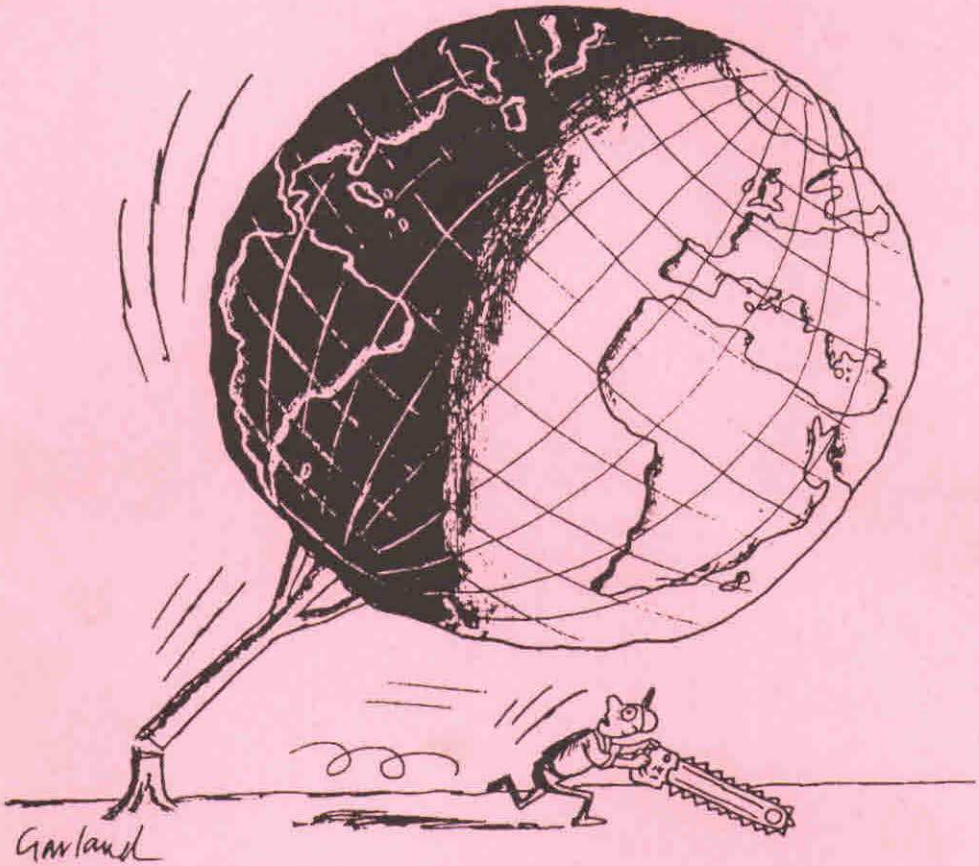


EDUCATION

OTHERWISE



NEWSLETTER
AUGUST & SEPTEMBER 1990
ISSUE No. 75

The Editor for the October/November Newsletter is:

Sarah Taylor, 23 Whitley Road, London, N17 6RJ Tel: 081 808 3200.

The **SUPPLEMENT** in the October/November Newsletter will be on **SPECIAL NEEDS**. Send your contributions to:

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

The deadline for submissions is **1st. September 1990**. Please send contributions to the editor marked clearly **"FOR PUBLICATION"**, including your full name, address and telephone number on each submission sent.

Further notes for contributions:

1. Please submit before the deadline.
2. Please write or type your material clearly and indicate if you do not wish your contribution to be retyped otherwise the editor will retype and make minor corrections of spelling, punctuation etc. Material of the wrong size, faint print may well have to be retyped anyway.
3. If you are preferring to a previous article or letter, please include reference of newsletter number and date.
4. Feel free to make suggestions about articles you would like to see in the Newsletter or supplements.

Advertisements are accepted (when space permits) from members if they are of interest to EO in general, at 10p a word.

If you would like to edit the Newsletter, or a supplement, please write to or telephone **LESLEY KILBRIDE, Publishing Secretary, Fearnmore by Shiedag, Strathcarron, Wester Ross, IU54 8XX Telephone: 052 05278.**

Children's pages are edited by **KEN BEAGLEY, "Oranges", St. Clements Terrace, Harbeton, Totnes, Devon, IQ9 5SN.**

Please send all children's contributions to this address.

THE OPTIONS EXPRESSED IN THIS PUBLICATION ARE THOSE OF THE CONTRIBUTORS AND NOT NECESSARILY THOSE OF THE EDITOR, OR OF EDUCATION OTHERWISE AS A WHOLE. EACH ISSUE OF THE NEWSLETTER IS EDITED BY A DIFFERENT, VOLUNTEER MEMBER OF EDUCATION OTHERWISE AND ITS PRIMARY PURPOSE IS TO PROVIDE COMMUNICATION AND SUPPORT BETWEEN MEMBERS.

EDUCATION OTHERWISE IS A COMPANY LIMITED BY GUARANTEE AND IS A CHARITABLE TRUST, Charity No: 292029.

EDITORIAL

We - Jane, Felix, Sandy, Oskar and George, embarked on the adventure of educating otherwise 6 years ago. Our children seemed quite happy at school but I had become progressively doubtful about the system during my involvement with Education for Peace and an Education course I was doing. I discovered that schools had 5 functions, only one of which was education. This realisation plus the writings of Neil, Illich and Holt, helped us take the plunge.

At first, to a visiting E.W.O., Oskar said: "I want to go to school, but my mum won't let me!" Now "going to school" is a threat made only on a bad day when all else has failed. Our membership of E.O. has been a liberating experience for the whole family. Taking charge of such an important part of our life has empowered us and enabled us to do things previously only dreamed of.

At Unstone Grange in September 1984 I was amazed by the sheer diversity of people and opinions. I formed friendships then that have supported and inspired me.

E.O. is a wonderful organisation but I wonder if it would continue to thrive without the newsletter? The regular bi-monthly appearance of which seems little short of miraculous. In our case it has certainly had the odds against it. Our turn to edit coincided with the long overdue, renovation of our house and the 3 week visit of a Hungarian boy, whose every day had to be organised and who could go nowhere by himself. Did he ever understand what we were doing while he was watching the World Cup and Wimbledon? He had gone by the weekend of our deadline BUT Sandy was stranded at an airport and had to be rescued; Oskar was in a pageant in Sefton Park; George was in a Gym display in another part of town and my orchestra had its summer barbeque (we could have cooked sausages on the computer).

However, if you are reading this, the miraculous has happened yet again. Thank you all for your contributions, as always they are varied, interesting and lively. Please keep them coming so that the Newsletter can continue to inform and encourage us all.

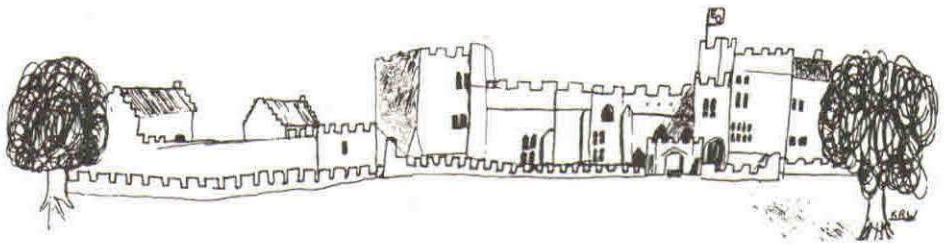
Jane Woolfe & Felix Polkowski

Joint Editors



CONTENTS

1. Editorial
2. Featherstone
3. A G M
4. Badgerwatch
5. Mother Needs Time
6. Penpals
7. August Camps
8. Friendship
9. More on Immunisation
11. Academics in Private Practice
13. Educating Archie
14. International Hospitality Exchange
15. News from the Regional (A-Y)
21. Flexi Schooling, Reregistration and the DES
22. EO and the National Curriculum 'Labour' plan
23. Amateur Radio
24. Notices
25. Legal workshops?
26. GCSE update and Computer update
28. The Financial & Legal Structure of EO
29. How EO is organised
30. In and Out of School
32. Letters
34. Buber on Education
35. Kairos
36. Education through the Press
39. Review
40. Co-ordinators
43. Late Entries
44. Where to get What



FEATHERSTONE CASTLE

Monday 10th. September to Sunday 16th. September.

E.O.'s fourth annual gathering near Haltwhistle, Northumberland - see page 30, June N.L.

It is a unique place set in beautiful, unspoiled countryside. Not to be missed by anyone who loves walking or history, nor by anyone who enjoys the company of other E.O.ers.

The weather has usually been kind but several workshops have already been planned:

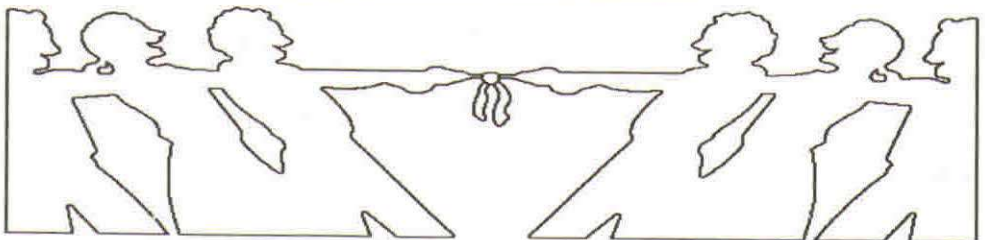
**Traditional Clothes Making, Lino and Mono printing, Animation, Storytelling,
Painting on glass -** (please bring a piece of glass, a jar, bottle or plate if you would like to do this workshop.)
Co-operative games, Scottish country dancing, and two Ceilidhs.

We especially want to encourage families new to E.O. to come this year, its such a wonderful opportunity for talking and making friends. In order to help welcome people who have not been before I would like to try and "pair" them with a family who has. When you have booked please telephone me, if you think it a good idea

Jane Woolfe: 051 427 3212.

E.O.'s A.G.M. for 1990

Saturday 15th. September



For further information and booking form please send S.A.E. to one of the organisers:-

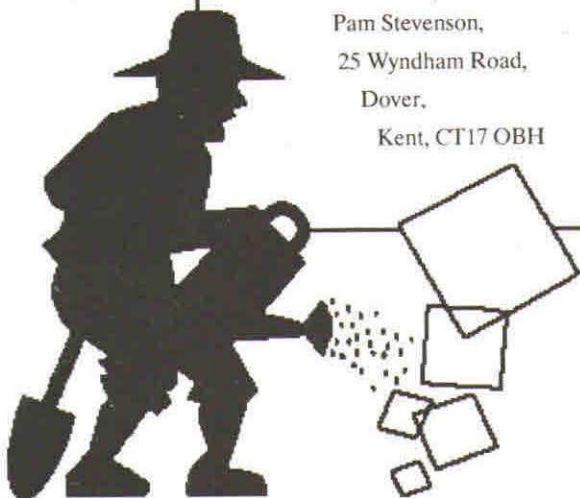
	or		or
Lucy and Keith Charlton,	Christine and Bruce Wallace,	Liz & Gordon Ramsay,	
2 Church Lane Cottages,	25 Diabaig, by Torricon,	1 Stanford Hill Cotts,	
Newton Harcourt,	Achnasheen	Nr. Loughborough,	
Leics,	Ross-shire,	Notts.	
LE8 0FT.	IV22 2HE	LE12 5QL	

CALL FOR AGENDA ITEMS
FOR THE A.G.M.
September 15th.

Please submit items for the Members meeting to the General Secretary before the end of August. Anyone doing so must either attend the meeting or supply written information in its support.

The General Secretary,

Pam Stevenson,
25 Wyndham Road,
Dover,
Kent, CT17 0BH



"Mystery Parcels!"

If anyone knows anything about 2 parcels addressed to Education Otherwise

at Featherstone Castle, would they please get in touch with Bruce and Christine Wallace 044 581 225

Travelling Expenses

It was agreed at the member meeting at Unstone Grange in June that anyone attending Featherstone Castle who will need cash (not cheque) for travelling expenses must give Mike Cook at least one week's notice in writing of the amount they will be claiming.

Leila Berg books

Please remember to bring to Featherstone any previously borrowed Leila Berg books.

THE BADGER WATCH

For some years now we have had a family obsession with badgers without ever having seen a real live one. This is an account of our first sight of Brock in the flesh at a nearby nature reserve. We are Jane and Paul Lowe and Laurence and Helen from Hertfordshire.

Excitement was mounting as we left the house armed with coats and blankets. It was Helen and Laurence's bedtime and I wondered how on earth I would be able to persuade them to sit still in the hide while we awaited the badgers! It was just after eight o'clock on a cool, clear spring evening and the sky was streaked with high cloud. The hide was at the far end of an old apple orchard which was glorious with fresh undergrowth - no sprays allowed here.

The hide itself was a long, low building which had been designed with great care and skill by the local Wildlife Trust. It had thick carpeting to muffle the noise and there was a big old settee on a platform so that watchers could observe in comfort. There was plenty to read while we waited and we could also inspect the badgers' tunnel through a viewing window. Apparently the badgers had tunnelled under the hide while it was being constructed, and the Trust hopes that in time the badgers may take up residence.

The hide looked out over a broad expanse of meadow which sloped gently down to unspoilt woodland that is rarely visited by people. In the twilight the fringes of the wood were very dark and mysterious and we were aware of the teeming life in its shadows. We sat as still as the trees and waited, watching for every slight movement in the undergrowth. The meadow was alive with rabbits which were alert for the slightest sound of danger, and we knew that something was out there when they all vanished at the same instant. Moments later a fox came loping through the verge of the wood, eyeing the hide warily and keeping well away.

Soon afterwards a muntjac (Britain's smallest wild deer) appeared very close to the hide and started feeding. It had small tusks and its movements were delicate and graceful. It was joined by the female which was rather reminiscent of Bambi, and they both stayed for some time, feeding in an unhurried fashion. It was nearly dark by now and a solitary barn owl flew noiselessly along the edge of the wood.

At 10.15 pm we saw our first badger. We caught sight of a flash of white between the trees and we watched in great excitement as a grey creature appeared and bustled intently up the track to the hide, stopping now and then to investigate. It was very cautious and Paul startled it by making a slight sound inside the hide. It ran off at great speed into the darkness and our hopes were dashed.

We were about to give up and go when suddenly we saw the badger returning, accompanied by four others! They came

right into the floodlit area in front of the hide, and fed very noisily. We sat motionless, entranced by the sight of these fascinating creatures nosing in and out of the undergrowth and crunching at the titbits that had been left out for them. Three quarters of an hour later they showed no sign of leaving and Paul risked a photograph. I was amazed at the speed at which they disappeared when the shutter clicked! We now have a photograph in our album entitled "Spot the Badger".

It was an unforgettable experience, and I was thankful that the children could stay up late because they did not have to attend school the next day. That's yet another benefit of home education!

(If anyone in Herts. would like to visit the badgers, give me a ring - 0707 335825)

Jane Lowe, 5 Elm Gardens, Welwyn Garden City Hertfordshire, AL8 6RX

MOTHER NEEDS TIME.

From Growing without schooling 74.

Sent in by Christine Wallace

Gayle Young wrote in the March 1990, issue of the AHA experience, the newsletter of the ALASKA HOMESCHOOL ASSOCIATION.

Last Summer was a difficult time in our (home) school. Everything was fine academically, but the teacher felt out of kilter. I tried for the longest time to ferret out the cause until one day I took writing materials, found a quiet spot and spent two hours jotting down ideas. When I returned home, I was amazed at the change - in myself! Time alone to accomplish something important to me solved my dilemma.

It took me ten years of parenting and half that many of homeschooling to learn an important concept: parents must have their own time - homeschooling parents especially. It is an intense life we lead.

Quiet places where one can work undisturbed are sometimes difficult to find. I was faced with leaving the house to discover a spot. But where to go in a tiny town with few public buildings? I settled for the library room in the community building. Positioned on the rug in front of the electric heater, my pad propped on the step stool, I now enjoy two quiet interludes each week. Families living even more remotely will need to be correspondingly more creative. Allowing time for yourself in a busy schedule is just as important as planning school time for the kids.

Having embarked on my own private time, I was charmed to be reminded recently that my son is in need of project time also. I started to protest that he had several hours to himself each day when I suddenly remembered the multiple requests I send his way while busy with chores. I quickly saw his point and sided with him. He now has blocks of time to work uninterrupted on his own projects.

