails to attend' the school at which he is registered but goes on to say 'the child shall not be deemed to have failed to attend regularly..at any time he was prevented by reason of sickness or any unavoidable cause.' As one of the conditions prescribed in the Pupils' registration Regulations 1956 for removal from the Admissions Register is that the child ceases to attend school (see 2.) we would argue the cause is unavoidable, and as correctly stated the LEA must allow time for parents to set in motion their home education arrangements.

2. Parents do not need the consent of the LEA in order for a child to be deregistered and we feel that Anne & Bob's statement is misleading not only to parents, but we are very concerned that it will mislead LEA's into believing they possess powers they do not have. Deregistration is automatic on certain 'conditions' being fulfilled:- Pupils' Deregistration Regulations 1956 - Deletions from Admission Register (4): 'The following grounds are hereby prescribed as those on which the name of a pupil is to be deleted from the Admission Register..(iii) that he has ceased to attend the school at which he is registered and his parent has satisfied the Authority that he is receiving efficient fulltime education ..otherwise than by attendance at school' Nowhere does any regulation state that a parent has to apply or receive permission from either school or LEA.

3. Whilst in theory it may appear that (according to the Perry case) an LEA may have more hold over parents of a registered child as to the form of 'evidence' it demands of educational provision (see Justice Slade's comments, para 2 of the Wades article) we would argue that the reality concerning a child not registered is not as unrestricted as we might always like. Justice Slade said that 'opportunity will appropriately be given (by parents) if the Authority..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.' Most parents whether a child is registered or not are happy to allow LEA representatives to visit their home, look at their work (syllabus is defined in the Oxford Dictionary as 'the subjects of a series of lectures, a compendium, abstract, summary, epitome..' it need not be interpreted in the ways schools etc. do.) and chat to the child. Justice Slade does not suggest any particular process of assessment for the registered child and we believe that the arguments that apply to Section 37 cases in terms of 'evidence' provided by parents will still apply under Section 39.

i) An LEA will not be able to demand 'evidence of educational provision' be brought in any particular form by a family attempting to satisfy it.
ii) An LEA will still not be able to simply state that it is not satisfied without good grounds.

iii) An LEA must still be able to convince a court as reasonable men that a child is not receiving efficient etc education at home.

In addition it must be noted that Justice Slade's remarks only apply where a child is still registered: if the LEA call once and can find no grounds not to be satisfied it must allow a child's name to be deleted as laid down in the Pupils' Registration Regulations. Once a child's name has been removed Justice Slade's comments no longer apply and the family is just the same as any other family with an unregistered child.

4. Anne & Bob's implication that an LEA can suddenly decide to use the 'not attending whilst still registered tack' after a family has been home educating for years must be worrying many parents. If an LEA has not stated it is dissatisfied then deregistration must have taken place automatically. No consent has to be obtained or applied for. We believe that any LEA attempting to prove after years or months that it has not been satisfied would fall flat on its face.

5. A child does not stay on the Admissions Register when deregistered. The Pupils' Registration Regulations clearly state that 'Deletions from the admissions register (4) (quoted in section 2 of this article) refers to the admission Register. Any child that is kept 'on roll but not on register' is kept 'in error' and the implication that such an occurrence means that a child is kept on the Admission Register and that this situation could be used to put pressure on families is we believe quite unfounded. If an LEA should be foolish enough to take a parent to court the parent would have the defence that the child's name was wrongfully on the Admission Register as the child had not attended school for some months/years and was receiving fulltime home education and the LEA had not stated it was not satisfied.

6. The declaration that an LEA can always declare itself not satisfied when a child is still registered and fall back on Section 39 is true. However, an LEA can declare itself not satisfied under Section 37 at any time even if a child has never been registered. In both cases the LEA cannot do this without grounds as in the event of the matter coming to court they would have to convince the court that any reasonable person would not be satisfied that the child was receiving efficient education. We believe that no family genuinely providing education need worry. Court cases are very rare.

7. In our opinion it is quite unnecessary to enquire whether a child's name has been deleted from the register:-

i) Deletion is automatic unless a parent receives some indication that the LEA is not satisfied and if a parent does not receive such indication he/she has every right to assume that deregistration has taken place.
ii) Enquiry as to whether a child is deregistered might give the LEA the impression it has an option in the process.

iii) No parent has to enquire if deregistration has taken place when moving or placing the child in a private school. We see no reason why home educators would feel any different or be treated differently.

8. Parents may find it reassuring to note that if an LEA did 'try it on' over deregistration a family need 'only' move to another catchment area or place the child in private school for a short time when deregistration could occur with no questions asked and home education could then start with no threat from Sect. 39. Just threatening this might mean that the LEA would be persuaded that pursuing Sect. 39 would be a waste of time.

9. This article is written and submitted on behalf of ourselves and not as members of any organisation (although we are EO members) and is meant as comment only. Parents must of course come to their own conclusions concerning their own particular position and should always seek to verify the position for themselves. Our own article "Deregistration" is still available price 20p plus SAE from this address:

Pip & John Rupik, 14 Basil Avenue, Armthorpe, Doncaster, S. Yorks. DN32AT

Book reviews - reviews -

Bright Ideas Teachers' Handbook: Maths

Publisher: Scholastic.

Price £7.95

A book of interesting ideas for exploring maths with "Primary" age children. The emphasis is on using practical ways to discover mathematical concepts. The first part of the book contains descriptions of the various topics and ways of investigating and presenting results, using the calculator and computer, and activities for parents and children to do together. The second part of the book contains photocopiable sheets of grids and worksheets of various types to use with the first part of the book. There is also a helpful list of resources to use and suppliers. I can thoroughly recommend this book.

Bright Ideas Spelling

Publisher: Scholastic.

Price £5.45

This is an interesting collection of ideas for helping children to learn spelling by way of games. Everything from spelling dominoes to Dragon Snap and a game called Burglar Bill. All the activities are clearly described and the last section of the book contains photocopiable sheets for use with the first section. Many good ideas as well as the latest research findings.

The Young Geographer Investigates, series by T. Jennings.

Titles: Grasslands, Oceans and Seas, Islands.

Publisher: Oxford University Press.

Price: £2.50 each.

Three more titles in this Geography series which are well worth looking out for. The books are beautifully produced with excellent photographs, maps and illustrations. An excellent introduction to physical and human Geography, with lots of ideas to develop the topic. Each book contains a section of follow-up questions, things to do and simple experiments, all of which are fun to do and clearly described. Good value and very enjoyable to use.

