


education
otherwise



DECEMBER 1988
NEWSLETTER No. 6

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NEXT EDITOR February 1989

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DEADLINE 1st January 1989

Contributions for the next edition should be sent to the editors by the deadline date and material intended as such should be marked "For Publication". Contributors are asked to ensure they include their name and address.

SUPPLEMENT EDITOR - SPECIAL NEEDS

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EDITORIAL

September '89 seemed far enough away to give me time in which to contemplate editing an EO newsletter. Then one night a short while ago I found myself saying "Yes that will be fine Lesley", to editing the NL for December '88. Eek, I thought as I put down the phone, and immediately called our good friend and fellow EO'er Clare, to tell her the 'good' news, and extract a promise of assistance.

It's been fun receiving so much mail. The children have been rushing down to collect it from the postman and bringing it up for us to sift thru' as we sipped our early morning cippa'. Being Ed. is one good way of increasing ones supply of only second (maybe third) hand envelopes! It's good to see so much recycling.

I must admit that as I sat down with the increasing pile of members letters, and only our 'Raymond Chandler style' typewriter plus right-hand index finger (aided occasionally by the left-hand one) to assist me - I did wonder for a moment or two what I'd let myself in for.

I was advised that the pre-Xmas NL might be a lean one, due to members attentions being diverted elsewhere. It certainly hasn't proved to be that.- Apologies to those who have sent items which haven't been included. It will all be passed on to the next Editor. Hearing the end has felt a little like doing ones homework on a Sunday evening, knowing that it's due in on Monday morning!- (remember that feeling?) However that has been due to the number of letters from ever hopeful EO'ers still arriving 11 days after the (supposed) deadline!

With Clares help in sorting and typing and Alfies help in pasting up we're almost there now.

Many thanks to Richard, Thomas and Peter Sheahan and our son Ash for their lovely illustrations and to Poppy and Daisy for not spilling their yoghurt and juice onto the papers which have been covering the kitchen table for the past few days!

Wishing all EO'ers everywhere a very happy and healthy New Year, and a merry Xmas/Winter Solstice to those of you who celebrate them.

Lisa Hall Davey and Family (Alfie, Ash, Poppy, Daisy May)
Judgement Cottage, Leddington, Dymock, Glos. GL18 2DZ

PS HELLO- Sally, John, Claudie, Anna, Cleo and Hazel Hargraves.
Where are you?

I'd like to make a plea as Ed. of this NL on behalf of all future Editors!-It is so much easier to edit a NL if items for publication are either typed or neatly written on A4 paper with approx. 1" margins sides, top and bottom. *Maybe more one (sometimes two) fingered typists would volunteer to edit a NL if they thought that most of the work was only sorting and pasting up. I've enjoyed editing the newsletter (with the help of my friends) -and if I can do it, anyone can!

*Computer print-outs are great, as long as the type is dark enough to show up clearly.

ALSO

I am supposed to be compiling a supplement on 'Animals in Education' so if you have something to contribute would you please send it to the above address.



SUB-EDITORIAL

I suppose I could be called the sub-editor, if we were being formal about things - the articles I typed are the ones with little or no margins and lots of spelling mistakes - sorry Lisa! If it wasn't all so pressured in terms of time, editing the newsletter could be very enjoyable especially when you do it with a friend - why take it all on by yourself after all? The smattering of drawings by Richard (8) and Thomas (5) had to be practically wrung out of them at the last minute in spite of promises weeks ago. They are at all other times prolific with their drawings! And when it's too late to include any more they suddenly produce a load more! Does anyone else have this problem?

Well, a little about ourselves perhaps? We are Clare (me), Peter, Richard, Tom and Madeleine, 9 months. (Thanks for the lovely illustrations, Pete, by the way). We moved to Gloucester from Surbiton two years ago and so had no problems with de-registration - Richard had been at school for 1½ years. Our decision to homeschool was, I think, made when we finally admitted to ourselves what had been in our minds for a long time. We are both teachers and had really only sent Richard to school almost out of a sense of duty and support for the system which paid our salaries. But, in many ways, it was knowing the system so well which made us realize it did not fulfill what we wanted for our children. Richard had quite rapidly lost interest in many things during his time at school and was rapidly 'slipping back'. WE had our suspicions that he may be dyslexic but we were scoffed at. And, sure enough, when we had him independently assessed a year out of school he was diagnosed as quite severely dyslexic. But that and his progress is another story. (I would love to hear from other families with dyslexic children). Anyway, for the last year we've been meeting with Lisa & other EO families and it has made a huge difference to our EO lives (and led to some good socializing too!). We have a 'base' in the city with all its resources and now a 'country retreat' at Judgement Cottage! We're happy to share both with other families of course and are always looking for new ideas for workshops, days out etc. Peter and I started up a Woodcraft Folk group a year ago, which Pete runs on his own now since Maddy was born, and this provides much stimulus and socializing for our children. With this, an Anti-Apartheid group we've just formed, a Women's Writing Group and a full and part-time job - oh, and educating the children at home, life is quite full!

I would now like to say a big thanks to everyone who took the time and trouble to respond to my article on Women in History - unfortunately mistitled 'Where are the Ladies'! but, fortunately re-printed in last newsletter - THANK YOU! The replies have been very interesting and pointed to a definite need for more information on these issues and a definite gap to fill as far as children's books are concerned. I'm holding back my article and booklist until the next newsletter as I'm still collating and hoping for more replies. As far as children's books go the Letterbox Library still seems the best bet by far and those of you near London, the Fawcett Library specializes in books by and about women. So please keep writing to me and looking for books which give women back their rightful place in History. Letterbox Library address: 8, Bradbury St, London N16 8JN. And don't forget to mention my name!

Clare Sheahan, 15, Pembroke St., Gloucester, GL1 4EG
Tel. (0452) 422376



IMPORTANT NOTICE

SUBSCRIPTIONS AND VAT

Over the last 5 years we have been able to hold subscriptions at £10 per year. E.O. has grown substantially in that time, from approximately 700 to a current 2,000 members. One of the problems of growing so much, is that we find ourselves liable to charge V.A.T. Indeed, due to lack of advice on the subject from the previous auditors, and the misconception on the part of the 'officers' that as a 'charity' it wouldn't affect E.O., we find we should have registered well over a year ago. This has now been coped with, but we find ourselves liable to a fairly substantial bill for the tax on all our memberships! This could come to nearly £4,000 to date, though we hope it will be a lot less.

Now, we are in the position where we have to increase the subscription. At the A.G.M. at Featherstone we were alarmed to find ourselves in such a financial situation, and a new price structure was decided upon. (see minutes) However, since contact with the 'V.A.T. officer' and a more complete assessment of all our costs and commitments the Steering Committee has revised the 'sub.' to the lesser sum of £12-50 per year. This will take effect from 1st. January 1989. New members will pay the same fee, but will no longer have extra publications included in their subscription.

Increases over the years in the price of printing, paper and postage mean that the newsletter's price (included in your subscription) has had to be increased to £1-25. Some other publications were also being sold at cost, or loss, and are repriced also. So, 'School Is Not Compulsory', 'Early Years' and 'Later Years' are now £2-50 each to members.

Those of us who pay by standing order will be receiving a new form to sign and return. I'm afraid that if the new form isn't returned, it will reduce the number of newsletters you receive. This does not affect people who can't pay the full sub.; they will still be able to negotiate a reduction.

To maintain this comparatively low increase we, as an organisation, are relying on everyone, who can afford it, making a small, one-off donation, so that the money for past V.A.T. will not have to be found from current subscriptions. So, PLEASE send cheques etc., to me, as Acting Treasurer, payable to 'Education Otherwise VAT Donation'. PLEASE don't put it off and PLEASE don't forget.

Bruce Wallace, 25 Diabaig, by Achnasheen, Ross-shire. IV22 2HE

LETTERS

Dear EO,

We joined EO at the beginning of this year, minds already half-way made up that Charlotte, now 4½, should continue to learn at home rather than enter school in January '89. In the past months we have made some great friends and want first to say a thank you for the support we have already received, in particular from our co-ordinator Karen Hazel and her family, from Steph, Peter, Michael and Rosie in Chesterfield, and further thanks for the encouragement I have received during telephone calls to various EOers over the past few months.

I think we have all learned a great deal already from the gatherings we have attended this year at Unstone Grange (thanks to the person who provided the unction for Heather's bee-sting !) and at Elvaston Castle, and are enthusiastic for more of the same, but I have been prompted to write this because I wonder if there might be a place in EO for a new members helpline/support group / information point or whatever. I have spoken to families like ourselves, with their eldest child just approaching "school age" who are still hesitant about whether education otherwise will be right for them, mainly because of lack of confidence about being outside "the system" and worries about isolating the child: areas which old EOers may have already come to terms with. I wonder if meetings/contact with other families who have reached this same point of in/decision would be helpful ? We would be glad to have contact with anyone else (local or otherwise) who feels that this is a fair description of their state, and look forward to hearing any comments.....



LYNNE & MIKE GREENHOUGH
18 PARK STREET
ALFRETON
DERBYS. DE5 7JE

phone 0773 836662



P.S. Charlotte and Heather (2) would be delighted to answer any letters from potential Pen Pals. Charlotte says she is 4½, and interested in gymnastics, dancing, reading, animals & space.

Dear E.Oers,



I have found the information in THE LATER YEARS very helpful as although my Son, Colin is 12 years old he wishes to take four GCSE exams in 1990.

However, I have had a few problems with the addresses given in book. The International Correspondence Schools. Do some good courses, but none under £99.00p.

The National Extension College. Although very good and has a good selection of subjects, costs between £115.00p and £125.00p.

The World-wide Education Service, only caters for children under 12 years old.

I am still waiting to hear from two others. One of them the Examiner Plan.

The Examining Boards, will contact you quicker if you 'phone the Publication Department and ask for a list of syllabuses and passed papers. They then send you a list in which you mark the items you require, send your money with the order.

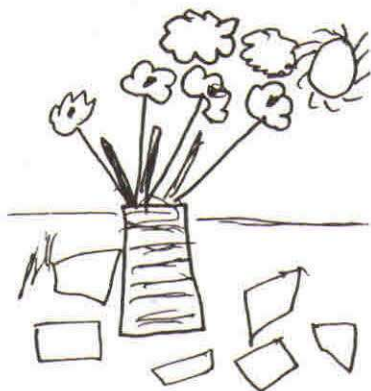
Has anyone any suggestions, please.

Colin wants to take Maths, English, Physics, and of-course his most important subject Computer Studies.

Thank you. Jan Taylor, 1, Bodiam Close, Enfield, Middx. EN1 3HZ.

Are there any Roman Catholic EOers out there who could recommend or let me have (I'll pay any reasonable price), any books, pamphlets etc. on the Catholic Faith. Any information will need to be very basic as I have no Knowledge of catholicism and very little of the Bible. I am interested in the history of the church, what Roman Catholics believe, how they worship and how the Pope fits into things.

Please contact;
Helen Graham,
46, Salthouse Road,
Barrow-in-furness,
Cumbria, LA5 4 2AG
Tel: 0229 37706



Dear EO,

We have recently moved to this area. We have three children aged 4½, 3 and 1½. We would be pleased to hear from other EO members nearby.

Della and George Knight,
2, Park Close,
Dunkeswell Abbey,
Nr. Honiton,
Devon

Tel: Hemyock 680961

WANTED

Does anyone have a copy of BBC Teachers Notes for THE AUSTRALIA PROJECT, which they would be willing to sell or lend to us?
HILARY FORSTER 3, Hendrick Drive, Chepstow. NP6 7EL.

Dear EO,

I'm a new member of EO, my name is Kim and I would be grateful for some response to my letter.

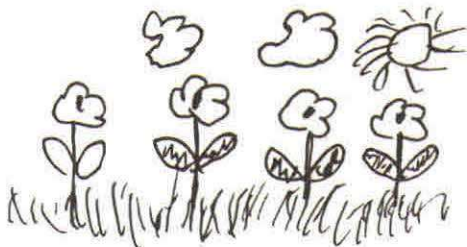
At present myself, Lucas, 7, and Rowan, 15 months, are living in a flat in Luton. Due to no known EOers in Luton and financial restrictions we are worried about becoming isolated when Lucas is due to come out of state schooling in '89.

We would like to move to Sheffield. Could anyone put us in touch with Housing Co-ops, Land Co-ops, private house to rent or someone with land to rent where we would be able to live in a caravan/bus.

Thanks!

Kim
75, Hilltop Court,
Downs road,
Luton
Beds.

Tel. (0582) 451387



Dear EO,

We are new members to EO, and we would like to take this opportunity if I may, to thank Jane Woolfe for all her help and advice. We read an article of Jane's in our local newspaper, which was great.

We have six children, and the only regret we have is not knowing about EO before three of my older children left school, but because of EO we can now let our three younger children enjoy education at home.

I have enclosed some of my poems about schools today. May I also say how much we enjoyed our first newsletter.

Joan Gouldbourn,
197, Litherland Road,
Bootle,
Merseyside L20 5AU

Achild
A child is born there's smiles all round
O what a happy day,
But pretty soon he crawls then walks,
And then he's out to play,
I dread the day when he starts school,
When I can hear him say,
"Mum dáo I have to go to school,
Can't I stay off today?"

Joan Gouldbourn.



Dear EO,

Our house is suffering from a bad case of "flatsurfacitis". As soon as a bare flat surface is produced it is immediately covered with outgrowths such as books, papers, lego models, crayons, games etc. etc. etc. The floor is of course the largest area- gone are the days when the Hoover could easily push offending items into one discreet corner!

Another problem area is bookshelves- we have not enough, but no more space to put them. Have you any brainwaves in this area? As a bookaholic getting rid of most is NOT a viable suggestion.

Can you suggest imaginative/entertaining ways of containing d and perhaps even curing this disease?

Isobel Bogucki,
7, Derwent Drive,
Mitton,
Tewkesbury, GL20 8AZ

CUISENAIRE RODS

I would be interested to hear from anyone who has used, or is using Cuisenaire Rods in their teaching of maths. I was introduced to them at teacher training college many moons ago and found them quite pleasing to handle but I can't remember much about what else we did with them.

Lisa Hall Davey-Judgement Cottage, Laddington, Dymock, Glos.



GUIDELINES FOR CO-ORDINATORS AND MEMBERS



What should I expect of a co-ordinator?

On becoming a co-ordinator for E.O, one is issued with some guidelines. These are very helpfull but one soon learns that members may have entirely the wrong idea about what a co-ordinator does and what an ordinary member(if such a person exists) can do.

Most likely, the first person you make contact with will be your co-ordinator. She/he should have a working relationship with the LEA and be able to advise you as to your LEA's general attitude to home educators. Most will also have their own experience of home education to draw on. However they are not experts or professional teachers or lawyers, neither can they make decisions on your behalf. You may find them willing to be with you if you have a visit from your LEA.