"SATISFYING YOUR EDUCATION AUTHORITY"

By Pip Rupik

Rights and duties, what authorities expect and can demand. tackling letters/forms, ideas to help satisfy your authority, increasing the "evidence", a specimen curriculum/syllabus

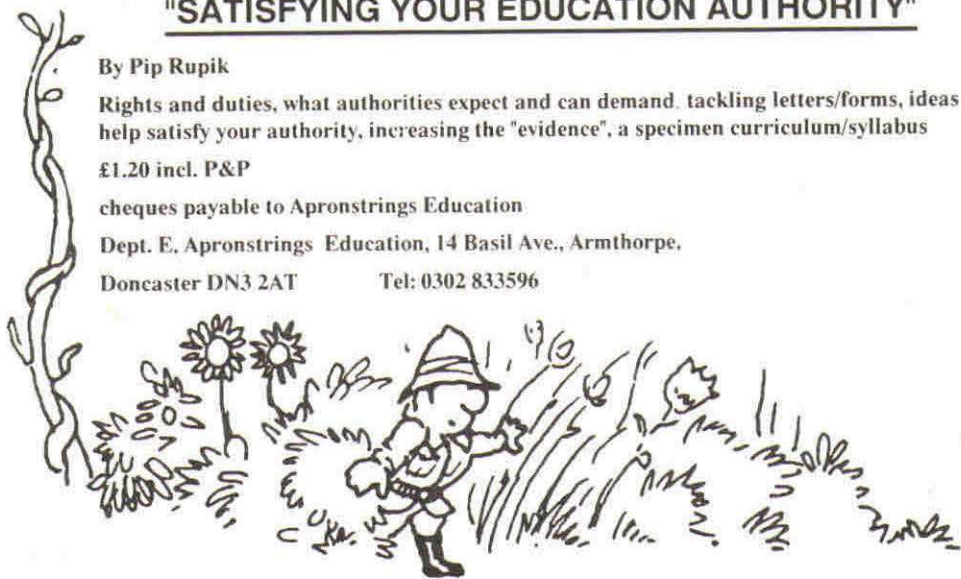
£1.20 incl. P&P

cheques payable to Apronstrings Education

Dept. E. Apronstrings Education, 14 Basil Ave., Armthorpe,

Doncaster DN3 2AT

Tel: 0302 833596



PEN



PALS

I am Chris Pole I am 5 years old and learn at home. I love swimming I want a boy Penfriend please.

My address is

14 Pennyletts Green,
Stoke Poges,
Bucks,
SL2 4BT

Dear EO

My name is Emma Hansford I'm 9 years old. I would like more pen friends. My hobbies are Stamp Collecting and Post-card Collecting and I have a Hamster called Fluff.
My address is
25 Victoria Road, Salisbury,
SP1 3NF.

PS I'm Home Educated

Seeking Friends

Hi? I'm a 14 year old girl. I have been educated at home for about 6 months.

I am looking for friends male or female aged 14-17.

My interest include music like the Wonder Stuff, The Cure, Ned's Atomic Dustbin, Guns 'n' Roses, The Happy Mondays and New Order.

Also I enjoy Sport going out with friends and travelling. Please get in touch as soon as possible.

P.S. I would also like a pen-pal in the U.S.A. and in the future exchange a visit.

Cathy Spence,

Widkirk, School Bank, Norley, Cheshire, WA6 8NP

The Old School, Drayton, Norwich,

Norfolk, NR8 6EF

Hi,

My name is Paul Mudd and I am 10 years old. I would like someone of my age and interests to write to. I don't mind whether you a girl or boy.

My interests are: Swimming, Stationary engines (especially steam), wildlife and animals (we have lots of pets. I have a guinea pig called Garnet), and I like all sorts of music. I am learning how to play the Cornet and I'm getting on well. I also like rowing and sailing but we rarely do.

PLEASE WRITE

PAUL MUDD

The Old School, Drayton, Norwich, Norfolk, NR8 6EF

Hello

My name is John Mudd and I am nine years old.

I would like someone around my age, preferably a boy, to write to me. My interests are: WILDLIFE, READING, ASTRONOMY, SWIMMING, WOODWORK, DRAWING, COMPUTERS AND STATIONARY ENGINES. When we go on holiday in the Lake District we like to do lots of rowing and walking. Please write to me even if your interests are not exactly the same.

Look forward to hearing from you.

Mount Cottage, Scotland Lane, Ingolsdy, Nr Grantham, Lincolnshire, NG33 4ES

Dear Jane

My Name is Christopher Reeds and I would like to be a pen pal in the next EDUCATION OTHERWISE newsletter.

My hobbies are reading, fishing, birdwatching and watching aeroplanes. I would like a pen pal (boy or girl) with an age between 8-12. And I live at the address shown above.

Yours sincerely

EO CAMPING WEEK IN ANGLESEY

We have a large garden with plenty of room for tents. We would welcome any families who would like to pitch their tents here during the last week in August, starting on the 25th.

During that week we would be happy to see day visitors who bring their own picnics, but let us know a day in advance if you are coming, in case we plan a trip.

Please telephone for more information and let us know if you decide to come.

Patricia Knox

Tel: valley (0407) 740767 Pen Llywenan Bodedern Holyhead Anglesey LL65 4TS

ERYRI DANCE CAMP, AUGUST 28th. - SEPTEMBER 8th.

Ten days' camping on the shores of a lake at the foot of Snowdon.

Lots of Circle Dancing/Folk Dancing from around the World; Live band; Singing and Music-making, Workshops; Fully - Equipped Children's Area with range of Arts / Crafts / Theatre Activities / Nature Walks etc.; Canoes available.

Healing area; Wholefood Cafe and Shop; Showers.

Tickets £65.00, Children £15.00 (very little ones FREE).

For Further Details/Booking form send S.A.E. to:

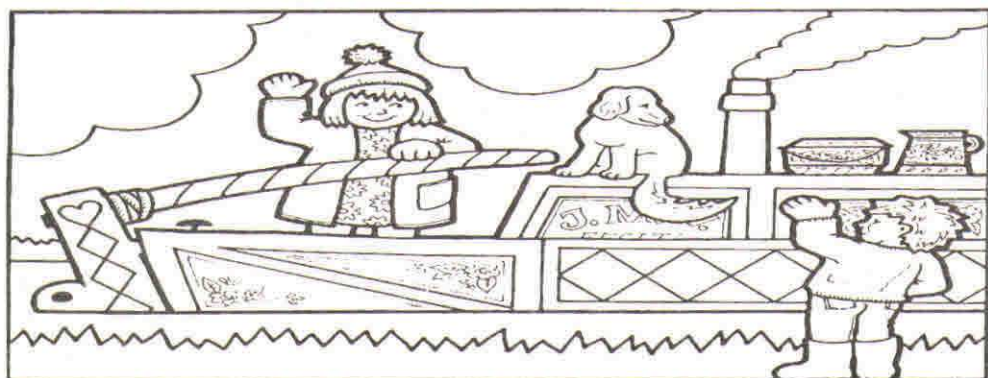
Linda Mason, 107 High Street, Blaenau Ffestiniog, Gwynedd, LL41 3AX

IF ANYONE IS INTERESTED IN WORKING IN/CONTRIBUTING TO THE CHILDREN'S AREA THEN I CAN ARRANGE EITHER A FREE TICKET OR A REDUCTION, DEPENDING ON THE TIME YOU CAN COMMIT - WRITE OR RING ME.

Caroline Bithell, Penrhos, 3 Castle Terrace, Criccieth, Gwynedd, LL52 ODY

Telephone: 0766 522967.

(Since the camp runs into School Term time, the Children's Area itself could be a mini out-of-school camp...)



Friendship

In response to all the discussion about isolation and socialisation my children have this to say:

I don't think you have to go to school to have friends:

My best friend is Paddy, I have known him since I was three, as he lives in the same road. Even when I went to school he was at a different school and anyway we were friends before, so it made no difference. We do a lot of things together partly because our two families are friends. Sometimes he comes on EO outings too. He also comes to our house during the day whenever he has a Baker day or other days off.

We're lucky to have so many children in our road, like John, Dan, Louise & Roy so there is usually someone to play with. We play all sorts of games, climb trees, go on bikes and play on our computers. Unfortunately no EO family lives really near us now and I would like to be able to see the Parkins more often. But Liverpool EOer's do a lot of thing together like violin, ceramics, going to the theatre and other outings, so we usually see EO friends about twice a week. I also have friends who live much further away:

Tapan, an ex-EOer who now lived in London and has been my friend for many years. Recently he took the trouble to come all the way from London, by himself on the train just for my birthday party. He stayed the weekend and we were up most of the night talking, we had so much to catch up on. Ryan is a new friend who lives in Newcastle. I met him at Easter on a violin course. I am going to see him when we go to Featherstone.

At EO gatherings I like seeing my friends Mathew, Michael, Lloyd, Jack and Jim. We make new friends each time too. I write some letters but mainly keep in touch with them by phone.

There are so many people I know and like of all ages and I am meeting more all the time. I'm certainly not lonely or isolated.

Oskar Polkowski, Liverpool

My Friends

I have never been to school, but I wouldn't have liked to have to wait till I was five to make some friends: Henry is a very old friend and I can't remember a time when I didn't know him, because our parents are friends and they live near. I always play with him whenever he is off sick from school, in the holidays and at weekends. We like to go cycling on the prom and playing at each other's houses.

Ruth has lived in our road for a long time, she was here when we came 8 years ago - I was only a baby. My brother used to be very friendly with her but they seemed to stop speaking when they went to school and we hardly saw Ruth for ages. For the last 3 years or so Ruth and I have been very good friends. We often cook together, making milkshakes and brownies. Recently we went with another friend to town for the day, we had lunch in MacDonald's and looked round the shops.

Patrick and I met at Toddler Gym, I was sad when he left to go to school, as I thought I would never see him again. However about a year later I met him at the swimming baths and I was so pleased to see him and he invited me home for the afternoon. Since then I usually phone him at half terms, holidays and sometimes at the weekends.



Narada I've known for about 5 years. He used to be out of school. We used to go swimming with several other EO families every Monday afternoon and that is when we first became friends. Later on we used to play together in the woods at Croxteth County Park, while the others were having riding lessons. Now he goes to school we spend nearly every Sunday together.

Louise & Roy moved in almost opposite to us two and half years ago. One Sunday Mum and I went over to say "Hello". While Mum chatted to their parents, I went straight upstairs with Louise & Roy to see their rooms and look at their things. Soon I took them back to ours to meet Oskar and we played on bikes for a bit, then we toasted crumpets by the fire. Ever since then we've been good friends and they come to see us as soon as they get home from school. I like them both very much and I am going to look after Frank, their hamster, while they're away on holiday.

Martin & Robert I first met at Featherstone. We had a really good time last year, including doing a play. I'm looking forward to seeing them again at Featherstone in September. I also spent most of the time at Unstone Grange with Martin and we are planning to visit him in Edinburgh in August. It would be really good if they lived nearer.

I don't think I'm ever lonely, sometimes I like playing by myself.

Making new friends is easy. I meet people at drama, gym and violin and also on EO outings. We also have friends in Spain and France and now in Hungary.

George Polkowski, Liverpool

MORE ON IMMUNISATION

by Nick Vidal-Hall, 8 Quadrant House, Burrell Street, London, SE1 0UW. Tel 071-261 0699

Following the correspondence in the last Newsletter (P21) concerning immunisation, I thought I might add further information about the dangers involved as many people may be unaware how severe these can be.

All the vaccines have been associated with adverse reactions and long term illnesses. The whooping cough (pertussis) vaccine has been implicated to the greatest degree although this may simply reflect the more intensive investigation it has received.

Reactions include the following occurring shortly after the injection :-

Skin reactions including severe rashes, swelling and inflammation.

Fevers, with temperatures as high as 106 degrees, this can result in febrile convulsions which can in turn lead to either brain damage or permanent seizure disorders.

Vomiting and diarrhoea, both projectile vomiting and diarrhoea lasting as long as four months have been reported with or without other adverse reactions.

Cough, runny nose, ear infections, these are particularly common results of many of the immunisations. Often a previously healthy child starts to suffer from almost continuous coughs, colds or ear infections for years after immunisation. The current epidemic of 'glue ear' amongst children may be a direct result of immunisation.

High-pitched screaming or crying, this refers either to a 'crie encephalique' which may suggest neurological involvement or normal but inconsolable crying. Either can continue almost non-stop for days or even weeks.

Other short term reactions include collapse, excessive sleepiness, convulsions, epilepsy, loss of muscle control, blood disorders including thrombocytopenia and haemolytic anaemia, diabetes and sudden infant death syndrome.

Long term damage reported as a result of the whooping cough vaccine are :- numerous types of neurological damage, autism, learning disabilities including dyslexia and auditory processing deficit, hyperactivity, allergy and hypersensitivity.

Although the measles immunisation has not been in use for as long as most, there are already suggestions that it may be associated with multiple sclerosis, juvenile onset diabetes, leukaemia, cancer, lupus erythematosus and Reyes syndrome. The combined measles, mumps and rubella vaccine merely triples the risk to protect against two additional diseases which are not in any case life threatening. Furthermore, the rubella participle ceases to give any protection long before child-bearing age in women and merely decreases the chance of women gaining long term natural immunity.

The polio vaccine has a particularly bad record as it may actually cause paralytic poliomyelitis not only in the inoculated individual but also those in contact with them shortly afterwards. Interestingly two of the causations recorded for polio itself are recent tonsillectomy and recent immunisations. The incidence of paralytic polio is so low that the number of cases due to the vaccine is quite probably greater than that due to other causes. This is certainly the situation with the smallpox immunisation. In this country, the ill effects from the immunisation have outnumbered the ill effects from the disease since early this century.

As a homoeopath, I am aware that the number of illnesses which patients relate as being 'since immunisation' and whose process of cure appears to confirm this, are almost limitless and not confined to physical ailments.

From my understanding and personal experience, childhood illnesses serve the functions of strengthening the immune system and throwing off inherited weaknesses. After experiencing any of these diseases many children make leaps forward in their physical, emotional or intellectual development. To vaccinate could deny the child this important part of their development. Also, after immunisation the diseases may occur later in life or in a modified form which can be far more serious.

It should be noted that the general tendency of immunisations is to diminish acute disease whilst increasing chronic disease. Therefore, in a susceptible person, a life threatening illness may be avoided, although at the cost of greater chronic disease. For this reason any form of therapy which boosts the constitutional health of the individual can be a beneficial alternative to immunisation. Homoeopathy and other alternative therapies are also very useful in treating childhood illness by gently stimulating the individual's vital energy thereby assisting recovery without suppressing the beneficial effects.

The following books contain more information :-

DPT - A Shot In The Dark

by Harris L Coulter and Barbara Loe Fisher

Pub. Warner Books

Vaccination And Immunization : Dangers, Delusions And Alternatives

By Leon Chaitow

Pub. The C. W. Daniel Co Ltd

Vaccination

By Kathryn S. Peck- This is a final year Homoeopathic college thesis available from :-

Clissold Natural Park Health Centre

154 Stoke Newington Church Street

London N16 OJU

Tel 071-249 2990

Vaccination - A Difficult Decision

A leaflet produced by The Society of Homoeopaths. and

Measles & Homeopathic Immunisations

by Randall Neustadter,

Copies of both may be obtained from :-

The Homoeopathic college

2 Artizan Road

Northampton NN1 4HU

If you qualify in an academic subject and you want to go out and benefit the world with your new-found knowledge, then there are several conventional options open to you. But nowadays, people are becoming more choosy. Although money is important to them, they are taking other things into account : like world

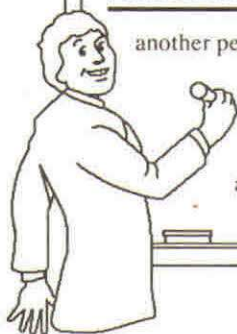
peace, green issues, their own mental and physical health, and the well - being of children.

Academics In Private Practice

another perspective on Education Otherwise

Dr. Brian Williamson
B.Sc., Ph.D., M.Ed.

a mathematician in private practice



If you do well at university you have probably been trained to conduct your own research. A very exciting prospect! Funding is not easy to come by, however, I know people who have taken this option and are surviving. But the problem can be that other people censor your ideas too heavily, and cramp your academic freedom the very life - blood of any hot - blooded academic!

