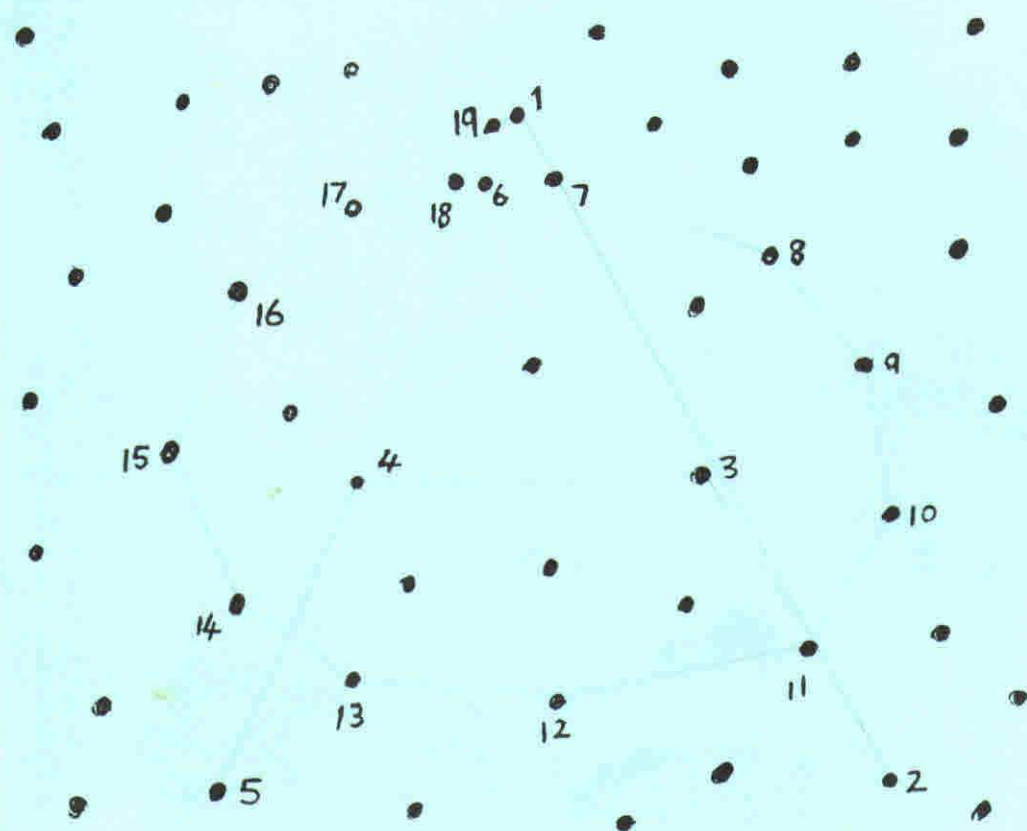


Edjukayshun Uthurwize Nyooosleta

FREEDOM TO CHOOSE?



Join your own dots?

Numba 78 Febry-March 91

(Education Otherwise Newsletter No. 78. February/March 1991)

FURTHER NOTES FOR CONTRIBUTORS

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 etc may well have to be retyped anyway.
3. If you are referring 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, space permitting, from members if they are of interest to EO in general.10p per word.

If you would like to edit the newsletter or a supplement, contact Lynne Greenhough, 18 Park Street, Alfreton, Derbyshire DE5 7JE Tel: 0773 836662.

The Editor for the April 1991 Newsletter
will be:

Christine Saltmarshe

13 Meadow Croft

West Close

Alconbury Weston

Huntingdon

Cambs.

Tel: (0480) 890619.

DEADLINE 1st March 1991

Supplement Editor on Special Needs
will be:

Sylvia Jeffs

16 St Bernards Road

Solihull

B92 7BB

Tel: 021 706 6460

DEADLINE 1st March 1991

Children's pages are edited by:

Ken Beagley

"Oranges"

St Clement's Terrace

Harbeton

Totnes

Devon TQ9 5SN

Contributions for the next edition should be sent to the editor by the deadline date and all material intended as such, should be clearly marked 'For Publication'. Contributors are asked to ensure they include their name and address. The opinions expressed in this publication are those of the contributors and not necessarily those of the editor, or of Education Otherwise as a whole. This newsletter is edited by a volunteer member of Education Otherwise and its primary purpose is to provide support and communication between members.

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

EDITORIAL

At the time of writing this, we are preparing for a move to Ireland (had an offer on our house today, hurray!), and I am due to have baby number three at any time. Typing with your legs crossed is not easy, and the baby and I hate typing!

Appropriately, February is celebrated by our family as the Pagan festival of Imbolc, which translated means 'in the belly'. It is a time when much activity is taking place unseen, underground, awaiting the growth of Spring. As home educators, our children should be given the experiences and knowledge they need to blossom fully in later life.

We are not the only people working to a deadline of January 15th. At times like these, it seems so important that our children should be encouraged to open minded and co-operative. Domination and intolerance should be a thing of the past.

Thanks for the contributions - sorry to the people who wrote or phoned a week after the deadline, we had to get it together quickly in case the baby came early like its brothers. Thanks also to Paul Godson of Wednesfield, West Midlands, for the Celtic designs, and finally thanks Tippex, without whom this would be unreadable!

Michelle, John and gang, 25 Southgate, Sutton Hill, Telford, Shropshire TF7 4HT.

CONTENTS

- p2 Alternative Technology
- 3 Resources
- 4 EO Legal Group
- 5 Centre for Holistic Education
- 6 Return to School
- 7 The Most Unkindest Spike of All
- 8 Money & Home Education
- 9 Letters
- 17 Notices
- 22 Penpals
- 24 Regional News
- 30 Educating Archie
- 31 Reviews
- 34 Where to get what
- 35 Report on ACM



ALTERNATIVE TECHNOLOGY

The Centre for Alternative Technology in mid-Wales is well worth a visit. Working windmills, water turbines and solar powered electrical generators provide practically all the electricity for the community who live there. The magnificent vegetable gardens testify to the quality of their organic fertiliser, which is produced by the aerobic composting of sewage, and which produces no smell during the two year composting process. There is also an energy efficient house which needs very little external energy input because of design features such as conservatories and solar collectors which use the maximum of energy from the sun.

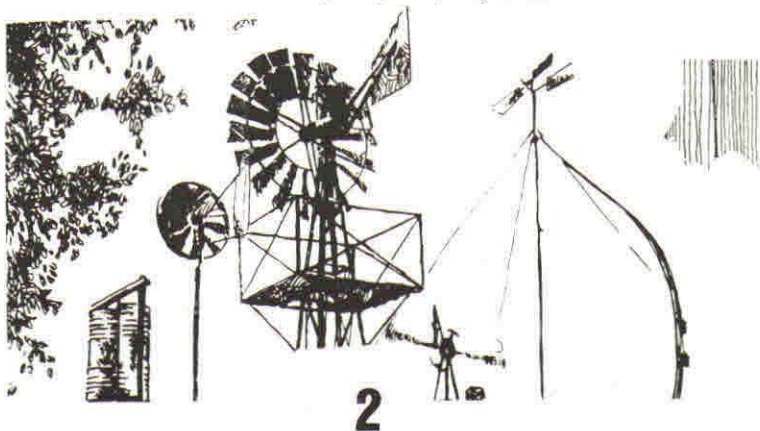
Ali and I visited the Centre for one day. Although we learnt a great deal in that one visit, Ali would have liked to have stayed longer. We discussed residential courses with the member of staff responsible for educational arrangements. She said it would be possible for Ali to join a school group, and also that it would be possible to form a group of EOers.

At roughly £10 a day per child, residential courses are quite reasonable, and would overcome the travel difficulties of a day visit. (Travel to Machynlleth is difficult from many parts of the country, so that a visit would only be feasible if it were for a visit of a few days.)

It is an excellent educational centre, but quite a bit of preliminary work would be required to educate children in advance so that they would have some understanding of the principles involved.

I would be willing to co-ordinate a residential educational visit if there is sufficient interest, but I feel there would need to be at least one other adult helper willing to help organise it.

Patricia Knox, Pen Ilywenan, Podedern, Holyhead, Gwynedd.



RESOURCES

One of the 'taboo' topics in EO appears to be resources and paying for them. We don't mention money - either we don't want to talk about how we afford home education, or if we added up the cost we'd have to give it up. Are we all millionaires, self-employed, or just on the dole?

My most valuable material resource is effectively free, and most areas have one. An educational centre/teachers resource library. They are usually run by the LEA and provide access for schoolteachers and further education staff to a vast range of lookable and borrowable materials.

My local one has thousands of books, hundreds of books with audiocassettes, as well as hundreds of videotapes for hire. I have also borrowed programmable calculators. You can borrow an unlimited number - we even have the school van collecting and delivering fortnightly, although the man was 'surprised' to find that our 'school' was a 3 bedroomed semi! We can't borrow video/audio tapes recorded off air as we don't have a licence (I'm trying to get one), but all the material is designed for school age children. You might find it helpful to have a name for your home education caravan/house; we are the Lineker Academy (after the footballer!), but list one student only on our forms to them.

We also borrow videos on wildlife, history, science etc. from our local public library. Books cost money if you don't want to just borrow them, but we have found that jumble sales (especially in schools) have many bargains; at 3p a book you can't go too wrong. We survive primarily on a diet of Usborne and Letts books, eg Letts Exploring Science, Maths, Reading and Writing to name a few. Jody also goes to lots of sports classes, which he enjoys and are a part of socialisation. They provide organised, structured learning experiences and measurements of achievement.

For us travel (parent & child) can cost £20 a week on the bus. The major cost, of course, is that I earn little money sat at home compared with going out to work, but Jody has won a UNICEF letter to a penpal competition in a local paper this year (prize of a t-shirt), and first prize of £25 in the local parks photographic competition. The pools next week?

So if you're concerned about resources or cost, why don't we share ideas through the newsletter - maybe some future government will pay us as teachers? Until then, if you come to North Wales, only give money to the beggars wearing 'EO' logos on their tattered jeans!

Kevin Fleisch, 62 Uplands Avenue, Connaught Quay, Deeside, Clwyd CH5 4LZ. (0244)81013.

SIX YEARS LATER : EO LEGAL GROUP

We started helping EO members with their problems with LEAs when the legal group was set up in late 1984. Gradually the work increased and most other members of the group became inactive. More recently, I have effectively been working full-time on it, and Rob has been spending a lot of his spare time on it too. Sylvia Jeffs (W. Midlands) has similarly been spending an enormous amount of time on EO problems, including those encountered by families who have children with special needs.

We had always tried to support coordinators in doing the work rather than do it all ourselves, but the problems seemed to grow at least as fast as the increase in people prepared to help. Although I enjoyed doing it, I was earning no money and did not have enough time for non-EO friends and activities. During 1990 we seem at last to have made some headway in delegating work. We have started running legal workshops, and this has made a significant difference already in the number of people willing and able to help. I have taken time for myself, and feel much better for it. We have had just as many phone calls, but we now have more people to refer them to locally. We also seem to be getting more calls before trouble becomes serious, when it is relatively simple to deal with.

In general - though it's too soon to be sure and I say it with my fingers crossed - there seems to be an overall improvement in relations with LEAs. But there are always a few black spots such as - at present - Grampian. (In this context it seems appropriate to emphasise that families who give in to unreasonable demands may make it more difficult for others in the same locality. This has included allowing six inspectors to visit, and letting the LEA test the parents to see if they're competent to teach the children - yes, really!) Personal relations between coordinators and LEAs are very important, and sometimes the coordinators find they are back to square one as new staff are appointed. But on the whole there appears to be an increasing awareness of EO and respect for the rights of home educators.

We welcome the greatly expanded second edition of Home education and the law, which is presently in draft form, but should soon be available for £5.00 from David Deutsch (Oxford). Unlike the previous edition, it deals not just with non-registered children but also with the problem of withdrawing children who are registered pupils at a school. It refers to education supervision orders, which are likely to begin to be made late this year under the Children Act 1989. This publication should be useful not only directly to EO members, but also in educating LEA personnel.