Field Guide to Butterflies and Other Insects of Britain

Publisher: Readers Digest Nature Lovers Library

Price £8.95

This small fat volume is full of wonderful illustrations and photographs. Each insect has information about its habits and distribution, often in great detail. Parts of the book cover the life cycle of the insects, photographing insects, and, if you are inclined to do so, caring ways to breed butterflies. This is a beautiful book, and I cannot recommend it enough if you are bitten with the bug of insect watching. (sorry!)

Living in Prehistoric Times by Jane Chisholm

Living in Roman Times by Jane Chisholm

Living in Castle Times by Robyn Gee

Publisher: Usborne Publishing Ltd

Price £1.50 each.

We have really enjoyed this series of books. They are very accessible to young children, with their detailed and realistic pictures of everyday life in the past, and their clear simple texts. Each book follows the daily life of a girl and boy and their family.

Living in Prehistoric Times takes two periods, one 17,000 years ago and another 10,000 years ago, and contrasts the ways of life of people at those times. This shows how farming and new skills such as pottery and brick making, weaving and more elaborate ceremonies developed over that period of time. My daughter aged six was fascinated by this book and we have looked at it together many times.

Living in Roman Times is set 2000 years ago, and the family is a wealthy one. We see Roman city life, the streets, houses, shops, markets, taverns, the baths, games and chariot races. We learn how they lived, dressed, what they ate, including a wedding feast, and we make a journey into the countryside. I would like to know more about the slaves who kept this sophisticated society running!

Living in Castle Times takes us back 600 years to meet a boy whose father was a goldsmith and guildsman. His family lived in a large walled town, and there are many glimpses of city life and the lives of the wealthier people. We see pageant plays, city life, monastery life, a country fair, castle life and an arranged marriage. Again, moor about the poorer people would have given a more balanced view.

Despite perhaps not being wholly factually accurate, these books will capture children's imagination and encourage feelings of empathy and understanding with people of the past. For this reason they make excellent first history books, and are good value for money.

Roots of Racism	Price £1.50
Patterns of Racism	£2.00
How Racism came to Britain- cartoon book	£2.95
The Fight against Racism - pictorial history	£3.50

Publisher: Institute of Race Relations

Paperback.

Here is the sort of material which motivates me in home education, material which challenges my own education and stimulates me to grow and develop with my children, providing opportunities for understanding which might well be denied them in conventional schools. In fact the government sought to ban the cartoon book from ILEA schools earlier last year. It is aimed at those over ten years old, and is highly readable, but for many of us brought up in the liberal tradition, very painful. My own ten year old returns to it again and again, and comments that he did not previously realize the extent to which racism is a part of societies other than South Africa. His other history books do not deal with the exploitation of the colonies, but depict the European colonial powers as bestowing benefit. This is a book to digest together since the material is very succinct.

My ten year old also peruses the pictorial history, where he likes the constant use of real examples. He dips into Roots of Racism and Patterns of Racism, both generously illustrated, and these have given me a much surer grounding in history from which to look at matters which my children bring for discussion following their own reading and viewing.

Multicultural studies are not in themselves enough to counteract racism, which is deeply woven into our outlook. These books "locate the problem in the power and profit relations between nations and peoples." and prompt us to overhaul our understanding of contemporary British society. I find this exciting and hopeful, and welcome the directness and clarity of an approach which seems to have unnerved the Department of Education and Science.

The Waldorf Song Book collected by Brien Masters

Publisher: Floris Books

Price £3.95

In this book, Brien Masters, a teacher for many years in Rudolf Steiner Waldorf Schools, has gathered together over one hundred songs from around the world. Many of these are traditional, some of Christian origin, and some were written particularly for use in Waldorf Schools.

The song book has been compiled with group singing in mind, and there are quite a few rounds and part songs, but the book can be used equally well at home. The songs are in sections for different age groups, as they get progressively more demanding in the sections for older children. Each section is arranged seasonally, beginning with autumn songs. Some of the songs are in different languages. There are notes at the back of the book about the origins and content of the songs.

One of the first things that pleased me about this book is the generous space given to the music, and the clear way it has been handwritten and well spaced on the staff. This means that it is much easier to sight read than most music and is good for short sighted people like myself. Much of the music is at a suitable pitch for recorder playing. I was also happy to find that I did not know most of the songs, apart from a few favourites such as the Skye Boat Song, the Ash Grove and Greensleeves. We will enjoy learning many new songs.

Some people may be put off by the fair sprinkling of Christian songs but there are plenty from other sources to balance this. My only criticism is the lack of humorous songs, but I would recommend this book for the many unusual and beautiful songs it contains.

The Forest by Frantisek Chochola

Price £2.50

Animals by Carla Grillis

Price £2.50

Publisher: Floris Books

Animals is a set of beautiful pastel drawing of familiar animals. Each page has its own colour appropriate to the animal which brings the pictures to life and creates a certain mood and feeling.

The Forest contains creatures less familiar to the small child, but for children over three it would be possible to talk about the foxes squirrels, owls, deer and so on who live there. Less inspiring than it might have been for conversational purposes.

The Incarnating Child by Joan Salter

Publisher: Hawthorn Press

Price: £6.95

"Thus is motherhood a high exalted task, one connected with the deepest and most profound issues of life. It is this which many young mothers today sense so strongly and which sustains them in their daily life."

This book arises out of Joan Salter's years of experience in a counselling centre for mothers in Melbourne. Her work is based on that of Rudolf Steiner, and always underlying the consideration of such questions as the right type and colour of clothing, or the appropriate food for certain ages and temperaments, is an appreciation of the spiritual nature of the child and the importance of retaining a link where possible with the heavenly atmosphere from which they have just arrived.

Great emphasis is placed on the strong effect of early sense impressions from which the child cannot protect himself until he has developed the power of thinking and judgement. These will in the end affect his whole bodily, mental and spiritual development, and damage in this area will result in an incapacity to experience life fully. Joan Salter gives the analogy of a Madonna's cloak for the type of love and spiritual enfolding of the child that should take place during the first three years of a child's life. "Doing the right thing is of course desirable, but even the wrong thing does no harm, provided the Madonna's cloak is full of warmth, light and lovely colours. With such a spiritual reality, minor errors pale into insignificance."