Where do you turn to? Many decide to devote themselves to teaching in one of our country's schools, colleges or universities, and may live happy contented lives as a result. **BUT**, sitting in on endless committee meetings, filling in forms, and even being responsible for the behaviour of other individuals, can sap your energy and take you away from the very reason that you became an academic in the first place all those years ago.

I have thought of an alternative. In June 1985 I decided that my ideas were too good to be censored by research councils, and that my time was too valuable to be wasted by disruptive school children. At the age of 30, I declared myself independent and became:-

"An academic in private practice"

This means three things.

- 1 My academic freedom is intact (I hope!) no matter how mad my ideas become I can exercise my right to take my own time and write them down.
- 2 Being my own boss allows me to vary the type of work I undertake. For example, I can help a young child develop basic concepts, and then help a university student understand the lecture notes she has been given. Work may even come from industry or commerce. All of these things are just different aspects of the same job.
- 3 People belonging to a professional practice don't usually deal with thirty clients at a time. They work with a civilized appointment system. So, my clients see me individually, or perhaps with their parents, and interviews are structured accordingly.

I believe that there must be many hundreds of well qualified and very able academics who do not wish to teach in schools but would like to practice in their communities.

The fact is that schools have so little faith in themselves that they make their pupils think that there is an obligation to attend from 9am to 4pm : Monday to Friday. This is unfair competition. Perhaps it should be referred to the monopolies commission!

The way forward must be to become more balanced and flexible. I would like to see private group practices housed in mathematics centres, where children and their families could visit. State funding may follow.

I don't believe that there is really such a thing as a primary school teacher or a secondary school teacher or a university lecturer. There are only areas of knowledge and people. If you qualify in an academic subject then that's that! You become a mathematician, a historian or what ever. If you want to understand how the discipline you have chosen can serve the community you live in, then you must open your doors and practice. The result can be an education in itself!

Brian Williamson

Wirral, Merseyside



EDUCATING ARCHIE: THE SUMMER BREAK (DOWN) by SEG

I told you we should have turned left at

Unstone Grange Mum



Exhausted & confused after an EO meeting, Mrs G & Archie are driving home to East Anglia

suddenly BANG!

crikey Wassat



wow - maybe the gear box has gone at last



PAGE 13

Well it's not a puncture, but - ooh, look, there's some funny fluid seeping out - How EXCITING!



should school be compulsory?



It's OK MUM! It was only my elderflower fizz exploding everywhere



but I've managed to squeeze us some out of the carpet



06/8



INTERNATIONAL HOSPITALITY EXCHANGE

In December of last year a notice appeared in the newsletter to the effect that a short list had been compiled of the names and addresses of home-schooling French families who were interested in making contact with home-schooling British families with a view to exchange hospitality, and that this list was available on request.

I am still receiving a trickle of enquiries in response to this notice, and at the same time receiving instructions from the other side of the channel of a steady growth of interest in such contacts.

All this suggests that there may be some mileage in the setting up of a permanent channel by means of which interested families on opposite sides of the channel could make contact with one another.

At the moment contacts between French and British families are achieved by means of informal asking around". Although when this method works it is probably the happiest way of achieving contact. It does not always work, so that supplementing it with a slightly more formal channel of communication might serve some purpose.

I would like, therefore, to compile a list of British families interested in International Exchange of hospitality which can be circulated in response to enquiries from abroad.

(For various reasons "abroad", as far as I am concerned at the present moment, means France but there is, in principle, no reason why its meaning should not be extended in the future).

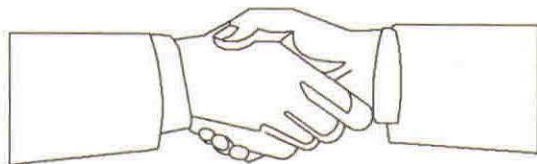
If you would be interested in being a party to such a list I would be very grateful if you would write to me giving your Name, Address and Telephone number, the names and ages of children in your family, a short list of all interests pursued by family members and a brief statement of any particular requirements you might have regarding hospitality given or received (e.g., that you wish to make visits as a family) that you are able to accommodate children only, that you are unable to accommodate visitors when there is an "R" in the month, or whatever) and, with a view to possible future developments stating whether or not you would like to have your name circulated elsewhere overseas than in France.

By adding your name to such a list you would be undertaking to do nothing more than to receive letters; wherever the list would be circulated it would be accompanied by a note stating that no commitment to anything is made by any individual on the list and that contact must be initiated by letter.

For all those who wrote to me earlier in response to the above-mentioned advert in December's newsletter it will not be assumed that they wish their names to be added to the list, so if you were one of those and you do want your name to be on the list please write again.

And to anyone who does write to me in this connection I would say, please be patient; do not expect to get results immediately!

Alison Mafham
"Elmhurst"
Cavendish Road East
The Park
Nottingham
NG7 1BE.



NEWS FROM THE REGIONS



Avon/Bristol

The Avon Seed Circle is now meeting three times a week for workshops and outings and at other times for play and entertainment. Members from Somerset & Gloucester and visitors always welcomed. Information and current mailing: Julia Hammond, Tel. 0272 636082 and Poppy Green Tel. 0272 735091

Clwyd

19th. August - Fossil Hunt meet 2.30pm at the Miller's house.

Sunday 23rd. September. - Computer hands on and resource day, please bring any interesting software or resources you may have. Also at the Miller's house.

Ring for details on 0352 714 796 Jan Miller, Saith Flynnon, Downing Road, Whitford, Holywell, CH8 9EQ

Cornwall

Beaching and Barbecue ? **Sunday 30th. September.** Please phone me re locally most amenable venue and date.

NB Shall be away from **7th.-18th. September** approx. (Featherstone Week). Maggie Swatridge, 0503 72087.

Dyfed

Sunday 23rd. September Autumn Equinox gathering at Cwmrhaffan Sarnau 12.00 noon onwards, bring food to share and stories to tell.

Emma Orbach Tel. 0239 811118

Mid Glamorgan

Hello EO Folk

At our last meeting we planned activities for each month up to November. this should leave our brains free to think up a really stupendous event for December!

August 15th. meet Llantrisant Bull Ring 11am. Bring wellies, pond dipping gear etc. Explore Llantrisant Common and pony rides on Nimrod

September 10th. Llanishen Leisure Centre 11.30am. Short tennis and soft play followed by swimming in a super safe pool.

October 10th. Roath Park playground 11am

November 14th. due to popular request Techniquest! meet outside at 11am. Techniquest is next to the Maritime Museum, Bute Docks, Cardiff.

Bring a picnic to all these events.

Yours in love and freedom

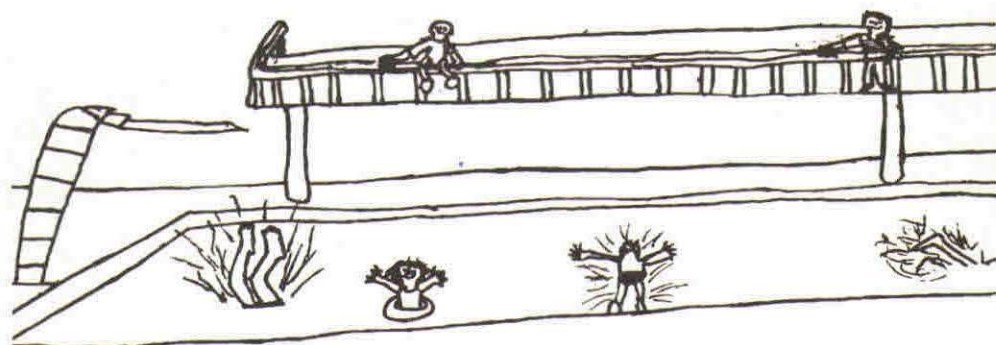
Kate Powell Tel.0443 - 227912

1 Edith Villas, Llantrisant, Mid. Glam., CF78ET

Highland - Grampian Welcome.

We are hoping to hire Dingwall swimming pool for a private session, if enough families are interested in sharing the cost. We'd thought a late morning session followed by a picnic lunch and time to talk afterwards would be good. Get in touch very soon. Enclose SAE for further details once available.

Bruce and Christine Wallace.



Kent

We would like to thank Annie Cole, of Seven Oaks, for holding open house this spring. Our gatherings this year have gone quite well, and it has been nice meeting new members but it would be nice to see more attending. Please come along whenever possible, as we need to meet and support one another.

August 15th.

A day at Margaret's smallholding, 'Briar Rose', Pett Lane, Stockbury, Sittingbourne. Bring a picnic lunch. Ring Margaret on Wormshill (062 784) 671 for directions.

September 3rd.

BRAMBLES English wildlife, Wealden Forest Park. Half way between Herne Bay and Canterbury on the A291. Wildlife, rare breeds and forest playgrounds, including safe playground for under fives. Children can feed and stroke the animals. There is an undercover picnic area if wet. Bring a picnic lunch and wellingtons if wet. I have made a party booking, so please come. Special price for 20 or more - adults £1.00, children 80p. Meet in the car park at 11.30 am.

September 24th.

Open house at Linda Whiley's, 8 Slaney Road, Staplehurst, Near Tonbridge. Bring a picnic lunch. Arrive any time after 10.30 am. Ring Linda on 0580 893103

London Museum Visits

Tuesday August 14th.

TELECOM TECHNOLOGY SHOWCASE, 135 Queen Victoria Street

Admission free. Tells the story of how early pioneers first applied electro-magnetic principles which heralded the communications revolution. Ages 8-11. Please let me know up to a week before if you want to come. We have the opportunity to do a project with worksheet if we want. Trip to St. Paul's in the afternoon.

Tuesday August 28th.

MUSEUMS. Meet in Science Museum Foyer 11.15am or

12.30pm at picnic area in Science Museum. Send SAE to Paul Bentley 83 Manor Park, London SE13 5RA for EO family membership card. Mark envelope in top left hand corner 'EO Card'. This gains free entry to Natural History and Science Museums.

Tuesday September 11th.

LONDON MUSEUM, London wall. Meet 11.30 in foyer.

At the time of writing the Barbican Tube Station is the nearest, because of building work. Museum of London activity guide 95p available, worksheet 10p.

Tuesday September 30th.

MUSEUM as above

Tuesday October 9th.

GEFFRYE MUSEUM, Kingsland Road E2. Meet 1.45 Historic room.

Talk about the Stuart and Cromwellian period at 2.00pm. We had a very interesting talk the last time and the children were fascinated. Ring to book a place.

Tuesday October 27th.

MUSEUM as above

Sue Petszaft, Tel: 0892 661319

North London Meetings

We meet the first Sunday of every month from 11.30 to 2.30. Bring some food or buy some in the cafeteria, tea & coffee provided. No activities have been arranged but anyone is welcome to organise arts & crafts or musical events. We have gone back to our old venue:

Swiss Cottage Community Centre Nursery, Winchester Road London NW3

very near to Swiss Cottage underground

The building and toilets are fully wheelchair accessible apart from some swing doors. We ask for a contribution of £1.50 +/- . Please phone David Michael (071) 284-2124 or Lesley Barson (081) 969-0893 for more information.

NB dates given in June's newsletter were wrongly taken from 1989 diary - sorry!

Dates booked are: - Aug. 5th, Sept. 2nd, Oct. 7th, Nov. 4th.

Merseyside

We are too busy with July to have firm dates for the autumn yet. However the following have been suggested:-

Visit to **Pilkington's Glass Museum** and factory at St. Helens

Art Workshops at the Tate Gallery Liverpool.

Another visit to the **Natural History** Section at Liverpool Museum.

Bird watching and Nature walks on the Wirral.

Horse riding - a group of 8 required for an hour's lesson, Croxteth Park Riding School. A beginners lesson was much enjoyed at the end of April. Phone Pam Parkin 263-1538.

Swimming twice weekly swimming lessons for beginners and improvers phone Chris Lloyd 733-3714.

Swimming and **Rollerskating** September after Featherstone, if there is enough interest, we will book the pool and activity room at Garston or Speke and have a fun get together. Bring food and drink to share for tea. Phone Oskar on 427 3212. We could do this once a month.

Hockey coaching at Liverpool Cricket Club grounds on Sunday mornings 11.30am just go along and join in.

Theatre visits at school party rates.

Music the Liverpool Susuki Violin Teacher can now only take E.O. beginners who are free for lessons during the day. Three Liverpool families are enjoying lessons and can thoroughly recommend this method.

Orchestra there are three informal training orchestra in South Liverpool on Saturday morning's which welcome new members of any age, instruments or ability.

Sankey Valley Wild Park and Nature reserve Ranger led visit.

Drama Everyman Youth Theatre, Hope Street, Workshop for 12-14 years Mondays 7pm-9pm.

N.A.G.C. also do drama workshops for children of any age on alternate Saturday mornings starting again in September.

They also run **Art Classes** for all ages and classes for many other interests from chess to car maintenance.

The Blackie, Great George Street Liverpool, also has various **Art & Craft workshops** on Saturday mornings and occasionally at other times.

Ceramics Vicky Hall now has a studio in Formby and is offering a course of 7 sessions for £11 including a whole project of your choice, from pouring the mould, painting, glazing etc. She requires a group of 12 minimum, all ages welcome.

Please phone Jane Woolfe 427 3212 for information on any of the above and I welcome more suggestions and offers of help to organise these visits/activities.

Report from the official correspondent for Merseyside

We apologise for not being in full detail but most things happened quite a long time ago. Things should be more up to date in future!

I expect most of you readers have heard about the drama in the last article I wrote. However, a couple more things must be included. These are performances at the Empire theatre:- a) The Railway Children, b) Romeo & Juliet.

The former play was based on a book by E Nesbit. I remember the part where the children were trying to stop the train as it came out of the tunnel. That was quite realistic!

The latter ballet was with Prokofiev's "Romeo & Juliet" music. Although that and the dancing were good, the story spoilt it all. However, I am not put off the idea and would like to see another one with a better story.

We don't just do drama! Sometimes we go to the Cornerhouse in Manchester where we do some interesting things; not long ago we went on a riding lesson together, while next week we are going on a 'Dockwatch'. Look out for the next article to find out what that is!

Jonathan D Morton

Liverpool

Shropshire

E.O. Events September/October

Saturday September 8th. - Wenlock Priory at 2.00 - admission free for E.O. members. Bring swimming things for nearby open-air pool and afternoon picnic. To Don & Mandy's if weather becomes British.

Monday October 8th. 10.00am - 3.00pm **CERAMIC WORKSHOP** at the Coalport China Museum. Chris Malins, the museum expert, will offer a day of practical work with clay and archaeology together with a slide show and museum tour. Old clothes, apron and packed lunch needed. £1.50 per child.

In addition we meet at The Lindens once a week on Mondays for a variety of activities. Please feel free to come.

For further details please contact Don & Mandy Patter, The Lindens, Broseley. Telford (0952) 882780

Suffolk

Saturday August 11th. Family Picnic

From 10.30am at Iken Cliff near SNAPE ALDEBURGH - weather permitting. Everyone very welcome dads too! hopefully a good opportunity for all Suffolk EO's to get together. Bring your own food.

Contact Charlotte Keith. Westleton 650

September in the process of being organised. Hopefully an educational trip up the river Deben for 1 hour followed by picnic lunch and walk. We must have firm bookings, so families interested please contact Angela Tellier. Tel Felixstone 285133, as soon as possible, so we can decide whether to go ahead or not. Otherwise, perhaps a visit to the Museum of E. Anglian life at Stowmarket.

Sussex East & West

In July we had a picnic in a wood, an outing to Drusillas, went ice skating,, cleared a pond, did an Iron Age project at Michelham Priory, had a "sports day", there were two 'at home' activities, and a parents only evening meeting.

As you can see, there are meetings at least once a week, but they are planned only the month before. We also publish a monthly newsletter giving further information on the outings and local news. If you would like to know what we are doing in August, or would like more details of the newsletter, please call Linda Tyrrell on Ripe 358

Warwickshire

We hope to organise monthly meetings or outings throughout summer and autumn. Families and ideas welcome contact Alison Cox (Leamington 613619) or Sue McNamara (Leamington 338199) for more information.

South Yorkshire

Every Thursday from about 11am some families meet at my house, usually there are quite a variety of activities going on and it is always very enjoyable.

Ideas for outings often come up during these meetings, especially recently since we have not got around to organising a planning meeting.

We would be delighted to see some new faces, why don't you come along? Give me a call first though, since occasionally it has to be cancelled.

Dineke de Jong, 48 Montgomery Road, Sheffield S7 1LG. Tel: 553836

West Yorkshire.