We have been very concerned over the Labour Party's proposal to extend the national curriculum to all children if they come to power. This would destroy the basis of autonomous education and therefore a substantial part of EO. Together with David Deutsch, we had an opportunity to discuss this with Baroness Tessa Blackstone, Labour education spokesperson in the House of Lords. She presented the proposal as a necessary measure to safeguard the rights of home educated children. In our view, adequate safeguards already exist without the need for further legislation. The proposal is legally untenable as it conflicts with s 76 of the 1944 Act and with the European Convention on Human Rights. To impose the national curriculum universally would undermine a leading edge of educational philosophy and practice. Baroness Blackstone understood our points and appeared to accept them. Meanwhile, with the help of John Clements (Avon), we have been invited to meet with Hilary Armstrong, the relevant front-bench spokesperson in the House of Commons. Several EO members have written thoughtful and extremely competent letters to the Labour Party on this subject. We have every hope of persuading them to modify their policy.

Finally, some readers will know that I am currently defending a civil legal claim in connection with EO duties. I would like to thank members for their generous and heartwarming support.

Anne Wade, West London

A CENTRE FOR HOLISTIC EDUCATION

What is education and what is the conducive environment for the whole child to flourish and grow?

The word school comes from the Greek 'skhole', which means leisure. The word curriculum comes from the Latin 'currere', which means to race, or race chariot. The word education comes from the Latin root 'educere' which means to bring out.

The original meaning of leisure was not what it means today, which is entertainment and escape from a dull and boring routine. It meant that one was at ease, relaxed, and the brain was not occupied so as to be in a conducive state to live and learn. The emphasis was on the qualities of being, rather than on the qualifications of becoming. Education as we know it is mostly concerned with 'putting in' as opposed to allowing what is in there to 'come out'.

To explore 'what is education' and why it has been reduced to being press-ganged into a 'race chariot', involves taking a look at the way we are psychologically. The state of being that is destroying Nature and goes to war can be traced back in essence to how we are and the way we live. The global crisis demands an urgent response, either the 'education' meets this challenge or it feeds the state of being that is violent and destructive.

Perhaps it's not too comfortable to explore all this as it has its consequences and intimates a change of how one is. But then surely true education is finding out about oneself in life, discovering some depth, and, hopefully, to find out what one loves to do in life - and do it.

We are opening a Centre for Holistic Education for children, without any academic pressure or curriculum. It is not a 'school', therefore the children would be 'educated otherwise'. It will be an all-age group that will be kept small. Various resources will be available: singing, musical instrument making and playing, doing nothing, pottery, woodcarving, nature sculpture, art, nature walks, camping, dancing, organic gardening, cooking, crafts, and anything that is needed and available. Knowledge and information will be available if the child requests it.

The emphasis of the Centre is being friends together in a sensitive and open way, without the authority of 'teachers'. We do not belong to any religious or political organisations, or promote a system of education. The environment of the Centre is vegetarian, smoke and alcohol free. There will be a fee for attendance, charity status is being looked into. Our concern is to provide a conducive atmosphere and home for children to discover themselves in the deepest sense, as part of their educational process of learning.

We are presently living in temporary accommodation and would move to the area where the most interest is to open this Centre. Please contact us if you are interested. Visitors welcome, accommodation offered.

Michael, Shanti and Jade (nearly 4) Eaglesmeare, Beer Farm, Beercrocombe, Nr. Taunton, Somerset TA3 6AJ. (0823)480665.

RETURN TO SCHOOL

"Mum," my daughter announced a year ago, "I think I would like to go to school." Silence. Where had I gone wrong? What was so bad about being at home with the family? "Alright," I said, "I'll make an appointment to visit the school." That will be enough to put her off I thought. It took me some time to realise that I had brought my daughter up to be self-determined, and I must expect her to make decisions which affected her own life. I listed my arguments against going to school. At this stage I couldn't think of any pros. "What about all your activities?" I asked, thinking of the years I had spent building up an Illich network of skills exchange, music lessons, theatre workshops, etc. "School won't interfere with those," replied my daughter. Just you wait, I thought,

To cut a long story short, my daughter, Charlotte, started school last January. I thought she might last until the end of the summer term, but on the contrary, she has gone from strength to strength. Whatever were my prejudices against the school system and my own feelings of rejection, Charlotte is enjoying the experience. Obviously she knew that after eight years at home, it was time for her to continue her education elsewhere. Regarding her other activities, the school agreed to her having two afternoons a week off to continue her piano and violin lessons, and now she is doing two fewer GCSEs than her year so that she has an hour free in school time every day to practise. The school's attitude has been that they are pleased to have her as a pupil, they admire her musical achievements (she passed GCSE Music, grade B, and Grade VIII piano last summer) and they recognise that certain talents need extra time which they are prepared to accommodate. Charlotte fits in her two theatre clubs and orchestra after school - before she would have a quiet day so that she was fresh for these activities, but now she is dreadfully tired by the end of the week!

I miss my daughter at home and regret that the only time she is part of the family is in the holidays, being too tired or too involved the rest of the time, but I also know that at 14 (now 15) Charlotte has not been adversely affected by school, but has benefitted from its positive aspects, group learning, rapport with certain teachers, friendship, and she is not bored by the whole thing, as are so many of her peers. To her it is new and exciting, with a wealth of things to discover, and this has been reflected in her work. She can now spell! Although we had covered very little Maths or Science, she has picked it up very quickly and has no difficulty in keeping up with her year.

I have to admit to being relieved that I do not have the hassle of arranging GCSEs for Charlotte at home, although I did this for my elder son in easier times. I and Charlotte know that she can return to home study whenever she wants - she says that I am the only mother she knows who actively suggests their child takes a day off occasionally!

Far from Charlottes's going to school being a failure for home education, I feel that my children would not have achieved what they have if they had not had the advantage of being taught at home for some years.

Alvena Hillier, 45B Galpin Street, Modbury, South Devon.

THE MOST UNKINDEST SPIKE OF ALL

One of my articles ended up on the spike a while ago. Too anti-school, said the editor. She might have added scurrilous, disrespectful, prejudiced and shrill. I'm too old to sit on my hands and talk oily when I see stupidity dressed up as professionalism. For the record, I had described a confrontation between me and the kid's school. They wanted to bang him up after hours. He'd been borrowing back some of his time back from them and using it to explore the town. I had suggested that a phalanx of highly-trained professionals such as they were supposed to be owed the ratepayers something more creative than school detention. I had even floated the idea that there might be a reason for the kid's behaviour beyond simple naughtiness! The article was undeniably anti-school, so on the spike it went.

This left me bewildered. I thought opposition to the School Industry, at least inasmuch as it is compulsory, was a respectable minority opinion among us. I can understand that some members may see schooling as valuable for other children, but not for their special youngster. Others may even fear the long arm of the Authorities. That is fair enough, but I still claim the right to insist that schools are bad for children and that the compulsion to go to them is oppressive. If others want to oppose my point of view they must do so with reason and logic. There should be no place in these pages for the censorship of serious argument or committed polemic.

Here, yet again, are my reasons for insisting that schools are the wrong place for most children most of the time;

1) Children crave activity. Schools need to make them sit still for hours each day. This thwarts them and produces frustration.

2) Schools teach pre-ordained subjects, never asking if the children have any private interest in them. This is insulting, inefficient and morally wrong.

3) In school pupils are almost always in the wrong. It is almost impossible to

make a school admit it has fouled up, or acted unjustly. This confers a natural advantage to the docile pupil, who never challenges the school, and turns the independently minded one into a sort of criminal. This is clearly oppressive.

4) Because pupils come to their teachers in large groups, those teachers must overcome, by fair means or foul, the diversity of interests which the children bring with them. Only then can they put across their lesson. In other words, teachers begin their work by turning off the very mechanism by virtue of which the children learn most effectively. There is a name for this sort of stupidity, but no editor would print it.

5) Schools are bad for children because they treat all pupils as if they had the same mental set. Since they have not, teachers are forced to discriminate in favour of the kids who happen to be able to grasp the bookish subjects which make up the National Curriculum.

6) Schools are bad for children because nothing in them - bar the loos and the lunches - happens because a pupil feels a need for it. The essential purpose of schools is to employ teachers. In that they succeed 100%.

I should not like anyone to think that I am simply against all institutional education. What I oppose is compulsory interference with children's innate power to make sense of things. Schools there will always be, and children who want what they offer. For those children schooling is a necessary part of life. For the rest it's a waste of time. I hope that together we will soon be able to deliver that message to the world, and work towards the day when civilised nations no longer inflict compulsory schooling on children.

Christopher R Shute, 7 Kiln Way, Polesworth, Staffs. B18 1JF.

MONEY & HOME EDUCATION

This article is based on the book 'Money is my Friend' by Phil Laut. Price about £5 from Vivatum Publishing Co., Box8269, Cincinnati, OH 45208, USA. Published in 1978.

This book is not directly about children or home education, but it is about money, which is a basic factor for most home educating families. It is not only about money, but about money in a psychological context. Our attitude to money is only part of our attitude to family, friends, education, work, having things and sharing things. The book contains profound insights into people's attitudes to money, and into what prevents them doing what they want to do and having the things they need.

I wish I had bought this book when it was first recommended to me about 5

years ago, when I still had some years of home education ahead of me. I have now got my younger daughter into secondary school for various reasons, including the fact that I need to earn some money and could not do so with her at home. I know that some home educating families have solved this problem, and I wish that these families could spare just a little time to write down how they are doing it, so that other families who are despairing about money and home education could benefit from their experiences.

In the meantime, I have learned how this book could have helped me then, even though I was not earning money outside the home. Phil Laut is against couples having joint accounts, saying that they either result in a race to spend the money, or in one partner feeling martyred whilst the other has what they want. My husband and I have had a joint account since we married, and I found it almost impossible to use or borrow large amounts to fund the children's home-based education, missing many valuable opportunities. The author suggests that the breadwinner pays the home worker a fixed salary, and they run separate accounts with regular meetings to discuss joint finances.

Since our marriage, I have made great sacrifices to contribute to my husband's financial success, in which I have shared, but at the same time I have let my own earning power degenerate into almost nothing. This has made me feel dependent, him feel burdened, and both of us resentful. Home education has been seen not as a legitimate thing on which to spend money, but rather as an obstacle to earning money. We have spent quite a bit on dancing lessons, music lessons etc., but not having my own account has made me feel that my contribution as a home educating parent has been grossly undervalued.

Looking back I can see how not having an income to call my own has inhibited the whole process of home education. My husband was a full-time student for 6 years after our marriage. His education has brought us financial rewards, but the children's education, which is a much longer-term investment, has not had the same priority. The chickens have now come home to roost, that is, we have to face the consequences of our shortsighted behaviour.

Not having an income (or even a prospective income) of my own, I have hesitated to borrow what seemed to me at the time, large sums of money to enable me to educate my first children at home. At the same time we were borrowing money to finance my husband's education. At a time when my husband's income was negative but with good prospects, the building society was willing to lend us money to buy a house, but it seemed impossible to borrow enough to pay the annual fees of the Parent's National Educational Union (now the Worldwide Education Service). This would have given me the confidence to educate my first child at home (in 1970, before EO existed) and save him at least some of the eleven years he suffered at school. (My son is now 25, recently he told me that whilst at school no-one ever

said to him, 'That's a good piece of writing). We could easily have paid back a loan later on.

I am not suggesting that my husband has been ungenerous, but in any argument about money he produced the trump card 'Who earns the money?' It made me feel that as my contribution was valued so low, I would spend the minimum of time on house-keeping, and gain some satisfaction by doing things like belong to self-help groups like EO to give me the support I lacked at home. My husband's interest in home education has been about equal to that of a parent who sends a child to school and is satisfied with a report once a term.