Where possible 'phone/contact your co-ordinator at reasonable times and enclose a s.a.e. with correspondence.

The co-ordinator cannot be expected to do everything that is needed in your area. They are really only a contact point. They may organise local meetings and outings but anyone and everyone is welcome to get stuck in and organise whatever in their area - it is best to keep your co-ordinator informed of course.

Don't sit about waiting or complaining, get stuck in and help. What could you do? Here are some ideas: set up a local resources centre, offer to contact others or organise a meeting or a fund-raising activity.

After all, the local group is your group. You know best what you would like to see happen.



Jan White and Sue Lyons



Dear E.Oers,

I have only been a member of E.O for a few months, but I am puzzled. Why do we not have a Chairman ? or a 'Famous' President, a figure head? If our aims are to met, re-affirm that parents have the responsibility for their childrens education etc, why are we not, as a group lobbying and campaigning for a change in the unfair section of the law that gives us all so many problems ? Do we lobby ? Why have the tables not been turned ? example, we as parents under the 1944 Education Act have to ensure that our children are educated to their age, ability and aptitude by school or otherwise. If the LEA are not providing this service for your child for what ever reason, can we not take them to court for failing our children ? Has E.O got a legal fund to help families in that situation ? Why do we sit by and allow the LEA not to de-register ? Knowing that the school you have just removed your child from is still getting paid to teach your child eventhough you are doing it. I am sure Anne Wade is saying, because they have the POWER. But any large group has the POWER, do they not ?

All this costs money, so why do we not have sponsors ? People are always interested in other peoples battles.

Education Otherwise was formed to help people, this it does, I know. But I cannot help feeling that we could all do a lot more, a lot more. Finance is always a problem, why is it that we do not get grants, after all we pay for our childrens education in our Rates.

I do have more ideas, but I would like to know the thoughts and feelings of other E.Oers before I make them. I would be very interested in hearing from anyone with comments, for or against, either through this Newsletter or OTHERWISE.

JAN TAYLOR, 1, BODIAM CLOSE, ENFIELD, MIDDX. EN1 3HZ.

SCIENCE, EVOLUTION AND CREATIONISM

A response to the article 'The History of Life'
by Edwina Theunissen in Newsletter 62

The quotations in Edwina Theunissen's article by creationists raise issues not only of the controversy between evolution and creationism, but also of the nature of science and of how children should be taught about these things. Some quoted passages seriously misrepresent the nature of science in their support of creationism. Since an understanding of the nature of scientific theories and of scientific progress is fundamental to a scientific education it is important to get these things right. The quotation by G. H. Harper from the *School Science Review* illustrates well what I mean.

"Where a theory antagonistic to evolutionism is offered to pupils, it is generally "Special Creationism", which postulates the direct creation of species by a supernatural act of God, who thus intervenes in the otherwise law-regulated processes of nature. The theory is usually dismissed by science teachers on the grounds that it is not scientific or that it involves supernatural causes. *However, I don't think anyone would seriously argue that it can be shown to be false* [my emphasis]. Even if metaphysical it might be true."

What Harper fails to do here is to show why scientific explanations are always to be preferred to metaphysical ones. A scientific theory, by definition, is one that is testable and therefore capable of being *falsified*. Untestable theories are unscientific or 'metaphysical'; believe them if you wish but don't pretend you are doing science. Why is falsifiability so important? Just think of the state of our understanding of the world if it was not the very essence of science: an ever increasing number of competing theories, endlessly debated by 'scientists', with no possibility that any of them could be rejected. Progress would be at a standstill.

Harper supports creationism with the argument that no one "would seriously argue that it can be shown to be false". But that's just the point! If it can't be shown to be false it is useless - literally - as a theory. What about the claim that "even if metaphysical it might be true"? Well, of course, it *might* be true (anything *might* be true) but in deciding between alternative explanations for any phenomenon the only rational course is to accept the *most likely* explanation. And the most likely explanation is the one that has been most rigorously tested and that has best withstood the challenge of those tests. Evolution by natural selection, for example, is the most likely explanation for the diversity of species on this planet. Untestable explanations - such as creationism - are clearly at the bottom of the list in terms of acceptability. And this is exactly how science works. Science is not the accumulation of 'facts', held to be incontrovertibly true for all time. Rather, at any time any field of science has a number of competing theories, one of which stands up best under the tests

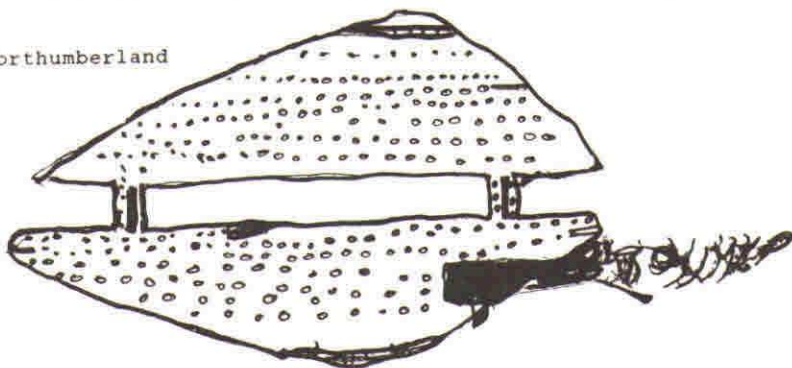
so far devised and consequently, *for the time being*, is the most likely explanation for the phenomenon. Next week, next year, things may change; a new test or a new hypothesis may alter the balance of likely explanations and make a new theory the best candidate. Of course, scientists don't always agree on which theory is best supported by the evidence, but such conflicts are inevitably resolved as new findings emerge. Metaphysical disagreements can never be resolved in this way.

Creationists have brought arguments (within the realms of science) against the theory of evolution by natural selection, and in support of creationism, but these arguments are, frankly, worthless (see, for example, Philip Kitcher's book *Abusing Science: the case against creationism* [Milton Keynes: Open University Press, 1983]). Don't be fooled either by 'scientific creationism'; the adjective 'scientific' was intended to get the subject taught in the science classes of American schools. Scientific creationism is just creationism. More positively, read Richard Dawkins' *The Blind Watchmaker* (Harlow: Longman, 1986) for a brilliant account of the power of natural selection to explain the evolution and diversity of life.

A scientific view of the world may not necessarily be incompatible with a belief in God but it is incompatible with a belief in creationism. One can believe in God for many reasons but it is not necessary to invoke a supernatural agent to explain the existence of life on earth. The problem for believers in the twentieth century is that belief is becoming rapidly redundant as our understanding of the origin of the universe is pushed back to within an eyeblink of the start of it all. For the scientist believer God's works are becoming fewer and fewer and the claims for a supernatural agent in the universe may ultimately have to be relinquished altogether. This would leave a God with nothing to do.

What lessons does all this have for education? When it comes to educating our children about the nature of the world about them let us teach them to be scientists; to be open minded, to approach ideas critically, to think logically and to examine the evidence. Teach a belief in God too, if you wish, but don't confuse the two.

John Lazarus
Stannington, Northumberland



Dear EO,

Edwina Theunisson's article on alternatives to evolution in the October Newsletter raises many issues. May I, as a professional biologist who teaches and researches into evolution, make some comments.

Like many teachers of evolution, I do discuss alternative explanations with students, and have used the article by Harper mentioned by Edwina Theunisson (he also wrote a paper called 'Darwinism and indoctrination', School Science Review 59, 258-268 which is worth reading) as a means of challenging students attitudes and knowledge. It is all too easy simply to accept what teachers, or parents for that matter, say, rather than to think for yourself. I do hope that Edwina does not teach her children creationism as the only reasonable explanation of the origin of species in the world.

However, it would be unfortunate if non-biologists amongst the EO Newsletter readership got from Edwina's article the impression that there is serious doubt over the occurrence of evolution, amongst the scientific community. There are some who challenge aspects of the idea (Sir Fred Hoyle is one not mentioned in Edwina's paper) but the overwhelming majority of geologists and biologists accept as a clearly observable set of facts that the Earth is many millions of years old, and that for much of that time, a process of biological evolution has been proceeding.

As in any healthy branch of science, aspects of evolution are areas of considerable debate - for example, whether or not natural selection is the main means of change - but the occurrence of evolution is not one of them.

The general public, however, is another matter, and Edwina is not alone in rejecting evolution. As a science educationalist, I am interested in why people come to reject some scientific ideas and to accept others: evolution is only one such idea, the link between smoking and lung cancer is another which is patchily accepted.

I have compiled a questionnaire on this issue, to be completed by different groups of people. EO members would make an interesting group, since membership of EO implies an independence of mind that would be useful in this context.

If you would like a copy of the questionnaire (analysis of returns will be entirely anonymous) , please write to the address below, stating the number of copies you would like.

Roger Downie

30 Hillhead St.,
GLASGOW G12 8PZ

Dear EO,

May I express my strong protest against the extensive use of October's newsletter, by its editor, as a vehicle for disseminating her religious fundamentalist views on evolution, and her salting the NL with her religious quotations.

Most past editors have wisely limited their role to editing, editorial comment and interesting autobiographical sketches. We have appreciated and become accustomed to our editors' restraint and resistance to succumbing to self-indulgence.

Referring to October's creationist spree, it is surely the minimum requirement that a person have, and demonstrate, some good level of understanding of important ideas before condemning them or boosting those who would attack those ideas.

Talking of what is scientific (see p 16 Oct NL) how can it be held to be scientific, or indeed honest, as was done in the mocking illustration on pp 16-17, to present reconstructions, which are now universally recognised as examples of earlier anatomical ignorance or fraud, as illustrations of the bases of modern, scientific human evolutionary theory. The "Neanderthal Man" was based on remains of an aged individual badly bowed and deformed by arthritis, but mistakenly presented as a healthy specimen of its type, thus giving rise to the common misconception of our possible ancestors as hunched, shuffling brutes. A case of deliberate fraud was "Piltdown Man" based on a mischievously constructed composite artefact of human skull and orang utan lower jaw "found" in 1912.

Religious belief and faith remain important facets of most of our cultures; but, whatever satisfaction and comfort they may bring, let them not compromise our rationality or make us intellectually biased or dishonest, to ourselves or to others, when observations and new findings don't fit our preconceived ideas.

Maybe it needs to be stated that a theory of evolution, or any theory, is only a theory. It is not definitive and does not claim to be incontrovertible law. Theories are necessarily built on "unproven hypotheses" (p 17 Oct NL). A hypothesis, by definition, is always necessarily unproven, and one wonders about the scientific credentials of someone who seems unaware of this. There have to be premisses on which theories are founded, and ultimately everything is open to question or different interpretation.

It is the responsibility of true scientists, or seekers of wisdom, to confirm, challenge, disprove, improve or provide better alternative explanations of what happened, or will happen, and why, to search out logical or perceptual flaws and suggest better models of reality to work with. If we consider the proposed theory that the universe was created by some supernatural being which created a man, then, as an afterthought, to relieve the man's loneliness, fashioned a fully-formed woman from part of the man's body, it would rightly be expected that the proposer provide some evidence more rigorous than someone else's uncorroborated opinion to support that theory, and quite proper for others to put forward more rational and evidentially tenable theories of human and cosmic origin.

Darwin and other students of evolution have never claimed, as the illustration falsely implied, that humankind descended from monkeys. Darwin did speculate that we humans, and all other primates, share common ancestors. Chimpanzees and gorillas, which are not monkeys but apes, are now considered to be humankind's closest surviving relatives. Around 99% of the genetic material, which determines our individual characteristics, in every living human cell, is common to that found in chimpanzee cells. It is that tiny 1% difference which makes us human and chimpanzees chimpanzees. This remarkable new knowledge is a rich source for further speculation, and it should enhance and nourish our wonder about our origin and our existence.

The creationist view of reality, in this particular case, posits a divine being which, according to its own texts, drowned all terrestrial life, including men, women and children; all except for one nuclear family and their selected wildlife, spared from the horror of the first case of genocide ever. Old ideas of lethal retribution and hideous revenge are not what our humanity needs for peace and good will to flourish on our earth. If I had any belief in a divine creator I certainly would not relish a being which practised and abetted cruel, vindictive and vengeful behaviour among its hapless creations.

It is a sign of intellectual and spiritual health and growth to be prepared to abandon cherished ideas and notions as they are superseded, and replace them with better ones. The soft option of unquestioning belief does not bring much credit, or hope of progress, to humanity. We deserve, or at least we should demand, something better for ourselves and our children. It is up to us how much effort we individually put into searching for the truth. We don't all have the keen curiosity, dedication or circumstances of Charles Darwin. We may find it easier simply to take on trust what we read or what others tell us is so, but let us not attack those who do use our common inquisitiveness and reason to explore and come to what may be novel or unexpected conclusions. Our, and our children's, powers of reason are so precious; let us think and consider deeply before we set about surrendering or suspending them in the name of religion or any other belief system.

Finally, to redress the balance of creationist book reviews, may I recommend the following books:

- "The Young Scientist Book of Evolution" publ. Usborne. Very readable. Books by Peter Medawar, full of wisdom, humour and advice for young, and not so young scientists. Your local library.
- "The Illustrated Origin of Species" by C. Darwin, publ. Faber and Faber.
- "Origin of Species" Brit. Mus. (Nat Hist), publ Cambridge Univ. Press.
- "The Making of Mankind" by Richard Leakey, publ. Abacus.
- "Human Origins" by Richard Leakey; for children.
- "Man's Place in Evolution" publ. Brit. Museum (Natural History).
- "Life on Earth" by David Attenborough.

Rajan Naidu, 21 Hilltop House, 117 Hornsey Lane, London, N6 5NW

BOOK REVIEWS

THE CHRISTMAS STORY BOOK.

published by Floris Books,
21, Napier St., Edinburgh

I can thoroughly recommend this collection of 33 stories which are grouped into sections relating to Advent, At the Birth of the Child, The Christmas Night, Christmas in all the World and From Christmas to Epiphany. There are stories from such countries as Russia, Holland Germany, Norway, Ireland as well as a few Biblical extracts. Though several relate to the legends and happenings surrounding the birth of Christ, many are set in quite different situations such as a Japanese POW camp, Siberia during the second World War or present day Ireland - often having the theme of Christ's continued presence amongst us and the way in which his influence in the world is exerted through the power of prayer and love - frequently through the actions of the very poor or very young.

The tales are beautifully told - not in a didactic or sentimental way, but in language which is clear and simple yet has depth and resonance. As the Irish storyteller says: "Now ye have something in your head to fetch home with ye."

At first sight the price of £12.95 could seem off-putting but it is a thick book (427 pages-pleasant type-face but several mistakes) containing stories that appeal to a wide age range - 6 years up to adult - and would last a family for many years.

Jackie Fearnley
'phone Whitby 85507 or 820217
if any queries etc.



SCIENCE SCENE SETTERS
FROM BRITISH GAS.