From: Sue Lyon, Rainbow Chalet, 6 Parkcliffe Road, Bradford, BD2 4NS. Tel: Bradford 638337.

Parents Meeting

Monday September 24th. 8.00 pm at Sue Lyon's Bradford.

Monday November 12th. 8.00 pm at Jackie Reed's, 73 Salisbury Road, Armley, Leeds. Tel: Leeds 798793 for directions.

Family Get-togethers

Late September - Circus workshop for all ages at North Wing Bradford,

charge per family approximately £2.00, telephone: 0274 638337 for further details.

Early October - Music workshop by Satellite Theatre company, Slaithwaite for up to 11 years. Lifts available from Huddersfield station. £2.00 per child, Telephone Alison Tribe for details 0484 606618.

FLEXISCHOOLING, DEREGISTRATION AND THE D E S

Do you remember about this? We wrote to the DES twice, in November 1987 and April 1989. Well last May, several apologies and a number of amicable telephone discussions later, we finally had their considered reply.

Part time attendance

We suggested that schools should have the discretion to register part time pupils. Part time registration would not be forced on either parents or schools and could be terminated by either party at any time. This would entail a change in the law. Reasonably, but unhelpfully, the DES have responded in terms of the interpretation of existing law. They tell us, as we already knew, that part time registration is legally impossible.

Under the 1944 Act, all school pupils must be registered (s.80). If they are of "compulsory school age" they must attend regularly (s.39). Part time attendance is not regular. Registration is an all-or-nothing state. So if you have a part time attendance arrangement with your local school, you're obviously very lucky, not to say an anomaly.

Part time registration, we said, would introduce an element of parental choice and flexibility into the state system at no extra cost. This attempt to pander to the prevailing ideology doesn't seem to have aroused much interest though. On the other hand, the DES do mention that part time attendance would undermine the central aim of the national curriculum, namely a broad and balanced curriculum for all pupils at state schools. It's interesting to see how the national curriculum legislation is inevitably influencing the educational climate to the detriment of EO. If Labour's proposals (reported elsewhere) are ever carried out, this influence will be much more brutal and direct.

Deregistration

If you're a registered pupil you must attend regularly, but before you can be deregistered from a state school, your parent must have satisfied the LEA that you are being properly educated at home (Education Act 1944, s.39; Pupils' Registration Regulation 4(a)(iii), 1956). We suggested that the regulation should be amended to eliminate this conflict. The parent would simply have to inform the authority in writing that the child was being educated otherwise than by school attendance. Their arrangements would then be open to scrutiny under s.37 as for a child who had never been a registered pupil.

The DES consider this problem to be "theoretical rather than practical". They accept that the Perry appeal (*R v Gwent County Council ex parte Perry*, CA 10 July 1985) has established that the parent must be given a fair and reasonable opportunity to satisfy the LEA. "There are no plans to alter regulation 4(a)(iii)". This still puts the parent at a disadvantage compared with the parent of a pupil at a private school (who is automatically deregistered if he has ceased to attend). The DES do not comment on this.

Information from LEAs

Many LEAs ask for timetables, qualifications, etc. Some use expressions like "your proposal" or "granting permission". Replying to our comment on this, the DES point out that the Secretary of State can intervene if the LEA has acted wrongly or failed to act (1944 Act, ss.68, 99), but "we could not justify interviewing merely because of the use of such terms as 'permission', unless their context was intimidating or in some other way unreasonable".

We suggested that LEAs should be required to write to the parents of truants warning them of their duty to secure regular attendance under s.39. Any such warning should explicitly mention the parent's right

to withdraw the child and educate otherwise than at school. The DES reply that LEAs "have no general duty to educate the public about the law. ... Where parents express a genuine wish to educate children at home, it is enough that LEAs respond reasonably helpfully".

In short. ..

So what's all the fuss about? We waited two and a half years, and when we finally got a reply there were no surprises in it. This letter is the cautious, formal response which the DES sees fit to make after consulting its lawyers. It gives no indication of the interest and sympathy shown by individual civil servants talking on the phone and off the record.

We don't seem to have much hope of getting the changes we would like to see, and perhaps if we ever do it will be by working through other channels besides this one. But we shouldn't be totally pessimistic. At least they are aware of our existence, and we have no reason to suppose that they are at all hostile to our aims. Communicating with them could well have some effect, even if it's slow, indirect and unpredictable.

Rob Wade West London

EO AND THE NATIONAL CURRICULUM: LABOUR'S PLANS

If they win the next election, the Labour Party intend to introduce more flexibility into the national curriculum. The other side of the coin is that they propose to extend it not only to private schools but also to home educated children.

David Deutsch (Oxford) wrote to Jack Straw, shadow education minister, on behalf of the legal group. In his reply, Mr Straw said, "We see the national curriculum as guaranteeing an entitlement to education which should be available to every child". In judging the arrangements of home educating parents, "account would have to be taken as to whether such provision was consistent

This will be bad news for many home educators. To quote freely from David Deutsch's original letter, we are not trying to maintain the interests of a privileged group in society, nor do we necessarily believe that all children would benefit from being educated "otherwise". We simply wish to safeguard, in spirit as well as in letter, the long-standing British tradition of "otherwise" education. This tradition conforms to, though it predates, article 26(3) of the Universal Declaration of Human Rights 1948, which states that "Parents have a prior right to choose the kind of education that shall be given to their children".

As David puts it, this is not a matter of elitism but of diversity. "It is important for society to sustain a diversity of belief in educational theory. Many aspects of modern state education have been derived from the pioneering work of radical innovators who developed their ideas outside what was at the time the mainstream of the prevailing educational establishment. Such diversity of approach has benefited society in the past and, if allowed to continue, may do so again in the future."

To judge from Mr Straw's curt reply, these arguments clearly don't impress the Labour Party. Perhaps, too, they will seem a bit academic to those home educators who may be happy with the national curriculum in principle even if not in substance. But to anyone who subscribes to any degree to the doctrine of autonomous education (see SINC, p.47-50), the Labour Party's proposal will be very alarming. To autonomous educators, any attempt, even in relatively general terms, to prescribe the content of education, already undermines the validity of the whole venture by introducing an intolerable element of compromise. This is why we see the proposed extension of the national curriculum as no less than an

L A T E R E A D I N G S U P P L E M E N T

I am very grateful to the contributors to this supplement for taking the trouble to pen their children's reading experiences in the midst of a busy EO life. Herewith the first, Jane Woolfe of Liverpool.

"Reading is a valuable skill; an essential one in Western society. But it has not always been viewed as the praiseworthy activity that it is now. Why has early reading come to be synonymous with intelligence, even virtue? Why does late reading cause so much anxiety? My three children, all late readers, have taught me to view things differently, so that I question whether it is appropriate for a four year old to be reading to him/herself. Shouldn't the child be actively, physically doing, discovering, feeling for him/herself; gaining first hand experience of nature, the elements and living things; forming relationships, gaining physical skills and confidence?

I remember thinking it incongruous that a friend was showing a picture book to her six month old baby while sitting in the garden among trees, flowers, insects, a rabbit and a guinea pig. What did a baby make of those 2-dimensional shapes, devoid of tactile sensations? Is one of the root problems of our civilisation that we encourage bonding with books rather than the Earth? Joseph Chilton Pearce, in "The Magical Child" believed literacy should be discouraged until 11 or 12 years.

My doubts about early reading do not diminish my love of books. Most rooms in our house are piled with them. Reading gives us all pleasure, ideas and information.

Sandy went to school rising 5 and was rising 9 before he was reading independantly. I remember him getting friends to come in and read to him if he couldn't go out to play, so that it became a social rather than a solitary activity. Now 19, he goes literally nowhere without a book. Oskar went to school at 4½ until 6 years and there learned that he could not read. For the next 2 years he would not even try to read, saying he was not ready. Ideas from "The Magical Child" and "The Continuum Concept" justified his feelings. However, he loved to be read to every night and almost every morning.

His learning to read has been a slow and, needless to say, a one to one process. Although he seemed to actively avoid reading whenever possible, I could see ability gradually developing. Then he seemed to acknowledge that he had to read and really started making an effort and to be aware of words all around him. I spent hours in the library finding just the right books to attract and hold his interest. Now he buys books with his own money and is really good at finding books for George.

Fortunately EOing allowed us to respect his feelings about reading and he was able to learn when appropriate for him. It enabled him to avoid humiliation and a sense of failure and finally to master this very sophisticated skill which does not come naturally to many people. During the time when he was not reading he was learning many things - to dive beautifully (he could already swim), to cycle really long distances. He determinedly taught himself to tell the time and tie laces when he was 6. Next he learned to knit, to canoe, to sail a small boat.

Rock climbing, abseiling, orienteering and other outward bound pursuits followed and fostered an interest in caving, geology, fossils and map reading. He also learned to read music and has an excellent memory.

2.

He has developed many other practical skills including cooking and bike maintenance and is a competent person.

We have been far more relaxed with George and, since he has never been to school, he has his own individual attitude to reading. At about 5 (I think) he could recognise his own and his friends' names and some other simple words, and wished to take it no further. I made sure that he developed and practised pre-reading skills and left it till he was rising 7 (Steiner makes sense to me too). Then we started the Oxford Junior Workbooks and he took to them, provided he only ever does as much at a time as he wants to. He can now read sentences and enjoys Dr Seuss books particularly, but still (he's 8½) has no wish to read alone - it's still very much a joint activity. Recently, when asked, he replied that he expected to be reading unaided at 9 or 10 and that would be fine. He also has strong opinions about the distances people should be able to walk, e.g. 5 miles at 5 years, etc.

If anything he loves books more than his brothers and has often gone to sleep under a heap of books. He will never let me leave the house without something to read to him; "Matilda" is in my bag at the moment. No bus journey is too short. Since I regularly go past my stops while reading this seems quite normal.

So, please, forget about "reading ages" and "early" and "late" and try not to value some areas of learning so much more highly than others. Relax and enjoy what your children are doing now."

-oOo-

And from Christine Wallace, Ross-shire:-

"We started off well, and early. By the time they were 4 they knew all the letters' sounds and could blend simple phonetic 3-letter words. A good solid base on which to build. But they didn't. Kirsty went to school at 4½ - in a very isolated area with no other children except for her 18 month old brother, it seemed the obvious course to take. By the time we realised it was an unmitigated disaster for her and retrieved her, she was nearly 6. All the previous joys and skills were lost. She could no longer even recognise her own name. Any attempt to help with reading caused her acute distress and she seemed unable to even focus on the words. So we read to her, hour upon hour, day upon day, year by year. Through all this time we held faith that our child would regain her confidence, ability and skills. She did.

She shut herself up in her bedroom and taught herself to read again. With pleasure. In her own words she did it "By going away by myself and reading grotty albums. The pictures fascinated me so much and I couldn't understand what they meant unless I read them so I learnt to. I'm not sure how. Probably from Mum helping me before I went to school. I disapprove of those albums now, particularly as they are labelled as "girls'" rather than "anybody's" like the Beans are".

We're all unsure how old Kirsty was but probably around 10 or 11 years. Now at 15½ she reads anything and everything she can get her hands on, from science fiction to Beatrix Potter!

Calum taught himself in bed at night. For some reason he started by teaching himself the alphabet. Otherwise peaceful evenings were interrupted by questions from the near-by bedroom: "What comes after D?" "What comes after L?" etc. Then he gathered up his beloved Richard Scary books and started. Still in bed, we now got calls of "What does g-h-e-r-k-i-n spell?" (You try working out what that spells when called indistinctly through a closed door.) At this point we had to keep popping through to look at the word. When he went to bed we asked him to please not shout any more words tonight.

3.

Here perhaps I should explain two things. We have a policy in this house that Bruce and I will not read any book we don't like, out loud more than once. We don't like Richard Scary books. Calum is very much a night bird and is active long after we are in bed. He is just expected not to disturb the rest of the family.

From what we heard of Calum's learning process he would quite happily read words wrongly provided it more or less made sense to him. Over a period, with no external correction, he started to read all words correctly. We were finally really convinced he could read when he brought a book through to read a bit he really liked to a visiting friend who also appreciated Richard Scary. Calum was about 9 by this point. At 12 Calum says: "I taught myself to read because Mum and Dad don't like the Richard Scary books but I do. I wanted to have them read to me just about every day but Mum and Dad wouldn't so I taught myself to read. I like to read all sorts of things but I read computer and model railway magazines a lot and there's lots of books I like."

So neither of our children learnt to read by being taught by someone else in an orderly and "officially" progressive fashion. We also have a nearly 6 year old who looks like doing his own thing too. Ruari has not been interested in learning the letter sounds as his older brother and sister did, but seems to be approaching his learning by writing. He has been copying words for a couple of years now and likes to write little letters, stories and poems. He has periods when this activity is intense and then days when nothing happens in the reading line.

I think the most important thing is to encourage our children to read we must be readers ourselves. If it's a natural, normal, pleasurable activity in your house then your children will want to learn too. And a child who is a late reader especially needs input at his emotional and mental and interest level with no strings attached. That means reading out loud without expecting him to take a turn or read some words. Trust your child, have faith that they can and will learn. Give input where it's asked for and it will happen."

-oOo-

And from Jill Gillings, Castletown, Isle of Man:-

I feel there is a lot of anxiety about when a child reads, both in the home situation where we tend to be judged upon how our child progresses, but also in schools where teachers rely upon early reading to enable them to cope with large numbers of children.

I had read John Holt, letters in the EO Newsletter and "Growing without Schooling" about trusting children to read and that the happiest and, incidentally, the most efficient method is to allow them to do it when they are ready.

So I waited for Jon to be ready. Our first outside difficulty arose when he was 7. A visit from an educational psychologist, whom we mistakenly allowed free access to "talk" to Jon. He tested Jon and informed us that his reading was not appropriate to age, aptitude and ability and gave us 6 months to rectify the situation. So I persuaded Jon to a more acceptable level and we taped his reading for a different inspector to listen to. We refused to see the other one.

This situation did not alter dramatically until Jon was 10. He'd read easy readers with me but then we tried paired reading where he chose the book; chose when to read alone or with me; difficult words were tried for a few seconds then supplied by me. We started with an

Enid Blyton "Famous Five" book and the effect was dramatic. He was away! Eager to read more and for his own pleasure.

I do not necessarily think it was the paired reading as much as a change in attitude from Jon - he wanted to do it - it wasn't me pulling him in to it.

So in conclusion I think that at least I bore the brunt of criticism about his late reading whereas in school he would have been blamed and made to feel bad about it. Also, it is not always easy especially if there is a lot of pressure from LEA, parents, etc. but it still feels right to me to trust the child and they do get there when they are ready."

("Helping Children Read - The Paired Reading Handbook" by Dr Roger Morgan, published by Methuen)

-oOo-

I find these accounts encouraging. In fact my own experience is somewhat the same. My three children are also late readers. Jacobus (now nearly 15) was about 11½ when he began to read on his own account. Louisa was 10 and she taught herself to read and write. She's now 13. Cornelia is 9 and is not yet very interested in reading by herself. She's teaching herself to write though. They were all always interested in books and would study the pictures intently.

I had wondered if reading age is determined by the sort of people we are. Two categories occur to me; there may be more, or combinations of the two. The literate type - at ease with words and language, book learners, linear thinkers - and the practical/technical type - creative, three dimensional thinkers, preferring to learn by doing (first hand information instead of second hand information (books)). Reading age may be something to do with the different functions of the left and right sides of the brain and the rate of this development in different individuals.

Therefore I also wonder if late/early reading runs in families. My brother was 12 when he taught himself to read with comics. His education was seriously affected by this. However I wasn't altogether surprised when Jacob wasn't reading at 6 ... at 8 ... or 10.... but I was dismayed because we also had pressure from the LEA until about 3 years ago. The advisers assumed that if he wasn't reading at 7 he wouldn't get to university!

I haven't had time to collect evidence to prove or disprove these ideas. Perhaps late or early reading indicates nothing at all. I'm not aware that early/late sitting up, walking, talking, dressing, etc. are of any significance - except to the proud parent. Perhaps someone out there can throw more light on these things.

In his "Republic" Plato (if I remember correctly) advocated that up to the age of 12 a child should be learning spiritual things, songs music and poetry and exercise. At 12 he should learn to read and write, at 20 learn the sciences and at 30 be taught philosophy.

Two famous late readers were Leonardo da Vinci and Albert Einstein. Does anyone know of others?