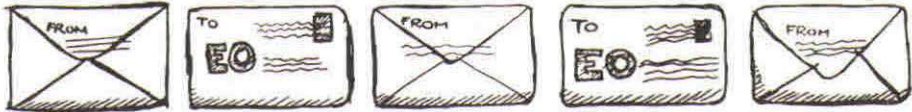
Another good reason for buying this book is that we all want our children to be, in the end, financially independent. If we ourselves have negative attitudes to money, then our children may well pick them up from us and will have a difficult time getting money for themselves, regardless of their abilities and achievements. I can see this happening with our two grownup children. Maybe it is not too late if we can share this book with them.

Frances Howard, 38 Hampden Road, Hitchin, Herts, SG4 0LD.



© P. 1991

LETTERS



Dear EO,

Labour and the National Curriculum

I suspect like many EOers, we are very concerned over the Labour Party's plans - if successful at the next election - to impose the National Curriculum on home educated children.

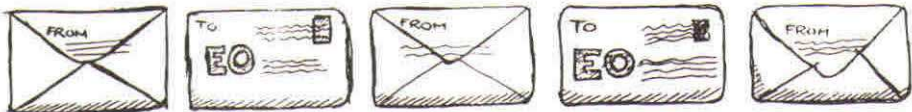
It may be that we follow the Curriculum to some extent anyway, but we would object most strongly to having to by law. Why does Labour think that the State is more capable than parents of deciding what is a suitable education for their children? And how do Labour reconcile their stance with parent's right under the Universal Declaration of Human Rights 1948 to choose the kind of education for their children - see Rob and Anne Wade's letter in the Aug/Sept newsletter?

Rob and Anne Wade ask for suggestions on what to do now. One very simple action is indicated in their letter, but rather than only putting pen to paper if you have a Labour MP, I would suggest writing letters to as many relevant people as you can think of: Neil Kinnock, the Shadow Education Secretary, your local prospective parliamentary candidate, national and local press, magazines etc. As a civil servant I know that letters from the public do have an influence on policies - and the more the better.

We have just written to Neil Kinnock and would be happy to send a copy of our letter and the eventual reply to anyone who is interested.

Kindest regards,

Mike and Anne Cole, 35 Bosville Drive, Sevenoaks, Kent TN13 3AJ (0732) 452849.

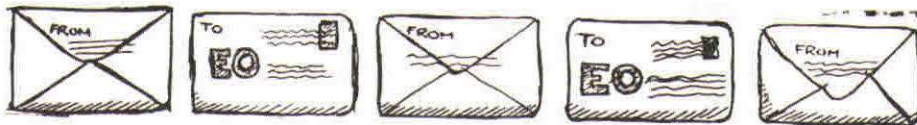


Dear EO,

I was interested in the article "Shopping Otherwise" in the December/January newsletter (No.77), since we run a similar bulk-buying group in N.W. Surrey. We deal with various wholefood wholesalers in London, and deliver orders door-to-door. If anyone in our area or West London is interested, please contact us. We deal in vegan food and groceries only.

Best wishes,

Eowena Lightfoot, Pnnd House, Abbey Road, Chertsey, Surrey KT16 8AL. (0932)569282.



Dear EO,

This is my response to the terrific (and very truthful) letter put forward by Susan Melton in newsletter 77. My name is Sam and I am 9 years old. I am a cub scout and I would recommend the Scouting movement for everyone. My pack meet every Friday at St Anne's Church Hall in Queens Park. We play a lot of games, though we work towards the Arrow scheme as well. To get the Arrow badge you have to do lots of things.

There are three Arrow badges, one bronze, one silver, and one gold. Scout leaders can tell how hard working a cub is by his Arrows. If he has one then he's not very hard working, two and he's pretty hard working, three and he's really involved in the Scouting movement. There are lots of proficiency badges as well, 24 to be exact. I would like to see more people join the Scouting movement.

You have to be 6-8 to join Beavers and 8-10 to join Cub Scouts and you work your way up from there.

Yours sincerely,

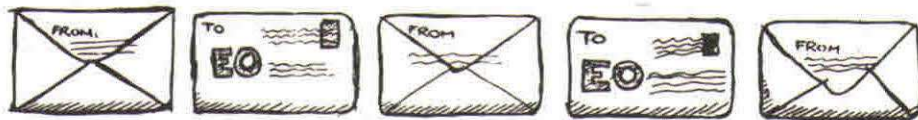
Sam Pay, 29 Torbay Road, London NW6 7DX.

Dear EO,

I am Sam's brother. My name is Mungo and I am 6 years old. I am a Beaver and it is fun.

From

Mungo Pay, 29 Torbay Road, London NW6 7DX.



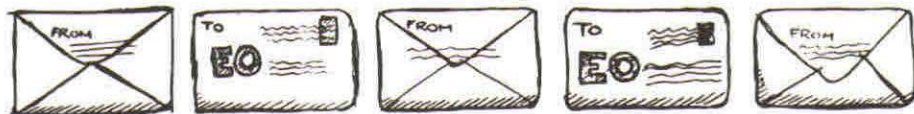
Some people might welcome the Labour Party's plans to extend the National Curriculum to EO members. I do not, There are some of us who abhor the concept of compulsory education and we would fight for our freedom to do nothing. There is nothing better for people than 'drifting along', simply following their interests and whims. Be they big people or little people. Where there is a need for 'will power, proper provision, guidance and persuasion' there can't be pleasure. And pleasure should be valued above all.

I would rather my children have pleasure and dreams, than ever their spirits were broken by the rules and regulations of enforced pedagogy.

Sammy Vidal-Hall, 8 Quadrant House, Burrell Street, London SE1 0UW.

I think that school is horrible because you have to be taught. Lessons are horrible too.

Arran Vidal-Hall, 8 Quadrant House, Burrell Street, London SE1 0UW.



Dear fellow members,

Re 'The Chairperson's Report', written by Peter Edwards, (Dec.90 newsletter).

a) I object to Peter writing such, even if he used notes, including as it did matters pertaining to the members' meeting continuing after he'd absented himself abruptly.

b) The membership response had been very mature.

c) Members, who persevered and remained working hard to reconcile all parties and to complete the 'business' on the Agenda were ultimately subjected to unbecoming conduct on his return as he refused to listen to the fruits of their labours. Another newly interloping member rudely demanded the termination of the meeting prematurely (totally ignoring June Grant, who'd so ably taken the Chair).

d) Peter's report was coloured by a single opinion.

In making no attempt at the meeting to allow anything but the one point of the (accepted) "allegation of an allegation" Peter consequently missed the other issues, and also obstructed progress. The members who stayed were constructive and, God willing, with hard work and negotiation the resulting workshops at Cliff College will produce positive agreements between all who really care for EO, and lead to appropriate decision-making and the formulation of strategies to deal with even the most unfortunate eventualities. Protecting EO ideals is essential.

Peter is probably correct in intimating that many of EO's problems, especially at meetings, are compounded by our ideals and attitudes to the legal constraints imposed on us as an organisation. The Featherstone 'situation' was made more difficult for the rest of the Steering Group and the few Directors involved because of their caring and concern for the whole membership (and their children) and their extreme sense of justice. They acted with the utmost integrity throughout, making every effort to accommodate the troubled persons. (time which could have otherwise been spent on other EO members, such as the campers, EO 'business' and personal pleasure).

EO must not lose caring members, whether at 'directorship' or 'grassroots' levels, either by being forced to do so out of principle, perhaps by unwitting or unworthy incident, or because they are put off by the unhelpful or hurtful.

EO must retain its right to be an enabling, supportive membership.

I am not worried at Peter's 'destructuralists' - these 'democratists' (like Stephanie Fitcher, p39, December '90 issue, and Jude Ashley-Walker) have EO's interests at heart - but I am very concerned at the (few) 'destructionists' amongst us. There was no possibility of 'scapegoating' (David Michael, p40 Dec '90 newsletter) but the point should be made that we should take thought and responsibility not only for our families, but for conduct towards our (supremely worthwhile) organisation and its members.

M.E Swatridge, 32 Carey Park, Polperro, Cornwall.

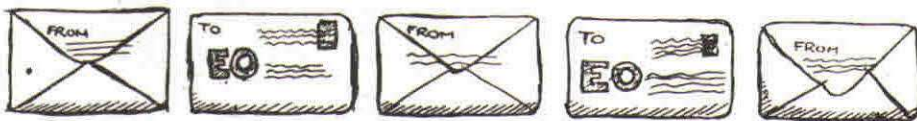
Endorsed by others present throughout the meeting: M & L Cook, S & R Taylor, S. Harrington-Elsmore.

PS. Let's make Meetings like the rest of EOing - as enjoyable as possible!

(As acting Chairperson, Peter was required to submit a report on the Members' meeting at Featherstone in Sept. '90, both in his capacity as Chairperson and as a member present at the meeting-ref:Dec.'90)

I have started a survey in Strathclyde asking members of the public if they know that children can legally be removed from school. Although I live in Motherwell, I decided to start the survey in Glasgow and cover ten areas in Strathclyde altogether. I intend doing this over a period of time. The first time I went out to do the survey, within around three quarters of an hour sixty people said they did not know that it was legal to remove children from school and seven people did know it was legal. Most of the sixty people who did not know it was legal said they could not wait to get the children into school and off their hands!

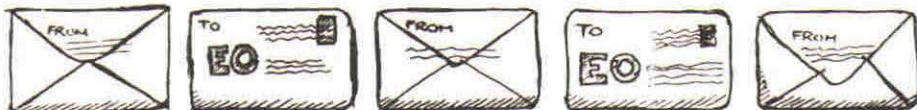
Rose Wilson (co-ordinator Strathclyde), 83 Fife Drive, Motherwell, Strathclyde.



Dear EO,

I refer to a small reference in November's newsletter (No. 76) regarding an open learning/resource centre being set up by EOers in Devon. I would love to hear more about this - can anyone provide more information please?

Collette Bradley (W.Sussex Co-ordinator), 2 Church Lane, Tangmere, Chichester, PO20 6EZ. (0243) 532814.



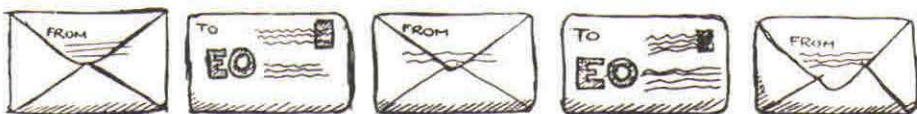
Dear EO,

Concerning the immunisation 'debate', I'd like to state my opinions on the subject. I am a herbalist and my personal opinion is much the same as the homeopath in issue 75 (p9). I believe there are more risks than people realise. In my own practice I have seen cases where there have been terrible effects from vaccines which the local GPs have been very reluctant to admit. One child became ill immediately following vaccination and was brain damaged within two weeks, yet officially it was because of a 'virus'. He's not included in any statistics. This has led me to be very wary of official figures. If an unvaccinated child gets whooping cough the parents are blamed for it and are supposed to feel guilty, yet if a vaccinated child on the same street gets the same symptoms it's either diagnosed as something else or it's 'a milder case than it would have been.'

Modern medicine is supposed to be based on science and logic, but how can we take their conclusions seriously if we can't trust the data they are based on? I realise that your average GP or Health Visitor is only recommending what they think is best when they advise immunisation, but then that also goes for those who prescribed Thalidomide and Opren. I'm not going to accept without question something a doctor tells me simply because he or she is an 'expert'. I respect the knowledge modern medicine has amassed and will consider their opinions, but I see them as only that ... opinions. I primarily use Chinese Herbal Medicine which gets good results in immune system disorders (such as frequent or chronic infections, asthma, ME, allergies etc.) where conventional medicine does conspicuously poorly, so I'll make my own mind up about immunisation.

As to the advice in the letter in issue 77 (p20) urging parents to discuss the issue with their GPs or Health Visitors, I would warn readers to compare this with discussing whether or not to home educate with your local education officer. 'Experts' tend not to take kindly to people questioning their authority.