PRIMARY SCIENCE TOPICS

Available from: British Gas Ed. Service P.O. Box 46, Unit 15,
Haslemere Estate, The Parkway, Hounslow, Middx.
TW4 6NF

The Science Scene Setters Pack, is a boxed set of folders on the following topics:- Air, Flight, Forces, Heat, Ourselves, Water. Each topic folder contains a comprehensive Teacher's guide booklet which gives advice and background information on each of the cards. The teacher's guides are well-written and give confidence to use the cards even if you weren't confident about science before reading them!

Each topic has 10 topic cards (laminated surfaces). A topic card has a large colour picture for discussion and introduction. The reverse side follows up with an experiment to do, plus other things to do and questions. Instructions are very clear, and good illustrations.

The Scene Setters Pack has been well thought out and is in a style that captures the interests of young children. However, it would be expensive for EO families at a cost of £33 for the set. It would be possible to share the pack between families as each topic folder has 3 copies of each card and the pack contains an omnibus book of the teachers guides.

We are thoroughly enjoying using these cards and there is no need to follow the cards in any particular order. Children could

work on their own with many topics, and most equipment and materials are found in the home.

THE YOUNG GEOGRAPHER INVESTIGATES SERIES:-
VOLCANOES AND EARTHQUAKES.

by Terry Jennings Oxford University Press £2.50 (SB)

A brightly illustrated book, with beautiful photographs, maps and diagrams, with interesting, informative text.

The book has sections on "things to do" and "things to find out", as well as questions to answer. There are experiments to do such as growing crystals, making a model underwater volcano and toffee making! We have enjoyed all the books in the series and highly recommend this book as well as all of the others in the series. Excellent value for money.

H. Forster, 3 Hendrick Drive, Chepstow, Gwent.

PUFFIN PLUS PUFFIN PLUS PUFFIN PLUS PUFFIN PLUS PUFFIN PLUS

Penguin's attempt to attract teenage readers has resulted in a very mixed bag of modern fiction and some useful non-fiction. You will notice the distinctive black trimmed covers in bookshops and will want to browse yourselves and make your own discoveries. The following are ones that I can recommend:

The Village By The Sea by Anita Desai:

Set in India, this is a very powerful and moving story of a young brother and sister who struggle to save their family from destitution. I was fascinated by the description of modern Indian peasant life and by the sensitive account of the children's achievement.

The Wave by Morton Rhue:

This gripping tale of an American High School is based on an incident that occurred in California in 1969. "For three years afterwards according to the teacher, Ron Jones, no one talked about it." It was, he said, "One of the most frightening events I have ever experienced in the classroom." In this retelling we see the reactions of Laurie Saunders as her classmates turn from ordinary teenagers into fanatics who can no longer think for themselves.

Trooper Jackson's Story by Brian Thompson:

A young Yorkshireman enlists in a crack cavalry regiment expecting a life of glamour and adventure. But it is 1914 and when war breaks out Sam soon discovers how different and ghastly is the reality of soldiering. The book is both exciting and thought-provoking.

Other titles to look out for: 'If it weren't for Sebastian' Jean Ure 'Three's A Crowd' Jennifer Cole.

Non-fiction titles recommended;

On Your Bike by Merry Archard - brilliant ideas for spare-time earning.

Drugs: Why say No? by Venora Leigh.

Whose Side are You On ed. by Martyn Forrester.

Helen Holland

14



HOW TOM BEAT CAPTAIN NAJORK AND HIS HIRED SPORTSMEN
by Russell Hoban, ill. Quentin Blake
Picture Puffin (paperback).



This could almost be a parable for EOers, and has long been a favourite in our family. Tom lives with his stern aunt, Miss Fidget Wonkham-Strong, who insists that he eat his mutton and cabbage-and-potato sog. She strongly disapproves of the fact that Tom is always fooling around ('looks very like playing to me... you play too much.'). She threatens him with Captain Najork, whose trousers are always freshly pressed, who teaches fooling-around boys the lesson they so badly need.

Tom continues to fool around, low and muddy fooling around and high and wobbly fooling around... so Captain Najork forces him to play wumble, muck and sneedball, in that order. But Tom is so experienced by now at fooling around in various ways that he wins all the games, and heads off to the next town, where he advertises for a new aunt, laying down his own conditions this time.

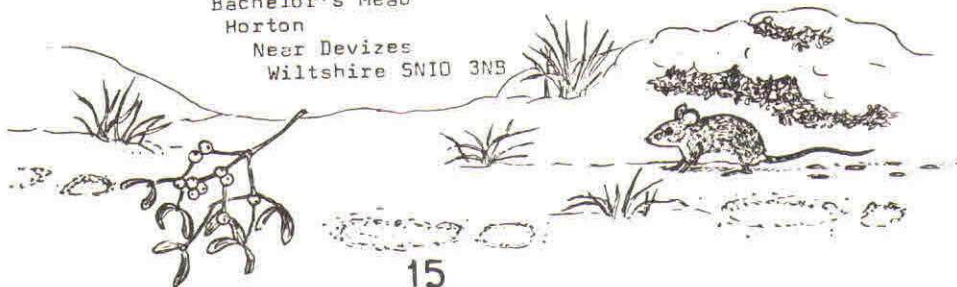
Anyone who enjoys Russell Hoban's quirky sense of humour, sparky intelligence and fresh use of language will also love his other books: some are perhaps already familiar, like the 'Frances' books (BREAD AND JAM FOR FRANCES, A BARGAIN FOR FRANCES, etc.); but don't miss THE MOUSE AND HIS CHILD, which is wonderfully funny, thoughtful, philosophical ('beyond the last visible dog!') and extremely moving - more suited to older readers, say 10-12s, and adults who will love the word play.

Bobbie Whitcombe

The Three R's At home by Howard and Susan Richman, published by and available from Pennsylvania Homeschoolers, R.D.2, Box 117, Kittanning, PA 16201, USA (£5.95 cheque or international money order - surface mail Add £3 for airmail).

This book has been written jointly by a mother and father about the way in which they have taught their four children at home. Susan talks about her own experiences and quotes a lot from her journal on the children's development. Howard adds (in bold type so you can tell who is saying what) his observations from his professional work (he has a Phd in education) and his interviews with many homeschooling families. The book is easy to read, interesting and even inspiring, full of stories and specific examples to illustrate the author's basic tenet - that homeschooling can be a shared adventure of learning. As Howard says, it is "directed" to people who are already homeschooling and want to think about how they can do it better." Highly recommended.

Helen Holland
Bachelor's Mead
Horton
Near Devizes
Wiltshire SN10 3NS



My 5½ year old daughter saw this book in our local bookshop and wanted it so much that she asked me if she could earn the money to buy it. She gaily did the drying up and putting away for a few days and then proudly purchased the book with her accumulated savings. From past experience of magic trick books, I thought she would be disappointed. However, some of the tricks are very simple to do and very convincing. Within a day, she had learnt, with my assistance, to make a coin vanish under a glass, to make a hole in a postcard big enough to walk through, to make knots disappear in a magic tube etc..... Some of the tricks were complete failures, and some were either too clumsy or too complicated. Nevertheless, Dulcie gained such pleasure and satisfaction from baffling her friends and family with the successful tricks, that I would recommend this book to any aspiring young magicians.



DRAWING WITH CHILDREN by MONA BROOKES
£7.95 Angus & Robertson 1987

A superb book for all ages if you want to feel more confident in your artistic ability and increase your personal satisfaction. There is no 'right' or 'wrong' way to draw - five basic shapes, dot, circle, straight and curved line and angle line. Combine to form all objects. I have always considered myself to be non-artistic - I never drew for fun - but I have really enjoyed producing some quite passable pictures. I am hoping my new found enthusiasm will be absorbed by the children.

Isobel Bogucki.

After last months "History of Life" article, a number of people recommended the following book - "Life, How did it get here, by Evolution or Creation?". Unobtainable from bookshops but if you would like a copy send a contribution towards postage to: - Lynda Welsh, 29, Littleport Spur, Slough, Bucks, SL1 3JD.

On the same theme, Mrs. & Mr. A.J. Thompson say that a list of pamphlets are available for 10p each from: Creation Science Movement, 50 Brecon Avenue, Cosham, Portsmouth PD6 2AW.



CHEMISTRY FOR FIRST EXAMINATIONS (Blackie) L.D.R.Wilford
No additional materials or equipment required. Stacked with
colour photos and diagrams. Published in 1987 Costing 8.70 in 1988.

MATHEMATICS IN ACTION series (Blackie & Chambers) by MATHEMATICS
IN ACTION group. There are Pupils Books, Teachers Books, Answer
Books, Assessment Books. - Pupils books cost around 5.00 each in
1988, and there are books 1, 2, 3A, 3B, 4A, 4B intended for
secondary schools.

SOFTWARE RECOMMENDATIONS
Available from Rickitt Educational Media, Ilton, Ilminster, Somerset.
who produce a directory for Primary and Secondary to Adult and
have a place in London where previews are possible. We are using
Note Invaders by Chalksoft for learning to read music : Identify
Europe by Kosmos : Eiffel Tower by Chalksoft for French vocabulary
(fun) -also The French Mistress level B for French Grammar : The
Grammar Tree by Sullis for English Grammar : also the database on
the answer Back Quiz by Kosmos onto which are loaded Factfiles
such as English words or arithmetic.

RAHALD ROBERTSON 22 Nethergate South, Crail, Anstruther, Fife.

ABOUT BOOK REVIEWS

Thank you to those who took the trouble to answer my request for
opinions in the August newsletter. It seems clear that others share
my view of the frustrations involved in the present system
and that we should indeed go back to the old system of people sending
in reviews of books they found interesting or important. Then, if
and when somebody with the time and energy comes forward to take on
the work involved, we could consider whether we want a twice or
thrice yearly supplement devoted to books. this means that I will
not be fielding any more requests for books to publishers, but I
shall try to keep up connections made with various firms until we
have taken a firm decision about what we want to do. Thus, in effect,
I am resigning as Book Reviews Secretary. Phew!

Helen Holland, Bachelor's Mead, Horton, nr. Devizes, Wiltshire,
SN10 3NB. Tel, 038 086 344



SCHOOL TAUGHT ME

School taught me
To write my name,
To recite the answers
To feel ashamed
TO stand in corners,
To wait in line,
To kiss the rod,
To be on time,
and trust in God.

To make me a model citizen,
That was their goal.
Well I don't know about that
But it was useful training
For a career
On the dole.

Poem: LEON ROSSELSON

ELECTRONICS CORNER... CORNER...]

FILE +
COLLECT

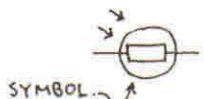
NUMBER
5
IN A SERIES

HOW TO MAKE IT LIGHT-SENSITIVE...

NEW COMPONENTS YOU WILL NEED!*

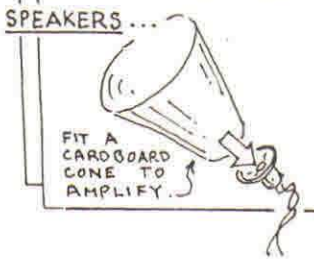
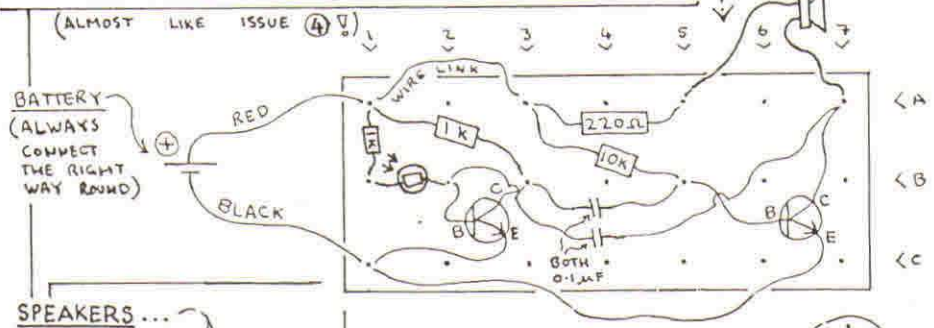
- (a) RESISTOR (AT LEAST 1/3 WATT) 1kΩ ————— X 1
(BROWN · BLACK · RED)
- (b) L.D.R. (EXTEND EACH LEG BY 100 m.m.) ————— X 1

THE L.D.R. (LIGHT DEPENDANT RESISTOR)... THIS TYPE OF RESISTOR RESISTS THE FLOW OF CURRENT LESS, AS MORE LIGHT FALLS ON IT, — IN THE LIGHT, MORE CURRENT PASSES THROUGH.



*NOT HARMFUL TO YOU!

PUT IT ALL TOGETHER LIKE THIS...



NEXT TIME, —

HOW TO MAKE A

18 TIME DELAY CIRCUIT...



CHEQUE FOR £1.25p TO CHRISTOPHER THOMPSON (NPT 6, PARKDALE ROAD, PLUMSTEAD, LONDON SE18 1PS)

WILL DELIVER ALL EXTRA PARTS WITH MODIFICATIONS DONE

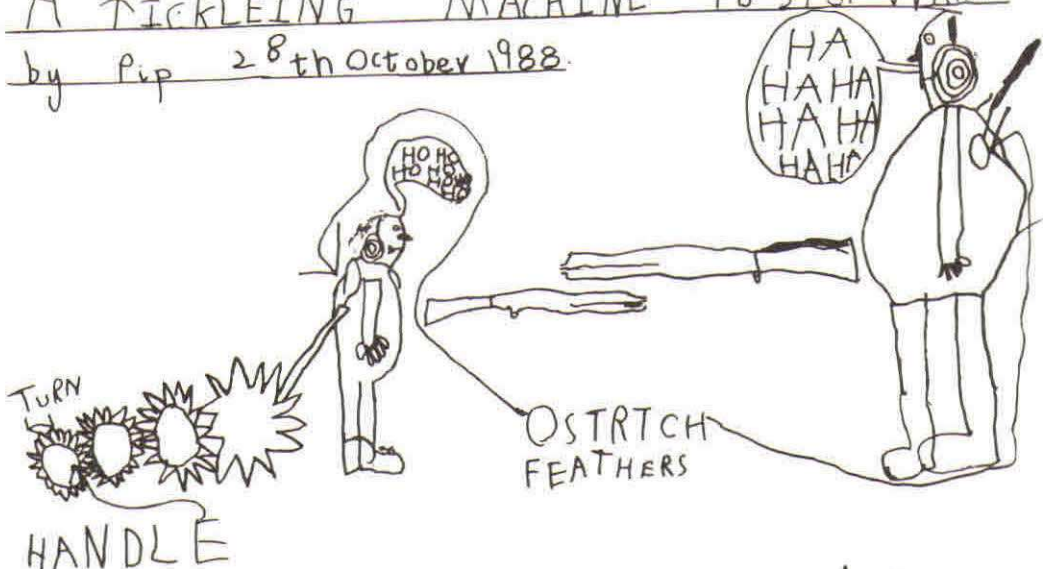
GLOBAL CO-OPERATION FOR A BETTER WORLD

The aim of Global Co-operation is quite simply to create a "better world" and that starts with you. It starts with your vision of a "better world", your ideas and then your practical actions to make it happen.--- First using your positive ideas formulate your vision: write it, paint it, draw it, film it, dance it, sing it, act it or meditate it.--- Secondly- make something happen! Turn your vision into reality- even if it's only in a small way - it's a start. --- Thirdly - send your vision to the Global Co-operation Bank which will be presented to the United Nations for appropriate use in the Creation of a Better World.

