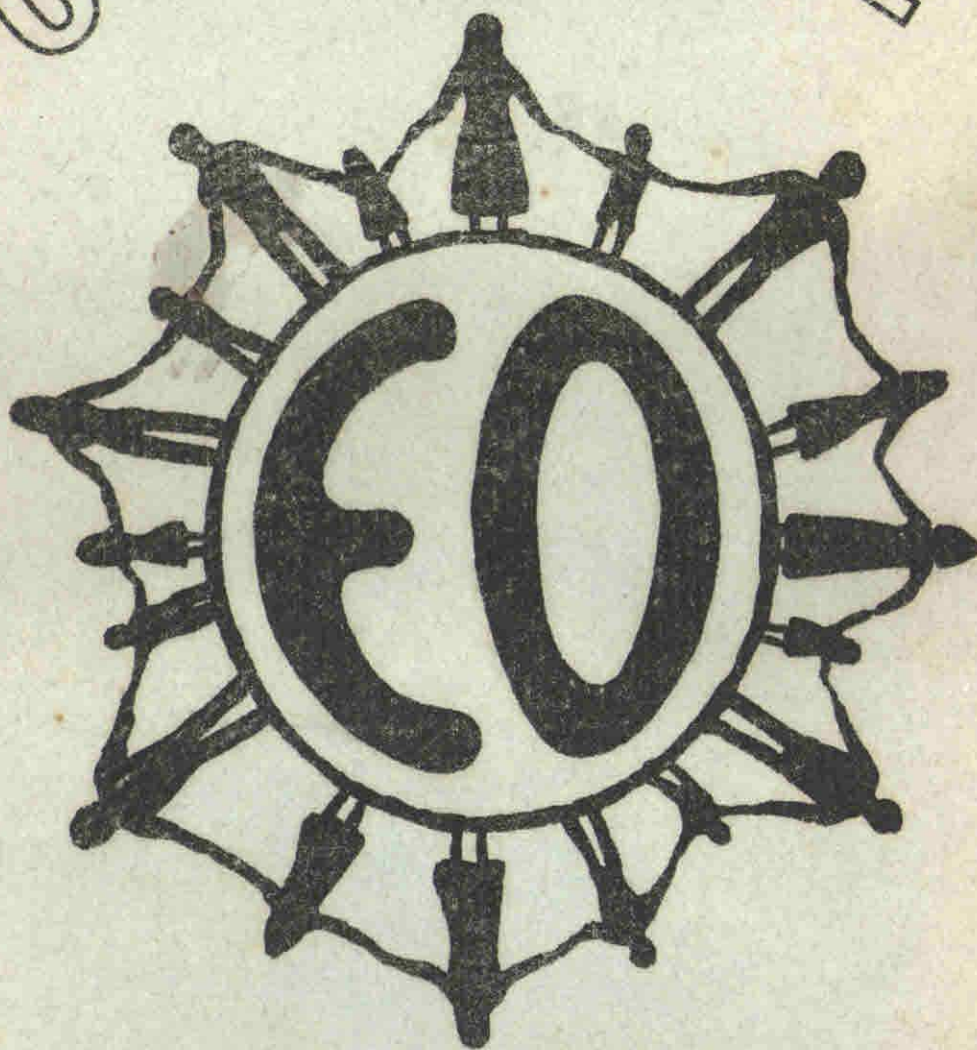


EDUCATION
OTHERWISE



NEWSLETTER

NUMBER 7
SEPTEMBER 1978

EDUCATION

OF THE STATE



W. H. HARRIS

SEPTEMBER 1918
NUMBER 1

EDUCATION OTHERWISE

NEWSLETTER NO. 7

SEPTEMBER 1978

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EDITORIAL

Dear Readers,

The new format of the newsletter is the first step along the path of making it easier to read, more compact, and cheaper to send out. Ros and Dominic Sweetman have set out the pages, and have arranged typing, printing and distribution.

Until recently Dick Kitto has been heavily involved in producing the newsletter. I should like to thank him on behalf of all home educators for his unstinting hard work in this direction, when there were so many other Education Otherwise demands on his time.