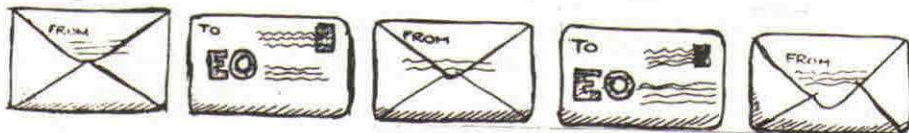
Tom Goss, 29 Durham Place, Barley Mow, Birtley, Co, Durham DH3 2AZ. 091 4105714.



Dear EO,

We are a Catholic family with 6 young children. At present they do attend school, and we would like to write to other families in a similar situation.

Mrs Farnell, 15 Chestnut Street, Worcester WR1 1PA.



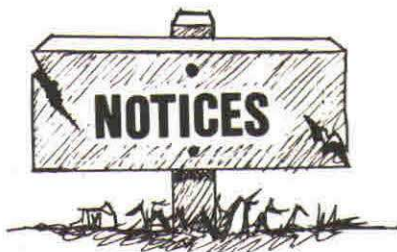
Dear EO,

I have recently moved to the Republic of Ireland with my home-educated family. We intend to carry on without bothering the schools, and I would love to hear from anyone with any experience or knowledge of the Irish education system. Are there any pitfalls to be avoided? I would be glad of any advice anyone can offer.

Mererid Calonyddaeuar, Bwthyn-y-Dryw, Inishfree, Burtonport, Letterkenny, Co. Donegal, Eire.



© PG 1991



HOUSE SITTING?

We are going to Vegan Camp from July 25th to August 4th 1991. Would a responsible vegetarian family like to stay in our house while we are away and look after the animals (cats, dog, rabbit, jackdaw, chickens)? We live 200 yards from the sea in a small village - full of wind surfers in the summer. Marvellous beaches nearby and beautiful cliff walks. Help yourself from our vegetable garden; use our dinghy if you are an experienced sailor. In return we would ask you to pay sufficient to cover the cost of electricity and leave our house as you found it.

Contact Pete Jim & Sarah Millman, Avis Greenwell, 155 Castle Way, Dale, near Haverfordwest, Dyfed, Wales SA62 3RN. 0646 636528.

ps, I heartily endorse David Lyon's views about 'Education on Two Wheels' in newsletter 77. The children and I are planning a cycle expedition to Vegan Camp.
pps, Does anyone have a copy of 'Anything School can do you can do Better' by Mark (? ,sorry, couldn't read it) Mullarney they would be prepared to lend us? We can't get it from the bookshop or the library.

HELP YOUR CHILD WITH THEIR EARLY LEARNING

Professionally produced audio cassettes, set to music.

Multiplication tables, Alphabet, Counting, The Calendar, Telling the Time, Simple Sums, Nursery Songs/Rhymes, Party Games, Musical Sounds of the Orchestra. Primary French. £ 2.45 each. (postage 50p)

also classic story cassettes: Pinocchio, Heidi, Peter Pan, Pied Piper, Tom Sawyer, Uncle Tom's Cabin, 20,000 Leagues under Sea, Robin Hood, Moby Dick, Jungle Book, Treasure Island. £ 2.95 each. (postage 50p)

Plastic Letter Tiles: Slightly larger than "Scrabble" letters. Very useful for word-building and word games: Tub of 86. £ 4.95 (postage 70p)

Immediate refund if dissatisfied. Other helpful products available. Send SAE for list.

Martin Evans (EO)
16, THISTLE HOUSE, DEE STREET, LONDON, E. 14 (071-515-1797)

LEARNING LINK COMPUTER UPDATE

Issue 3 of our computer lists seemed to be doomed from the start. Our details got omitted from the end of our list in the August/September newsletter, there were a whole series of price changes (mostly reductions) in October and we had, for various reasons, to change half our distributors! The outcome of all this chaos is Issue 4, details of which you will find below. If you would like any of these lists please send us a cheque (payable to Learning Link) and a large A4 SAE to: Learning Link, 83 Manor Park, Lee, London SE13 5RA.

The lists available are:

Acorn Master 128 (hardware only): £1
Acorn BBC A3000/Archimedes/Learning Curve packs + software: £1.20
(hardware only: 60p software only: £1.10)
Apple Macintosh range + software: £1.40
(hardware only: 80p software only: 70p)
Atari range + software: £1.40
(hardware only: 50p software only: £1.20)
Commodore Amiga range + software: £1.60
(hardware only: 60p software only: £1.30)
IBM PS/2 range + software: £1.30
(hardware only: 50p software only: £1.20)
Microvitec Cub PC compatible range: 60p
Research Machines Nimbus PC-186: 60p
Research Machines Nimbus PC-286/386 PC compatibles: 50p
Cambridge Z88 laptop: 50p
Tandy 102/WP2/200/1100FD/1100HD laptops: 70p
Pace Modems: 50p
Dot Matrix/Ink Jet/Laser printer list: £1.30
Electronic musical instruments from Yamaha/Casio/Roland/Boss: 60p
Special Needs fact sheets: 20p
Logo/Scheme resource sheets: 40p

To give you an idea of the educational prices that are available through Learning Link here are some examples:

Acorn BBC A3000 £480 + VAT	A3000 Learning Curve £560 + VAT
Apple Macintosh Classic £475 + VAT	Apple Macintosh LC £1065 + VAT
Atari 520STE Turbo pack £287 + VAT	Atari 1040STE £359 + VAT
Commodore Amiga 500 "Screen Gems" pack £287 + VAT	
Commodore "Class of the 90's" and "First Steps" packs £418 + VAT each.	
IBM PS/2 Model 30 (with 30Mb hard disc) £912 + VAT	
Pace Linnet modem £107 + VAT	Yamaha PSS590 Midi keyboard £98 + VAT
Casio CT470 Midi keyboard £131 + VAT	

To all the above prices you would need to add a delivery charge, usually around £10, and our 2.5% handling charge which we hope will cover our expenses! Please note that Learning Link is not a business and is not profit making. Its sole aim is to give you access to the educational discounts that are available to schools. If you would like further details please send us a SAE. Happy New Year!

THINKING ABOUT MATHEMATICS

Dr Brian Williamson

I would like to share with fellow members of EO some of the mathematical ideas that have come to my attention during the last month or so. They consist of contributions made by readers of our newsletter, ideas born during interviews with the children and adults I see professionally, and my own independent thoughts. All contributions have been acknowledged.

CONTENTS

The Maths Tree	1
John's Trial & Error Method	1
Short Stories	2
Maths Art	6
References	8

THE MATHS TREE

Some of you have written to me to ask which mathematical topics someone should be attempting at a given age. Unfortunately there is no answer to this question, except to say that learning is a bit like climbing a tree! This seems particularly true in mathematics because one concept often builds on another.

Imagine a tree with thousands of very thin branches twisting, weaving and reaching up to the sky; each thin branch linking two mathematical ideas to be created or understood. To climb too quickly can cause unnecessary confusion and a feeling of insecurity. To climb too slowly may allow us to forget that there is a lot of work still to be done.

The maths tree is growing everyday because it is made by people. It can be extended just for its own sake, because maths can be elegant and beautiful, or manufactured with a specific application in mind. Sometimes things created just for fun turn out to be important to the real world. Sometimes they do not.

On a personal level, a maths tree is growing inside each one of us as we come to understand more. You can almost see the lights light up as it grows! Talking to someone about their mathematical ideas can be fascinating because to do it you have to look at a secret part of them; which even they themselves may not be aware of. It really comes down to a matter of judgement, and knowing and respecting the person seeking guidance.

JOHN'S TRIAL & ERROR METHOD

Learning maths is like climbing a tree, but it is also learning to have confidence in ourselves! John Williams, a pupil at a Manchester primary school, worked with me on subtraction. He was used to doing his sums from his infants mathematics book, and just putting the answers in the boxes provided. While this may sound

quite dull in itself, some very exciting new ideas were being developed behind the scenes!

When I asked John to find the answer to $9 - 7$ he constructed a tower of nine blocks of different colour, as in Picture 1.

Brian "What do you do?"
John "I count"

John guessed how far down the tower he had to start counting to make the top block the seventh block.

John "One, two, three, four, five, that's not right is it?"
Brian "No"
John "One, two, three, four, five, six." [2nd GUESS]
John "One, two, three, four, five, six, seven."
Brian "Eight!" [3rd GUESS]
John "One, two three, four, five, six, seven!"

John knew that once he counted up to seven, the number he threw away at the bottom of the tower must be the correct answer. He appeared to have confidence that the solution would eventually be reached. His trial & error strategy did not appear to be rote learnt, but never-the-less clearly understood, and perhaps even invented by John himself.

SHORT STORIES

The way that maths is spoken about and explained to us in our living rooms, kitchenettes or schools may be brought to life by short stories.

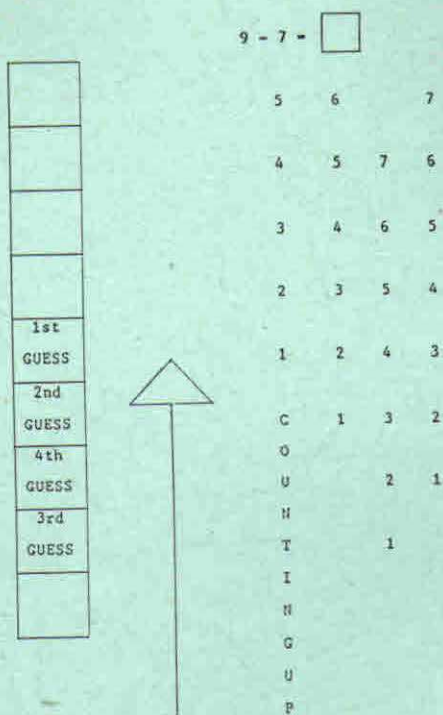
Emily Matthews from Glasgow sent me a very human account on number lines. "Helen had a terrible time getting the idea of the 'steps' from one point to another. She'd put her pencil on the point she was to start at, and count 'one' without moving to the next point. So she was always 1 ahead. I got so desperate I finally put a line of nappies on the floor and told her to stand on one. When she took a step she was to count one, but if she started counting before she took a step, she could feel that it wasn't right. After a very short time, she mastered the concept."

Helen gained a greater understanding of number by playing stepping-stones with a line of nappies, so why can't playing be a part of learning right up to and including university level?

Mrs Crowley from Banff near Aberdeen has asked me to help her understand BASES. When children count they are learning about the numbers we use in everyday life. It follows that to learn about bases other than BASE 10, we could teach ourselves how to count again!

Picture 1

John's Trial and Error Method



When we count in BASE 10, once we have reached 9 we can go no further without carrying a ten over to the left. When we count in BASE 9, once we have reached 8 we can go no further without carrying a nine over to the left. To count in BASE 9 we go:-

0	1	2	3	4	5	6	7	8
10	11	12	13	14	15	16	17	18
20	21	22	23	24	25	26	27	28
30	31	32	33	34	...			

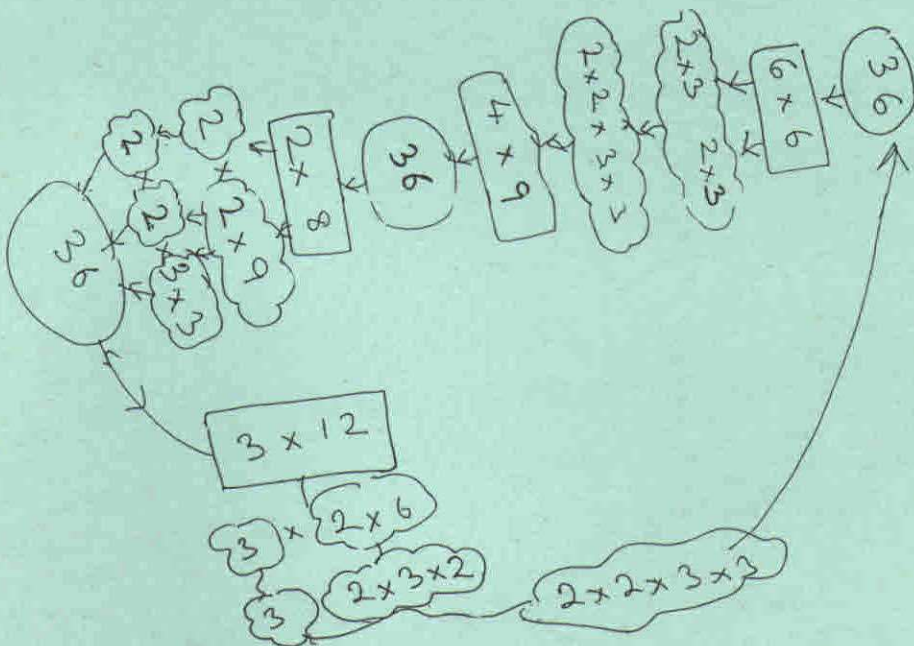
It is difficult to understand because the "10" here looks like the ten we usually use, but it means one nine and no units. In the same way "11" means one nine and one unit.