It is particularly difficult to give this protection to children growing up today. Timely reminders are given of the negative effects on the soul as well as the body of baby gymnastics, baby walkers, over stimulation of the very young, and the later dangers of early learning and books designed to educate, and also of television. We are reminded that children do not seek over-factual or intellectual answers to their questions, but rather "true pictures" which please. Of fairy tales she says "there is a straight path which leads of itself from these true pictures to the true concepts of later years."

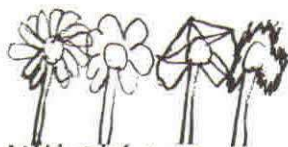
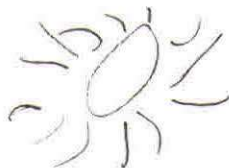
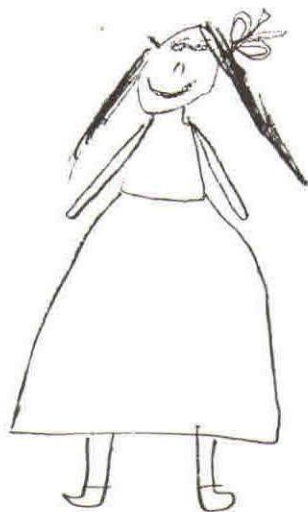
There are detailed chapters on children's drawing as it reflects the process of coming down to earth, the baby's body gestures as related to man's evolution, and a consideration of how the baby takes in the world through the various senses, including some less obvious ones described by Rudolf Steiner. Joan Salter advises caution when considering theories devoid of an understanding of the child as a being of a threefold nature, body, soul and spirit. She warns for example against trying to transplant continuum concept ideas from a tribal society to our western experience. It could however seem just as much a dogma when Salter says that a baby should not be taken into your bed after the first few weeks, not being judged to need physical contact but rather its needs attended to. Perhaps room should be left for the possibility that the baby may be seeking something more intangible through close bodily contact with a loved one.

Education Otherwise parents may be interested in the evidence of Raymond and Dorothy Moore that the quality of sociability is more difficult to build into the child who starts school too early. Joan Salter says herself that like a creche, playgroups and pre-school experience have nothing to do with social development. "To assume

that a well developed intellect is the highest human attribute is to invite untold dangers and errors, frequently damaging the child's future...if the brain is programmed into one-way intellectualism there is no room for a more expansive thinking to arise." She suggests that over every educational institution today should be writ large:-

"IT IS THE LIGHT OF THE SPIRIT WHICH CAUSES THE EXPANSION OF THE INTELLECT"

Whether working on their own or in a family, for parents who feel the need to give their children some firm foundations in an atmosphere of love and harmony this book is a good confidence booster. The enormous responsibility parents carry to set an example worthy of imitation is acknowledged, as is the "perseverance, usually sacrifice, recognition of the other, and sheer hard work" needed to achieve a true family circle in these days. "These families are like an oasis in a barren land. They bring succour and refreshment to our battered society."



Little girl in a rose garden By Jena

Bobby Brewster's Jigsaw Puzzle by H.E. Todd.

Publisher: Hodder & Stoughton Price £5.95 (hardback.)

A collection of short stories about Bobby Brester, a boy to whom magical things always seem to be happening. Amusing and entertaining stories to share or read alone. Age range: 5-8.

Cockatoo Soup by Jean Chapman.

Publisher: Hodder & Stoughton Price £7.95 (hardback.)

A collection of stories, songs, rhymes and activities collected from generations to reflect the changes and enrichment of Australian society and culture from Aboriginal times to the present day. Beautifully illustrated with line drawings. A lovely book which will appeal to children of all ages.

Dear EO,
I have been a practising member of EO for nearly 2½ years, teaching my eight year old son.

As I have obtained some very useful catalogues I thought maybe other members might be interested, as it has given me more confidence to be able to follow a course in various subjects, although I would like to add that I do not follow them rigidly. The following are educational publishers:

Longman Primary, Longman House, Harlow, Essex, CM20 2JE tel 0279 26721

Heneimann Educational Books, Sanders Lodge, Industrial Estate, Rushton, Northamptonshire, NN10 9RZ tel 0933 58521

Educational Suppliers:

E.J. Arnold & Son Ltd., Parkside Lane, Dewsbury Rd., Leeds LS11 5TD tel 0532 772112

Hestair Hope Ltd St Philip's Drive, Royton Oldham PL2 6AG tel 061 652 1411

Philip & Tacey Ltd., Northway, Andover, Hants SP10 5BA tel. 0264 332171

il etait UNE PETITE GREENOUILLE

Published by The European Bookshop, 4 Regent Place, London W1, tel. 01 734 5259 (They will accept orders by phone). Price about £23 for the first two tapes, about £4 for the first book and £2.05 each for the work books and activity books accompanying them.

A delightful way to teach young children french using stories and songs. The music and pictures are of a very high standard. Our group of 6 to 10 year olds are very enthusiastic about the course.

Penny
Whitehouse, 'Lindenbrook', School St, Drayton, Langport, Somerset, TA10 0LJ

FOR YOUR OWN GOOD: The Roots of Violence in Child-rearing. Dr. Alice Miller. Faber & Faber, 1987. Virago paperbacks, 1987

I would like to thank Liz Rodgers for bringing this book to my attention, and expand on what she wrote about it because I think its a book everyone should read.

Dr. Alice Miller explores the sources of violence within ourselves and the way these are encouraged by orthodox child rearing practices. Challenging the way in which we rationalise punishment and coercion as being for the child's 'own good', she illuminates the cost in compassion and humanity in later life, both in the private and the public domain. Her message is clear: 'People whose integrity has not been damaged in childhood will feel no need to harm other people or themselves.' She makes chillingly clear the extraordinary pain and psychological suffering inflicted on children under the guise of conventional child rearing. When people who have been beaten or spanked as children attempt to play down the consequences by setting themselves up as examples 'it never did me any harm' - they are inevitably contributing to the continuation of cruelty in this world by their refusal to take their childhood tragedies seriously. The battered child cycle is a typical example of this. Some people may survive because they were given sufficient opportunity to express themselves so that they could become at least partially aware of being manipulated. The greatest cruelty that can be inflicted on children is to refuse to let them express their anger and suffering except at the risk of losing their parents love and affection.