More information may be obtained from: National Co-ordinating Office, 28, Baker St. London, W1M 4DF. Phone: 01-4874634

Love POPPY GREEN 15, Bellevue, Clifton, Bristol. BS8 1DB.

A TICKLEING MACHINE TO STOP WARS by Pip 28th October 1988.



The pole with the feather at the end goes up and down and tickles the soldier on the back.

GCSE NEWS

GCSE Contact List

In order to stimulate a wider exchange of experience and information, I have taken the bold step of publishing the G.C.S.E. contact list for all to see as I believe there are far more people involved in G.C.S.E. than actually get round to writing to me for inclusion in and a copy of the list.

The exam boards mentioned after people's addresses are either their 'home' board or one that they are opting to be examined under. Where they are underlined, it indicates that the person concerned has actually been in touch with the board and is acting as a co-ordinator for information about that board. That doesn't mean you can't get in touch with that board yourself, but that you can talk to someone who has done some groundwork.

I'm sorry that I have not included information about the children actually sitting the exams, but most of that information was not up to date, nor was the list of subjects people were interested in.

Sue Stephenson

EDUCATION OTHERWISE GCSE CONTACT LIST

- Sally Orrell - Hayring Cottages, Nenthead, Alston, Cumbria. Tel: 0498 81654
N.E.A. Experience of National Extension College Courses.
- Dietlinder Bartram - 61 Mumford Road, West Bergholt, Colchester, Essex.
Tel: Colchester 242164 after 4 p.m. LEAG and SEG.
- Anat Kamenka - 62 Guthrum Place, Aycliffe, Co. Durham, DL5 4QD.
Tel: 0325 310109. LEAG.
- Mrs. S.M. Nolan - 103 Lon Afallen, Trelafren, Newtown, Powys, SY16 1PX.
Tel: 0686 28481. WJEC.
- Val Yates - 2 Meadow Close, Mundesley, Norfolk, NR11 8LW. Tel: Mundesley 720677
SEG and LEAG. Experience of N.E.C. Courses and Wolsey Hall Courses.
- Bette Paul - Higham House, Old Higham, Derbyshire, DE5 6EH. Tel: 0773 835249
MEG. Bette is a home tutor.
- Betty Ball - 1 Fenton Road, Warboys, Huntingdon. Tel: 0487 822083
MEG.
- Sue Stephenson - 1 College Road, Barrow-on-Humber, South Humberside, DN19 7ED.
Tel: 0469 30792. NEA.
- Susan Dent - 7 Windmill Crescent, Northowram, Halifax, HX3 7DG. Tel: 0422 205249
Examiner for SEG and MEG in Sociology.
- T.J. Murphy - 22 Greenwich Avenue, New York City 10011, U.S.A.
Tel: 212-645-8562 (Summer months: Church Cottage, Magdalen, Kings Lynn,
Norfolk. Tel: 0553 810021)
- Jane & Nicholas Fuller - 109 Camden Road, Tunbridge Wells, Kent, TN1 2QY.
Tel: 0892 41332.
- Brian & Diane Dobby - 15 The Flashes, Gnosall, Staffs., ST20 0HJ.
Tel: 0785 822034. NEA or MEG.

- Peter Towey - 7 Bingham Street, London N1. Tel: 01 226 9196
Teacher, able to give help and advice in History and Humanities.
- Alvena Hillier - 8 Church Park, Kingston, Kingsbridge, Devon, TQ7 4QB.
Son has taken several GCSEs through LEAG.
- Hazel Clawley - 26 Taywood Drive, Small Heath, Birmingham, B10 0DB.
Tel: 021 772 7165
- Jackie O'Neil - 3 Overton Road, Sheffield, S6 1WG. Tel: 0742 344697
LEAG, NEA.
- Kate Robinson - 91 Lustrell's Crescent, Saltdean, Brighton.
- Helena McHowell - 32 Grove Street, Leamington Spa, Warwickshire.
Tel: 0926 312959. MEG.
- Mike and Sue Lyle - Maenllwyd, Llangynog, Carmarthen, Dyfed, SA33 5JA.
Work for Development Education Centre with small residential study centre
which will offer concentrated GCSE courses if there is the demand.
- Jim & Chris Collins - Brambletye House, 3 Clovelly Road, Hayling Island,
Hants., PO11 05D. Tel: 0705 461912. Experience of NEC courses.
- Joan Hoare - 25 Moor Oaks Road, Broomhill, Sheffield, S10 1BX.
Tel: 0742 343519. Experience NEC course(s).
- Valerie Simmons - 53 Patricks Copse Road, Liss, Hants., GU33 7DW.



You and Me

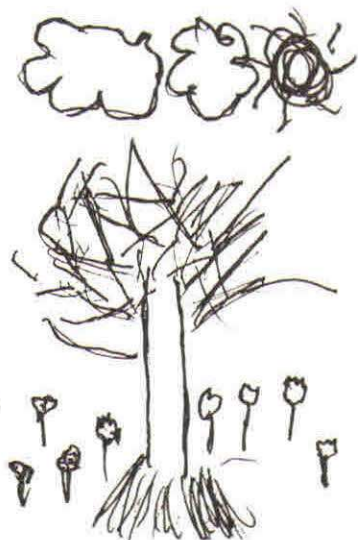
You give no respect
To those you expect
Cannot share your ways;
Whose beset days
You imposition.

You have no sympathy,
Unable to know empathy
To those whose lacks
You paste the cracks
Of your position.

Sure I am unable,
Determined to disable;
Disown my mind,
Exile from your kind,
That's your disposition.

But though body and tongue be fettered,
True wisdom has you bettered;
Despite malfunction and it's load
Mind yet soars clear of your road,
In it's own heavenly apposition.

John Swatridge (9yrs)



THOUGHTS OF A GCSE PARENT.

To study for it or not, that is the question!

If one parent says GCSE's are important and the other one feels that your offspring should have a little more time to do things his or her own way, what does one do? One compromises! Try and attempt 2 or 3 subjects only, not 8 as in some schools.

It is hard enough though, in spite of our choices of Boards, syllabi etc. There is still going to be a lot of material you or your youngster may think of as utterly useless. Maths is a good example. Arithmetic was on offer with one or two boards, but has been withdrawn from SEG since. And LEAG insist it can't be taken externally and therefore won't give us the name of a school we could approach. Also they are withdrawing the subject after June '89.

Of course, testing and assessment mean a lot of different things to different people and a debate would go on ad infinitum.

I think one comment of our son, aged 14, just before taking European Studies last year was rather telling:

"All right, so we'll study the things required and try really hard but afterwards, can we get back to doing things our way and enjoy our studies again?"

Those of us who want to attempt some exams will have to be aware that we may have to force ourselves and our child to do and study things we would otherwise not have done or at least have dealt with them in a different way. I think this gets harder the longer one has been out of the school system. I for one have certainly become far more critical as far as exam requirements are concerned.

You may, for example, want your child to get a good all-round knowledge of History. What is in fact required is knowledge of a certain period only, say 1600-1750 AD. That, to my mind is very narrow indeed.

In a foreign language, the student may be able to communicate perfectly well with native speakers. When it comes to the exam, only certain parts are going to be tested. It seems to me that good all-round knowledge is not required, and that the child is probably not getting the marks he or she really deserve.

Time is also a crucial factor. Of course, last year's GCSE students were the guinea pigs, there is no doubt. And as Alvena Hillier put it across so well in her article, the books weren't even ready at the beginning of Autumn '87, there was little guidance, the groundwork took a great part of our time, the schools weren't even sure what they were doing, let alone whether they should take on external students. Coursework had to be in by February. Hopefully everyone will benefit from last year's experiences!

Referring to time again: When your youngster has been studying a certain way and taken time to actually absorb knowledge and understand a subject thoroughly, it does seem to take far longer than just learning a few facts off by heart for an exam. There again we find a conflict of methods. What parents of younger children can gain from this, is spreading the chosen subject area over more than two years, (we only had one year for Europ. Studies). Get the syllabus you are interested in and start early! Especially with English Language, you could start reading some of the recommended books, etc.

Well, our boys passed their GCSE's (Ronnie), Sven I so far, as he is only just 15). So maybe the hassle was all worthwhile!

Linde and Ron Bartrem

education thru'the press

It's the season for newspapers (among others) to ask how peoples attitudes are changing to issues like education. A concern about traditional values, a high regard for private education and national curriculum and a conviction that teachers are less dedicated than they were ten years ago- these seem to be the trends.

So how do the newspapers themselves suggest we are bearing up to educational changes?

Opting out and in

Tory plans to get schools out of the clutches of left-wing councils have run into trouble. According to the Observer some Tory-controlled councils may lose schools, while a Manchester Labour borough has acted on the anxiety shared by others, and intends to buy a school site where parents want to opt out.

TELEGRAPH

Parent Governors Ltd.

The current crop of school governors include more parents- and they have more power. A possible abuse of this power is reported in the Guardian: a governor in Kent, it is claimed, sent letters to parents promoting investment schemes that his company ran. Commerce also sneaks its way into the classroom via teaching materials, according to the National Consumer Council. Telegraph. A water safety leaflet 'unashamedly promotes a particular brand of sweets' for example.

Learning Difficulties

The British Dyslexia association is reported (Telegraph) as claiming that less than 1 in 3 dyslexic children get the specialist help that can now deal very effectively with the condition. About 350,000 children are estimated to have these reading difficulties.



Teachers, too, can have learning difficulty- if a Sunday Times survey is to be believed, as a follow-up to the usual survey showing how little schoolchildren knew, they asked a sample of teachers questions on current affairs etc. 13% of maths and science teachers didn't know what 15% of £10 was; the same percentage of all teachers asked, could spell correctly none of the three test words (embarrass, satellite, harassment) etc.

At the other extreme of the learning spectrum, the government has announced plans to provide specially trained teachers to spot particularly gifted children (one in ten) and allow them to overtake their peers. Who's kidding who?

Moral Education

From the beginning of October, all children at state schools in England and Wales have to be given daily Christian prayers - unless withdrawn by parents, or unless the school appeals against it on the grounds that it has a lot of non-Christian pupils (Telegraph). The 1944 Act made no mention of Christianity in its daily requirements. The Bishop of London welcomed the change away from presenting a variety of faiths: 'The implication was that all religions were of equal validity. That will not now be the case. Children will be taught that Christianity is our faith.' God help us. Meanwhile, secondary heads have asked the government to include moral education in the national curriculum - but only to help combat classroom violence.

Constructive Truancy

Schools record as absent only those who don't show up for morning register, thus considerably under-estimating truancy, according to an Institute of Economic Affairs study. Seventy per cent of 4th and 5th year inner city students go in for regular post-registration truancy (PRT). The report claims they are not problem children; rather, they make a realistic assessment of which lessons are good, which bad - then vote with their feet. It suggests that schools should operate a free market with no compulsory lessons. This would, in turn, influence the curriculum.

Edited by BRIAN GUTHRIE with contributions from JANICE OWEN.



BBC RADIO AND TELEVISION PUBLICATIONS

This autumn the BBC has been inviting parents to phone in for their list of publications which complement the various TV and Radio schools programmes. On doing so, and discovering how many are now only available in packs of five, I wrote to the address given in the August newsletter, giving several good reasons why this practice should be stopped or at the least be amended for EO families.

In his latest correspondence with me, Alan Rogers - Head of School Broadcasting (Television) wrote the following:

"We have indeed had quite a few letters from others in your situation and I have agreed with BBC Enterprises that we will send complimentary copies to those teaching their children at home. Please ask any others you may know to write to me mentioning any notes they would like which are unobtainable singly."

Alan Rogers (Head of Schools Broadcasting)
Villiers House,
Ealing Broadway,
London W5 2PA.

BBC Enterprises Ltd.
Woodlands,
80 Wood Lane,
London W12 0TT.

From: ROSEMARY CHARLES 6 Bridewell Street, Wymondtham, Norfolk.

One of the things with a young child is that their ability to tell stories is often way ahead of their ability to record them on paper. No good is it, then, to encourage them to make up marvellous tales only to dash them in their infancy on the rocks of grammar and spelling. Continuous eraser marks can be so depressing and damage the flow. It was this realisation that led me to encourage Carly(8) to sometimes dictate her stories while I scribbled them down as a more permanent record. With her last effort, we covered a couple of pages a night, regularly going back over the text so she could make any alterations she wanted. Occasionally, I picked out something I felt needed attention (maybe an inconsistency e.g. Big Ears was wearing green underpants when he ran Noddy over, you've just made them blue. Did he change them after the accident or did you mean to say green? It was her choice to alter or not.) In the daytimes, Carly worked enthusiastically on line drawings to accompany the text, and when it was all finished, she word-processed much of it, and I finished off. Eventually, the whole was photocopied several times, bound, and the illustrations individually coloured but all the same (like a "real" book, she insisted). Besides having given copies to friends and family, and having also given a copy to the LEA advisor (who said he would read it at school and come back with the children's comments), Carly also sent one to Roald Dahl. The response was extremely positive and encouraging.

However, while it may be extremely satisfying for a child to have a well-worked on and well-produced book of their own, on their own bookshelf, it is equally important to recognise the value of less polished, sometimes unfinished stories that the child will happily write completely themselves, often stapling together a few sheets of scrap paper - a totally different product. Not all stories need to be written - indeed, some entirely depend on their ability to change with each re-telling, to suit not only the needs of the different audiences, but also the mood of the teller. The ability to tell a good tale can be a useful skill to acquire, in that it develops self-confidence and a sensitivity to the needs of others, and something that is important to a good many children, if not adults, social kudos.

There have been very few contributions to this supplement and none at all from children. What our family would like to do is take part in an E.O. Round Robin tale, to be made available for publication in a later newsletter: anyone who would like to take part, please send us your name and address, and we will set the ball rolling - you'll be sent the story so far, to which you will then add your own sentence and mail on as soon as possible to the next person on the accompanying list. All names and addresses to us by the New Year please!
The Ramsays, 1, Stanford Hills Cottis, Stanford-on-Soar,
Loughborough, Leics LE12 5QL

One girl's vegeburger is.....