Perhaps it is only by playing with ideas that we become more comfortable with them. Eileen Golby from West Kirby on Merseyside wrote to me recently and told how she became a number juggler! I quote:-

"Like many others I loathed school maths ... It was a complete mystery to me, ... Cuisenaire Rods changed all that. I was fascinated. Words had always held a fascination and now I found I could juggle with numbers in the same way as words."

Let's play with the number 36. Why not?! Let's take it to bits by asking ourselves what multiplied by what makes 36. Then Let's juggle the numbers around and put them back together again. To make our creation a little more like fun, we could put some clouds and boxes and arrows in. The result may look something like Picture 2.

Picture 2
Juggling Thirty Six



So the next time that you can't remember what 4×9 is, remember that $4 = 2 \times 2$ and $9 = 3 \times 3$ so $4 \times 9 = 2 \times 2 \times 3 \times 3 = 2 \times 3 \times 2 \times 3 = 6 \times 6 = 36$. Taking 36 to bits in this way can help us to understand it better.

W. Downing from Devon sent me an entertaining trick with numbers which might impress the L.E.A.!

"Bet: I can square any number ending in 5 and below 100, quicker than you can on a calculator.

How to do it. For example 35. Take first digit (3) multiply by itself + 1 ($3 + 1 = 4$). $3 \times 4 = 12$, then put 25 on the end. Answer 1225. It works for all of them and quicker than most people can press buttons too:

45	$4 \times 5 = 20$	add the 25	2025
55	$5 \times 6 = 30$	gives	3025
65	$6 \times 7 = 42$	gives	4225"

I wonder how this works? Let's try to understand by taking $35 \times 35 = 1225$ to bits. Note that, once again, the key to understanding lies in taking something to bits.

and	$35 \times 35 = 1225 = 1200 + 25 = 3 \times 4 \times 100 + 25$
	$45 \times 45 = 2025 = 2000 + 25 = 4 \times 5 \times 100 + 25$
	$55 \times 55 = 3025 = 3000 + 25 = 5 \times 6 \times 100 + 25$
	$65 \times 65 = 4225 = 4200 + 25 = 6 \times 7 \times 100 + 25$.

The patterns in the right-hand side column is what this trick is all about. There are three things to notice: 1/ the $3 \times 4, 4 \times 5, 5 \times 6, 6 \times 7$ pattern [remember: take first digit, multiply by itself + 1] 2/ the $\times 100$ on every occasion [remember: the 25 is put on the end that is the tens and units columns are already occupied so the numbers on the front must be hundreds] 3/ the +25 on every occasion [remember the 25 that is put on the end].

It can be very exciting when a trick is discovered, perhaps for the first time ever! Oskar Polkowski from Liverpool and I just decided to start multiplying by 5, again and again. There was no special reason for doing this. We just wanted to see what would happen. Oskar's idea is shown in Picture 3.

We suddenly noticed that there "was always a pattern on the end".

125 625 125 625 125 625 125 625 ...

and it wasn't very difficult to guess what the last three digits of 9765625×5 would be!

MATHS ART

When children play they often draw pictures, but it can be difficult to persuade some university students to play about in this way. It's as if they have become too grown up to play games!

I would like to suggest that pictures drawn in a mathematical context are not only an art form in themselves, but also a valuable educational tool. I have called it MATHS ART.

Without doubt every picture tells a story. In Picture 4 Philip Reynolds from Liverpool is involved with speed. He is trying to find his own answer to the question:- what does it really mean to be travelling at different speeds on a race track? "Look at them go folkess!!!" Isn't this picture much more interesting than the formula:-

$$\text{Speed} = \frac{\text{Distance}}{\text{Time}} \quad ?$$

The MATHS ART in Picture 4 makes a lot of sense to Philip, and perhaps in time, and with some guidance, he could use his pictures of race tracks as a powerful means of reinventing the formula for himself. If this could be done then Philip would be placed in a very strong position, mathematically speaking.

In Picture 5 Michael Colligan from Great Sutton on the Wirral is contemplating the concept of area by filling in a shape with squares. In Picture 6 Helen Stamp from Wallasey is coming to terms with the formula:-

$$\text{Area} = \pi \times r \times r$$

for the area of a circle. The area of each small square is $r \times r$ [or r squared], and the area of the big square in which the circle sits is 4 times $r \times r$. The area of the circle must be less than the area of four small squares, but how many small squares is it worth? One? Two? Three? Well, it turns out to be worth just over three of them:-

$$3.141592654 \dots$$

of them to be more precise, and that's the number called π or pi.

Finally, MATHS ART, like play itself, is important from those early developmental stages right up to and including university level. I drew Picture 7 to help a university student understand that:-

$$s \frac{du}{ds} - t \frac{du}{dt} = 2(s^2 + t^2) \frac{df}{dx}$$

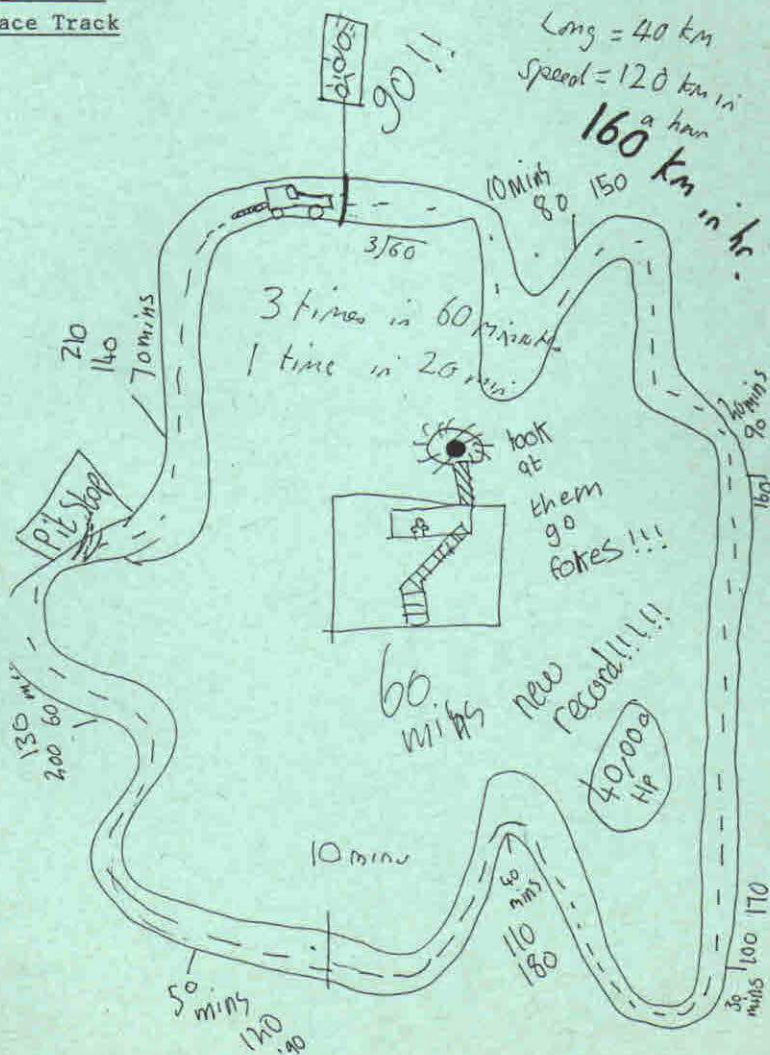
where $u = f(x, y)$, $x = s^2 - t^2$, $y = 2st$ and all derivatives are partial ones.

x 5

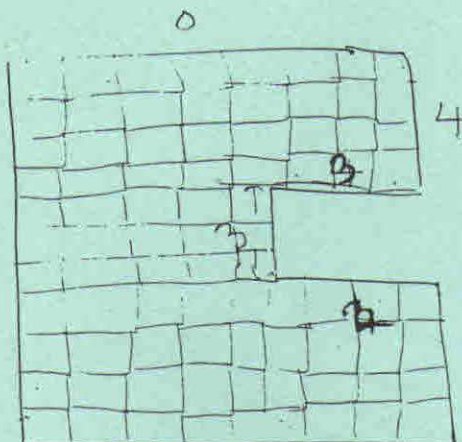
Picture 3
Multiplying By 5

9765625
 1953125
 390625
 78125
 15625
 3125
 625
 125
 25
 5

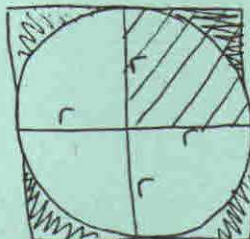
Picture 4
Race Track



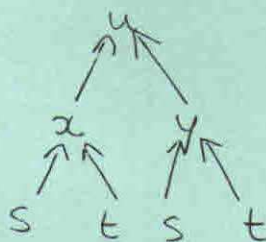
Picture 5
Filling a Shape with Squares



Picture 6
The Area of a Circle



Picture 7
MATHS ART at University Level



REFERENCES

John Williams
 Emily Matthews
 Mrs Crowley
 Eileen Golby
 W. Downing
 Oskar Polkowski
 Philip Reynolds
 Michael Colligan
 Helen Stamp

Manchester
 Glasgow
 Banff near Aberdeen
 West Kirby on Merseyside
 Devon
 Liverpool
 Liverpool
 Great Sutton on the Wirral
 Wallasey on Merseyside

© B. G. Williamson, 1991

Dr Brian Williamson, B.Sc., Ph.D., M.Ed.
 46 Wellington Road, NEW BRIGHTON, Merseyside, L45 2NG
 Telephone (051) 639 8744 [Office]
 (051) 724 1284 [Home]

MEMBERSHIP CARDS

Elsewhere in this newsletter you will see that we now have free admission to Kew Gardens, this is in addition to the Science and Natural History Museums in Kensington. Admission is granted on production of a valid EO membership card. To get your card simply send an SAE, marked 'EO Card' on the top left hand corner, to Paul Bentley, 83 Manor Park, Lee, London SE13 5R..

THE EDUCATION SHOW - OLYMPIA 2 LONDON - 7/8/9 MARCH 1991

This show is sponsored by the National Curriculum Council and the Times Educational Supplement and will fill three floors of Olympia with materials, books and equipment related to the National Curriculum. Admission is free and you can get tickets and further information from: Joanne Ani, EMAP International Exhibitions, Tel: 071 404 4844.

EARLY YEARS: Editor needs YOUR contributions for 1991 update. Please send info on books, ideas, methods and resources you have found useful in EO with under 12's, to Sarah Guthrie, Field House, Mellis Road, Thrandeston, Diss, Norfolk IP21 4BU by March 15th.

MACBETH IN SCOTLAND

Clark Stephens has written to tell us of his Oky Doky Drama Camps. He offers week and fortnight courses for 7-19 year olds, with 13 places on each course. The Drama Camp is sited on land once owned by the real Macbeth. During each camp you would investigate his story and compare it to Shakespeare's version. There are theatre trips, visits to TV and radio studios, meetings with famous actors, workshops in makeup, writing and circus skills, you also make a radio programme and write and perform your own play.