Those concerned with raising children have always had a great deal of trouble dealing with obstinacy, willfulness, defiance and the exuberant character of children's emotions. These things must be driven out as early as possible and we will have obedient, docile, and good children who can then be

educated. The aim is to create in children the qualities of well controlled adults; children should not be defiant, have their own way, or usurp the adults authority. The child must not be allowed to 'get the upper hand'. Essentially it is a power struggle. But when parents feel the need to be exercising more and more control over their children, they are in fact trying to regain power they once lost to their own parents. It is the use of power the adult exercises over the child which goes undetected and unpunished. If the child is then not permitted to react appropriately in the face of such treatment i.e. with tears, rage etc and is told to exercise self control, s/he then begins not to know what is an appropriate reaction. The unexpressed anger of children brought up in this way does not disappear but is transformed with time into a more or less conscious hatred directed against either the self or substitute persons. The hatred will seek to discharge itself in various ways permissible and suitable for an adult, and of course one's children are ideal subjects. Dr Miller has looked at all the leading figures of the 3rd Reich and found that all had a strict and rigid upbringing. They had lost their ability to react appropriately to injustice. She also says that 60% of German terrorists in recent years have been the children of Protestant Ministers. No doubt from the very beginning these parents wanted their children to be good, responsive, well behaved, agreeable, undemanding, considerate, unselfish, self controlled, grateful, neither wilful nor headstrong, nor defiant; and above all meek. When terrorists take innocent women and children hostage in the service of a grand and idealistic cause are they really doing anything different from what was done to them.

Dr. Miller regards the idealisation of one's own childhood as a major, unconscious obstacle in overcoming this repetitive cycle. We have to realise that fulfillment of an adult's needs (for their children to behave in certain ways) not only discourages the child's development but actually prevents it. She recommends tolerance for children's feelings, awareness of their needs and grievances and suggests that the parents' own freedom should set the natural limits for children. Any kind of rule book is self defence on the part of adults, manipulation deriving from their own lack of freedom and their insecurity. This does not mean simply leaving children to their own devices because they need a large measure of emotional and physical support from the adult. This support should include: respect for the child, respect for her/his rights, tolerance for their feelings, willingness to learn from their behaviour about the nature of the individual child and about the child in the parents themselves, and about the nature of emotional life which can be observed much more clearly in the child because they experience feelings much more intensely and optimally more undisguisedly than an adult. It seems that if we want to raise good and thoughtful children we must behave in that way towards them.

I think a lot of this message is something that most EOers know instinctively anyway. But I think it is useful to have an

'official' verdict on the subject as it is sometimes difficult to carry out a policy of 'respect' for children in the face of friends and family who advocate 'discipline', in the old fashioned way.

A few months ago, I went to a talk given by Peter Dixon, with the theme of creativity-it was wonderful to hear someone saying all the things I know to be true, about how children should be allowed to look, and see, and do what they think and not what the adults think they should be doing!"

Peter Dixon is a lecturer in education and has written several books for teachers/playgroup workers/parents.

In his radical approach he describes one book:

"DISPLAY... is not a publication for the faint hearted. Plenty of ideas, and plenty of upset. Plenty to argue about. We dare you to buy one...(don't show it to the head!)" It's a book packed with interesting ideas for displaying children's work in schools. I've found loads of ideas to try at home too. £2.50 +50p p&p.

FLYING DUCKS. Discusses topic work done in schools, suggesting for example that the bus breaking down on the way to a visit may be more interesting than the visit itself. Basically saying once again that the learning be more children's ideas and less of the teacher's ideas. £2.50 +p&p(50p)

DOWN YOUR WAY. Takes everyday things and places and looks at them in a new way-for example gates, dustbins or garages-lots of really interesting things to do in your neighbourhood. £2.50+50p p&p

PUDDLE JUMPING New ideas for the festivals we celebrate e.g. Christmas and Mothers Day. Suggesting that we let the children think more about their creations and that these ideas can be flexible in their use. £2.20 + 50p P&P.

STANDPOINT Looks at 'Art' and talks of 'art activity'-taking the unlikely tangled mass of hosepipe-suggesting that we could draw tangles, make them, name them, write tangle poems, do tangle dances-in his usual style Peter Dixon takes a point and turns it upside down and inside out to suggest new approaches. £3.50 +50p P&P

WRITE AWAY A book of ideas for written language work, again, interesting ideas that will appeal to children because the ideas come from the children themselves and use relevant equipment including typewriters and microphones. £3 plus 50p P&P.

BUILDERS A book showing just a few ideas of large, three dimensional things to make with real materials like ropes, tubes, bricks and stones.

THE SILVER TOILET ROLL is a very readable philosophy of creative work, aimed at playgroup workers. It reinforced all I feel and gave me the words to express those feelings.

Peter Dixon has also had a book of his wonderful poems published by Macmillans:

Grow Your Own Poems will be available from March 1988.

The books are available from Peter Dixon, 30 Cheriton Rd.,

Winchester, Hants, SO22 5AX, tel 0962 54607. Reduced rates if you buy several books.

BRIGHT IDEAS SPELLING Scholastic Pub., £5.45

A collection of games and activities aimed at helping primary age children with spelling. Including a section entitled 'using a dictionary' and a section of photocopyable material.

BRIGHT IDEAS CHRISTMAS ACTIVITIES Scholastic Pub., £5.45

Packed with new and unusual ideas that incorporate science and history as well as reading, writing and craftwork.

The book has an interesting chapter on "Christmas around the world" as well as "Father Christmas"; "Christmas Carols"; "Christmas Greenery"; "Festive candles"; "Shining Stars"; "Fun and Games" and "Pantomime Plays"

V.Gommon, 19 New Rd., Castlethorpes, Milton Keynes, MK19 7EH

EARLY IN THE MORNING by Charles Cawsley pub. Viking Kestrel (price £8.95 Hardback)

A beautifully illustrated collection of poems much akin to traditional nursery rhymes, with their varied content of nonsense, magic and humour. We thoroughly enjoyed reading the book to our 8yr old son, but some of the poems are a little too sophisticated for younger children. However, the book contains something for everyone, and our four year old loves some of the verses.

Twenty of the verses have been set to music, and a friendly piano teacher has commented that the accompaniment is effective but sometimes more complex than seems necessary. Guitar chords are also given.. On the whole, it is a lovely family book. Vivien Aikman.

WHAT SHALL WE DO ABOUT BOOK REVIEWS?