At the last Core Group meeting on 5th August 1978 we revised what we considered should be the aims of Education Otherwise. The revised version appears in this newsletter. Do you approve of it?

At the meeting - unfortunately our last at the homely house of Sarah and Brian Guthrie (our thanks!) - we discussed publicity, a logo for EO, and EO representation at alternative festivals. There is more information in the Notices section.

There is also the possibility that a sympathetic lecturer in Law (who is interested in the rights of children) may be able to advise EO members on the legal aspects of dealing with the authorities. In addition, he may be able to inform other members of the legal profession of the difficulties experienced by school children when they do not fit into our system of compulsory education.

It seems to me that we must ask ourselves whether we are to become a reserved, privileged elite outside the state system, or whether we attempt to help (however little) those who suffer under it.

Personally, I should like to see our privileges of background or of education being used to improve the lot of those young people who cannot succeed in our compulsory education system, and who wish to leave it. What do you think?

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Views expressed by contributors are their own and do not necessarily agree with those of the editor.

THE PROPOSED AIMS OF EDUCATION OTHERWISE: REVISED

1. To establish the primary responsibilities of parents in respect of their children's education, and their right to practise these out of school.
2. To establish the primary right of children that full consideration, with due regard to their age and understanding, shall be given to their wishes and feelings in respect of their education, and to support children in exercising this right.
3. To support families in which for any good reason a child is being educated out of school, particularly in the following respects:
 - (a) To disseminate information about (i) people's experiences, (ii) available resources, and (iii) exchanges of skills and facilities through the medium of the Newsletter, special booklets and otherwise.
 - (b) To support people with general advice and where needed with specific help on (i) legal aspects, and (ii) presenting their case to the authorities.
 - (c) To provide advice on (i) devising programmes of activities, and (ii) educational methods and materials.
4. To provide advice and support to families in which a child is suffering educationally, socially or emotionally from being forced to attend school, particularly in the following cases:-
 - (a) When the family is being inadequately served or advised by the statutory services.
 - (b) When the family is being harassed by the statutory authorities, especially where it is being threatened with legal action.
5. To work towards a situation in which schools and other educational services provide a resource freely available for use within the community by people of all ages.
6. To strengthen the links between members by a Newsletter, by helping in the formation of local groups, and by arranging meetings and other activities.

It is not the intention of the group to act in conflict with schools and education authorities, and we endorse their legal responsibilities particularly (i) as providers of education resources and services, and (ii) as a safeguard for children who might otherwise be deprived of their right to education.

In the actual statement of our aims these objectives would follow an introduction which would include the UN charter and sections from the 1944 Education Act.

Are there other things you think EO should be doing, or do you think this is enough already? Please do not hesitate to write.

You may have noticed that section 3 as printed in the July Newsletter, has been deleted. It was deleted because it was felt that in practice, an organisation like EO would find it difficult to be accepted in a conciliatory or mediating role by the schools and by the authorities.

As it happens, however, an article in the Times Educational Supplement referred to a new experiment in child care. A new group of "Development Officers" will be formed. These officers will try to improve co-operation between education, Social and health workers and will co-ordinate their services. They will encourage work based on child care research and will try to prevent children coming into care.

There will be a group of Senior professionals from the educational, social and health services which will support and monitor the exercise.

At the moment four Development Officers are planned; one in Hampshire, two in Scotland, and one more in England in an unspecified area.

EDUCATION OTHERWISE - A PROPOSAL FOR RESEARCH WORK

The following comments describe the origin of Education Otherwise, and may be used to attempt to attract academic interest in education out of school. The research dissertation or thesis would be registered towards a higher degree.

Professor Ian Lister of York University has expressed interest and will explore the possibility of a research worker being attached to the Education Department of York.

The proposal may read:

Education Otherwise is an organisation established in 1976 to act as a support and information network for parents who choose to educate their children at home, not in school.