As Mr Stephens puts it, "the best way to learn Macbeth and to be introduced to Shakespeare, acting and the theatre."

Prices range from £150 - £295, depending on time of year.

Contact:

Clark Stephens, Bin View, Braco Brae, Grange, Keith, AB55 3TP.

Royal Botanic Gardens, Kew, Richmond, Surrey, TW9 3AB, England

Mrs R Lightfoot
Pond House
Abbey Road
Chertsey
Surrey
KT16 8AL

3 December 1990

Dear Mrs Lightfoot

I am replying to your request that members of Education Otherwise be allowed free access to the Gardens for educational purposes. I have agreed with the Constabulary here that the following is in order:-

1. If you know in advance when you are going to visit Kew Gardens, that you should write into or phone the Enquiry Unit to arrange for a voucher to pick-up at an appropriate Gate on the morning of your arrival. On arriving at the Gate in question you should show your membership card and receive the free entry voucher.
2. If you decide only on the day that you are visiting Kew, then you should phone the Enquiry Unit (ext. 4623) and advise them. They will prepare a voucher and you will be able to pick it up at 37, The Green (just before the Main Gate) and enter the Gardens.
3. These visits may only be made, using a free voucher, from Monday-Friday. This is the norm for all education vouchers, which are similarly not issued for weekend visits to other educational groups.

I must stress that these are not special rules brought in just for yourselves, but apply across the board for all those in full-time education. At Kew we are happy to encourage all those in education to use our resources free of charge and have fought to maintain free access. However, you must appreciate that we reserve the right to check that our Institute is being used in the correct way and wish to maintain our voucher system - in this way we can prove the number of educational visits to the Gardens and their value for such, and justify free access for the future.

I have retained your specimen cards, which are lodged with the Enquiry service and the Constabulary, so that the entry system will run efficiently. Enjoy your visits.

Yours sincerely

Mrs G L R Bromley
Head of Education

FOR SALE

Collins 1,2,3, Away Reading Scheme, as new £50.
Phone 0272 550301 or 243367.
L.A. Cullen, 106 York Rd,
Motpelier, Bristol BS6 5QQ.

A little note to Emily Matthews who sent in the Raymond Moore article - I'm still awaiting his permission to use it so I will hand it on to the next editor.

A BIG THANK-YOU

To all EO families who sent their contributions for our EO information stall at the Amber Valley Folk Festival. The day was a success, with lots of positive comment and encouragement.

If there's anything we haven't returned to you, please let us know!

Thanks again,

Derbyshire and Nottinghamshire EOers.

FOR SALE



©PG91

Cottage on beautiful, unspoilt Irish island off the Donegal coast. 6 rooms, greenhouse, barn, outbuildings, vegetable gardens, windmill, own turf for fuel. £40,000 ONO.
Anne Barr, 'Atlantis Adventure', Milford Docks, Milford Haven, Dyfed.

Ed: We're moving to this island (Inishfree) in the Spring. There are already a couple of EO families there, with our children there will be 12 children aged 0 - 13. There is no electricity or mains water (collect the clean rainwater), no bills, no poll tax!, and no rat race. Bliss, if very hard work. The island is about 2 miles from the mainland, and this particular cottage can easily be two cottages for two families to share.

JO RUST has resigned from the post of Publicity Officer. We all thank her for her work on behalf of EO. The post of Publicity Officer is now vacant and a detailed job description will appear in the next Newsletter.



PENPALS



Hi, my name is Kristen Beverly and I live in America. I am 15 years old and in the tenth grade. I am homeschooled and have been for the last seven years. I am looking for a pen palpal in your country. From pictures that I've seen of your country it's obvious that it is beautiful.

Some of my hobbies include drama and the theatre, collecting coins, and playing chess. I live on a farm of 22 acres and have goats, rabbits, chickens, dogs and a parrot named Ruth. My father is an architect and I'm apprenticing under him. My mother is an interior decorator.

I am involved in community theatre and right now we're putting on The Wizard of Oz by Frank Baum.

I will be looking forward to getting a reply.

Kristen Beverly, Rte/Box 1191, Chattahoocher F/a, 32324, USA.



I am a French boy aged 13 (9.9.77), and I would like to correspond with a British boy who is also 13. I love the countryside, nature, animals, football and cross-country running. Please write to me at the address below. Salut!

Mickael Stenger, chez SAMBEY,
14 allée du Parc Bleu, 38080 Isle d'Abeau,
France.



Hi, my name is Jade Cammish and I'm 11. I'm looking for a boy or girl penfriend age 11-13. I enjoy swimming, reading, writing, and watching Home & Away and Neighbours. I have a cat called George and I am educated at home.

132, Simonside Tce, Heotan,
Newcastle upon Tyne, NE6 5JA.

My name is Alex, I am 10 and would like a boy penfriend of the same age if possible. I like codes, computers, canoeing, singing, riding my bike and swimming, and I collect postcards.

Alex Pole, 14 Pennyletts Green, Stoke Poges
Bucks, SL2 4BT.



My name is Sarah Millman, I am 8. My hobbies are sailing, climbing, reading, bird watching, and trying to make inventions. I would like a penfriend who is a girl and about my age.

Avis Greenwell, 155 Castle Way,
Dale near Haverfordwest, Dyfed SA62 3RN.



Hi, my name's Vicky Butler and I have just joined Education Otherwise. My hobbies are riding, helping out on farms, going into town and listening to music like dance, NKOTB and EMF. I have my own horse and enjoy life very much. I would like a penpal who is between 13 & 17 from anywhere in England or America. So anyone with my taste write to me!

Littlecott, Goring Rd, Woodcote,
Reading Berks RG8 0QE.

I would really like a penpal, a boy about 10-12 years old and is interested in scouts, bikes, swimming, and computer games. My name is Richard and I'm 12 years old and I have just recently joined our local scout group. I have a Commodore Vic 20 computer.

PS I like reading, my best books are junior detective stories.

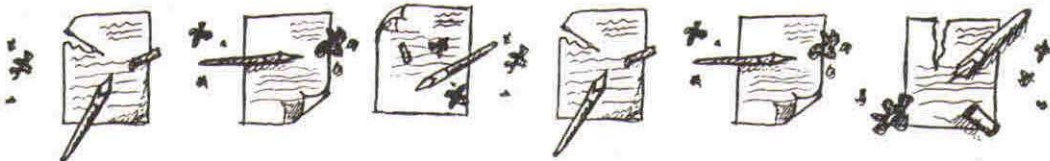
Richard Bettie, 56 Goodwin Road,
Ramsgate, Kent CT11 0JJ.

My name is Sophy Hansford.

I am 7. I like stamp collecting and art. I am home educated, please write to me.

25 Victoria Rd, Salisbury
SP1 3NF.

Ceri Calonyddaeaf would like a penfriend. He is 9, and loves walking, shells, stones and fossils, and all nature. He has never been to school, and has recently moved to an Irish island. He will answer all letters he receives. Bwthyn-y-Dryw, Inishfree, Burtonport, Letterkenny, Co. Donegal, Eire.



ENTHUSIASTIC CO-ORDINATORS WANTED !

for:

Dyfed
Cambridgeshire
Lincolnshire
Cleveland

Bedfordshire (to work with present
co-ordinator)

Lothian
Humberside
Cheshire

Please contact Steph Patcher(0246) 239048 if interested.

REGIONAL NEWS



AVON

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. To receive mailings, send an SAE to Poppy Green, 15 Bellevue, Clifton, Bristol BS8 1DB. 0272 735091. For further information phone Julia Hammond 0272 636081.



DERBYSHIRE

Wednesday January 30th: Our regular sessions begin again at the Fleet in Belper, with a session on Dance. Numbers for these workshops are limited, so phone Lynne (0773 836662) or Steph (0246 239048) if you'd like to join in. Beginning February, regular meetings will be as follows (but check first in case of changes due to special events):

Third Wednesday in every month: Swimming at Alfreton pool, pool open 12.00-1.30 usually. Bring lunch to eat afterwards at Lynne & Mike's (0773 836662).

Wednesday 20th March: 10.30-12.30, a joint gathering with our friends from Nottinghamshire. Earth Education: a session with the Clay Cross rangers. Meet at 5 Pits Trail car park, Pilsley, Derbys., and bring lunch. Phone Steph & Peter for details.

Wednesday 17th April: Road safety talk by Alfreton Police, including videos, at Alfreton Leisure Centre. Meet at Alfreton Leisure Centre for a swim first at 12 noon. Talk commences at 2pm, till 3pm approx. Phone Linda (0773 608239).

Wednesday 1st May: Visit to Ripley Fire Station, Derby Rd, Ripley. Plenty of parking nearby. Meet at the Fire Station at 2.15pm (lasts approx 1 hour). The Fire Station is next to the Ripley Leisure Centre, so those who wish to meet for a swim could meet in pool at 12.15. Phone Linda for details.

May-June: We are hoping to camp again this year at Hartington. For details phone Shirley & Ben Kelk (0332 675535) or Mike (0773 836662)

Monday 22nd July: Tissington Trail - bike hire in fine countryside, phone Mike (0773 836662) for details.

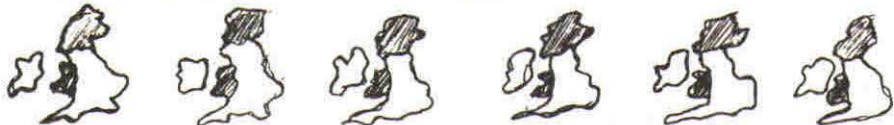
Sunday 18th August: Elvaston Castle, meet in the playground (free) at 12.30 & bring lunch. Farmyard also open, but you have to pay.

Sunday 1st September: Dovedale, meet at 12.30 at main car park (Thorpe End).

Phone Mike for details.

Other workshops and events are being arranged, information to follow.

We look forward to seeing all our old friends from Leicestershire, Nottinghamshire & Yorkshire, and hope to meet some new faces.



DYFED

Thursday 21st March: Spring Equinox gathering at Cwm Rhaffau. Come with ideas, materials and stories for shadow puppets. Bring food to share. Please phone with numbers - 0239 811118.

KENT

We will be meeting at the home of Adele Bright, 84 Island Wall, Whitstable, on the last Wednesday in February. There will be discussion for those interested in setting up workshops for younger children on a regular basis, and also for future social gatherings and educational visits for the spring and summer. Adele will provide baked potatoes - please bring contributions of salad & fillings. The house is right by the beach, so a walk might be possible - weather permitting. Card & paper will be provided for young children to cut & colour. Anyone interested in setting up workshops but unable to attend, please ring Adele to discuss it, also anyone attending please ring Adele (0227 265583) for directions etc. and to let her know approx numbers. Please send suggestions for future gatherings & offers of open house to Pam Stevenson, 25 Wyndham Rd, Dover, Kent CT17 0BH.

LONDON - NORTH & INNER

We meet the first Sunday of every month from 11.30 to 3.30, at Swiss Cottage community centre Winchester Rd NW3, very near Swiss Cottage underground. We have a very tentative booking on the 3rd Monday of each month at the Log Catins, Interchange, Wilkin St NW5. Kentish Town West BR or underground. Times 1.30-5.30. Please phone first!

A number of EO families have been going on Tuesdays & Thursdays from 3.30-5.30 to the family workshops at the Fleet Community Education Centre, Agincourt Rd, NW3 nearest tube Belsize Park. They have arts & crafts & music for all ages, ie babies to adults. You have to join the Centre £12 per term waged, £2 per term unwaged &

children. It is closed during school holidays. First visit or two is free - trial. Outings are often arranged during the week, usually Mondays. Phone Belinda on 081 343 1061 for details.

The North London group is trying to organise a camping/caravanning trip in March - phone if interested.