The time has come to take a look at the whole question of book reviews in the EO newsletter. It seems to me they are in danger of swamping it. Two possible solutions occur to me and I am sure there are others - perhaps the matter can be discussed at the September A.G.M. Either we could revert to the old, haphazard method, whereby people just sent in reviews of interesting books as and when they came across them, or we could continue the present system of making specific requests to publishers and then publish the reviews, say three times a year in a special pull out supplement. What we cannot do is continue with the present arrangement which has the following drawbacks.

1. I have to placate peeved publishers whose expensive parcels of books have not been reviewed because
 2. Editors feel their newsletter is unbalanced by too many reviews and pass the material on to the next, or
 3. People get their books but do not manage to write the reviews.
- If we adopt my second suggestion then we need an editor to produce an attractive pamphlet that will appeal to publishers and readers alike. But maybe we are not in the business of competing with such professional magazines as "Books for your Children" and should go back to our old way? Please let me have your views.

Helen Holland.

NOTICES

LEILA BERG LIBRARY: could those going to Featherstones please remember to take with them any books they have borrowed from the Leila Berg Library to renew or return.

A.G.M. Featherstones, 19th-25th August, reminder to anyone who might like to attend. Contact Christine Wallace, Membership Sec.

VISIT EXCHANGE: will the person who offered to run the Visit Exchange kindly contact Helen Holland, Inholmes Farm, Plumpton Green, Sussex. Tel (0273) 890405.

LA LECHE LEAGUE CONFERENCE: Nottingham, Sat. 24th September. In the past EO has often had a book/information stall at this conference- usually with quite a lot of interest. If anyone would be willing to do this this year would they contact Valerie Goman (0908) 511247.

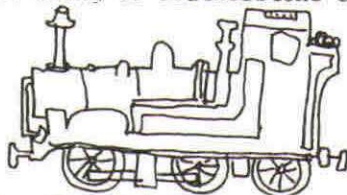
BOOKLETS ON HOME SCHOOLING: I would like to put together a booklet giving ideas on how some of us are actually doing our home schooling, covering the 5-7 age group. Please let me have any information you have on the following: correspondence courses, books, organisation of 'school' time, use of libraries, T.V. and radio, craft development, music development, etc. Thanks, Kris Harris, 454 Green Lane, New Eltham, London, SE9 3TE.

BBC BROADCAST MATERIAL: The BBC is now only supplying packs of five of their pupils' booklets for their TV programmes. This makes them rather expensive. Could those who use this material write to Allan Rogers, Head of Schools Broadcasting, Villiers House, Broadway, London W5 2PA, asking for single copies to be made available again.
Sue Roebuck.

NEW ADDRESS: Jan Steele and Janet Sherbourne, 11 St Mary's Gate, Wirksworth, Derbyshire, DE4 4DQ. Tel (062 982) 5439.

MUSIC TEACHER: Vacancies for EO children in Hornsey/Haringey area for piano, recorder and guitar, practical and theory. Phone Jackie Berry, 01-341 2508.

FOUND AT UNSTONE: Football used in camping field, white with "Matchplay" name in red. Please contact David Betties, 56 Goodwin Road, Ramsgate, Kent. CT11 0JJ. Will bring to Featherstone Castle, if required.



Answers to Railway Quiz.

- | | |
|---------------------------|------------------------------|
| 1. Manchester | 6. In the tender |
| 2. Mallard | 7. Great Western Railway |
| 3. York | 8. Gordon, Edward and Thomas |
| 4. 125 m.p.h. | 9. Red |
| 5. Stockton to Darlington | 10. The Fat Controller |

ACCOMODATION NEEDED

I am looking for somewhere to put my caravan, containing me, my ten year old son and two reasonably well behaved dogs, for the winter (until March/April.) I would pay or do work in lieu of rent. I am adaptable and can cook, clean and look after children etc. We are a respectable family having sold one home and not quite ready to buy the next.

If anyone is interested in helping me I will supply details.

Pat Corbett, 17 Dorset Rd. Edgebaston, Birmingham, B17 8EN.



WE STAYED IN THIS GYPSY
CARAVAN AT DYMCK ON
OUR PUPPET TOUR Melissa Beagley

ACCOMODATION OFFERED

by E.O. family with four children, from winter 1988, in large house in the beautiful North Devon village of Hartland.

Own large bedroom, and share the rest of the house. Would suit single parent with one or two children. Non-smoker essential and no dogs.

Phone Topsham 7576 if you are interested.



MONKTON WYLD COURT

Education Otherwise

LED BY THE COMMUNITY
OCTOBER 31 - NOVEMBER 6

This will be our fourth week for young people aged 11-16 who are being educated outside the mainstream education system. In addition to the usual opportunities for walks, games, poetry, writing workshops, circle dance, craft activities, etc. we shall have Edward Lamb from the Exeter Community Video Project with us. Edward will be bringing video equipment with him, and showing all of us how to use it - it's

easy, and we'll be able to make up stories and documentaries, and edit them in any way we like.

We hope it will also be a time for renewing old friendships and making new ones - and of course, for having fun!

cost: £45

MONKTON WYLD COURT, NR CHARMOUTH, DORSET, TEL: 09033 11297 44542

ALTERNATIVE EDUCATION PROJECT

We are considering the setting up of an alternative education project based in our home. We hope to create a suitable environment for autonomous learning for about seven individuals, including our three daughters who are under school age.

Any advice or information would be greatly appreciated, most particularly relating to generating necessary funds.

Please contact: Neil Foulkes and Sheila Oakes, 28 Victoria Row, Knypersley, Stoke on Trent, Staffs. ST8 7PU. (0782) 513289.

NEW POSTER AVAILABLE

South London Area have produced the poster on the facing page, which we use to publicise local meetings.

We photocopy it, colour in the lettering at the top and fill in the contact name and address and/or phone number. The contact can be the main EO national address, local co-ordinator or whatever you like, depending on what you are trying to publicise.

As you can see, I have put myself down in the sample one opposite, as I organise the meetings referred to (NB, the sentence about meetings would be deleted in your copy).

If you would like to use this poster in your area, I can send you a copy (A5 or A4 size) from which to make your own photocopies. A copy shop or good photocopier could also enlarge it to A3 size quite easily.

Send me a stamped self-addressed envelope, A4 or A5 size depending on what you want, plus an extra 10p (in stamps) to cover my photocopying costs:

Rachel Sanger, 32 Doddington Grove, London SE17 3TT

BADGES

Lots of members have suggested that EO badges would be a useful way of identifying each other when meeting up in crowded places like London Museums.