Myfi(7) and Charlotte(9) are to writing as vegetarians and meat eaters are to food. Myfi will quite happily take an idea,

develop characters and write in intimate detail about circumstances, environments and objects in her stories, sometimes so much so that the story is buried in the richness of her description. She accompanies her novellas with equally rich illustrations pulling in visual treats from her observation and imagination. Charlotte, on the other hand, is a minimalist. Each word is carefully chosen to end the story as quickly as possible; her drawings, increasingly more freely expressed since she left school, tell more of the story but are still rather catalogues of her characters' possessions and environmentboth approaches reflect their individual concerns and histories. Both children observe keenly but Myfi is more into words and Charlotte is into "action". Our approach is all the richer for this difference. Here are some of the things we've done:

- a) The children love dressing up and acting (who doesn't?)they've initiated all sorts of stories with dramatic content and outcomes - even musicals. We usually hear about these theatrical delights when we receive an invitation to the evening performance, signs up the stairs THIS WAY, QUIET PLEASE, ADMISSION 10p!, followed by excited ushering to seats. They seem to have picked up many of the conventions of theatre, working out scripts, scene and costume changes, cue cards and refreshments in the interval etc and occasionally they even rehearse! Their last piece was called The Tango. We got to hear about this one when the mother of one little friend came to ask whether her son should wear "fancy dress" for the "event" that afternoon.. "Umm. What event?" It was no good, she had a ticket to prove it, the girls and two other friends who were staying had invited half the kids in the street! The garden was turned into a pirate ship and desert islands and that afternoon something approaching "South Pacific" and the "Pirates of Penzance" all rolled into one, took place before a small audience. All we did (Frances and Kevin) was to sleep in that morning and allow it to happen. They even made a profit out of it. I don't know who taught them that!
- b) Other times we've spent very entertaining and creative days developing stories from imaginary maps.....developing the map, story and characters as we've gone along, each of us throwing in ideas, events etc as the story has unfolded. These "adventures" have provided opportunities for imaginative writing, even willingly for Charlotte! These two dimensional stories have also left the paper and we've created dramatic enactments with mixtures of Playmobil figures, ourselves dressing up and traditional narrative storytelling. There are boardgames which promote this kind of activity, we have one called Mystic Wood by Gibsons Games which manages to do this without being gruesome.
- c) Cartoon books.....although neither children have read comics as such they've used this as a popular way of telling a story.
- d) We've also looked at photographs and pictures and pulled stories from them - a good antidote to "I can't think of anything to say".
- e) Making stories, usually outrageously funny ones, out of characters Myfi and Charlotte have invented.
- f) Reinforcing and interpreting events, conversations etc after an event has taken place, looking at the way people interact and talk to each other - Michael Rosen has proved very popular for

his approach to this both through his books and a recent Channel 4 TV programme.

- g) Again following on from Michael Rosen.....narrative poetry.
- h) Play with miniature figures, Playmobil, dolls etc which encourage and activate the development of sequences of related events and imaginary dialogue and then talking with the children afterwards to find out what the story was.
- i) Encouraging a synopsis of books and TV programmes etc. This and the one above have proved good confidence boosters to Charlotte who is now far more convinced she can tell a story - we can cross the writing bridge when she is ready.....this didn't happen at school.
- j) Round Robin storytelling or making up joint stories, each contributing a part to the whole in turn.
- k) Using teaching stories, stories involving problem solving (e.g. maths, science, decision making, mechanics etc) or healing.
- l) Most important of all, listening actively or passively as appropriate.

The children now read before they go to bed so the bedtime story has given way to these other things.....the story is the vehicle for so many activities, providing frameworks, giving meaning to the development of a wide range of other skills and subjects, enhancing use of language, subtlety, observation, thinking and critical analysis. It is not just in writing this that we've realised how important stories and storytelling are but perhaps we never realised how integral an activity it is....of who we are....(what we eat and think) and how our stories unfold.

Kevin and Frances Ryan.

Nancy Stewart writes:

Before a child begins to tell stories, there must be the seeds of a story waiting to be told. There is of course a rich ground of experience and imagination, but I think it is the fruition of having been told lots of stories that sets a child onto producing stories of his or her own.

Certainly in our experience the stories our children have most enthusiastically launched into have been pretty directly inspired by other stories they have loved. Thus we have "novels" that are sequels to favourites they weren't ready to say goodbye to: Leighton has written a Swallows and Amazons book, and we have two sequels to Lord of the Rings, a Narnia book, and a Hardy boys detective book. With less obvious antecedents, but still faithful to the genre, we've also had a couple of science fiction books produced.

Reading to our children has always been one of the favourite family times, but I think it helps for them to also have models of how stories are created. On car journeys we have often taken classic stories and retold them, with the children as main characters; and on holidays one of the highlights has been their father's nightly tales inventing "how local towns got their names", or "Josie's adventures with Joan of Arc" or "The night Leighton saved Napoleon" on a French excursion. We have also made books about trips, with photos and souvenirs, and a simple narrative children could read.

Very early on we started encouraging the children to tell us

about their drawings and paintings, and we would write on it anything they wanted recorded. So a two year old's scribble would be adorned with a long tale about a rampaging lion, or whatever was in his mind at the time. That soon progressed to stapling paper together and making series of pictures that told a story, and dictating the text. We had a very understanding librarian who hardly batted an eyelid when one of our children, at age four, presented her with one of these books to put with the others in the library.

To help with fluency, telling a story into a tape recorder can have a liberating effect. These could later be transcribed and made into books, or used as story tapes. But in our experience they can get rather rambling and repetitive, and could use some good editing!

When Josie started writing a many-chaptered book at age seven, her fluency was disturbed by continually asking how to spell words. Unlike Leighton, she wasn't happy to just barrel on phonetically because she wanted a lovely finished product to go with her carefully executed map and frontispiece, and the prospect of copying it all out afterwards would certainly have killed it. So I offered to type it up afterwards with spelling corrections, and she went on to write it all with real enjoyment. After it was completed and typed up, she also made it into a story tape, she reading the text and her brother producing sound effects and incidental music. He also made a story tape of one of his science fiction books, and had great fun making sound effects on a keyboard.

One spur to writing successful stories has been making presents for younger brothers and sisters. We've had several stories produced featuring the younger child or a favourite friend like Teddy, and with the egotism of youth these stories are always appreciated, no matter how primitively written or illustrated. This in turn is a boost to the author. The latest in this line, by Shawn who is now thirteen, was a lovely collection of stories and poems for Josie's birthday, not about her but based on the Narnia stories she was enjoying. It was a thoughtful and well-produced and bound book, and she really appreciated it.

Less successful have been the story ideas we've tried setting as "study" ideas from one source or another. Sometimes after a history section there will be suggestions for story writing, and English books suggest ideas. These rarely come to more than one or two dull paragraphs, the bare minimum to say you've done it, and lack the imagination and expressiveness of ideas they've generated themselves. We've also had a few abandoned "novels", where a few promising pages peter out when enthusiasm wanes. Leighton once decided he was going to fill an exercise book with one story, and when he was getting tired of it several pages of an argument ensued ("Yes, it is." "No, it isn't." "Yes, it is.", and so on). He solved that problem by deciding that next he was going to write a collection of short stories, rather than one long book with several chapters.

Telling stories, for our children, has been in some ways a model of the best that education at home has to offer: born out of their own ideas and enthusiasm, setting their own goals and standards, with encouragement and practical assistance from parents, and plenty of time to get stuck in and work on it for as long as they want to.



FOR the EO person who has everything:
ARCHIE POSTCARDS!
 4 DESIGNS, 20p each plus SAE to:
 SEG PRODUCTS, FIELD HOUSE,
 MELLIS ROAD, THRANDESTON, DISS Norfolk
 IP21 4BU

NEWS FROM THE REGIONS



CAMBRIDGESHIRE ED

Thank you Sharon for introducing me in the last Newsletter.
If by "dynamic" you mean always chasing after what I should have done yesterday - then yes, I'm dynamic!
I really feel I should, in retrospect, introduce myself to local members, so they'll know who is at the end of the phone if they call.
A brief description:-
I am 36 years old.
Boys of 12½ and 7½.
Actively home educating for nearly three years.
My husband is called Graham, and he's a Creative Director in advertising (awfully busy!).
I'm afraid I'm not vegetarian (my father was a butcher!).
I have no profound religious beliefs, but am always interested to hear of others'.
Many years ago I taught handicapped children, but at the moment my only "qualification" is as a Youth Worker and Counsellor.
I try hard to keep in touch with current educational practises, and Kenneth Baker's latest brainstorms, especially when they may affect home-educators.

We have a very small house but you are welcome to call anytime.
My children are very sociable, and don't bite!
If you are not in the contact list, April '88, then do give me a ring.
If you've a problem I'll try to help; If you're lonely I'll try and put you in touch; If you're miserable I'll cheer you up.

Perhaps by the time you read this I will have organised something already, but if not may we invite you to an ED CHRISTMAS PARTY to be held at Gamlingay Church Hall on Saturday December 10th, from 2 pm till 4 pm. Give Christmas Shopping a break and come to a party instead. It will be a chance to mix and meet people who are usually just names in the contact list. Please bring something to eat - a vegetable risotto, or Roast Ox! Actually mince pies will do, or a few bags of crisps. We look forward to it! Please RSVP by phoning 0767 50032.

See you soon,

Jo Rust

P.S. Is this dynamic enough Sharon?!



DORSET

From CHRISTINE ADEY, I, Dunbury Cottages, Milton Abbas.
A number of social gatherings have been held in members' houses over the past 7 months, and these look set to continue into the New Year. Further meetings will be as follows.

SUNDAY 22nd JANUARY 2pm - Afternoon of winter songs and music. Bring a home-made percussion instrument if you like. (NB - For those who prefer to remain strictly non-participants, a kitchen table plus cups of tea/coffee will be available)

FRIDAY 17th FEBRUARY 10am (Prov. date - phone to confirm)
Visit round Southdown Goat Farm, plus walk if weather permits.

GLAMORGAN

From KATE POWELL Phone: 0443 227912

FRIDAY 16th DECEMBER Midday - Meet outside TECHNIQUEST

BUTE DOCKS. Group admission; 80p
Bring lunch to eat later at Veronica Austens house.

45, Angellina St. Bute Docks.

THURSDAY 12th JANUARY Midday - Meet outside BARRY ISLAND

Railway Station, if it's dry, or up the hill at Judy Kears house if wet. 14, Amherst Crescent, Tel: 0446 737412. Judy has kindly offered to collect us if we phone from the station and are daunted by the steep hill. If it's dry we'll go for a brisk walk on the beach and work off the Xmas pud. before eating our sandwiches at Judys. Trains to Barry Island leave Cardiff at 19, 37 and 55 minutes past the hour.

SOUTH WEST REGION

Please note that Meg Robertson is handing over the job of regional members secretary to MAGGIE SWATRIDGE 32 Carey Park, Killigarth, Polperro, Looe. 0533 72087

NORTH LONDON PARENTS AND CHILDREN'S GROUP

We are meeting at Swiss Cottage Community Centre, 19 Winchester Road NW3, close to Swiss Cottage tube, on the first Sunday of every month. (Please note the only exception: 8 January 1989.)

<u>Date</u>	<u>Time</u>	<u>Activity</u>
Sunday 4 December	11.30am - 2.30pm	Christmas Card Making
Sunday 8 January	"	Kitchen Table Science
Sunday 5 February	"	Co-operative Games
Sunday 5 March	"	First Aid
Sunday 2 April	"	French Day

EO members from all areas, or anyone else with an interest in otherwise education, are welcome at these meetings. Please bring food or drink to share for lunch. There is a charge of 50p per family to help cover the cost of hiring the premises.

We try to gear activities so as to offer something of interest to all ages, from the very youngest up to adults.

For further information about North London activities, contact Jeffrey Benge (333-7906) or (for Swiss Cottage meetings only) Andrea Granville (328-4138).

TOWER OF LONDON



Tuesday February 14th 1989

10.45am for 11.00am tour of the tower. Afternoon visit to the Towers Educational Centre for talk, slide-show etc.

More details from VALERIE and JAMES GOMMON 19 New Road,
Castlethorpe, Milton Keynes, MK19 7EH.

Tel:0908 511247

There will be no charge for the visit but you do need to book with us in advance as a limited number of places are available.

SOUTH LONDON

Christmas meeting - Saturday 17th December, but details still not finalised! This will probably be a joint party with the North London meeting. Ring for details if you want to come.

PROVISIONAL dates for 1989 meetings.

Sunday 29th January 1pm - 5pm at Norwood Children's Centre, St Luke's Chambers, 2-8 Norwood High Street, SE27

Saturday 18th February 11am - 3.30 pm at the Child and Parent Centre, The Albany, Douglas Way SE8

Saturday 25th March from 12 noon onwards - at Helen Donoghue and Michael Thompson's house, 6 Parkdale Road SE18

Sunday 30th April 1pm - 5pm at Norwood Children's Centre

Saturday 27th May 11am - 3.30pm at the Albany

Sunday 25th June 1pm - 5pm at Norwood Children's Centre

Everyone welcome. Please bring food/drink to share
For more details phone Rachel 582 3949 or Dorothy 469 0413



KENT - We had two gatherings during August. On the 11th at Margate, after a picnic lunch in Dane Park, we walked to the 'Tudor House' and were given a very informative guided tour. We found out that the house had been made of green oak, and the 'frieze' around the ceiling had hop flowers carved into it rather than the usual grape vines. In the gardens they grew 'curry plants' and other herbs for flavouring the meals. Afterwards we were taken to the 'Old Town Hall' for another guided tour. Here we saw some World War II relics, prison cells - the Town Hall was once used as a prison - and the Court Room. The day ended with a visit to the Shell Grotto, an interesting underground Temple with shells stuck on the walls in various patterns. Five families came for the day out, two from Watford.

On the 17th we went to the Whitbread Hop Farm at Paddock Wood. We had a picnic in the car park, then were given a guided tour of the farm. We were shown the hops growing, a hop pickers hut, and how the oast houses worked. We also looked at the museum, pets corner, the pottery and craft shops, shire horses, and went on a nature trail. Five families arrived for the visit.

Everyone who came on the visits agreed that the guided tours added something extra to the day's enjoyment. It is hoped that future 'gatherings' will also include guided tours. Many thanks to Pam for arranging the visits and the guided tours.

There will be no further gatherings this year, due to a lack of interest. However, we will be sending out a list of 1989 gatherings early in the new year.

Best Wishes, Mike, Lois & Pam.



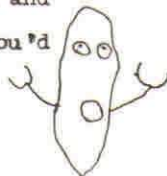
GLOUCESTER

From LISA HALL DAVEY Phone: 053 185 640

We held a very enjoyable puppet workshop in early November. Our next gathering is going to be on Sunday 18th December from Midday onwards - Bring food contributions for a communal feast.

GHOSTLY

Dressing up and Drama! and maybe some dance and song - so bring percussion instruments if you'd like to.



HEREFORD AND WORCS.

From BEV TURPIN WEST I, Cranwell Drive, Credenhill, Hereford.