All the above buildings are fully wheelchair-accessible, including toilets. For Swiss Cottage & Log Cabins bring food to share, cafeteria at Swiss Cottage & Fleet. Meetings are very informal. Adults & children often chat in a circle and others play outside, the Log Cabins has extensive soft play equipment. We ask for a contribution of about £1.50, some pay more, some pay nothing - tea & coffee provided.

Phone David & Helen Michael (071 284 2124) or Belinda & Alan Reid (081 343 1061) for details of any of above.

Summary:

1st Sunday: Swiss Cottage 11.30-3.30

3rd Monday: Log Cabins (phone first) 1.30-5.30

Other Mondays: Outings, phone Belinda

Tuesdays, term time: Fleet Community Education Centre 3.30-5.30

Thursdays, term time: " " " " 3.00-5.30

LONDON -SOUTH

We meet monthly to encourage each other, meet new faces and play. We bring food and drink to share. All welcome.

Our meeting in November was attended by an unprecedented number of families from a wide area. The three student teachers from Avery Hill who attended to research their project were greatly impressed. Nodge went along to the presentation they did for their fellow students, which was very positive towards 'otherwise' education. In fact two of the student teachers wish they had known about EO before their own children had stated into mainstream schooling.

Thanks to everyone who came to the Christmas Party and made it such a success - especially Father Christmas.

The meetings from April onwards are still in some doubt as both the Albany & Norwood Children's Centre have funding problems and face an uncertain future.

Sat. Feb 23 - At The Child and Parent Centre in the Albany, Douglas Way, SE8 11am -3.30pm.

Sat Apr. 6 - At the Albany 11am -3.30pm (see above).

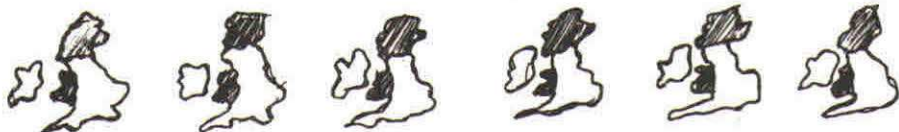
Sun Apr. 28 - At Norwood Childrens' Centre, behind St Luke's Church, 2-R Norwood High St, SE27 1pm-5pm. We are hoping that for this meeting Clive and Lisa will be able to come and lead us in an afternoon of co-operative games.

Sat June 1 - At the Albany 11am - 3,30pm (see above)

For more details or to confirm dates phone Nodge or Dorothy 081 469 0413

LONDON OUTINGS:

Please ring Sue Petszaft for details. 0892 661319



MANCHESTER

11th February: Informal meeting at the Friends' Meeting House, Mount St. Manchester (opp Town Hall) 2-4pm. Bring a toy or activity for your child. Contribution of 50p per family to cover cost of hiring room.

13th March: Granada Studio Tour, Water St., Manchester. The tour takes about an hour, but you may want to spend up to 4 hours there! Refreshments are available. Cost: adult £5.95, child £3.25. Bookings WITH MONEY to me by 10th January.

27th March: Informal meeting at my house, 1.30 - 4.00pm.

15th April: Manchester Craft Village, Oak St., Manchester. 11am. Come and see craftspeople at work. Refreshments available. No cost.

17th June: Informal meeting at Nancy Bailey's, 13 Criccieth Rd, Cheadle Heath, Stockport. 1.30 - 4.00pm.

We aim to hold a meeting or visit once a month but may well take advantage of other opportunities as they arise. If you would like to be kept informed of local events (it is not always possible to get a notice into the newsletter in time), please send £1 contribution to local group expenses to Anne Nesbit, 17 Tewkesbury Close, Poynton (0625 871718).

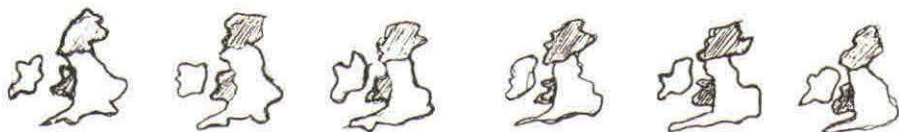
MERSEYSIDE

17th February: Visit to Unbro Sports factory, Ellesmere Port. Followed by lunch at West Cheshire College then a swim. Contact Kevin Fleisch on 0244 810153 by Feb 8th.

27th February: Roald Fahl's BFC at Empire Theatre. 2pm start, tickets £3.50 from Jane Woolfe 051 4273212 by 6th February.

13th March: Granada Studio Tour with Manchester group. See Manchester entry for details.

April: Ranger-led nature study and walk at Wirral Country Park. Contact Clare French on 051 6251410 in early March for date. All welcome.



NOTTINGHAMSHIRE

Starting on February 26th there will be a swimming meeting on the last Tuesday of the month at 'Water Meadows' swimming complex, Mansfield. Arrive any time from 10am onwards.

Monthly meetings have been arranged as follows:

Thursday 7th February: Nottingham Canal museum & castle. Meet 1pm at the entrance to the museum in Nottingham.

Wednesday 20th March: Joint meeting with Derbyshire - 'Earth Education'. Meet at 5 Pits Trail carpark, Pilsley, Derbyshire at 10.30 am. Bring packed lunch.

Thursday 18th April: White Post Working Farm, Farnsfield. Meet at Adventure Playground with a packed lunch (or in the cafe if bad weather) at 12.30.

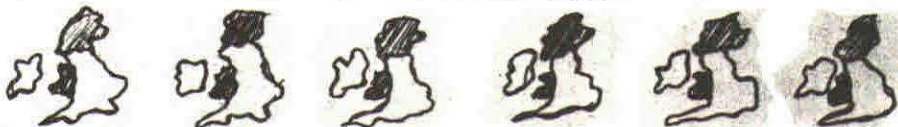
Tuesday 14th May: Sherwood Forest walk. Meet Edwinstave Visitor Centre cafe at 11am. Bring packed lunch.

Tuesday June 4th: (provisional) Sundown Pet Gardens near Retford. Meet 11.30am at under fives playground next to the cafe. Bring packed lunch.

Thursday 11th July: (provisional) Attenborough Nature Reserve, Nottingham. Meet at car park, 12 noon. Bring packed lunch.

There will also be 'open house' at various locations, certainly to include the Whites in Mansfield, on dates to be fixed.

Please ring Paul Sains (0623 653694) for directions or to confirm provisional dates. Members from adjoining counties always welcome.



SHROPSHIRE

9th February: Explore what is left of the Amazon rainforest with Alex, a Friend of the Earth, at The Lindens,

In addition we meet at the Lindens once a week on Mondays for a variety of activities - all welcome. Further details please contact Don & Mandy Patter, The Lindens, Broseley, Telford. (0952 882780)

SOMERSET

An informal meeting was held on Sunday 27th January for a shared lunch at Michael & Hanti Eaglemeare's home near Taunton. Our intention is to hold regular monthly meetings and activities. We do not know how this first meeting went yet as this info goes 'to press' before it takes place - further meetings depend on how much interest there is to meet. Let us know if you did not know of January's meeting and want to know what's on and where. Beer Farm, Beercrecombe, Nr. Taunton, Somerset. (0823 480665).

SOUTH DEVON

We meet most Wednesday afternoons at Dartington, near Totnes. Occasionally activities are organised but usually it is an opportunity for the children to play in a larger group and the adults socialise. Contact Ken Beagley for details on 0803 867140.

There is also a regular print making group that meets on Friday afternoons where we have use of very good facilities at Dartington. Contact Jill Beagley (0803 867140) for details.

SOUTH YORKSHIRE

March 1st: Welsh day at Mary & Stuart's house. Phone 883955 for details.

March 7th: Papermaking by Angie at Dineke's house. Phone 749156 for details.

I know more events will be organised, but not before the deadline of the newsletter. If you are interested phone Dineke (553836) to find out more. Every Thursday gatherings at Dineke's house from about 10.30, 48 Montgomery Rd, Sheffield S7 11Q.



WARWICKSHIRE

All EOers welcome to the following events:

Saturday March 2nd: Birmingham Science Museum, meet 11am at entrance and bring a packed lunch.

Tuesday April 23rd: Weather day at Sue & Mario's house, 11-4. Bring lunch and 'weathery' ideas and equipment.

Saturday May 18th: History of Warwick. Meet at St. Mary's Church Northgate at 2pm. We are hoping to do activity sheets as there is a lot of architectural interest in the town.

Contact Sue McNamara on 0926 338199 for further information.

WEST YORKSHIRE

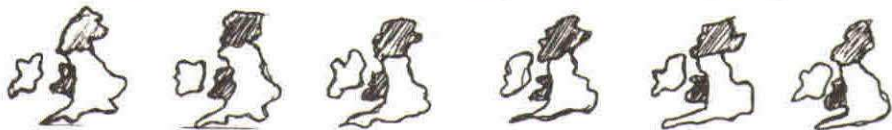
February 12th: Pancake Party from 11am at Sue Hart's. Phone 0484 537865 for details.

February 27th: Visit to Leeds RSPCA home. Meet there at 10.30 (visit will last til 12 noon). Phone Kim Wark on 0532 757473 for details and to let me know numbers. Lunch ('bring your own') at Kim's if interested.

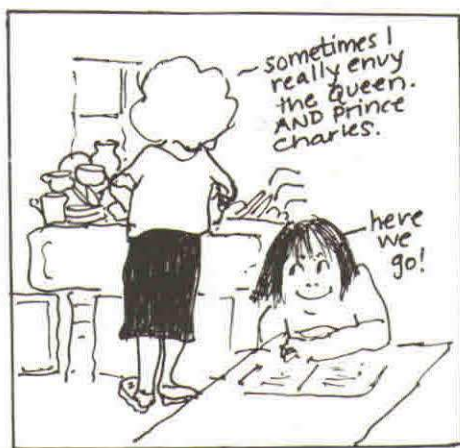
March 6th: Parent's meeting at Sue Hart's 8pm. Phone for details (see above). Also of interest, Under 5s Art Day at Leeds City Art Gallery on 6th & 7th March. They may accept (slightly?) older children. Phone Kim nearer time for details. Suggestions for future activities or visits in all parts of the region would be welcomed.

Regional Secretaries

East Anglia	Sandie Cottee	0268 733259
Midlands	Hazel Clawley	021 722 7165
The North	Mick & Jennie White	0969 23544
Scotland	Brenda Holliday	0786 832042
Wales	Miryan Bush	0269 861069
London	Genevieve Bridgman	081 341 0751



EDUCATING **ARCHIE** 1991 by *selg*



REVIEWS



Sent in by Jude Ashley-Walker 1 The Firs, Dodpits, Ningwood, Isle of Wight PO41 0TL
Please mention Education Otherwise when ordering any of the following:
Oxford University Press books can be ordered through Jude at a 30% discount..
Catalogues can be obtained directly from OUP, or from Jude (SAE please).

Alcohol Among Young People : Obtaining the Full Measure.

by Geoffrey Holmes

Price: £7.75 (inc postage)



Available from Susan Lamony, Boys and Girls Welfare Society, Central Offices,
Schools Hill, Cheadle, Cheshire SK8 1JE. 061-428 5256.

This book gives an in depth study of Alcohol use/abuse among young people, exploring reasons, circumstances, peer-group pressure, social issues. A book of interest to anyone involved in social studies. The author has also written a book, reviewed by me some months ago, called Truancy and Social Welfare: Bells Ringing in the Distance. This book is an unusual study of truancy, or "absenteeism" being the title preferred by the author. Geoffrey Holmes gives an unusual slant on issues involving young people. Well worth buying his books or ordering them from libraries.



GCSE Foundation Maths 1 and 2.

by Caroline Paechter Price £4.25 per book

Published by Stanley Thornes, Old Station Drive, Leckhampton, Cheltenham,
GL53 0PN. (0242) 228888).

This two book course is presented in an appealing layout, with short sections explaining in clear detail, cartoons, and exercises using experiences teenagers can relate to.

Book 1 has 8 check-ups to show the pupil any areas they may not have grasped, enabling them to go back and revise. Book 2 has 6 sections with check-ups, followed by advice on exams and about 50 pages of revision. The books are aimed at less able GCSE students and is ideal for children who dislike maths or find it difficult, or for younger children.