Such a step is permitted under Section 36 of the 1944 Education Act which states that "It shall be the duty of the parent of every child of compulsory school age to cause him to receive efficient full-time education suitable to his age, ability and aptitude, either by regular attendance at school or otherwise".

Education Otherwise takes its name from this section of the act.

The group has at present ... members, of whom ... have children of compulsory school age at home. There is a great deal of information to be collated about families who contemplate or actually take this unusual course of action. There are many legal and political issues to be explored.

Education Otherwise is therefore seeking financial assistance to appoint a Research worker for a period of .. years.

The Research Worker might:

1. Use Education Otherwise membership records to assess the characteristics of typical families.
2. Devise a questionnaire for families, members or enquirers.
3. Undertake a detailed study of a range of individual cases.
4. Explore LEA reaction to Otherwise schemes, either in principle or in practice.
5. Examine court cases involving home-based education.
6. Clarify LEA policy on curricula and the qualifications of parents.
7. Compare various aspects internationally, e.g. law, other organisations, or finance.
8. Consider Further Education reactions to students who have been educated at home.

There are undoubtedly other aspects of EO which would be worth examining. The reactions of various Local Education Authorities to Otherwise families might be interesting. Do you have questions which you would wish to see answered?

SECONDARY EDUCATION OTHERWISE

by A.H. Laity

In this article the shortcomings of state education are described from the view point of the teacher. A.H. Laity suggests an alternative educating situation and requests readers' opinions on its viability.

At the moment I am teaching, but find that I am increasingly unable to compromise with the teaching situation in which I find myself, for the following reasons:-

1. The numbers I find myself teaching are overwhelming; there is just not time to give everyone's needs the attention they deserve. I do not mean only that there is not time to make sure that the particular skill or fragment of information has been imparted to everyone in the classroom, though that is part of the problem. I am thinking more of the fact that there is not time to go into the difficulties which may be presenting themselves in the everyday lives of the children - or the teacher!
2. The competition which enters into much of what we do. The children are always being urged to compete with one another by a system of marks and house points. In addition they are being conditioned by the teachers, who themselves are competing for better results from students. These pressures are passed to the children.
3. The fact that we are educating almost exclusively for one thing - namely, examination results. Here the school cannot wholly be blamed. Employers demand examination results and the teacher does not want to see the child at a loss when he comes to leave school. However, the child has to be prepared in more ways than one for the life he is going to lead!

But as things are if I do teach a lesson which is not examination-oriented, or where the children feel that it contains nothing new, I immediately sense restlessness. The child expects to have information imparted to him; the teacher meets resistance when the child is invited to explore for himself further into the subject.

4. Matters of discipline are never discussed openly between students and teachers. There is a system of rewards and punishments, but there is no real co-operation between people when it comes to sorting out these matters. Any real co-operation is usually motivated by results, especially examination results. Physical education does at first seem to be an exception. It is enjoyed by the children for its own sake - they have plenty of physical energy and they enjoy using it. Nevertheless competition enters here,

so that the particular needs of the individual are very often not catered for. I am in favour of Yoga, because it can be used by the individual according to his particular needs and is not competitive.

5. As teachers we do not seem to be learning; staff meetings are infrequent and nothing is ever discussed in depth. Questioning the status quo is strongly discouraged.

Amidst these discontents I was greatly heartened by reading an account of school by Krishnamurti in "Education and the Significance of Life". He describes education as an infinite learning about oneself and the world - something in which parent and child and teacher are all involved. I am sure that this is possible in the right school. It is possible at odd moments in the wrong school. I do not necessarily want to ignore public examinations and the teaching of skills, but the teacher needs scope to explore the areas of life which technological education can never touch. The teacher needs time to be involved with the pupil in doing things other than passing examinations; to be a happy individual passing through life without causing damage to the world in which he lives.

I hope that those of us who are interested in such education - parents and children - and most probably those children who have passed the primary stage - will be able to get together to create a school. I should be happy to co-ordinate the operation.

A.H. Laity concludes that such a school should exist in the countryside, with land available for cultivation. Interested readers should write to A.H. Laity, 100 Church Road, Plymstock, Plymouth, Devon.