I am joining Christine Murray Watson as the local co-ordinator for this region. I share the home education of my stepchildren Yisselda 12 and Ben 9 and have two children Poppy 2 and Rowan 8 months. I would like to arrange some get togethers, visits to places and workshops. If anyone is interested please phone me on 0432 760001.

ISLE OF WIGHT

From JUDE ASHLEY WALKER Phone: 0983 78680

XMAS PARTY on Sunday 11th December.

MONST SLIME

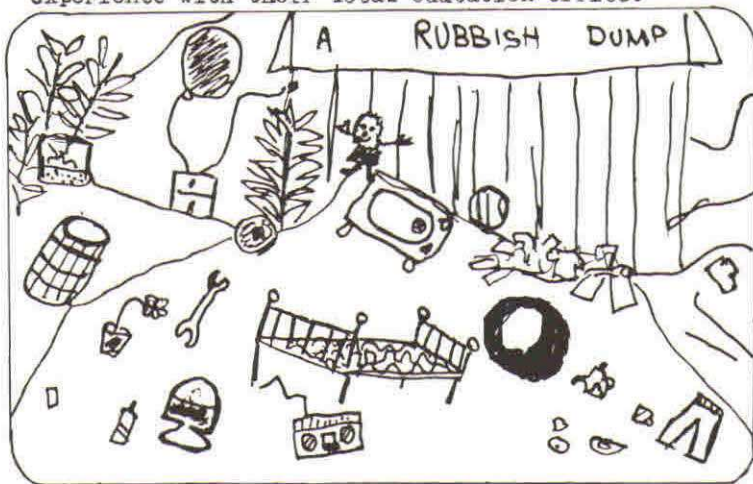


SUFFOLK

From SARAH GUTHRIE Phone: 037 983 678

EO meetings at our local Field Centre have become fortnightly, with a smaller group, due to two children going to school and one moving. But we are now making space for an under-5's group to play, while the older ones work nearby. Then we all meet up for lunch and something different: crafts, music, drama or storytelling. We will be holding our 4th Christmas party on Sunday December 11th. (Please ring to confirm.) All will be welcome. then we'll resume sessions on January 16th, when we hope to have an afternoon's creativity with the ex-county adviser for art. So if you would like to try out the Field Centre, please support us. Ring for more details.

I have lodged a complaint with the ombudsman about Suffolk County Council, because of their misinformation to parents about EO and the law. I would be interested to hear from anyone in Suffolk who has had a bad experience with their local education office.



West Yorkshire

From Sue Lyon, Rainbow Chalet, 6 Parkcliffe Rd., Bradford BD2 4NS

Parents meetings at 8pm. Please phone for travel instructions.

Nov 21st Halifax Pauline Woodhead 0422-247020

Jan 16th Bradford Sue Lyon 0274-638337

Mar 15th Leeds Mike Blackwell 0532-434835

Family gatherings

Winter party at Pudsey Arts Centre, Monday 12th December, 1.30-3.30pm

Gymnastics, games, food etc.

Phone 0274-638337 to confirm a place and to offer food. 50p per child

Bradford - National Museum of Film and Photography and Television

Meet in the foyer at 11am Jan 10th. Cafe available for lunch.

Leeds - Armley Mills Industrial Museum

Meet at entrance at 10am Entrance fee 65p, 30p 21st Jan.

Pancake party at Sue Lyon's house Bradford

Tuesday 7th Feb, small charge, races and games too.

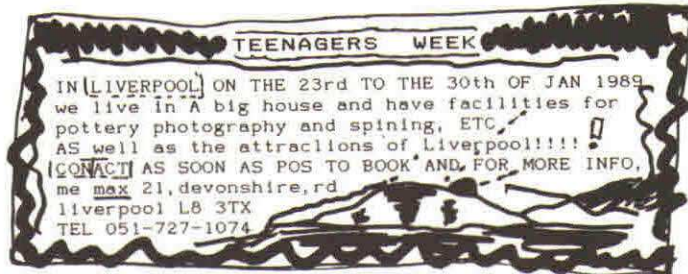
Bradford - Colour Museum pre-booked educational visit

Meet at entrance at 10.15am 21st February. Cost 15p per child

NE Peter Williams is no longer a co-ordinator for West Yorkshire.

all enquiries to SUE LYON Rainbow Chalet, 6 Park Cliffe Rd.

Bradford. BD2 4NS. Tel: 0274 638337



CHILDRENS EO NEWSLETTER/MAGAZINE

Editing this NL has made me very aware of a need for 'something in print' for our children. (Where are you 'KIPPER' - you owe me 2 copies.) -- I am therefore volunteering myself & my family (with some more or less promised help from other local families) - to compile a sort of NL/magazine, made up of drawings, poems, experiences, cartoons, jokes, in other words anything that will appeal to children. -- YOUR response will determine how soon we'll be in print. -- Maybe we could even compile something for the New Year if we hear from you soon.

Please phone or write to me -- Lisa Hall Davey (address as Ed's)

Education Otherwise

Christmas Party

games

carol singing

father Christmas

fancy dress

badge making



★ TIME: 7th January 2pm-5pm

★ PLACE: Hampden Community Centre
150 Ossulton St. LONDON N.W.1

★ Tubes; B.R; Euston + St. Pancras
(midway between stations)

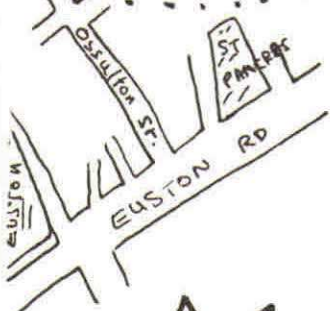
★ Tickets: At the door: £3.00 per family.

★ Please bring food: Drinks available.

★ Please bring small named Present/s for your child/ren to go in Santa's Sack.

★ Fancy Dress Welcome.

★ Queries: 01-341-0621 - Yvonne + Malcolm.

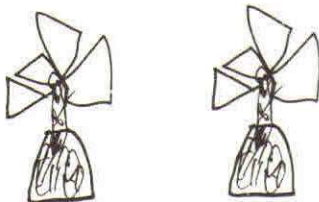
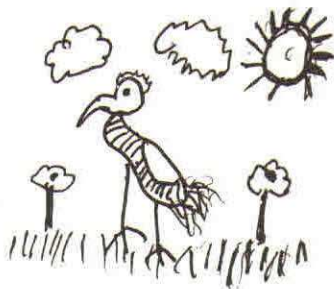


LONDON MEMBERS - please help!

to offer
or request
overnight accomodation
Phone Tony: 01-249-0945
(after Jan. 2nd please)

pen ~ pals

My name is Louis and I am 5 years old. I like cooking, board games, reading and learning how to play the violin. I've been to daycare a little bit, and I've been to school a little bit and now I'm not in school anymore. Please write to me at: LOUIS BARSON I, CROXLEY RD. LONDON, W9 3AA.



My name is Guy; I am 8 years old and I don't go to school. I like collecting stamps and I would like a pen-pal with the same interest so we could swap doubles.
From: GUY HENDERSON
49, CAMDEN SQUARE, LONDON NW1

Lonely single parent would like a pen-pal. My interests are home-education of my three children aged 9, 12 and 13 years. I write alot of letters and produce insulated clothing.
RANALD ROBERTSON 22, NETHERGATE SOUTH, CRAIL, ANSTRUTHER, FIFE.

Dear Education People,

I am desperate. My name is Ruth Briggs. This year a girl called Elizabeth Bowen wrote in asking for a penfrind. I answered back and for afew months we wrote to each other quite well. Then one day Elizabeth moved. That was on July 13th 1988. When she moved I sent a letter to her old house thinking that the people who lived there now would send it on to her new address. They did not. I have not heard from her since. Please, please try to find her new address. I am afraid that she'll think I've abandoned her, which is not true. It is now 10pm at night on October 3rd 1988. I really like Elizabeth and don't want to lose her.

Love RUTH BRIGGS PALLDRAENLLWYN, TREPENTER,
LLANGWRYFON, NR. ABERYSTWYTH, DYFED.

MY NAME IS COLIN TAYLOR, I AM 12 YEARS OLD. I ENJOY CHESS, BADMINTON, SNOOKER, DARTS ETC BUT MY MAIN INTEREST IS COMPUTERS. I HAVE A "GIFT", MY MUM CALLS IT. I WOULD BE VERY INTERESTED IN HEARING FROM ANYONE WHO IS LUCKY ENOUGH TO HAVE AN AMSTRAD AS I DO AS I WOULD LIKE TO EXCHANGE GAMES, PROGRAMMES, AND IDEAS ETC.
IS THEIR ANYONE OUT THERE ?

Colin Taylor, 1, Bodiam Close, Enfield, Middx. EN1 3HZ.

Dear E.O. - My name is Ellinor. I would like a pen-pal. I'm an eight year old girl. My hobbies are swimming, reading, sewing and card games. I will write back to anybody who writes to me. I am australian. I have lived in Botswana, Africa for one year. My address is: C/O Orthopaedic Work SHOP, Box 258, Gaborne, Botswana, AFRICA.



VISIT EXCHANGE

If anyone can offer space or help to people or families who are intending to visit England, would they please contact me as I now deal with these requests. I hope to compile a list of people who are prepared to open their homes to guests from abroad, and then when I receive letters I can forward this list on for the people concerned to make arrangements to suit everyone involved.

I have received a letter recently from two Canadian children who wish to come and stay with other homeschoolers in Britain. They write:

Our names are Joel and Heidi and we've homeschooled for six years. We are fourteen and twelve years old and would like to visit other homeschoolers. We are interested in music, art, literature and people. Living in other peoples houses for weeks at a time and travelling has been our best source of education, so if you could open your home to us for any length of time, please let us know as we are free to come anytime.



Joel Campbell
Heidi Campbell
RR1. Site 42. Unit 2.
Black Creek.
BC VORICO.

So if anyone out there would like to write to them, I have written to tell them that they will (hopefully!) receive direct offers from EO members, because we are a friendly lot, aren't we?

I also have a couple of other requests from America, from families who are coming to England next year and would like to meet up/stay with EO families, so the sooner I have some replies to this request the better, please!

Best Wishes to all,
CAROL ADAMS
14 THE GROVE
WEDNESFIELD
WOLVERHAMPTON WV11 1RW.



As a footnote, I am at present studying GCSE Law, and have decided to cover 'Education and the Law' as my topic. If anyone has any contributions to offer that I might find useful, I would be happy to receive them. If there is anyone else studying GCSE Law then I will happily compare notes etc. Carol Adams.



NOTICES

I am resigning as Press Secretary to EO: hopefully a new press secretary can be appointed at the January meeting.

The job basically involves dealing with the media. The majority of work is finding families who are willing to be interviewed in response to particular press enquiries which may be regional or national television, radio, or newspapers. It also involves giving information to the press about EO and the many reasons why families take up home education. A knowledge of education law is essential. It would be useful if you are willing to appear on TV, radio, or be featured in press articles, and for this reason, I think it is important that whoever takes the job should be actively involved in homeschooling.

Expenses are available from the treasurer. Anyone who is interested should write to Janet Everdell, Enquiries Secretary, and can contact me if they want to know a bit more about what is involved.



Joseph O'Connor
4 Coombe gardens,
New Malden,
KT3 4AA
Tel: 01-942-0286



CONGRATULATIONS

Congratulations to Elsbeth Jarvis of Plymouth who is 10 years old and has won a top Conservation award. Well done Elsbeth.

Congratulations also to Catherine Morran of Wolverhampton, who has won a prize in 'The Dylans Fourth Young Reader Competition' for 11-16 year olds, with her essay entitled 'Starting Me Reading. Who Dunnit!'

VICE-CHAIRMAN/WOMAN/PERSON OR THING.

As you will have realized from careful perusal of the minutes, a vacancy exists for the job of vice-chairthing. The job isn't very hard - you just have to be there when needed to deputize for the chairman. Any suggestions or even names would be gratefully recieved and reviewed by steering committee. So rush your applications etc. to Janet Everdell, Bruce Wallace or Jennie White.



COMPLAINTS



During the stay at Featherstone Castle in September, a small group met to discuss complaints procedures, as, in the past, these have been brought to members' meetings where, not only do they take up a lot of time, but also where it is inappropriate to deal with them.

It was decided that, prior to members' meetings, a small group of interested people will meet, with the aim of creating an open forum where complaints can be freely aired, discussed and, hopefully, resolved, unless reference to the members' meeting is necessary.



It is also felt that this will keep some complaints out of the newsletter, as there have been complaints about that!

If you have any complaints or niggles you'd like to see aired, and you can't make it to the meetings, please WRITE to me - don't phone. I will not deal with them myself, but will be acting as only a postbox, taking or passing them on to the next meeting.



Points to be aired about co-ordinators/co-ordinating should go directly to June Grant, co-ordinators secretary.

ALISON ORR 26 Fountainhall Road, Edinburgh EH9 2LW

P.S. any comments or feedback about the above idea would be much appreciated.



BBC WILDLIFE MAGAZINE

BBC Publications are offering reduced subscription rates to EO members for their BBC WILDLIFE MAGAZINE.

Normally £18-00 reduced to £11-00. (Good value I think. Ed.)

CHILDRENS CAMP CANCELLED

I must apologise, but due to circumstances beyond my control (ie. the loss of a site-) the Childrens Camp which I advertised for Richards Castle in September had to be cancelled. A great deal of interest was shown in the Camp by many families-travellers, Educating Otherwisers, friends and the Rainbow Circle.

If you were one of those interested in the Camp and the SKOOL BUS and would like to keep in touch and receive more information please contact RICHIE COPPERILL Hopyard, Furnastone, Vowchurch, Nr. Hereford. Tel:0981 550736

January Business Meeting.

Saturday 28th Jan.

Beaumanor Hall, Leicestershire.

Owing to the fact that no-one has yet been able to find a really suitable venue for our winter gatherings with indoor facilities that will meet the needs of families during periods of bad weather, it has been decided that this year we will have a purely 'business' meeting rather than a family get-together. Hopefully this won't be a permanent solution to the problem... perhaps there is somewhere in your area that can accommodate a large group of E.O.ers. successfully indoors? - In the meantime, here are the details of accommodation booked for the last weekend in January:

* The meeting itself will be held in the Amenities Block (Project Room 3) at 10am. Sat. 28th Jan. *

For those of you who will need to stay overnight (or would like to do so) we have the use of Beaumanor Hall Residential Cabins: Dormitory Accommodation for up to 36 people. This is available at £2 per night - either Friday 27th or Saturday 28th or both - this is self-catering. For those that don't want to cook, Loughborough is about three miles away & has plenty of cafes, Restaurants, Chip shops & take-aways. The cabins are equipped with pots & pans, cups, knives and forks etc. but please bring sleeping-bags or bedding. I have been assured that the cabins are warm in the winter months. The grounds are those of Beaumanor Hall (which is actually a "study centre" subsidised by Leicestershire Education Authority) - and extend to some 39 acres, including formal gardens, streams, fields, woodlands and a pond.