Leila (12 years) comments: I like the cartoons - it's the only maths course I've enjoyed! I hated Maths!





COMPUTOR GAMES

Tapes available from: B.E.S., Bourne House, The Hundred, Romsey, Hants SO51 8BY.
(0794) 523301

Osprey - Can you save the Osprey?

The object of the game is to allocate your wardens and to enable the Ospreys to stay in Scotland and rear their young, despite the hazards of egg stealers, huntsmen, fish farmers, tourists etc... Includes a booklet with information on Ospreys, ideas to follow up and a good booklist. Leila (12) and Danny (8) found this an interesting and informative game. With every purchase the RSPB receives a donation.

Map Rally. Aimed at 7-13 years

A good game helping the user to master co-ordinates and directions. The object is to find hidden checkpoints in a race against an opponent or the clock! Leila says - "very good!".

Word Hang. Aimed at 5 years upwards.

A really fun game of hangman, using over 250 words - plus the ability to enter more words. Danny, who is dyslexic, found it very useful and rewarding and says: "It's brilliant!".

World Wise. Aimed at 7-15 years.

The user "teaches the computer" about local and world geography. Encourages the use of atlases and teaches how to use computers to store information. The computer knows only 20 objects at the start of a new database, leaving the user to build on the database. Makes geography/atlas work fun.

LANGUAGE COURSES: Spanish, German, French.

Muzzy: The BBC Language Course for Children.

Available from: MBI Inc., Cox Lane, Chessington, Surrey KT9 1SE. 081 391 1624.



Consist of 2 VHS videocassettes in English, 2 videocassettes and 2 audiocassettes in the new language, an activity book (64pp), an Answer Key, and an exercise book (Spanish/French) or video storybook (German).

The course is in 6 episodes, based on a lovely, colourful cartoon story about Big Muzzy and the people in Condoland - the King, Queen, Princess Sylvia, (in love with the gardener- a match meeting parental disapproval!), the gardener, and Corvax, the palace computer buff - also in love with Sylvia!

The vocabulary is covered courtesy of a fun cartoon cyclist, giving the child a good basic knowledge of the language. I like the relaxed attitude of the course. The producers seem to have a belief in children's ability to learn. They say "Muzzy works best when you let your child learn at his or her own pace" I agree.

The price may be prohibitive for some families at £99, but this can be paid in 5 monthly instalments of £19.80.

I feel this is an ideal course for younger children starting a new language, as they seem to absorb it, much as they learn their own native language, by being read stories, sung rhymes etc. Muzzy 2, a follow-on at a higher level, is available with further adventures of Muzzy. I hope to review that in the next newsletter.

Comment from Danny, aged 8 years - dyslexic: I enjoy Muzzy and am enjoying learning Spanish - Muchos Gracias!

Paul Daniels Magic Language Memory Method.

Consists of 12 audiocassettes.

Available from: Magic Marketing, 39 Alstone Drive, Milton Keynes, Bucks.

This language course works on the principle of linking two objects in your mind - one known and one you want to remember, in a bizarre, dramatic or silly picture; eg. cat=gato, therefore imagine a cat eating a huge gateau! Crazy? Sure, but it seems to work - and fast.

Available in Spanish, German, French, and Italian, it is an ideal addition to the resources of any family, especially home educators. Now I have to learn Spanish to catch up with Leila and Tanny!



Green Parenting, Juliet Solomon

Published by Macdonald Optima, 1990 (ISBN 0 356 18768 3)

Although not strictly a book about education, Green Parenting is a provocative read, appealing to all those of us who want to better understand our families' relationships with those around us, and who re-examine their views and methods from time to time - EOers, in other words! The author is a sturdy defender of a family's right to choose their own lifestyle within the constraints of their guiding philosophy, and has a realistic and sensitive approach to children's views. For me, she has served to articulate some of the misgivings I have with consumerism,

pointing out, for example, that our society's 'needs' are dictated by those who have something to sell. There is much on peer pressure and its effects on parents choices and their likelihood to compromise, as well as straight forward advice on Greening the family. Her sections on education make rather depressing reading, although the Hartland school gets a couple of paragraphs. EO is relegated to a 'further reading' section, but I have written to the author to encourage her to give otherwise education more prominence in any future update of the book!

All in all, a thought-provoking, stimulating book that did much to renew my confidence in our families ability and responsibility to chart our own path.

Angela Vincent, 15 Highfield Avenue, Bishops Stortford, Herts CM23 5LS.

WHERE TO GET WHAT

The following publications are available from: Bruce & Christine Wallace, 25 Diabaig, Achnasheen, Ross-shire IV22 2HE.

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

EARLY YEARS
learning suggestions for under 12s £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 & how book by EO member and long term home educator £5.95

EO NEWSLETTERS
backcopies for '89 & '90 £1.00 each
EO NEWSLETTER BARGAIN BASEMENT
any 4 copies (our selection) from '87 to '88. £1.20

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

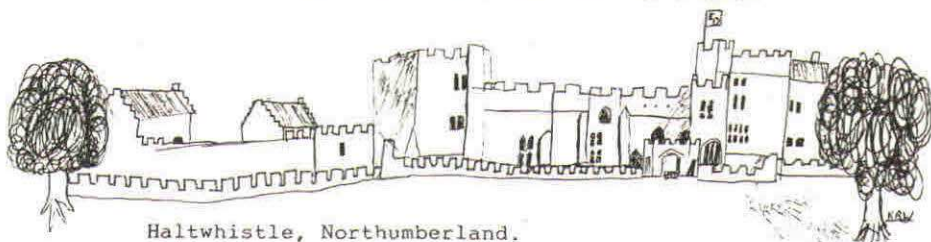
HOME EDUCATION & THE LAW
by Woolf & Deutsch - the law in England & Wales with regard to children who are 'deregistered' £2.00
EDUCATION NOW
issue no. 8 devoted to home education £2.50

GROWING WITHOUT SCHOOLING
the newsletter of EO's parallel organisation in the USA. £10.00 for 6 issues per year starting March, from Jill Gillings, Ballaglonny Farm, Quales Orchard, Ronague, Castletown, Isle of Man.

EO STATIONARY, REUSE LABELS, MEMBERSHIP FORMS, EO LEAFLETS & HANDBILLS
from Lucy Charlton, 2 Wistow Lane, Newton Harcourt, LE3 0FT. Send £2.00 for 100 reuse labels.

PRICES QUOTED FOR EO MEMBERS ONLY.

FEATHERSTONE CASTLE



Haltwhistle, Northumberland.

TWO OPPORTUNITIES FOR 1991

Due to the huge demand for places at Featherstone Castle in September 1990 there will be a holiday week in the SPRING and AUTUMN this year.

SPRING WEEK :- 25th APRIL to 2nd MAY 1991

Come and join us for a week of contrasts. Quiet conversation- noisy activity- bonfires- beautiful countryside- dancing- discussion groups- workshops- outings to Hadrians Wall etc.- its all there for the making.

The Spring week will be organised by the Wallace, Charlton and Ramsay families.

Accommodation at the Castle is mainly in dormitories, catering is necessarily communal. There is room for 90 people. So do get in touch soon if you think you want to attend. It will be STRCTLY first come first served!!!

For further details and booking form send SAE to Bruce and Christine Wallace, 25 Diabaig, Achnasheen, Ross-shire, IV22 2HE.

AUTUMN WEEK:- 12th to 19th SEPTEMBER

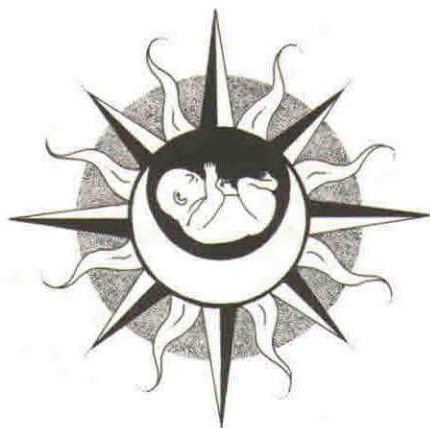
No decision has been made about who is to organise the Autumn week. If you would like to help and would like to 'understudy' to gain confidence and experience then please mention this when writing.

EDUCATION OTHERWISE will be having business and members meetings at Featherstone Castle on Sat. 27th April from 10am to 5pm.

Further details will be in the April newsletter.

From 'A History of Infant Education' by Robert R. Rusk, and is a quote by J.J. Rousseau:

What is to be thought, therefore, of that cruel education which sacrifices the present to an uncertain future, that burdens a child with all sorts of restrictions and begins by making him miserable, in order to prepare him for some far-off happiness which he may never enjoy? Even if I considered that education wise in its aims, how could I view without indignation those poor wretches subjected to an intolerable slavery and condemned like galley-slaves to endless toil, with no certainty that they will gain anything by it? The age of harmless mirth is spent in tears, punishments, threats, and slavery....What wisdom can you find that is greater than kindness? Love childhood, indulge its sports, its pleasures, its delightful instincts. Who has not sometimes regretted that age when laughter was ever on the lips, and when the heart was ever at peace? Why rob these innocents of the joys which pass so quickly, of that precious gift which they cannot abuse? Why fill with bitterness the fleeting days of childhood, days which will no more return for them than for you?....As soon as they are aware of the joy of life, let them rejoice in it, so that whenever God calls them they may not die without having tasted the joy of life.



©PG91

EDUCATION OTHERWISE OFFICERS

- General Enquiries : 25 Common Lane, Hemingford Abbot, Cambs CB18 9AN.
Telephone Helpline: 0480 63130.
- * General Secretary: Pam Stevenson, 25 Wyndham Rd, Dover, Kent CT17 0BH. *
- Director of Publications: Lesley Kilbride, Fearnmore by Shieldag, Strathcarron, Wester Ross IV54 8XX Tel: 052 05278.
- Publications Secretary : Lynne Greenhough, 18 Park Street, Alfreton, DE5 7JF. Tel: 0773 836662.
- Treasurer: Michael Cook, 34 Beacon Road, Herne Bay, Kent CT6 6DJ. Tel: 02273 67059.
- Chairperson: Keith Charlton, Newton Harcourt, Leics (053 759) 2118
- Special Needs: Sylvia Jeffs, 16 St Bernard's Road, Solihull B92 7BB. Tel: 021 706 6460.
- Subscription Renewals, Address Changes, Membership List: Bob Emmett, 148 Gunton Lane, Norwich, Norfolk NR5 0AQ. Tel: 0603 747865.
- Publicity Officer: (Please note this is a change of address) *all staying*
Vacant *Lucy Charlton. 0533 592118*
- Coordinators Secretary: Stephanie Fletcher, 50 Springfield Avenue, Chesterfield S40 1HL Tel: 0246 239048.

Membership Secretaries

- Scotland & Northern England: Meryl Cumins, 131 John Street, Larkhall, Lanarkshire M19 2EU. Tel: 0698 887977.
- South East: Valerie Common, 19 New Road, Castlethorpe, Milton Keynes MK19 7EH. Tel: 0908 511247.
- Wales & Midlands: Gillian Murely, 84 Witney Road, Stafford ST17 0BP. Tel: Stafford 48753
- London & Home Counties: David Bettie; 56 Goodwin Road, Ramsgate, CT11 0JJ Tel.. (0843) 583260
- South West: Maggie Swatridge, 32 Carrey Park, Polperro, Cornwall PL13 2JF. Tel: 0503 72087.

* STOP PRESS...STOP PRESS... *

General Secretary
Pam Stevenson

can now be reached on
(0304) 210997



© PG 91

HELP

CHILD LINE (0800) 1111

KIDSCAPE (071) 488 0488

Lucy Charlton - 081 884 1368

.....

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

Our principal aims are to:

encourage learning outside the school system

re-affirm that parents have the primary responsibility for their children's education and that they have the right to exercise this responsibility by educating them out of school

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

.....

FOR FURTHER INFORMATION

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

.....