Edwina Theunissen, Clwyd

-*-*-**-*-*

"Education ... has produced a vast population able to read but unable to distinguish what is worth reading." English Social History

attack on civil liberties. The Labour Party say they are safeguarding children's rights, but arguably they are doing just the reverse.

What do we do now? Labour appear to have made up their minds, and they don't seem at all disposed to listen to us. Nevertheless we must find a way of persuading them that to extend the national curriculum to home educators would not be a good idea. If you have a Labour MP, perhaps you could talk to them or write to them, using the above arguments and your own. We would like to hear from active members of the Labour Party, especially those who know personalities and details of communications in the higher echelons. If you have any other ideas or contacts we would like to hear from you. too.

Rob & Anne Wade, West London 081-904 7155

CHILDRENS ACT 1989: A NOTE

This legislation has now reached the statute book. It is of interest to EO mainly because it introduces the Education Supervision Order (s.36 and SCH.3 pt III) nearly all of the ACT, including this section, extends to England and Wales only and is not expected to come into force until October 1991.

RW

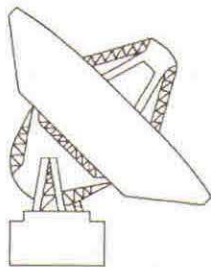
AMATEUR RADIO

Recognising a national shortage of engineering orientated young people, the Department of Trade and Industry (DTI) is involved in 2 bold, creative ventures, in close liaison with the Radio Society of Great Britain (RSGB), the body which represents the interests of Britain's radio amateurs.

The first of these initiatives is Project YEAR (Youth into Electronics via Amateur Radio) - a scheme devised to encourage (primarily) young people into this fascinating hobby, which has avenues into, and relates to all other disciplines within and without the general field of science. Project YEAR involves the following of a very practically based course: successful completion of this course entitles the student to hold a 'Novice' radio licence.

Now, at last, the value of getting people involved at a simple level, and building their enthusiasm into expertise by participation is being recognised in this novice licence, which is due to be formally announced later on this year.

On successful completion of the course, any person, regardless of age (previously there was a minimum age requirement of 14) can have access to certain bands to pursue their own 'self-education' - this is not to infer that they are left on their own at this stage, but they are then free to progress at their own rate in their preferred direction, and can use the allocated radio bands without supervision. Simple low-cost, low-power radio equipment is being developed to enable individuals, schools and clubs to take advantage of this significant development in access to radio technology and engineering.



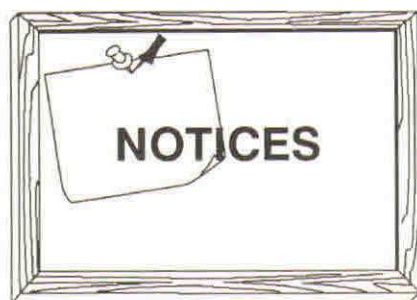
As well as the obvious connections from radio into other branches of electronics, such as computing, control engineering, video systems, other subjects can also be developed. On the engineering side this includes physics and mechanical skills, and outside of this can extend into geography and social sciences.

The best way of getting in touch with your local radio amateurs is by enquiring of the RSGB about local amateur radio clubs - they will generally be only too pleased to help.

Further information about local clubs, and about Project YEAR can be obtained from:

RSGB, Lambda House, Cranborne Road, Potter Bar, Herts EN6 3JE

Sent in by Sue Petsaft



CAN ANYONE HELP?

We are an EO family now living in Oxford, with a child (11 in August) out of school for 3 years. Owing to work commitments we have a temporary problem of what to do with him during some days (probably 2 or 3 a week) from September to Christmas this year.

We don't really want him to go back to school just to fit in with our work plans, but to carry on being educated in a free environment. We've thought of:

- a Hiring an interesting "Nanny" type person for that period (e.g. could be an older EO teenager).
- b Finding an EO family with whom he could spend those days.
- c Finding an EO family abroad he could visit.
- d Arranging flexitime in a local school.

We would consider any or a combination of any of these solutions.

Jan Steele and Janet Sherbourne, 13 Salegate Lane, Temple Cowley, Oxford, OX4 2HQ. Tel: 0865 770 272.

Copy Deadline

Please could contributors to the October newsletter aim to get their copy to the next editor as early as possible, preferably by 25 August, to enable the editor to finish before she goes to Featherstone Castle. Hopefully, this will allow the next newsletter to arrive on time (??)

Thanks very much

Sarah Taylor, 23 Whitley Road, London, N17 6RJ. Tel: (081) 808 3200

("You'll be lucky!" Ed.)

Reminder for Special Needs Supplement:

To all those who have promised contributions now is the time!

There has been some confusion arising from an article in the June Newsletter pages 14 and 15. The author, Sylvia, is not Sylvia Jeffs.

Also please note that Court permission is not required in order to remove children from special schools. If in doubt refer back to the April edition of special needs supplement or contact:

Sylvia Jeffs, 16 St. Bernards Road, Solihull, West Midlands, B92 7BB
Tel: 021 706 6460

DO YOU WANT A LEGAL WORKSHOP IN YOUR REGION?

We held a pilot legal workshop in May, and now know what we want to offer. We practised on the south-east coordinators (thank you!) in an intensive four-hour session during a regional coordinators' weekend. We suggest that three three-hour sessions would be more appropriate, in order to allow adequate illustration and discussion of points raised.

We want to involve all EOers, including older children, who are interested in supporting other members, especially new ones. We aim to cover not only the law about home education, but techniques and tactics for handling specific problems which tend to arise, particularly in relation to LEAs.

We would expect the local EOers to organise the weekend, in low-cost accommodation. Certain expenses would be payable by EO - contact Mike Cook (Kent). Interest has so far been shown by the Skool Bus (new age travellers), several people in East Anglia and counties to the north of London (contact Jane Lowe, Herts), and in the south of England (contact Christine Adey, Dorset). Any children must be well catered for by people who are not attending the workshop - the material is quite demanding and interruptions make it more difficult to follow.

If you want to discuss it with us, please ring - don't write: Thanks to Mike & Lois Cook for working so hard and organising such a smooth-running weekend in the south-east - we felt really well looked after, so we were free to concentrate on the workshop.

Anne Wade, West London 081-904 7155

EO FAMILY MEMBERSHIP CARD.

The idea of issuing an official EO family membership card seems to be popular judging by the number of requests I receive each week. However some confusion exists as to what it is, how you get it and where you can use it, so here are the full details again:

- 1) The card I issue is the official EO family membership card and has your family surname(s) and membership renewal date on it.
- 2) You get the family card by sending me a stamped addressed envelope (for me to return your card to you) and if you mark your envelope "EO Card" you can save yourself having to write a note. My address is: Paul Bentley, 83 Manor Park, London SE13 5RA.
- 3) You can use your family card to gain free entrance for yourself, your partner and your children, regardless of whether they are attending school, to the Natural History and Science Museums in London. Using the card is very simple, Just present it to the official at the information desk, sign the entrance book and enjoy your visit! Please note that both museums have educational departments that will be only too pleased to help make your visit worthwhile. They want us to use their services so do not be afraid to ask for their help and advice. Preplanning can make all the difference to the success of your visit.
- 4) All applications for the family card are checked against the latest EO membership list. If there is a delay in getting your card then it may well be that I am awaiting confirmation of your renewal or new membership application from Bob Emmett. This seems to be the fairest way of ensuring that only bona fide members enjoy the benefits of EO membership. So, if you are planning a trip to London, don't leave applying for the card to the last moment!

EXTERNAL GCSE AFTER 1992 - UPDATE

I have now received details from the Southern Examination Board of their syllabuses for 1992 and the arrangements they are making for external candidates. It seems reasonable to assume that the other examination boards have also finalised their arrangements and I have written to them asking them for full details. Judging from earlier attempts to prise information out of them on this issue I am not expecting a speedy reply but I should have some idea of what they are proposing in time to write a full report for the next newsletter.

GCSE CONTACT LIST - UPDATE

Although I have sent out literally hundreds of GCSE information sheets I have received no feedback at all as to whether you have found it useful or received any local details that I can add to it. Despite this, I plan over the summer to completely revise it and expand its content to include details of resource materials and GCSE arrangements after 1992. I need your help to make this a worthwhile resource. Please send your contributions to: Paul Bentley, 83 Manor Park, London SE13 5RA.

COMPUTER UPDATE !

First of all we must thank all those of you who have supported Learning Link since its launch in the EO newsletter in October 1989. For those of you who missed our article then, Learning Link is a non-profit making organisation, set up by one EO family, to give all home educating families access to educational computer hardware and software at the same educational or trade prices as enjoyed by schools and colleges.

Issue 3 of the Learning Link catalogue of computer hardware, software and books is at long last ready and we should like to thank all those of you who have patiently waited for us to put it together. This issue differs from our earlier releases in that it is greatly expanded and available in individual parts so you can order just the sections that you need. A digest giving sample details and prices for each make of computer, printer and peripheral equipment is also available. The makes of computer, printer and peripheral equipment represented in Issue 3 are:

Computers (and own make printers, software & peripherals):

Acorn (Master 128, Archimedes range & BBC A3000).

Amstrad (PC & PCW).

Apple (Macintosh Plus, SE range. II range).

Atari (Portfolio, ST, STe & TT).

Cambridge (Z88 Lap Top).

Commodore (C64, Amiga 500, 2000, 3000, & PC).

IBM (PS/2 range).

Microvitec (Cub PC's).

Research Machines (PC186, 286, 386).



Tandy (WP-2, 102, 200, F1100 & 1400 Lap Tops & PC range).

Printers (Dot Matrix, Ink/Bubble Jet, Daisy Wheel & Laser):

Brother, Canon, Citizen, Epson, Hewlett Packard, Integrex, Kyocera, Mannesmann Tally, Nec, Oki, Qume, Star & Toshiba.

Casio: Electronic keyboards and digital horns. Pace: Modems.

Each list also includes details of discount software, any educational resources offered by the manufacturer, along with details of user groups, sources of public domain C shareware software, software clubs and

FOR SALE

Steiner Correspondence Course

Oak Meadow school.

Curriculum Guide for Kindergarten by Lawrence Williams. For age 5-6 Contains ideas for activities in Language, Arts, Maths, Social Studies, Science, Music & Crafts.

Plus tape of songs

Cost £47.95 will sell for £20.00 o.n.o.

Petszaft 0892 661319

O. U. P. Books

Would the two people who have ordered books from Jude Ashley - Walker please contact her urgently.

Telephone: 0983 78680.

HELP YOUR CHILD WITH THEIR EARLY LEARNING.

Professionally produced tapes with musical backing

"Multiplication Tables,"

"Alphabet,"

"Counting,"

"The Calendar,"

"Musical Sounds of the Orchestra," also

"Nursery Chimes" (to help babies nod so to sleep)

and "Children's party games."

£2.45 each plus 45p post age.

Money refunded if dissatisfied

ALSO AVAILABLE

Early reading and number games & Alphabet cards and letter.

S.A.E. for list

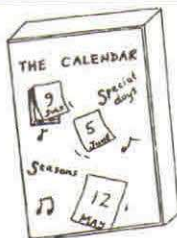
Martin Evans (E.O.)

16 Thistle House

Dee Street

London

E14 0PD



THE FINANCIAL & LEGAL STRUCTURE OF EO

I very much enjoyed my first EO national gathering at Unstone Grange. I loved my eldest daughter, Hannah - 4 years old, running playing and talking with other EO children. It was surprising how much time I had to speak with other adults without having to worry much about Hannah and Sarah (2 1/2 years).

The EO 'business' meeting took place on Saturday, the only full day, from 11am to 8pm. At a rough guess about 35 adults and some children were in the meeting. I stayed in and out for about 2/3 of the time and others did similarly.

I enjoyed most of the meeting and was very impressed by the great amount of work that some EO members took on.

I believe the main resources we have in EO are us, the members, and the structures we use to relate to each other i.e. the newsletter, local gatherings, national gatherings and other publications.

I was upset and disturbed by five things which indicated that we were not respecting ourselves:

- 1) That some of our valuable time together was being spent on listening to conflicting advice on the legal and financial structures we have.
- 2) That legally we have a two tier structure of membership, and that ordinary members like myself (not company shareholders) should not legally be part of some of the decision making.
- 3) That we now have become unnecessarily registered for VAT and so charge ourselves 15% extra which we donate to the government.
- 4) That because we are a limited company we have to have very strict accounting and spend a lot of money employing a chartered accountant.
- 5) That our charitable constitution/trust deed is undemocratic and does not allow the membership to have absolute control.

I want EO to be as autonomous and independent as possible, in the same way I do for my children. I do not want to be answerable to quangos like the Charity Commission or Customs & Excise or the Inland Revenue or Companies House or to account to them unnecessarily. I want EO to continue to be self financing in order to keep its integrity and independence.

I propose that we spend all the money in the charity or transfer it via another educational charity to a new organisation called EO and wind it up and do likewise with the limited company and inform customs & excise that we have dissolved the company and are de-registered because our turn over will be well below the threshold and any way we were never trading for profit.

I propose the new EO has a very simple constitution, which should include the following two clauses:

- 1) Aims & objectives initially the same as on the back of the newsletter.
- 2) Annual general meeting to be the supreme decision making body which will elect any necessary officers and delegate decision making. Other general meetings with the same power can be called by say 20 members giving two months notice via the newsletter.

The financial structure should be both centralised and localised, such that national events can be organised and financed like local events e.g. Unstone Grange organisers could have opened a separate account, if it were useful, and if necessary been subsidised from the national account. All accounts & book keeping nationally and locally should be available to the EO general meeting and any member.

The legal structures supposedly necessary to stop treasurers and others from stealing and to protect them from accusation are no better than the above and more importantly are very time consuming.

There is an argument that a limited company limits the amount of money FOR WHICH EO and individuals can be sued for say giving wrong advice, to what the limited company has. We should protect against this by making sure our advice is good, by always disclaiming any liability verbally & in writing and thirdly taking out insurance for the small remaining risk of having to pay out more than we have in the bank. The insurance should also cover us for public liability to ourselves and others at all EO events, nationally & locally - the latter costs about £50.

Whether we decide to change the legal and financial structures of EO now or at some time in the future we can always undo or amend any mistakes. The mistakes might involve wasting money e.g. on VAT or chartered accountants but I believe that is a very minor mistake compared with wasting our time.

Finally I am very grateful to everyone in EO who does so much work and enables my family to feel supported and part of something and I am looking forward to going to Featherstone Castle in September.

David Michael, 147 Constantine Road, London, NW3 2LR.

HOW EO IS ORGANISED - SHOULD IT BE CHANGED?

I had an idea recently that we should simplify the structure of E.O. At the moment we are a limited company and a charitable trust. Both of these cost us a lot of time and money, and I'm very doubtful about what E.O. members gain from it.

We should wind up the charitable trust, which seems to be a legal and administrative headache with almost no advantages.

Do we even need to be a limited company? Being a company imposes a lot of legal obligations, paperwork and tax liabilities on us. Also, the company has a hierarchical structure in which a few people are "paid-up" members with legal voting rights and the rest of us are "subscribers".

Couldn't we simply be a voluntary association with a constitution of our own devising? This is the way that many clubs and societies are set up. Our activities are small-scale and simple. We have to do all our administration unpaid in our spare time. We should therefore aim for the simplest possible structure which requires the least amount of work to maintain.

I'm hoping to bring this up at the Featherstone meeting in September. If anyone has any comments, or information about legal or other aspects of our structure, please write to me. I'd be particularly interested to hear why the present structure was created. What problems was it designed to solve, and has it succeeded?

Rachel Sanger, 32 Doddington Grove, SE17 3TT. Tel: (071) 582 3949

IN AND OUT OF SCHOOL

So what happens when your child decides, after several years of home education, that he wants to go back to school?

This is what happened to us. I hope that reading about our experiences will reassure parents and children who might be worried that moving in and out of the system is too difficult to contemplate.

SCHOOL

Dan started school at the age of four, along with most of his contemporaries in Liverpool. He was never really happy in school, but like most parents, I assumed that school was where education took place, and so I helped him to cope with the difficulties he encountered and encouraged him to keep going.

By the time he was nine, Dan's unhappiness was so great that it was obvious that something would have to be done. He had become withdrawn, he had lost all his confidence and his self-esteem was practically nil. Although he had few complaints to make about school, it was clear to me that it was school that had damaged him to this extent.