If you would like one, send 25p and a stamped self-addressed envelope to: Margaret Gilbert, 45 Burntwood Lane, SW17 0JY

The badges are circular and 55mm in diameter. The design simply says EO.

If you would like your own design made up, draw it within a 55mm circle (but don't cut it out) and send it in with your 25p.

HAPPY with SCHOOL?

If you are, great!

Some parents and children aren't happy with school.

We have decided to teach our own children instead of sending them to school.

This is perfectly legal

You DON'T need to be a teacher
You DON'T need special qualifications
You DON'T need anyone's permission
You DON'T need lots of money

Anyone can do it

Want to find out more? Want to join us? Want to talk to local parents who are doing it? Want to come to one of our monthly meetings?

Contact:

Rachel Sanger
32 Doddington Grove
SE17
Phone: 582 3949



MEMBERS' MEETING OF EDUCATION OTHERWISE ASSOC. LTD.
Sunday 29th May 9.30 a.m. at Unstone Grange

Present:- Bruce Wallace, Jean Lovius, Christine Wallace, David Bettie, Julie Lyons, Rob Wade, Anne Wade, June Grant, Valerie Gomon, Joe O'Connor, Joan Hoare, Miryam Bush, Jill O'Connor, Mike Cook, Isobel Bogucki, Lois Cook, Candis Litsey, Felix Folkowski, Bruce Cox, Sylvia Jeffs, Pam Stevenson, Peter Edwards, Kay Bebb

1. Apologies were received from Janet Everdell, Lesley Kilbride, Alison Mafham, Caroline Blithell.
2. Rotation of Officers One third of council members must retire at each AGM but can stand for re-election. Alison and Ken Mafham have resigned as council members with effect from this meeting. Joe O'Connor, Miryam Bush, Joan Hoare and June Grant offered to retire at the AGM.
3. Minutes The minute relating to the WES books was amended to include the agreement that all the books will be passed on to Jennie White for re-sale to members. Anne Wade questioned the accuracy of the GCSE report in respect of approaches being made to GCSE boards by individuals and not by EO as an organisation. It was accepted that the record is accurate and that any dispute about the content of a report is a separate issue. Anne then read a number of proposed amendments from Lynette Cameron:-
 - a) That the payment to Bruce Cox for 'Later Years' was not unanimously agreed. This proposed amendment was rejected as inaccurate and it was emphasised that no objections had been raised by anyone, including Lynette Cameron, at Milton Keynes.
 - b) That it was not unanimously agreed to give Bob Emmett the printer. This was also rejected as inaccurate. Bob has in fact declined the offer.
 - c) That Alison Mafham did not explain the Steering Committee's role accurately. Joan Hoare quoted the Oct. 85 minutes on this point which confirms Alison's explanation. The proposed amendment was therefore rejected as inaccurate.
 - d) That the minutes did not include a report of the concern about overcrowding at Milton Keynes. Since the minutes cannot include every comment made during a meeting this was rejected as not being a valid objection to the minutes.
4. Membership secretary - Christine Wallace
EO now has 1950 member families. In addition to Christine there are three more membership secretaries; Valerie Gomon (S.E. region), Meg Robertson (S.W. region), Gillian Mirley (Wales and W. Midlands). There is a possibility of a fourth volunteer who will deal with Home Counties membership. Christine proposed that since the membership secretary must be a council member the others should be known as regional membership secretaries and this was agreed.
5. Enquiries Secretary - Janet Everdell
Janet's report was read to the meeting. Enquiries are down on last year but still at a respectable level. The answering machine has broken down again and been returned to minotons for repair, another machine having been ordered in the meantime to ensure that there is always a machine in service. Although there are many reliable machines available, only three have the length of announcement time EO requires and the machine we have has the longest time at three minutes.
6. Financial Report - David Bettie
Rolling Fund We agreed that David should transfer to the Rolling Fund the balance of the £1000 agreed at the May 1986 meeting. Only £500 of the agreed amount has so far been transferred.
Subscriptions David has written a report for the June IL about the Charitable Fund reserves and the need to increase subscriptions. The CF reserves have dropped from around £8000 to less than £6000 because we are now spending slightly more than our income and are using reserves. Routine costs have increased and continue to rise and the auditor has expressed concern that EO's subscriptions, which are the main source of income, have remained static. The auditor has also advised that VAT will need to be taken into account in deciding new subscription rates since a rise will bring EO's annual income up to the VAT threshold of £24000.

David suggested that subscriptions be raised to £15 with a joining fee of £20 to cover the cost of the publications new members receive. Concern was expressed about the level of the proposed rise but it was accepted that a realistic rise was needed to ensure EO's financial security. Graduated subscriptions and payment by instalments were suggested as ways of helping low-income families.

Bruce Cox proposed that since the Gulbenkian Foundation appears willing to provide money we should explore this means of funding before deciding on a new subscription rate. No application has yet been made to the Foundation who are interested in providing money for new initiatives rather than for routine costs. We discussed the possibility of seeking funding for a paid administrator but decided that the balance of arguments appeared to be against a paid worker. We agreed that funding to strengthen and expand our network structure would be useful and would help regionalisation.

After further discussion we agreed to increase our membership fee and institute a joining fee at the AGE in line with David's suggestions and that we set up a sub-committee in the meantime to explore details and possible alternatives. David Bettie, Bruce Cox and Bruce Wallace agreed to form the sub-committee.

7. Legal Group and Research Group - Anne Wade

Anne reported that some LEA's are using ETO's to visit EO families instead of Advisors. The reasons appear to be financial. Previous advice has been EO is not a welfare matter and that only Advisors are qualified to assess education. However, many families are happy to have ETO's who are often pleasant and uncritical and Anne suggested that we modify ^{our} advice to families and accept that the system satisfies some.

There is a stock of the Deutch and Wolff books for re-sale to members and for sending to co-ordinators. Anne pointed out that we could print the book ourselves much cheaper than its present cost and we decided that DW should be asked for permission to re-print the book ourselves.