While this meeting is not intended to include children there are plenty of 'outdoors' activities available at Beaumanor and Camping facilities too, which may well make it a suitable venue for a warm-weather 'family' gathering later in the year.

TO BOOK (as soon as possible!)

Please send all the following details:

Number of people.

Number of nights (and which ones).

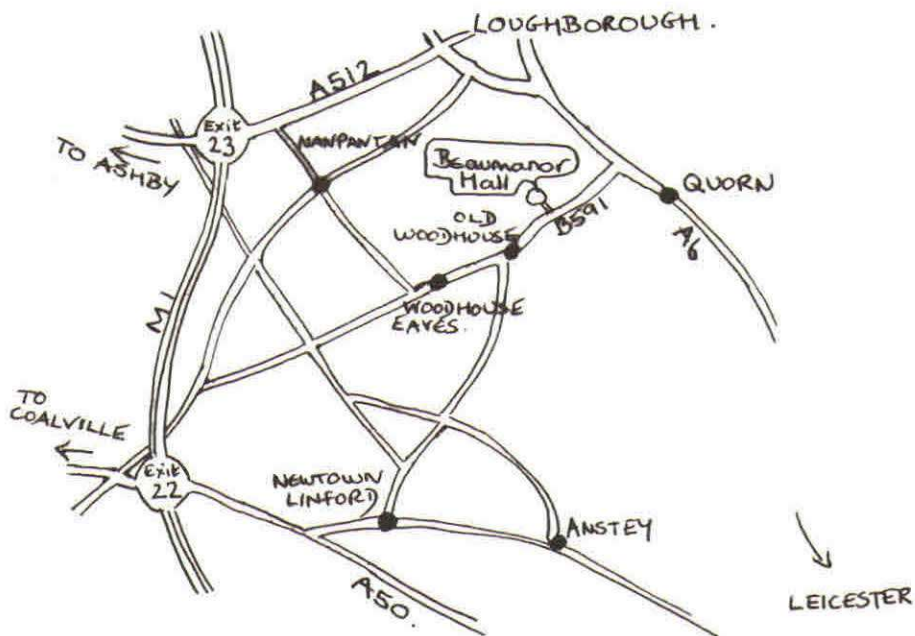
Amount of payment enclosed.

Please make cheques (£2 per person per night) payable to 'Education Otherwise' and send to:

Liz and Gordon Ramsay
1 Stanford Hills Cott.
Stanford on Soar
Nr Loughborough
LECS. LE12 5QL.

(HOW TO GET THERE)

BEAUMANOR HALL RESIDENTIAL CABINS.
Beaumanor Hall and Park
Old Woodhouse
Leicestershire
LE12 8TX.



Members' Meeting of Education Otherwise Association Ltd.
Featherstone Castle, Northumberland, Saturday 24th September 1988

Present: Mick White, Jennie White, Jean Lovius, Kay Bebb, Olive Green, Sue Lyon, Christine Wallace, Bruce Wallace, June Grant, David Bettie, Rob Wade, Anne Wade, Simon Grant, Lucy Charlton, Mike Cook, Lois Cook, Felix Polkowski, Julie Lyons, Alison Orr, Rena Laslett, Valerie Gomon, Stephanie Rutherford, Liz Ramsay, Gordon Ramsay, Pam Stephenson, Julie Turnbull, Mirjam Bush, Jill Gillings.

1) Chairman: Bruce Wallace announced his intention to resign as chairman at the AGE and said that Jennie White, as current vice-chairman, would chair the meeting.

Jennie explained that since the usual prior notice of the meeting had not been given, a letter would be sent to absent council members asking them to agree to the decisions.

2) Apologies were received from Janet Everdell and Lesley Kilbride.

3) Minutes: Unresolved confusion relating to an alleged omission from the minutes of the last meeting means that the minutes are not agreed and will be referred to the next meeting.

4) Matters Arising: a) item 6 Financial Report: David Bettie corrected the information about VAT and confirmed that the VAT threshold is £22,000 and not £24,000 as he had stated in May. b) item 12 Future Venues: No report about the arrangements for the January meeting had been received. Enquiries will be made and details published in the NL.

5) Legal Group Guidelines: The guidelines have been drafted as agreed at the last meeting and the draft was discussed during the week. Additions are to be made and the final document submitted to the next meeting.

6) Co-ordinators' Secretary: June Grant reported on the meeting held earlier in the week to discuss the changes and confirm the identity of local co-ordinators. Following the notice in the August NL several people contacted June and Ian to notify changes. There is now a complete list of local co-ordinators and details of membership numbers in each area. The following local details were reported:-

Berkshire	- situation unclear
Cheshire	- new co-ordinator Peggy Mann
Dorset	- two volunteers - 17 member families
Durham	- two volunteers - 9 member families
Glamorgan	- new co-ordinator Kate Powell
Grampian	- new co-ordinators Brian and Judy Hart
Hampshire	- new co-ordinator Sophie Warrington
Humber-side	- no co-ordinator
Lothian	- new co-ordinators Jack Fuller and Alison ^{Orr}
Mersey-side	- new co-ordinator Jane Woolf
Northumberland	- new co-ordinator Rebecca Torrance
Powys	- new co-ordinator Michelle Nichols
Surrey	- no co-ordinator
Sussex W.	- new co-ordinator Collette Bradley

The relevant regional Enquiries Secretaries will be asked to contact members in Dorset and Durham to arrange for local meetings to decide on one co-ordinator.

It was regretted that one co-ordinator had resigned because of the new system and the meeting confirmed that co-ordinators are automatically approved unless there are objections from local members or problems such as too many volunteers.

It was agreed that the earlier advice about joint co-ordinators should be modified and that areas with fewer than 25 member families would not

need two co-ordinators. We accepted however that areas with a workable system should not feel obliged to change.

It was agreed that co-ordinators should have children out of school.

7) Fund Raising: Bruce Wallace reported that Bruce Cox has made an informal approach to the Gulbenkian Foundation and is awaiting a response.

Jennie White pointed out that many national groups raise funds at a local level, either for the local groups or for central funds, and suggested that EO should encourage this as a means of assisting regionalisation and encouraging local responsibility. We decided to ask Jude Ashley-Walker who is experienced in fund raising, to write something on this for the NL.

8) Accounts: Two meetings had been held earlier in the week to discuss the accounts and EO's financial position. David Bettie outlined the problems he experienced in preparing the accounts and dealing with the auditors, and he expressed his thanks to June Grant and her family for the help given. The preparation of this year's accounts had been a particularly arduous and complex task because of the inadequate service and bad advice from previous auditors, the newly-discovered liability for VAT, and the fact that EO is currently running at a loss having failed to maintain subscriptions at the level needed to meet running costs.

It is because of June's investigations that we are now aware of the correct VAT threshold and are clear about our liability. We agreed that June should be reimbursed for her travelling and other expenses incurred on EO's behalf.

We discussed at length the need for a higher subscription rate. It was regretted that we had not raised subscriptions last year and that the substantial rise needed now may lead to a fall in membership. Felix Polkowski had spent considerable time during the week in estimating a realistic subscription rate on the basis of the known facts about running costs, collection of subscriptions, and liability for VAT. Felix pointed out that EO's greatest asset is its publications and these are greatly undervalued. We agreed to increase the price of NL's to £1.50 for non-members and to increase SINC to £5 retail price (£2.50 for members). This would have the effect of allowing more of EO's income from subscriptions to be zero-rated for VAT and put a more realistic value on the publications.

We decided to charge £5 for an 'enquiry pack' of a copy of SINC plus other information and membership details, and purchase of this by an enquirer could be used as a deposit on the joining fee. This will be printed on leaflets.

Felix advised that on the basis of his calculations the subscription rate for new members should be £20 (less £5 if enquiry pack bought) and £15 for existing members. There were two other proposals for subscriptions - a £20 rate for all members, and a £25 joining fee plus £15 for existing members. We voted on the three proposals with all those present voting first and council members voting again separately, this last being required under Company Law. The all-members vote was 20 for the £20 joining fee and £15 renewal fee, 4 for the £20 rate for all and 2 for the £25 joining fee plus £15 renewal fee. The council members vote was 9 for the first option, 2 for the second and none for the third. It was therefore agreed that the subscription rate will be increased to £15 from January 1989 and that a joining fee of £20 will be charged for new members.

Suggestions were made about providing help for those who would find the fees too high and we agreed that there would still be discretion to allow reduced payments and payment in instalments. It was emphasised however, that the council has a duty to act in a way which will not endanger EO's financial viability.

Other methods of fund raising were discussed and we agreed to encourage local fund raising and to ask for donations.

We expressed our appreciation of the invaluable work done by David and June in preparing the accounts and establishing EO's financial position.

9) Regionalisation: Of the three people who were appointed as Regional Co-ordinators a year ago, one has ceased to be a co-ordinator, one has doubts about the role, and one is functioning with enthusiasm and success. Anne Wade expressed her misgivings about the long term value of the system and suggested that it tended to emphasise one person in an area which could lead to dependency.

There was no response to Anne's article on regionalisation in the NL but she had news of one region which held a co-ordinators' meeting and had plans for regional members' meetings.

It was felt that the way forward might be through regional networking rather than regional co-ordinators and it was agreed that the situation should be left as it is for the coming year but with self-financed initiatives encouraged. Rob and Anne offered to formulate a proposal with Bruce Cox for seeking funding from the Gulbenkian Foundation. In order to arrange regional legal workshops. Details about this will be written for the NL.

10) EO Suggested Reading List: Jean Lovius read Liz Howlett's letter containing her suggestions for a publication. This would include a critical bibliography of books members have found helpful, a list of useful names and addresses of organisations and publications, a history of EO and a section on well-known people who have been educated out of school. We agreed that this would be useful and that we should ask Liz to go ahead but we accepted that no funding could be made available at the present time for this type of endeavour.

11) Complaints Procedures: A meeting had been held during the week to discuss the possible need for some kind of forum or formal channel for airing worries or grievances etc.. There was concern that business meetings should not be used as a vehicle for airing personal grievances. We agreed that personal issues should be dealt with outside business meetings by a small group withdrawing into a separate meeting. We asked Alison Orr to act as a channel for letters of complaint etc. which she could then refer to others. Alison will be able to claim expenses for postage and phone costs incurred.

We also agreed that the NL should not be used for personal issues and that Lesley Kilbride will be asked to pass unpublishable letters to Alison. It was suggested that if a NL editor felt an issue to be very controversial it would be wise to ask for further contributions for later publication in order to give a balanced view.

12) Rotation of Officers and Group Leaders: We discussed the procedures for rotating the different posts in EO and agreed that members should be encouraged to view the holding of office as a temporary status. Jennie White suggested that we have a more reliable method of appointing people instead of asking for volunteers at a meeting and we agreed that nominations for council membership and certain posts should be made to the steering committee who may make recommendations.

13) A.O.B.

a) W.E.S. Books: Concern was expressed about the cost to EO of these books and the procedure for selling them to members. David confirmed that EO pays a handling charge of £300 each time the books are accepted. There were doubts about the value of the books although it was accepted that they represent a capital asset for accounting purposes. Jude Ashley-Walker has some of the books and has been selling them at a retail price which she has estimated as sufficient to cover postage and packing.

We agreed to continue selling the books for $\frac{1}{2}$ retail price and to catalogue them and publish a list in the NL. No more books will be accepted for the time being.

b) Charitable Trust: David Bettie reminded the trustees that the CT accounts had to be signed at a meeting of the trustees.

c) Treasurer: David Bettie announced his intention to resign as Treasurer at the AGM and explained that the post is not the book-keeping job he had expected but has become a much more complex and time-consuming task. Bruce Wallace offered to take over in the interim but stressed that he does not want the job for long. It was accepted that the post of treasurer is a particularly arduous one and that it would be difficult to find a volunteer to fill the post in the long-term.

Bruce was authorised to take professional advice if needed.

14) We expressed our thanks to Bruce and Christine for organising the week and to all out-going post-holders.

15) The date of the next meeting will be the last weekend in January. Further details will be published in the NL.

The meeting was closed.





THE CADBURY NATIONAL EXHIBITION OF CHILDRENS ART

Competition for Art And Poetry is open to individuals as well as groups and schools. ENTRY FORMS can be found in libraries or from Cadburys National Exhibition of Childrens Art, Granby, School Lane, Durham Massey, Cheshire, WA14 5SZ. The closing dates are - Poetry- Sat. 18th February and Art and Craft - Sat. 15th April.



THE POTENTIAL TRUST

The aim of the Trust is to help children with special needs whose needs arise from a high degree of unfulfilled potential in one or more areas- intellectual, practical, aesthetic, creative, social, personal.....- by complementing the provision already made by parents and schools, in co-operation with other individuals and organizations working in the same field.

Children have an infinite variety of needs, to different degrees and in different combinations. In drawing attention to the particular needs of certain children, we hope we will also contribute towards keeping an emphasis on the special needs of all children.

BEST PUBLICATION

"Quest Ions" - Quest Ions provided by Alan Rowe who says, he prefers to "educe" illuminating Quests rather than pass on packs of homogenised "education".

Anyone interested in buying a copy of Quest Ions can purchase them directly from - The Potential Trust and Questors,
7 Bateman Street,
Headington,
Oxford, OX3 7BG

Price is £2-00 per copy (which include postage and packing) or write to the same address for sample pages.

Annual General Meeting of Education Otherwise Association Ltd.

Featherstone Castle, Northumberland, Saturday 24th September 1988 at 2.30pm

Present: Jennie White, Mick White, Bruce Wallace, Christine Wallace, Jean Lovius, Pierre Vettori, Gordon Ramsay, Liz Ramsay, Mike Cook, Lois Cook, David Bettie, June Grant, Rena Laslett, Julie Turnbull, Anne Wade, Rob Wade, Lucy Charlton, Julie Lyons, Anne Nesbit, Jo Stuart, Mirjam Bush, Simon Grant, Jude Ashley-Walker, Chris Probert, Valerie Common.

1) At least 20 signed-up members were present and we therefore had the necessary quorum.

2) Chairman: Bruce Wallace resigned as chairman and Jennie White was asked to take over. We expressed our thanks to Bruce for his hard work and for coping with the particularly difficult problems of the last year.

3) Apologies were received from Janet Everdell, Lesley Kilbride, Thomas Kilbride, Ian Grant, Meg Robertson, Sandie Cottee.

4) Minutes: The minutes of the last AGM were agreed and signed. The minutes of the EGM held on Saturday 28th May at Unstone Grange, were also agreed and signed.

5) Matters Arising: 4d) rotation of core-group members:- It was confirmed that the election to core group (council) of Lynette Cameron was subsequently found to be invalid since she had not become a signed-up member.