As an anxious and sensitive child who was not an early high-achiever, his sense of his own worth had been undermined by the competitive atmosphere of a school which placed much emphasis on early academic achievement. This lack of confidence then made him an easy target for those children who find it necessary to intimidate others.

It was fortunate that at this time I had a friend who was educating her children at home. I therefore knew that home education was A. legal and B. possible, so without further thought, I rescued my little nine-year old "failure" from the dreaded school system and embarked with great optimism on home education.

HOME

Like most people who start on home education, we soon found out that it was nothing like we expected. My plans for exciting projects roused little or no interest in the children (Dan and I had now been joined by five-year old Nancy, determined not to miss anything). Instead, our learning at home was much more fun than I had anticipated.

We watched quite a few School's Television programmes on a regular basis and this gave a bit of order to our days. We also met up often with other EO children and parents for a variety of activities, including canoeing, horse-riding, rock-climbing, science sessions and drama. What time was left, we spent following up any of the above that the children wanted to follow up, or we just messed about.

Looking back on those days now, I think this was the most valuable thing we did. Giving children the time and space to do what they wanted, how they want and in their own time is essential, and yet in the pressured life of a schoolchild, this is a practical impossibility.

So how did the prospect of school raise its ugly head again? After three years of home education, we became involved with a scheme for a small alternative school to be set up by a friend of ours in Liverpool. It sounded like the ideal situation for Dan, who was now feeling the need for more contact with a wider range of children, and for more variety in his "teachers". There is a limit to how much one person can do!

Dan was very keen to become a part of the school and was one of its first members. Unfortunately, for various reasons, the experiment was not a success, and Dan was relieved to leave it after one term. It had however given him a taste of school and he now decided that he would like to return to mainstream school, namely a comprehensive in our area where one or two children he knew seemed to be reasonably happy.

SCHOOL

Although Dan felt very confident and positive about the move, I had to admit that I felt very apprehensive. He was going into the third form of a huge comprehensive where he knew hardly anyone, with no idea of how big school's worked, and with four years of rather idiosyncratic education behind him. The one thing that consoled me was the knowledge that if things did not work out, he could always come out of school again.

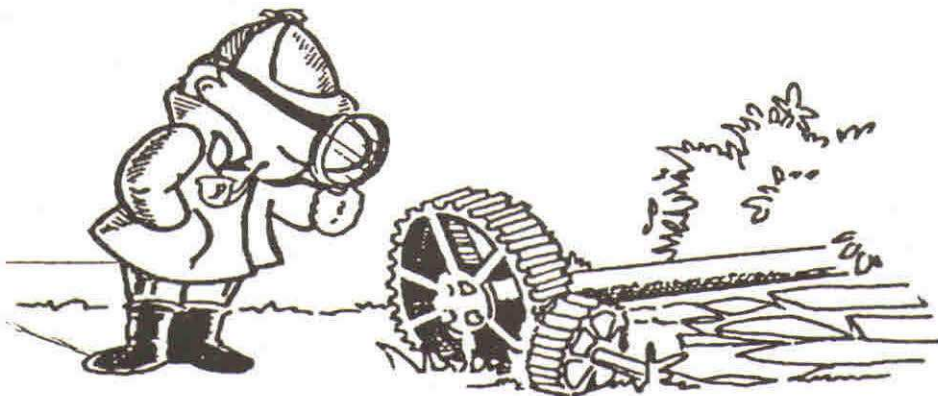
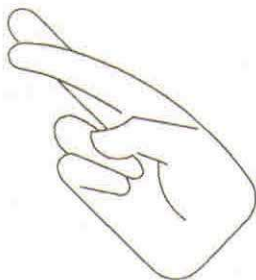
As things turned out, I need not have worried. Four years of home education had given him the confidence to deal with what was, by any standards, a daunting situation. After a few minor initial problems, dealt with very well by Dan, myself and the staff at school, Dan has settled into school very happily. His report at the end of his first term at school speaks for itself:- "a mature pupil who expresses an opinion with confidence", "a lively, co-operative pupil", "works with interest and enthusiasm", "articulate, polite and pleasant".

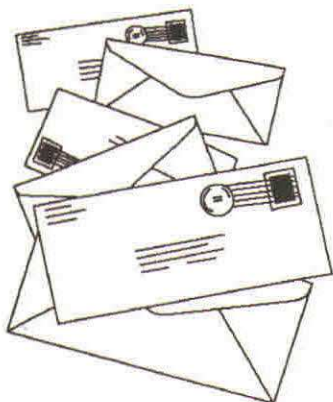
This rosy picture does not however blind us to the inadequacies of the school system. We are still both very sceptical about schools. I feel that schools fail to provide most of their pupils with an appropriate education, and damage many of them in the process. Dan has a healthy disrespect for many of the strictures that schools hold dear, and can spot poor teaching at a glance.

On the credit side, he has met a handful of excellent teachers who have inspired and motivated him in a way I could never have done, and he has met and learnt to deal with a wide cross-section of children, from the very pleasant to the positively anti-social, and on the way made a number of very good friends.

In a way I suppose Dan has had the best that home and school can offer. He knows that he does not have to be at school. This gives him a degree of control over his situation that most children do not have. His years at home have given him the maturity and confidence to take what he wants from school and reject the rest. For this reason I feel that in spite of being in school, he is continuing his education in the spirit of Education Otherwise.

Kay Bebb - Liverpool





LETTERS

DEAR EO

I am greatly encouraged by the newsletter and experiences from E.O'ers. But (Unless you all wrote before we joined in October '89) I would like to hear how parents have coped with teaching a child (preferably a boy) over 12yrs old.

We took Jonathan out of school last year when he was twelve and a half because of extreme school induced anxiety. His distrust of adults, especially anyone to do with school, welfare officers, doctors, etc. has taken months to overcome. He wouldn't let me out of the house without him and he didn't

want to come with me. If I did manage to go out for a few minutes (just for food) I had to take the phone of the hook.

He is of course in the throws of puberty, over-weight (and very self-conscious about it) and disinclined to exercise.

We have over the last 9 months helped him to regain some of his confidence. He can now answer the phone and take a message sensibly, I can go out for an hour or so and leave him to get on with some work. He has also taken up learning the Saxophone (that was his idea) with a lovely lady teacher. All this and a great deal more we have managed with love and patience. We haven't got a degree in psychology and there have been times when I could have cheerfully walked out, but at least this gives you an idea of some of the problems we have had and the troubles caused by some schooling systems. We were warned that it would take time for a child to settle down after coming out of school, but we hadn't bargained on it taking quite so long.

Have any of you had similar problems? I would like to add that Jonathan is a loving, bright, intelligent and articulate and quite clever in some subjects, such as Art, Maths and English.

He wants to work towards G.C.S.E. but it's very difficult to get him motivated. I am sure we aren't covering enough, but then I find it hard to know what to do next myself. When I suggest a visit to a museum or place of interest to back up something we are doing, he goes all embarrassed and won't come. No doubt this has something to do with puberty, or being out with mum or fear of bumping into old school mates. Have you had this problem? If so how do you overcome it?

How do you know how much work to cover and what sort? Joe read the national curriculums that are available but they make little sense.

What work shops are available for 13yr. old boys, is there one that does carpentry, C.D.T. or Technical drawing?

Is there light at the end of the tunnel? Do 13yr. old home taught boys grow up into well educated young men with good jobs and still have sane parents?

Yours fellow E.O'er

Lesley James, 58 Spencer Close, Hucclecote, Gloucester, GL3 3EA

26 June 1990

Dear EO

I would like to add some further comments regarding Home Education and socialization. My son is now almost 6. We are an outgoing, gregarious family and have always taken Seth every where with us. Since he has not been patronised, too sheltered, or ignored he is very capable socially and can interact in an interesting and intelligent way right across the age spectrum.

Our first year of "official" home education has been fulfilling up to a point. Seth has a good grasp of the basics already and enjoys them. However, he is such a gregarious child that he has demanded more and more company and has gradually become sulky and unhappy about being on his own so much. There is limit to the amount of time we can spend with other EO families, our nearest friends being 25 miles away!.

So Seth decided to go to school. So far, he has spent one morning there He had a wonderful time, loved his teacher, the work, and the children. He said assembly was boring. He will not start full time until September, about which he is complaining.

I am not convinced that he will like school for a long time but I might be wrong. He might sail through the system doing very well. Some children do. (don't they?) I shall definitely still work with Seth at home when I can and remain closely involved.

Letting him go is not easy or comfortable but it's what he wants and we have always let him be a self-determining character. Wish us luck.

Collette Bradley, West Sussex

Dear EO

There have been several items in recent newsletters from members looking for others to form communities/live near for mutual support in home education.

The New Age Trust is an educational charity involved in various projects including housing co-ops in London and Bristol, a narrow boat conversion for young people and a current list of families and individuals seeking a shared life style. The long term aim is for a village sized community and an association for holistic education. The basis of the Trust is a universal belief in the unity and interconnectedness of all life.

For further information contact:

Caroline Martin, 41 Alder House, Martland Park Villas, London, NW3 2EL. Tel: 071 - 2671539,

Best wishes, Poppy Green.

Reprinted from P27 of June Newsletter, this time with full address as requested:

Dear EO

We lived in the USA for a year when we began home educating and were fortunate to have come across a Steiner home education curriculum. As an educational approach, this was totally inspiring, even though we don't necessarily go along with the complete Steiner philosophy. I have copies of this curriculum for 5-6 year olds (2 years work) and could copy it for interested parties.

Yours,

Helen Houlden, Woodgate Cottage, Beckley, Rye, East Sussex

Buber on Education.

Penny Roberts, an ex-teacher and EO sympathiser, thought we might be interested to hear about an influential Jewish Philosopher who is little known in this county:

Martin Buber, born in Vienna in 1878, has been called one of the few wise men of our time. He was Professor of the Philosophy of Religion at Frankfurt University from 1923 - 1933. His humanitarianism and individualism at that time made him revolutionary and exceptional. His books "I and Thou" and "Between Man and Man" were (and are) acclaimed and I have taken his educational ideas from the latter. He has been criticised as reducing "God to an inner potentiality in Man". But I think he would like to be remembered as a thinker from faith.

In the early 20's he saw the ills of the contemporary world springing from the injury that had been done to the essentially personal nature of man, not only as between man and man but also between man and God transforming them into objects among other objects.

In the field of education Buber's ideas assume universal proportions: "There was a time, there were times, where there neither was nor needed to be a, specific calling of educator or teacher. There was a master, a philosopher or a copper-smith, whose apprentices lived with him and learned, by being allowed and share in it, what he had to teach them of his hand work or brain work."

"Education has lost the paradise of pure instinctiveness and now consciously serves at the plough for the bread of life. It has been transformed; only in this transformation has it become visible."

"Yet the master remains the model for the educator.....what we term educator means a selection by man of the effective world."

"Education worthy of the name is essentially education of character..... Personality is something which in its growth remains essentially outside the influence of the educator."

"However it is advisable not to overestimate what the educator can even at best do to develop character...The World has its influence as nature and as society on the child. S/he is educated by the elements, by air and light and the life of plants and animals, and s/he is educated by relationships. The true educator represents both; but s/he must be to the child as one of the elements."

"Only in his whole being, in all his spontaneity can the educator truly affect the whole being of his/her pupil. For educating character you do not need a moral genius, but you do need a wo/man who is wholly alive and able to communicate himself directly to his fellow beings."

"Confidence means the liberating insight that there is human truth confidence is not won by the strenuous endeavour to win it, but by direct and ingenious participation in the life of one's pupils. It is not the educational intention but it is the meeting which is educationally fruitful.... only the teacher must not forget the limits of education; even when s/he enjoys confidence she/he cannot always expect agreement"

"Compulsion in education means disunion, it means humiliation and rebelliousness....Freedom in education is the possibility of communion.... The relation in education is one of pure dialogue."

"To where, to what, must we educate?...There is not and never has been a norm and a fixed maxim of education. What is called so was always only the norm of a culture, of a society, a church, an epoch to which education too was submissive Real education is made possible by the realisation that youthful spontaneity must not be suppressed but must be allowed to give what it can."

These quotations, a very bare summary of some of his educational ideas, should be understood in their historical perspective - the most tragic time in Jewish history. They give only one facet of his many spheres

of interest. He was forced to leave Germany in 1938, then he took the Chair of Social Philosophy at the Hebrew university in Jerusalem. He died there in 1965.

"The Development of the Creative Powers in the child is the subject of this conference. As I come before you to introduce it I must not conceal from you for a single moment the fact that of the nine words in which it is expressed only the last three raise no questions for me. The child is certainly a reality; education must become a reality and undertake the task of unearthing the treasure of eternal possibility."

I have ended with this humorous quote which perhaps gives a glimpse of the personality and compassion of the man himself.

I believe Martin Buber would have much approved of EO as a creative organic movement attempting to get its priorities of education right.

P.R. Liverpool

Is a foundation for the recovery of traditional values of the Arts and Sciences.

WORKING PREMISE

KAIROS is a non-sectarian organisation which takes into consideration all the revealed traditions of mankind : it is founded on the principle of the Unity of Being. That is the intrinsic unity of the viewer and that which is viewed. Krishnamurti summed this up in his phrase : 'you are the world and the world is you'.

KAIROS is an educational charity specifically founded to promote the recovery of traditional (perennial) values in the Arts and Sciences. This has deep and complex implications, yet can be simplified into a view which is focused on the Unity of Being and the fundamental interrelatedness of all things. For the ancient Greeks, the word 'mathema' originally meant 'study', so the four mathematical Arts/Sciences we know as the 'Quadrivium' can be understood as uniting the nature of inner perception by which we 'study' and the nature of the source of our impressions of the outer world.

THE ORGANISATION

KAIROS means both proportion and timely, which summarises the four studies of the 'Quadrivium' : Arithmetic, Geometry, Music and Astronomy. It is our aim to make available research material on the 'Quadrivium' and we are pleased to receive any material that pertains to these subject - from any quarter, or any tradition - particularly where this increases an understanding of the relationships between arithmetic geometry, music (harmony), and astrology (cosmology).

MEMBERSHIP

Membership to KAIROS entitles one to a free yearly newsletter and three Quarterly Reviews - including updated information on forthcoming events linked with KAIROS and of course details on all the publications on sale - books and worksheets. New items are continuously added.

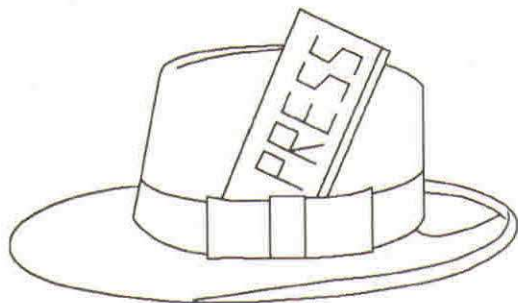
The main emphasis of KAIROS activities will be publishing research material for extended study. Details of the occasional seminars, talks and workshops are given to members when relevant.

If you want to know more please write to

UK - A Critchlow, 21 Broomhouse Road, London, SW6 2QU

KAIROS





WHO NEEDS SCHOOL?

In the remoter parts of Africa there is no such thing as childhood. As soon as you are sturdy enough you are carrying the baby on your hip, and as soon as you can swing an axe you are hollowing the pirogue with the rest of the men. Contrast this with the ludicrous situation in the West where children are denied executive powers and responsibilities until the age of 16, when they might be allowed to make the tea.

Education, as many teachers will confess, is a rather inefficient form of child-minding which consists of stupefying children with facts of no practical use to them in later life. I can still recite the order of elements in the periodic table. This information is occupying bytes of memory I would rather use for remembering where I put the car keys. But the piece of indoctrination I most resent, and the one which takes the longest to throw off, is the implicit idea that what you do between nine and five is not supposed to be fun or fulfilling, that jumping through mental or physical hoops for some authority figure is a valid way to spend you time.

The prolongation of childhood persists due to two discredited theories. Firstly, that children need to 'learn how to learn' and secondly, that a mental library of abstract, unrelated facts is a valuable resource for later life. As every parent knows, children are born with the ability to learn. Indeed, they learn faster and retain information better than adults. It is also common knowledge amongst devotees of Trivial Pursuit that one's memory for nonessential facts is usually short-lived. So what on earth do children gain from being at school?