Research The legal group has been approached by Steve Lowden for assistance in his research at Nottingham University. Steve Lowden is an EO member and is researching LEA attitudes to EO families. He has contacted LEA's for information on the number of EO families and the procedures for monitoring and assessment. Sylvia Jeffs expressed concern that LEA's were being contacted without the local co-ordinator's knowledge and that the effects of this research might not be of benefit to EO families. Sylvia explained that Solihull LEA, when approached by Steve Lowden, had made up a policy document to send him and had since tried to apply new restrictions to families. The meeting agreed that although such research could not be prevented by EO we should try to ensure that local co-ordinators are involved. We decided that Steve Lowden be invited to a meeting to report on his research when it is completed. Anne then gave brief details on the research being conducted by a student of the University of Brigham Young whose questionnaire was in the April NL. This is a ten year study with families being contacted every two years for update.

8. Steering Committee Joan Hoare reported that the steering committee had agreed to underwrite funding of a teenagers' weekend and a photography workshop. Joan also mentioned the financial cost to EO of dealing with the problems outlined at the EGM. The insurance has been handed over to David who will need to be informed of all new co-ordinators and agents of EO who need to be insured.

9. Regional Reports Meg Robertson's report was read to the meeting. Meg has now become a regional membership secretary, and finds that the two roles together make sense. She recommends that as EO grows regional enquiries and membership sec. roles be combined or shared by two people in close contact. Avon are still sending their ridiculous letter to new EO families and Meg has discovered, through Steve Lowden, that Gbs. send the same thing. She will pursue this with both LEA's. Dorset has two new co-ordinators.

The East Anglia report from Sandie Cottee was read to the meeting. Sandie reported on a rise in enquiries following Patricia Knox's radio and TV

programmes. A regional meeting, held in Essex in March, attracted 80-90 members. The day included a puppet workshop and theatre organised by Frances Howard and a guided tour, museum visit, craft workshops and informal meetings. Co-ords. from E. Anglia and other counties were present and were able to share ideas and experiences. Sandie has since contacted all the co-ords. who attended to further contact and inter-action. She hopes to organise another regional meeting later this year.

The meeting passed a vote of thanks to Sandie for setting an impressive example of a regional co-ordinator's role.

Eleven co-ordinators had attended the co-ords. meeting in Kent to discuss several issues including the problems outlined at the EGM. The meeting, called by Mike and Lois Cook, had provided a useful forum for exchanging ideas and information.

Bruce Wallace reported that Brenda Halliday had asked for funding for a regional co-ordinators' meeting in Scotland and we agreed that funds are available for this and that it is open to other areas to make similar applications. Funding is normally provided for an initial meeting with subsequent meetings being funded by the regions. It was accepted that regional meetings are more difficult to arrange in some areas than others, and that expanding and reinforcing regional networks might be the kind of endeavour the Gulbenkian Foundation would support.

10. Publicity/Publications/Press /Advertising Joe O'Connor gave details of a supportive article in 'Here's health' magazine. Patricia Knox's book continues to attract publicity and she has featured in a radio programme for Manchester, Merseyside and Humberside. There is a possibility of a programme being made by BBC TV Norwich. Proposals for active publicity seeking, submitted by Lonica Parsons, were outlined to the meeting. After some discussion we decided to refer this to the AGM.

Rachel Sangar has produced a poster giving information on home education. This, together with Rachel's suggestions for publicity was discussed and we agreed that the poster is attractive and informative and can be easily reproduced by photocopying. The poster informs people of the right to educate otherwise and provides a space for a local contact address, but does not advertise EO. We decided to ask Rachel to design a poster including the EO logo and distribute this with her suggestions.

11. Family Support Fund The FSF report from Amy Jackson was read to the meeting by Jean Lovius. The FSF has received three written requests for financial assistance but none of the requests were suitable under the terms of the Fund. The FSF was established to assist families with the additional costs resulting from legal disputes. There is confusion amongst members about the purpose of the Fund and the requests received were for help with the costs of providing home education. In view of the lack of requests arising from legal disputes and the requests for help with other needs it was suggested that the scope of the Fund be widened to include help with education costs. Amy felt the Fund should meet the real needs of members rather than the needs that were thought to exist when the Fund was established. We agreed that although we would like EO to be able to meet these requests, widening the scope of the FSF is more than EO can afford at present.

12. Future Venues/ Types of meeting The summer meeting will again be held at Featherstone Castle 19th-25th September, with the AGM being on the 24th. We agreed to book Unstone Grange again for the May meeting during the 2nd bank holiday and accepted with thanks June Grant's offer of Ian Grant and herself to do the bookings again. No venue has been arranged for the winter meeting.

We discussed Bruce Wallace's proposal that winter meetings should be for business only and confined to one day at an accessible venue with overnight accommodation being arranged for those travelling long distances. The difficulty in finding suitable venues for winter weekends is the main reason for the suggestion. We agreed that winter venues would need to be large

enough to provide indoor play space and other facilities as well as a suitable meeting room. Meg Robertson had offered to arrange a winter meeting at Wick Court to the capacity of the available beds. The meeting appreciated Meg's offer but we felt that Wick Court is too small for a national gathering and would be better suited to a regional gathering. The meeting decided to arrange a single-day meeting for this winter with overnight accommodation for those needing it. Sylvia Jeffis was asked to investigate suitable venues around Birmingham.

13. Review of Guidelines for Groups and Officers

Co-ordinators The guidelines for co-ordinators are currently under review. We discussed our previous decision to encourage areas to have two co-ords. and several members pointed out the lack of a clear procedure for choosing and identifying co-ordinators. Most co-ordinators are established by informal means and are often the only person in an area willing to volunteer so the question of choice does not usually arise. Joint co-ords. are often asked to fulfil the role by the existing co-ord. and although this works well for most areas it does not / those areas in which there are problems of the kind we are trying to remedy. We considered how a joint co-ord could be established in an area where there may be opposition or indifference from the existing co-ord.. We decided to re-establish the role of co-ordinators' secretary for the purpose of registering all co-ords and reporting changes to council. It was agreed that until full regionalisation we would need a central register of co-ordinators. June and Ian Grant were elected to fulfil the role of co-ordinators' secretary and we decided on the following procedure:- One or more local co-ordinators per group can be chosen by local members if wished. All co-ordinators' names should be given to June and Ian Grant who will maintain a central register and report all changes to council for approval. The council has the power, after due consideration to remove a co-ordinator. It is expected that approval will be automatic in most cases and council will only intervene if there are problems such as objections from local members.

Steering Committee Joan Hoare confirmed that under the Oct. '85 decision steering committee has the power to take controversial decisions. We agreed that the guidelines do not need changing but decided that the steering committee should follow the same procedure as the council with one third of its members retiring each year with the option to stand for re-election. Joan Hoare will retire at the AGM.