6) Rotation of Council Members and Resignations: One third of council must retire each year but retiring members can stand for re-election. Joan Hoare and Mirjam Bush resigned from the council and did not seek re-election. Joe O'Connor, Rob Wade, June Grant and David Bettie, retired and were re-elected. Liz and Gordon Ramsay, Mike Cook and Jude Ashley-Walker were nominated for council membership.

David resigned as Treasurer and a member of steering committee. Bruce as temporary Treasurer will take David's place on steering committee since it is helpful to have the Treasurer as a steering committee member when financial decisions are made. Joan Hoare also resigned from steering committee and Jennie White was elected in her place. The steering committee now comprises, Jennie White, Bruce Wallace and Janet Everdell.

7) Consideration of Accounts: The audit of this year's accounts revealed that mistakes had been made by the previous auditor and that EO's financial position was not as secure as it appeared to be. More has been paid out of the Charitable Trust than has been paid in and reserves have been used to meet routine costs.

EO is now liable to pay VAT and may have been liable since incorporation two years ago. It is therefore necessary to include VAT in the calculation of subscription rates. At the Members' Meeting it was agreed to raise subscriptions to £15 for existing members and £20 for new members.

The entry in the accounts relating to last year's week at Featherstone Castle was referred to and it was pointed out that pre-payments made for Featherstone were not included in that year's accounts and the week made a profit and not the deficit shown.

8) Reports of Groups and Officers:

a) Membership Secretary - Christine Wallace

There are currently 1843 fully paid up member families with 150 due to renew. There are 866 pre-school age members, 1520 primary age members of whom 536 are notified as out of school, and 757 secondary age members of whom 377 are notified as out of school.

b) Enquiries Secretary - Janet Everdell

Enquiries have been down every month except June when a letter published in the TV Times brought over 400 enquiries. Enquiries are at an average of 100 a month which is about 50% down and Janet suggested in her written report that members seek publicity by writing to local papers and contacting local radio and TV. Joe O'Connor the Press Secretary should be contacted if such publicity is sought.

The Binatone answering machine has been bought and we agreed to buy some pigeon-holes for sorting the written enquiries.

c) Co-ordinators' Secretary - June and Ian Grant

June and Ian were elected at the May meeting to maintain a register of co-ordinators and report all changes. June reported that the situation is improving and feels that, except in large areas, one co-ordinator is enough. We agreed that it is important for a co-ordinator to have children out of school and to be experienced in home educating. It is also important for co-ordinators to have a telephone.

d) Steering Committee - No report.

e) Press Secretary - Joe O'Connor

Joe's report was read to the meeting. Betty Ball and her family were featured on national TV news. 'Best' magazine is to publish an article on Jude Ashely-Walker and her family.

f) Publishing Secretary - Lesley Kilbride

Lesley submitted a written report. There are 2200 copies of the NL printed each issue and there has been some concern about the quality of the NL cover. Lesley suggested some standardisation of lettering and picture to make the cover more identifiable.

NL editors are needed for future issues, especially the Feb '89 issue and Lesley would welcome volunteers.

We discussed the suggestion of standardisation for the NL cover and decided that the lettering should be standardised as on the notepaper and that there should be standardisation of information about date, price and issue number. We decided that it was not necessary to have a standardised picture.

g) Research Group: - Anne Wade reported on Barbara Hooley's research into why people drop out of LG. Steve Lowden has completed his research into LEA relations with LG members but has not yet reported. He will write it up for the NL and report to Members' Meeting. Liz and Gordon Ramsay said that they found Steve Lowden's research very helpful and that he was able to give them useful information. Several members answered the questionnaire from an American lecturer which was published in a previous NL.

h) Legal Group: Rob Wade read the legal group's report. Active LG members are; Alvena Millier, Meg Robertson, Anne and Rob Wade, Mirjam Bush, Brenda Holliday, Clare Weber, Sylvia Jeffs.

Most of the LG's phone calls come from new or prospective members, and few established members seem to have problems. Several co-ordinators are now taking more responsibility for legal problems in their own areas.

A letter was sent to the Secretary of State seeking an assurance that there will be no attempt to impose the national curriculum on home educators. There has been a formal acknowledgement but no detailed reply. It appears that there will be no attempt by the DES to impose the national curriculum but there is concern about LEA attitudes. Bromley LEA has been asking home educators to sign a declaration that they will follow the national curriculum. They have been advised not to do so.

There is no possibility of records relating to home educators being included in the regulations relating to access to school records, since the regulations are made under the '80 Act which refers only to school records.

Legal group guidelines have been drafted and submitted for discussion.

i) Family Support Fund: There is £577 in the FSF account. Six standing orders, which are voluntary donations, are paid directly into the Fund. £50 was paid out last year.

j) Rolling Fund: This fund is currently inactive. The loan made to Norwich group is being repaid as agreed. A loan of £300 was made to the Isle of Wight group for its project. Jude Ashley-Walker gave brief details of the project.

9) A.O.B.

a) January Meeting: There are no details about the venue for the January meeting except that it will be in Birmingham or nearby. Val Common, Jude Ashley-Walker, Liz Ramsay and Sylvia Jeffs will make arrangements and one of them will be the contact for information. Details will be published in the NL.

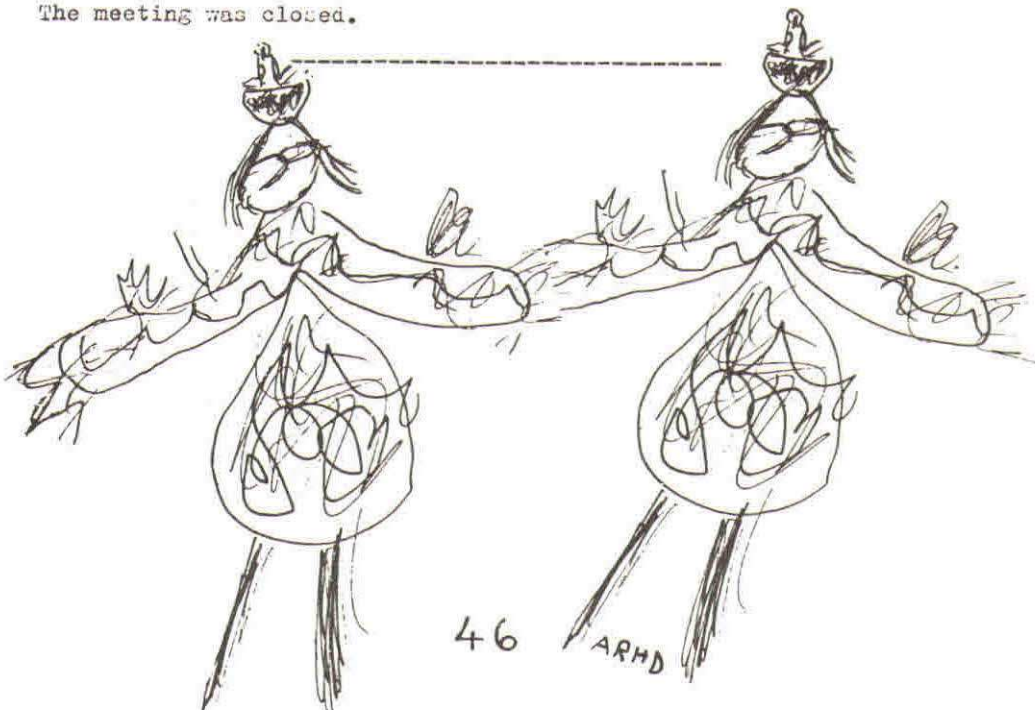
b) Vice-Chairman: Nominations for vice-chairman should be sent to steering committee.

c) Review of EO's position as a Ltd. Company: Simon Grant submitted his suggestions for re-organising EO. He suggested that we explore the possibility of EO reverting to its former state as a way of avoiding the complexities and restrictions of Company Law. There was divided opinion about this and Simon was asked to write his ideas for the NL.

d) Auditors: We decided to re-appoint Reeves and Neylan as auditors.

10) We thanked Bruce and Christine for organising the week.

The meeting was closed.



Council Meeting of Education Otherwise Association Ltd.

Featherstone Castle, Northumberland, Tuesday 20th September 1988

Present: Jennie White, Mick White, Bruce Wallace, Christine Wallace, Mirjam Bush, Julie Lyons, June Grant, David Bettie, Jean Lovius, Rob Wade, Anne Wade.

The meeting was called to discuss the draft accounts.

David Bettie (Treasurer) outlined the difficulties in preparing this year's accounts and explained that the previous auditors had given bad advice and that since the VAT threshold is £22,000 and not £24,000 as previously stated, EO is probably liable to pay the outstanding VAT for the last two years.

After examining the accounts in detail we made the following decisions:-

- a) Professional Indemnity Insurance will not be renewed because it appears to be inappropriate to our needs and it is considered unlikely that any claim would be upheld.
- b) Public Liability Insurance will be reviewed since it appears that people under 14 are not covered.
- c) EO will register for VAT.
- d) The draft accounts were approved.
- e) David Bettie and June Grant were thanked for their work in preparing the accounts and establishing EO's financial position.

The meeting was closed.

Council Meeting of Education Otherwise Association Ltd.

Featherstone Castle, Northumberland, Thursday 22nd September 1988

Present: Bruce Wallace, Felix Polkowski, June Grant, Jean Lovius, Liz Ramsay, David Bettie, Jennie White, Mick White, Pierre Vettori, Valerie Gomon, Julie Lyons, Mike Cook, Lois Cook, Rob Wade, Anne Wade,

The meeting was called to decide the subscription rate.

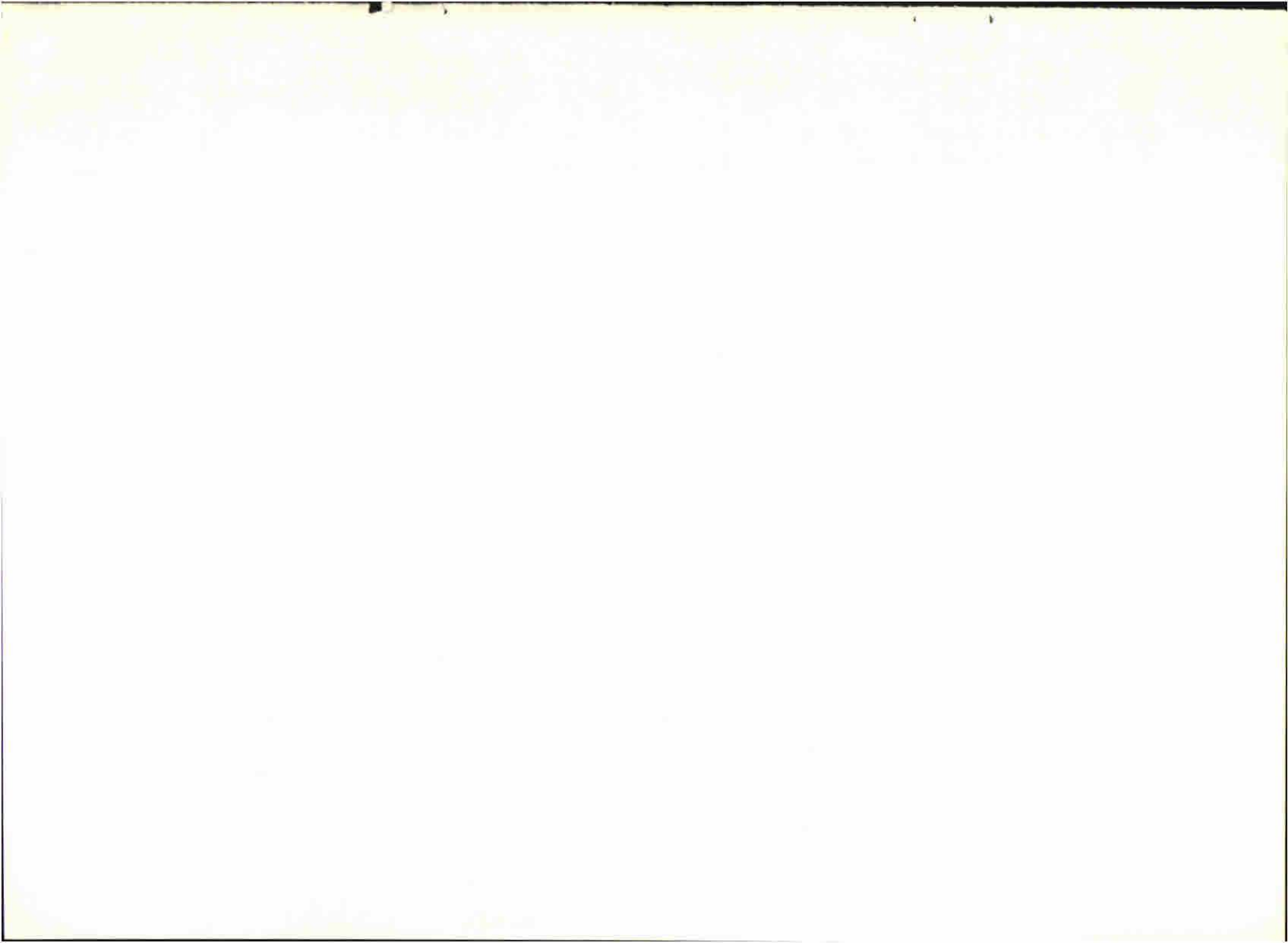
Felix Polkowski had made a detailed analysis of EO's finances and he outlined his findings. There are currently 400 members not paying the full subscription rate. Some standing orders are still being paid into Barclays Bank and the cost of maintaining this account is a drain on resources. The publications are EO's major asset and are underpriced.

Felix estimated that an income of £25,300 would be needed in the coming year to pay the VAT owed and meet this year's VAT. The estimate includes an accounting fee of £1000. To break even it will be necessary to raise subscriptions to at least £14 and Felix stressed that he had not allowed for an increased number of members not renewing.

After discussion the consensus of the meeting was that subscription rates would have to be raised in line with Felix's estimate and that new members should pay a higher fee as an initial subscription. It was accepted that a £20 joining fee to include a copy of SINC would be reasonable. Felix was asked to further investigate a realistic subscription for existing members and the meeting expressed appreciation of Felix's detailed work.

The meeting was closed.





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
25 Common Lane, Hemingford Abbot
Cambridgeshire PE18 9AN
Telephone Helpline: 0480 63130
Joseph O'Connor

PRESS SECRETARY.....4 Coombe Gardens, New Malden, Surrey
Tel: 01 941 0286

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

ACTING TREASURER.....Bruce Wallace
25 Diabaig by Achnasheen
Ross-shire IV22 2HE

SUBSCRIPTION RENEWALS....Bob Emmett
& MEMBERSHIP LIST
12 Taylor Avenue, Dolgarrog
Conway, Gwynedd LL32 8JN
Tel: 0492 69 355

SPECIAL NEEDS.....Sylvia Jeffs
16 St. Bernards Road
Solihull B92 7EB
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	0200 772 7165
The North	Mick & Jennie White	0969 23544
Scotland	Brenda Holliday	0786 832042
Ireland	Clara 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

.....