If we dismiss the need to acquire social skills - they pick these up outside anyway - we are left with the idea that they're there for their own protection. It was once argued that we had to protect women and we now recognise that the weakness and dependency that this attitude created was in itself the major barrier to female emancipation. We live in a civilised society where age, sex and physical prowess should no longer confer predominance. Most children of 10 have the mental capacity of adults but, on the crude basis of size and weight, we still deny them access to the adult world. As a result their behaviour and outlook remains childish, and this conveniently provides us with the excuse to discriminate against them. We persist with this because, I suppose, we feel threatened. Once we admit that many children are our mental equals we must also allow them to be equally assertive and to compete with us on an equal basis. A lot of education is not meaningful. At times it seems perversely obscure - designed to make life appear more complicated than it really is and endlessly postpone the day when we allow pupils to compete for our careers. This isn't protection - it's protectionism.

In his thought-provoking book, *The 2024 Report*, Norman McCrae, formerly editor of the Economist, pictures a world where education is not artificially compressed into the first two decades of life, where children are allowed to participate fully in society from the day they can write an essay or programme a computer, and where adults can go back to school or college whenever they feel the need. Under McCrae's system we would have teenage doctors and lawyers, bankers and architects. There is no sound physiological reason why young people should not be capable of these jobs. The only real obstacle is our

fear of competition. If, instead, we embraced our children's talents and included them in our world as early as possible, we could help them to fulfil what I see as the only valid purpose of procreation - helping the next generation surpass our current achievements.

Written by Dr. John Collee

Sent in By Di Cox Norfolk

Evening Standard 27.6.90

THE HOTOHOUSE OF LITTLE HORRORS

By Nigella Lawson

Among my grandmother's many quaint sayings is one to the effect that "You can't count Americans in the human race". After reading the article on "hothousing" children in last Sunday's Correspondent, I think I, going to give up insisting on the absurdity of holding such a boldly, if jokingly, generalised view. I am beginning to think she is right.

Hothousing is what happens to children at the ominously named Institute of Human Potential in Philadelphia.

The anything-is-possible mentality is one of the historical lies on which the American sensibility is founded.

Anyone can be President (well, anyone with a few million dollars to boost the campaign). Anyone can have a better life. (Tell that to the thousands of drugged-out, dispossessed victims of the same escapist ideology who litter the Manhattan Streets). Anyone can be better. But start young, get in before it's too late. Be a better baby.

A better baby is not a more loved baby, a safer baby, a sweetly gurgling and cooing baby, but a baby who lies in its cot toying with an easy-wipe version of Principia Mathematica, making phone calls to the Tokyo stock exchange while composing symphonies in its spare time.

Not that a hothoused baby will be given much spare time. The idea behind the institute for Human potential is that babies are enormously susceptible to all stimuli

Which is true enough, but what the Institute seems to suggest is that by boosting the types and levels of these stimuli, a baby can be turned into a genius.

The aim is to make a baby read at three, play the violin at seven and go to university at 12. Now, I'm sure all this is entirely possible, but is it desirable?

The defence of Glenn Doman, who runs the Institute, seems to be that a child's ability to learn is part of its survival mechanism, that it will unproblematically deal with whatever it is confronted with as a matter of course. Confront it with more and it will learn more.

Make it seem entirely normal to learn Japanese before it has even got to the da-da stage and you will have a child lisping away in Japanese by the time it is two.

Give it a violin and a strict practising schedule and you will have a miniature Yehudi Menuhin on your hands.

This theory stems from Doman's work with brain damaged children. He found that constant repetition of certain movements made the children learn to move, to acquire the ability even if the part of the brain that governed those functions did not itself function.

From that, he shaped his belief that children could learn anything if they went through the motions of learning enough.

In other words, train children much as you would train dogs. A dog sits when you say if you have spent enough time teaching it to do so.

But how can it be desirable to train a baby the same way? Is what a century of child psychology has taught us to be so cavalierly unlearned?

A child responds healthily to its environment by understanding, by piecing together the evidence of the external world and beginning to shape a whole that it can respond to.

And whatever the degree of dissent to the various theories of child-awareness, no child is so protectively unaware of outside influence that it can't recognise parental pressure for what it is.

A baby struggles for power from an early age. It does not like to be made to eat when it is not hungry, it doesn't want to defecate to order. It can learn, and many besides Freud have pointed to the troubles that ensue.

Why then does Doman think a child will not suffer, and suffer seriously, from enforced learning of the kind he so blithely recommends?

And can he really, in all honesty, have come across so little resistance in his young wards? Short of brain washing, it is impossible to imagine any technique which so successfully annihilates the drives, desires and deep-seated will of the self.

It is true, as he holds, that babies do not distinguish between play and learning but, as anyone who has ever observed a baby will know, babies learn by enquiring, not by being instructed. They decide what they can learn and when they are ready to learn it.

Of course, there are many factors that govern the pace at which they respond to new material, and there is nothing wrong with looking at ways to improve these factors.

Proper housing and a good education system are easy instances of these social factors. It seems to me to be a worthy aim to want to create a base from which all children have the freedom to develop.

But Doman's aim seems less worthy: an attempt to make children develop along lines already set out.

He thinks all children can be geniuses and that all parents are right to want that for their children.

Apart from the fact that what parents want for their children is often quite different from what children want for themselves, I think we should all resist the idea that our hope for future generations lies in creating a production line of prodigies.

Thank God there's the Atlantic between us.

Sent in by Jan Miller, Clwyd.



THE MEDIA

In May and June there was a flurry of media interest in E.O. on Merseyside. It started with an article in the "Sunday Correspondent" which wasn't bad, and the photograph of Oskar and me in the kitchen was really nice. So was the photographer, with whom we spent a very jolly hour.

Next came a long and very positive article in "Nursery World" featuring one Welsh and three Liverpool families - one of which was reluctant to be interviewed but who actually found it quite painless even enjoyable. The Welsh family were personal friends of the journalist and had inspired the article. One of their remarks couldn't be printed :- "Why should we with four degrees between us, hand our child over to someone with only five 'O' levels and a budgie!". The journalist told us that "she was within an inch of E.Oing herself" after researching the article.

Finally I was interviewed "live" on local radio. The interviewer was a friend so it wasn't particularly nerve-wracking; she also didn't bother to go on about socialisation, but sprung a question on Sex Education of all things.

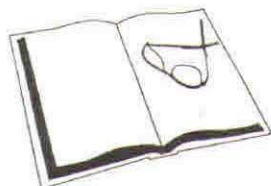
Anyone who is interested can listen to the tape at Featherstone.

Jane Woolfe, Liverpool.

REVIEW

"Talking with children about things that matter" by Sheila Kitzinger and Celia Kitzinger, £10.95 hardback Pandora Press.

I haven't got time to write a proper review but I just want to say how much I enjoyed this book. Sheila Kitzinger is very good at taking a subject we think we know about and writing a book full of new insights. She writes this one with the help of her Social Psychologist daughter and moves away from her usual topics of child birth and breast feeding to deal with wider aspects of parenting. The material for this book comes mainly from interviews with parents and is backed up with sociological, anthropological and historical information. It certainly brings home how diverse are peoples' attitudes and beliefs and how rapidly accepted truths can change.



It deals with all the difficult issues, truth, sex, religion, death, violence and how we are to help our children make sense of the world. Children are shown to be like adults in their need to talk about their feelings and understand what happens to them. Adults vary in their ability to help them do this and need help themselves.

The question of how much parents should try to protect their children from hurtful experiences or frightening knowledge comes up again and again. E.O. parents have more control than most over their children's view of the world. School and television come out as a major influence parents would like to censor.

Parents find they need help their children cope with the negative effects of materialistic, cruel, competitive, racist, sexist, violent and confusing influences. They also have to help them with the reality of home life, siblings, illness, growing up, poverty or whatever.

I recommend all E.O. parents get this book from their local library and wait for the paperback to come out, then buy it.

Stephanie Fletcher.

CO-ORDINATORS

At Unstone Grange on Sunday we held a very useful Co-ordinators meeting. We started by going over what co-ordinators do, which was old hat to some people but valuable to new co-ordinators.

We agreed that the most important job was to contact new members. The co-ordinator should support, encourage, reassure, empower, enable. If necessary s/he should go with people to meet the L.E.A.

S/he should be aware of local conditions and flexible enough to adapt to them. S/he should be a source of accurate information and should know enough of the legalities of home education to answer initial questions.

S/he should know where more specialist legal knowledge is available (legal group).

Some people thought that co-ordinators should have information about educational resources, others felt that it was enough to know of other members who had resources and information. Introducing members to each other was seen as an important duty.

Co-ordinators are also responsible for seeing that libraries and Citizens Advice Bureaus in their area have information about E.O.

They are the front person for the L.E.A.

Some co-ordinators organised local activities, publicised E.O. at local events of raised funds.

It was acknowledged that any E.O. member could take on this role and should be encouraged to do so. Delegation and sharing of responsibility was seen to be empowering.

There is also a need for co-ordinators to keep in touch with other co-ordinators and with E.O. nationally. Regional or area co-ordinators' meetings were thought to be a good thing and might shake up, encourage or give a push to co-ordinators who have lost their zeal. Resigning co-ordinators should look for a replacement and help them to learn the job.

In selecting co-ordinators two requirements were said to be essential, one is a telephone, the other is children of school age out of school. It was said to be discouraging to new members to find that their co-ordinator was not a practising home - educator. New members need role models, some co-ordinators do not in fact meet these requirements. Some whose children are in school work closely with others who are prepared to be role models. Perhaps co-ordinators who do not have phones or children out of school should be looking for someone else to do the job.

At the meeting we also constructed two messy charts. One (A) shows what happens when a new member joins E.O.:

The enquiry goes to the central address. Bundles of them are sent to the appropriate regional enquiries secretary. She sends membership information to the enquirer. If the membership form is completed it is then sent to the regional membership secretary who informs Bob Emmett, who informs the local co-ordinator and keeps the newsletter distribution list and contact list up to date. The local co-ordinator should then contact the new member.

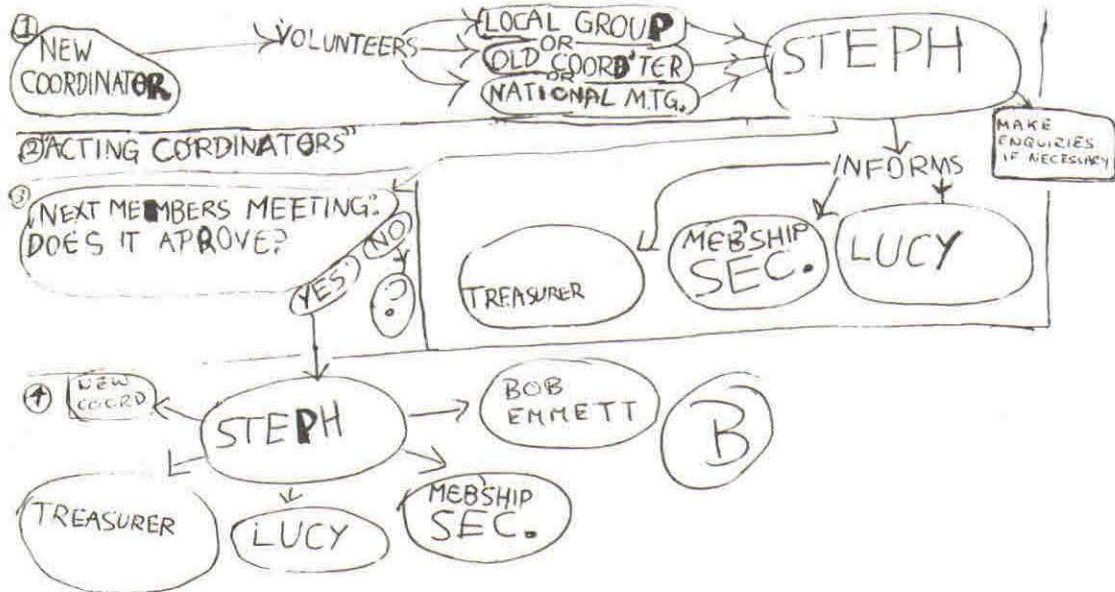
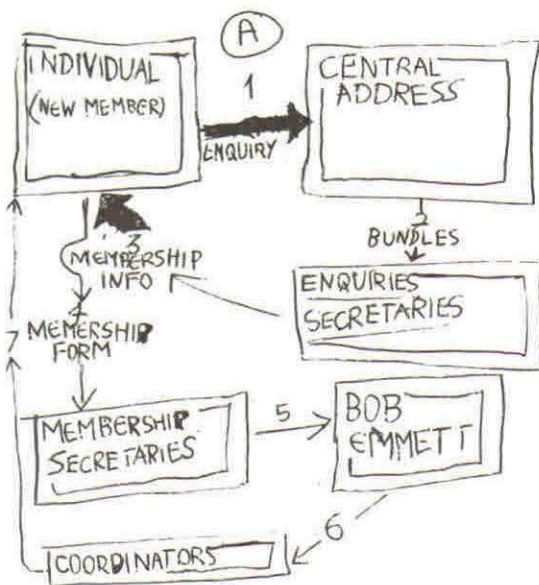
The second flow chart (B) shows what happens when a new co-ordinator volunteers. They may do this initially to their local group, their old co-ordinator or at a national meeting. Whichever way it is done Stephanie Fletcher who is co-ordinator secretary should be given their names. That's me, I then, inform the treasurer, the regional membership secretary and Lucy Charlton, and will also make enquiries about the volunteer if necessary.

In the meantime they are called acting co-ordinator until the next national members meeting approves their appointment. Then I will contact all the relevant parties again. Bob Emmett will be informed of the approval but new co-ordinators should contact him themselves to update their personal entry in the contact list. This system has not been followed up to now because nobody was very clear about it. I will try to make it work from now on.

New co-ordinators need stationery which they can get from Lucy Charlton (see newsletter list) in future this will include, guide lines for claiming their expenses. When they make a claim it should go to the treasurer. If they are confused or troubled they can phone me and I will try to help.

This meeting was a great help in clarifying things for me, and new co-ordinators who have not seen these systems evolve. We decided to put this report in the newsletter with the flow charts so that everyone else could see how it works. My son has very kindly made tidier and clearer versions of the flow charts so I hope that everyone can understand them.

Stephanie Futcher, Coordinators' Secretary.



Manchester, New Co-ordinator:

Anne Nesbit,
17 Tewkesbury Close,
Poynton,
Stockport, SK12 1QJ.
Tel: 0625 871718

Cornwall, New Co-ordinator:

Anne Huggett is now acting co-ordinator this will be approved at the meeting at Featherstone.
'Little Keasts'
Draynes,
Liskeard,
Tel. Liskeard 20645

Dyfed Coordinators:

Mererid and Aileni Calonyddaear have relinquished their telephone. They will continue to be available via the Postal Service. However, if there is anyone in the Dyfed Area with a telephone who is willing to take over the Coordinator's post, they would be very welcome.

Many thanks,
Aileni Calonyddaear,
Llanelli

Publications Secretary WANTED

We are still looking for someone to take over the job of Publications Secretary. If you think that someone could be you and you didn't see the situations vacant notice in the April Newsletter here is a brief description of what the job entails.

The Publications Secretary is responsible for recruiting and assisting editors to edit and produce the newsletter which is printed by monthly (Feb, April, June, Aug, Oct and Dec). During the two weeks that the newsletter is being put together by the editors (after the deadline) the publications secretary should advise and support them. This contact is usually kept by phone the completed newsletter is then sent to the publication secretary to be checked and occasionally alteration and additions are made before sending it off to the printer with instructions for printing (i.e. number, colour of paper and any other special instructions)) The "editors" referred to are the editor of the newsletter, supplement and childrens pages.

To set up and supervise a newsletter approximately six letters and/or phone calls are usually made.

It is useful if the Publications Secretary can attend some of the generally member meetings as this is a way of recruiting editors and ideas for supplements - think about it!

Lesley Kilbride

Regional Membership Secretary for Scotland and Northern England

Please note Meryl Cumins is now Membership Secretary for the above region. Bruce and Christine Wallace would like to thank the folks who offered to take over this section of their work with EO and to welcome Meryl.

LATE ENTRIES

Dear Anybody

I am a dog! And I would love a pen pal who's a dog. I am a black and grey bearded collie sheep dog.

The things I like doing are jumping up at my owners, playing with my friend Jessie who is a Alsatian, FOOD and being cuddled and kissed by my owners. when I'm in the park I like playing with a ball and playing and running like the wind with other dogs. I am one year and two months old. I get brushed once every two days and my fur has gone to the weavers.