Legal Group Draft guidelines will be drawn up for the next meeting.

14. Suggestions for making Members' Meetings more comfortable

Following the Milton Keynes meeting a number of suggestions had been circulated. We discussed all the suggestions and agreed that regional representation is particularly important and that regions should be encouraged to discuss proposals for the agenda prior to meetings and send representatives if possible. We decided that meetings should remain open to all members including child and teenage members but that efforts should be made to keep disturbance to a minimum.

15. A.O.B.

- A) Mike Cook proposed that a formal letter of apology be sent to Mike Adams for the mistakes involving the assistant treasurer's role. Mike Adams had been asked to take over the role when it was understood that Bob Smart had resigned. Jean will write the letter on behalf of the council.
- B) Mike Cook also proposed that we explore other means of routinely notifying co-ordinators of new members and suggested self-uplicating membership forms so that the duplicate could be sent to the local co-ordinator. We agreed that Mike should explore the costs of this.
- C) We agreed that Bruce Cox should make a formal application to the Gulbenkian Foundation on behalf of EO.
- D) We agreed that Bruce and Anne can make an interim arrangement for the Travellers' School to pay a group subscription and that a policy about group subscriptions can be drawn up at Featherstone.
- E) The final suggestion was that EO appoint a solicitor to deal with our legal affairs in the same way as we have an auditor for accounts. Since the meeting had lasted from 9.30am to 7pm with one hour's break we felt too tired to come to any decision on this.

The meeting closed with a vote of thanks to June and Ian Grant for organising the weekend.

This will take place on 24th September 1988 at 2.30pm at Featherstone Castle, near Haltwhistle, Northumberland.

Quorum

At the AGM we need a quorum of 20 signed up members of EO Association Ltd. These are people who have signed a certificate agreeing to a limited liability of £10.00 should EO become bankrupt (unlikely). These people are:

Jean Lovius, Anne Wade, Rob Wade, Jennifer White, Joseph O'Connor, Miryam Bush, June Grant, Joan Hoare, Martin Chillmaid, Felix Polkowski, Meg Robertson, Valerie Common, Julie Lyons, Liz Ramsey, Frances Howard, Anne Clark, Kay Montford Bebb, Bruce Cox, Bruce Wallace, Janet Everdell, Caroline Bitmell, Lesley KilBride, Robert Gillings, Barry Lovius, Elizabeth Hemphill, Tony Hill, Jill O'Connor, Patricia Knox, Thomas KilBride, Jill Gillings, Nigel Everdell, Lois Cook, Mike Cook, Kate Berridge, Jude Ashley-Walker, Stephanie Fatcher, Isobel Bogucki, Gordon Ramsey, Pamela Stevenson, Sylvia Jeffs. David Bettie.

Agenda

1. Apologies
2. Check that we have a quorum of 20 signed up members of EO Association Ltd.
3. Minutes of the last meeting.
4. Resignation and Rotation of members of Core Group: Allison Maffham, Ken Maffham, Joe O'Connor, Miryam Bush, June Grant, - these people may stand again for re-election.
5. Consideration of Accounts for 1987-88 - David Bettie.
6. Reports of officers and groups
 - a. Chairman's report - Bruce Wallace.
 - b. Membership Secretary - Christine Wallace.
 - c. Enquiries Secretary - Janet Everdell.
 - d. Co-ordinators Secretary - June Grant.
 - e. Steering Committee - Joan Hoare, Janet Everdell, David Bettie.
 - f. Press Secretary - Joseph O'Connor.
 - g. Publications Secretary - Lesley KilBride.
 - h. Research Group - Anne Wade.
 - i. Legal Group - Anne Wade.
 - j. Family Support Fund - Andy Jackson.
 - k. Rolling Fund - Bruce Wallace
7. Any other business.
8. Vote of thanks.

ALL ARE WELCOME TO ATTEND.

Jean Lovius, General Secretary.

EDUCATION OTHERWISE OFFICERS

GENERAL SECRETARY.....Jean Lovius
21 Devonshire Road
Liverpool L8 3TX

MEMBERSHIP SECRETARIES.....Christine Wallace
25 Diabiag,Achnasheen
Ross-shire IV22 2HE
Tel:044 581 225
Valerie Gommon (SE England)
19 New Road,Castlethorpe
Milton Keynes MK19 7EH
Tel: 0908 511247

ENQUIRIES SECRETARY.....Janet Everdell
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Cambridgeshire PE18 9AN
Telephone Helpline:0480 63130

PRESS SECRETARY.....Joseph O'Connor
4 Coombe Gardens
New Malden,Surrey KT3 4AA
Tel:01 941 0286

PUBLISHING SECRETARY.....Lesley Kilbride
Fearnmore by Sheildaig
Strathcarron,Wester Ross
IV54 8XX
Tel:052 05 278

TREASURER.....David Bettie
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Ramsgate,Kent
CT11 0JJ
Tel:0843 583260

SUBSCRIPTION RENEWALS &
MEMBERSHIP LIST.....Bob Emmett
12 Taylor Avenue,Dolgarrog
Conway,Gwynedd,LL32 8JN
Tel:049269 355

REVIEWS SECRETARY.....Helen Holland
Inholm Farm,Plumpton Green,
Nr. Lewes,Sussex
Tel:0273 890405

SPECIAL NEEDS.....Sylvia Jeffs
16 St. Bernards Road
Solihull B92 7BB
Tel:021 706 6460

REGIONAL ENQUIRIES SECRETARIES

South West	Meg Robertson	022 122 3266
South East	Jude Ashley-Walker	0983 78680
East Anglia	Sandie Cottee	0268 733259
Midlands	Hazel Clawley	021 772 7165
The North	Mick & Jennie White	0969 23544
Scotland	Brenda Holliday	0786 832042
Ireland	Clare Weber	Furness,Newport,Co.Mayo
Wales	Miryam Bush	0269 861 069
London	Genevieve Bridgeman	01 341 0751

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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

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FOR FURTHER INFORMATION

Send a 9" x 4" s.a.e. to:- 25 Common Lane
Hemmingford Abbots
Cambridgeshire
PE18 9AN

.....

Di Hooles
THE OLD VICARAGE,
QUEEN CAMEL,
NR. YEOVIL,
SOMERSET.