If you would like to write to me my name's Rona and my address is:

17 Summerfield Avenue, Queens Park, LONDON, NW6 6JT

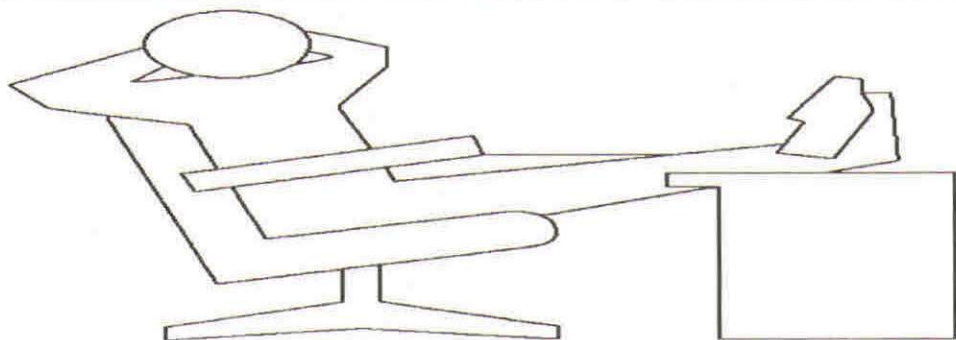
My name is Katie Wilby I am 12 years old and I am educated at home. I enjoy watching football on T.V., flying my kite, playing badminton, cooking and any crafts I like Jason Donovan and New Kids on the Block. I would like a girl pen pal about my age who has similar interests please write to:

A PLEA FOR COPY

The number of contributors for the Newsletter is decreasing.

I know there are very many of you out there with experiences and expertise that are too valuable not to be shared. So please - find the time to put pen to paper. It is much less difficult and more rewarding than you may imagine.

Thank you Eds.



WHERE TO GET WHAT

The following publications are available from:

Christine Wallace, 25 Diabaig, Achnasheen Ross-shire, IV22.

SCHOOL IS NOT COMPULSORY (SINC) - a guide to your rights £2.50

EARLY YEARS learning suggestions for under 12's £2.50

LATER YEARS Learning for older children, plus GCSE £2.50

TEACH YOUR OWN . . . by John Holt - philosophy of home education £3.85

SCHOOLS OUT by Jean Bendell - a good why and how to book by an EO member
. and long term home educator £5.95

EO NEWSLETTER . . . back copies for '89 and '90 £1.00 each

EO NEWSLETTER . . Bargain basement any four copies (our selection) from '87 to '88 £1.20

NEWLY PRODUCED NEWSLETTER DIGEST 90 page selection of the best from '82 and '86 £1.50

HOME EDUCATION AND THE LAW . by Woolf and Deutsch - the law in England and Wales with
. regard to children who are "de-registered" £2.00

"EDUCATION NOW" . . . issue no. 8, devoted to home education £2.50

EO STATIONERY, REUSE LABELS, MEMBERSHIP FORMS, EO LEAFLETS and HANDBILLS:

. available from Lucy Charlton, 2 Whiston Lane, Newton Harcourt, LE8 0FI

FOR REUSE LABELS send £1.50 for 100

GROWING WITHOUT SCHOOLING . the Newsletter of EOs parallel organisation in the USA (six
. issues a year, starting in March) send £10.00 to Jill Gillings,
. Ballaglonny Farm, Quayles Orchard, Ronague, Castletown,
. Isle of Man.

PRICES QUOTED ARE FOR E.O. MEMBERS ONLY!

MORE EDITORS AND SUPPLEMENT EDITORS URGENTLY NEEDED

Please contact Lesley Kilbride (Pub. Sec.).

REGIONAL SECRETARIES

South East and South Wales	Jude Ashley-Walker	0983 78680
East Anglia	Sandie Cottee	0268 733259
Midlands	Hazel Clawley	021 722 7165
The North	Mick and Jennie White	0969 23544
Scotland	Brenda Holliday	0786 832042
Wales	Miryam Bush	0269 861069
London	Genevieve Bridgman	01 341 0751

EDUCATION OTHERWISE OFFICERS

- General Enquiries** 25 Common Lane, Hemingford Abbot,
Cambridgeshire, PE18 9AN
Telephone Helpline 0480 63130
- General Secretary** **Pam Stevenson**, 25 Wyndham Road,
Dover, Kent, CT17 0BH
- Membership Secretaries** **Christine Wallace**, 25 Diabiag, Achnasheen,
Ross-shire, IV22 2HE
Telephone 044 581 225
- Scotland and Northern England.** **Meryl Cumins**, 131 John Street,
Larkhall, Lanarkshire, ML9 2EU.
Telephone 0698 887977
- South East** **Valerie Gommon**, 19 New Road,
Castlethorpe, Milton Keynes, MK19 7EH
Telephone 0908 511 247
- Wales and Midlands** **Gillian Murely**, 84, Witney Road,
Strafford, ST17 0BP
Telephone Stafford 48753
- London and Home Counties** **Lois Cook**, 34 Beacon road,
Herne Bay,
Kent, CT6 6DJ
Telephone 02273 67059
- South West** **Maggie Swatridge**, 32 Carrey Park,
Polperro, Cornwall, PL13 2JF
Telephone 0503 72087
- Publishing Secretary** **Lesley Kilbride**, Fearnmore by Shieldag,
Strathcarron, Wester Ross, IV54 8XX.
Telephone 052 05278
- Treasurer** **Michael Cook**, 34 Beacon Road,
Herne Bay, Kent CT6 6DJ
Telephone 02273 67059
- Chairperson** **Vacant.**
- Special Needs** **Sylvia Jeffs**, 16 St. Bernards Road,
Solihull B92 7BB
Telephone 021 706 6460
- Subscription Renewals/
Membership List/Change of Address** **Bob Emmett**, 12 Taylor Avenue, Dolgarrog,
Conway, Gwynedd LL32 8JN
Telephone 0492 69355
- Publicity Officer** **Jo Rust**, 8 Church End, Gamlingay,
Nr. Sandy, Bedfordshire SG19 3EP
Telephone 0767 50032.
- Coordinators' Secretary** **Stephanie Fitcher**, 50 Springfield Ave.,
Ashgate, Chesterfield, S40 1HL.
Telephone 0246 239048

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 principle aims are to:

Encourage learning outside the school system.

Reaffirm that parents have the primary responsibility for their children's education and that they have the right to exercise this responsibility of educating them out of school.

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

FOR FURTHER INFORMATION.

send a 9" x 4" S.A.E. to:

EDUCATION OTHERWISE
25 Common Lane,
Hemmingford Abbots,
Cambridgeshire,
PE18 9AN



CHILDREN'S PAGES No 10

AUGUST - SEPTEMBER 1990

MY MUM WENT TO ISPAIN

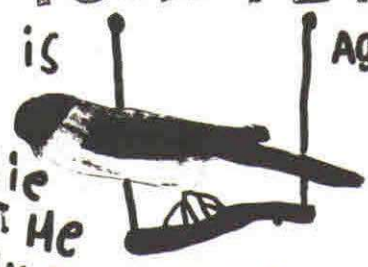
Melissa Beagley



YOUR PETS

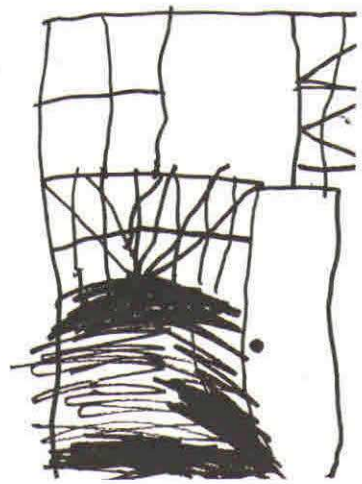
This is my budgie Roger. He is blue.

Age 7



STUART COLLEY

COMPUTER KID



CHAPTER ONE A PARCEL ARRIVES

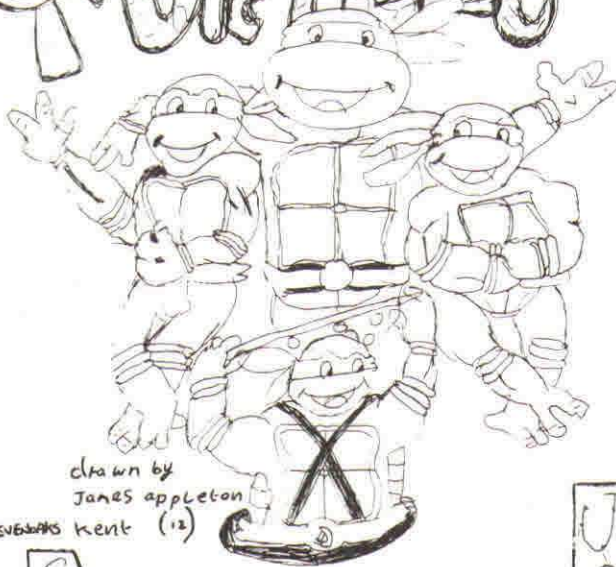
ONE DAY, WHEN THOMAS WAS ON HIS COMPUTER, HE HEARD A KNOCK ON HIS DOOR. HE OPENED THE DOOR AND THERE WAS A PARCEL. HE UNWRAPPED THE PARCEL...AND HE SAW SOMETHING, BUT WHAT WAS IT, WAS IT A GAME...? ... NO! "IT'S A SPACESHIP! BUT IT'S A BIT SMALL." HE WENT OUTSIDE, HE PUSHED A BUTTON, AND IT STARTED TO GET BIGGER! HE PUSHED ANOTHER BUTTON, AND IT GOT EVEN BIGGER AND B E T T E R ! ! ! HE STEPPED INTO THE SPACESHIP, AND THERE WERE LOT'S OF BUTTON'S. HE PRESSED "B" AND IT LAUNCHED INTO SPACE.

CHAPTER TWO ON ANOTHER PLANET.

HE LANDED ON ANOTHER PLANET, RIGHT ON TOP OF A CASTLE. HE GOT OUT OF HIS SPACESHIP AND SAW A TRAPDOOR AND HE WENT INSIDE. SOMEBODY CAME UP AND SAID: "CI CO CE" (COME WITH ME). HE TOOK HIM TO THE BOSS AND THE BOSS SAID: "PUT THIS ON". THE BOSS TELLS HIM ALL THE TROUBLE'S THAT THEY'VE BEEN THROUGH. THEY TOOK HIM TO THE SPACECENTER AND SHOWED HIM HIS SPACESHIP. "ALL YOUR INSTRUCTION'S ARE IN THE COMPUTER."

Upper Norwood, London S.E.19. By Martin Wager 7/2

TEENAGE MUTANT NINJA
TURTLES



drawn by
JAMES APPLETON
SUSANNA KENT (12)



BOISIE

JOYAGE 5 YEARS
Pencameg Dyfed wales

SOME ONE IN SOMEONES TUMMY

This is how to stop a
farmer from shooting a fox
(not for real.)



the fox does
know that he is
pressing a button
which makes
water spray at
the farmer (2)

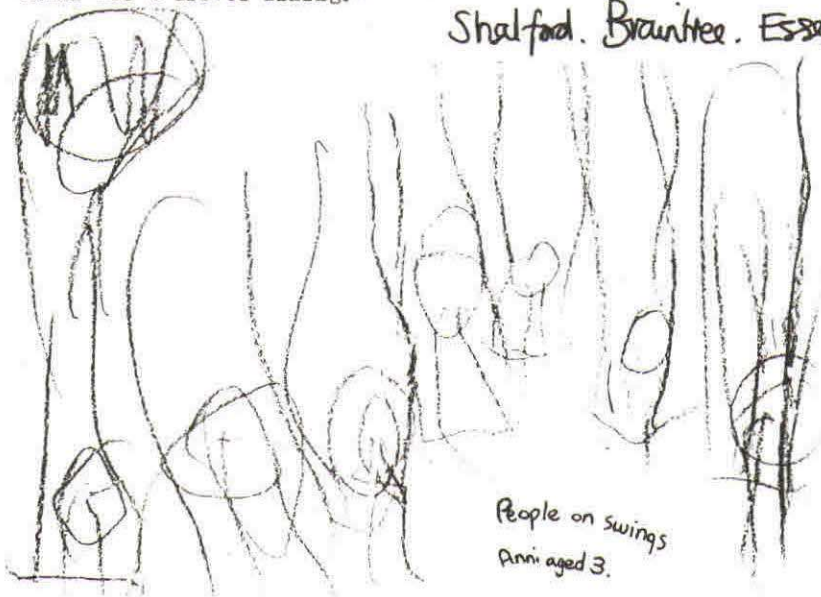
By Radhanath Housden

Cats Don't Like Gales.

A story for young children By Freda Jackson

Once upon a time there lived a tabby cat named Becky. She belonged to a horrid old farmer called Farmer Gray. Farmer Gray didn't feed her properly; she only got one spoonful of Kat Kins and 2 biscuits. She had no proper shelter, so when rain or storms came she just had to shelter under a bush. One day a terrible gale blew up. She crept underneath a bush and curled up in the place where the branches come out of the trunk. The storm raged all night and at one o'clock in the morning it up-rooted the bush that Becky was in and dumped it in the middle of some waste ground. All the time the wind had been blowing the bush along, Becky (who was inside) managed to hold on by sinking her claws into the bark of the bush. The wind had put the bush down in the shelter of a wall so it was not so bad there. But when Becky put her head out, she put it back instantly. "It isn't so bad but I still feel it's going to blow my ears off," she thought. By half past ten the wind subsided and Becky walked out from under her bush. "I feel starved" she said to herself. "I think I will have a wander round". After about an hour she heard voices. "This is what she heard. "Oh, Mother, wasn't that storm horrible; look at all the trees it's blown down" Just then Becky meowed loudly. "Mother" said the girl, whose name was Katy, "It's a little tabby cat. She went up to Becky and looked round her neck for a collar. "She's got one," Katy said "but it doesn't say her address; it just says Becky". The Mother said, "well, we will take her home with us but we will have to report her to a police station. So they did. The Policeman said, "If nobody claims her after a fortnight you can have her if you want". "Oh, yes" said Katy. After a fortnight, when nobody had claimed Becky, she went to live with Katy. Katy had another cat called Snowy. Snowy told Becky all about Katy, who didn't go to school but stayed at home all day. One night they were lying on a mat near the fire and Snowy said, "Please can you tell me how you came to be here?" "Of course" said Becky and told her all about Farmer Gray and the gale. When she had finished she said, "Cats DON'T like gales but every cloud has a silver lining."

Shalford. Braintree. Essex.



People on swings
Aged 3.

③

A Night on the tiles

All is quiet and all is dark,
the tom cats don't hear any dogs bark

They jump upon the roof tops high,
nearly touching the dark grey sky.

With a rustle and a hustle of the tree's
down below,
avoiding the edge as they walk along slow.

The owls are hooting catching their prey
While the cat settles down,
to sleep the night away.

IN THE AUTUMN EDITION OF THE
CHILDREN'S PAGES

OCTOBER - NOVEMBER '90

READ MORE ABOUT THE
'COMPUTER KID'

AND FIND OUT THE UNKNOWN
MAN'S NAME, AND LOTS MORE!

... IF YOU SEND CONTRIBUTIONS TO

CHILDREN'S PAGES,

'ORANGES',

ST. CLEMENTS TERRACE,

HARBERTON,

TOTNES,

DEVON TQ9 7SN

BY LIFELINE OF 1ST SEPT.

by Joanne Reeco

THIS IS THE UNKNOWN MAN HE WANTS A NAME SO WOULD YOU NAME HIM FOR ME YOU
WILL GET A PRIZE. OWEN CUTTS. 17 SUMMERFIELD AVE QUEENS PARK LONDON NW6
6JL.

Age 13

SQUIRREL

SQUIRREL HE'S A FINE OLD CHAR.
HE MAKES HIS HOME IN A TREE,
AND HE GATHERS NUTS FOR THE WINTER.
WHEN HE SEES YOU AND ME, HE'LL RUN BACK UP HIS TREE,
HE HAS A BUSHY TAIL AND A CUDDLY BODY,
THE CITY SQUIRREL IS A COMMON GREY,
WHILE THE COUNTRY SQUIRREL IS A BEAUTIFUL RED.

By Martin Wager 7 1/2



4