SECONDARY EDUCATION: EXAM REQUIREMENTS

The following comprehensive article from Leslie Joulius on the administrative procedures and academic requirements involved in G.C.E. and University entrance examinations, is also the only response to date to Naimuddin Shameem's appeal in the July Newsletter.

O-and A-level examinations

Once a child has left school he must enter for these examinations as an external candidate. There are some eight or nine different examining boards in different parts of the country, and it is wise to take the exams set by the same board as schools in your area - otherwise you may have to travel miles to find a centre where you can sit them. Some boards are said to set easier papers than others - if they do, such papers will have a correspondingly low rating in the university/college entry stakes. It is also worth noting that some subjects such as domestic science, art, music, and general studies, are not always counted as valid subjects for university entrance to purely academic courses.

I only have recent experience of the J.M.B. (Joint Matriculation Board, representing the northern universities of Manchester, Liverpool, Leeds, Sheffield and Birmingham), but I imagine they all work more or less the same way. Taking the examinations set by a particular board does not in any way limit your choice of university afterwards.

The first thing is to buy a copy of your local board's Syllabus and Regulations, published in the autumn, two years in advance of the examination - you get it from serious booksellers; if in doubt about your local board, ask at the public library. This book tells you all you need to know about the syllabus for each O-level and A-level subject you might want to take but you need it two years in advance so that you know what set books to buy - unless you are going to rush things and try to get through the syllabus in one year instead of two. Make sure you get the edition relevant to the year you wish to take the exam.

Matriculation is the basic requirement for university entry. There are plenty more hurdles after this, but it is disastrous to get as far as the university application form and then discover that you don't have the right combination of O-levels.

This is: 5 O-levels, which includes English Language (not to be confused with English Literature), one mathematical or scientific subject, one foreign language (which can be classical or modern), plus two other subjects. Two of these or other subjects must also be offered as A-levels. These of course are minimum requirements - most universities require three A-levels, and some people do four these days.

Application forms to sit for the O- or A-level exams as an external candidate are obtained from the Examination Board concerned, and in the case of J.M.B. have to be in my mid-February for the June exam. Since one is liable to encounter various hold-ups through the inefficiency or sheer bloodymindedness of the Local Education Office (in our area at least) we always start proceedings immediately after Christmas. In each area a centre is designated for the accomodation of

external candidates. The results come out in August, and if you don't like them you can re-sit the exam in November.

University entrance

Most universities accept entrants on the results of A-level, but applications have to be made a year ahead of entry. Most people decide on four to six universities which interest them and write to the Registrar, Blank University, Blanktown asking for details about courses, accomodation, and entry requirements, any time from the October before they want to go up. From the replies, they pick the three most likely Universities, choose the course that appeals to them, and send for an application form. This is completed and sent in. Eventually an offer may be made on a minimum A-level result - for instance, two A's and a B, or two B's and an E, according to how hard up the particular university is for students. It is wise to go and have a look at the places you have short listed before making up your mind - if you write and say you are coming, the best places make sure someone shows you round - if gives you the 'feel' of the place better than a glossary brochure can.

You also need to write in good time for an U.C.C.A. form and a handbook from The Secretary, Universities Central Council on Admissions, P.O. Box 28, Cueltenham, Glos. GL50 IHY. This explains the central clearing system for university entrants - if you don't get in to the university you want, it tells you what places are still available where and helps you to get in somewhere. Both O- and A-levels are graded.

O-level from A - E, C being a pass, D and E virtually fail, though no-one admits that these days.

A-level also from A - E, but here E is a pass still.

The two Universities that do not admit entrants on A-level results are Oxford and Cambridge. These two hold their own entrance examinations in November, on the results of which they award scholarships and places for the following October. It is only fair to point out that this exam is of a higher standard than A-level, and is on the look-out for intelligence and originality rather than run-of-the-mill competence, though competence is expected as well. More and more people are taking this exam in their fourth term in the sixth form at school, that is before they take their A-levels, because allowances are made for the fact that the candidate at this stage will not have covered such a wide syllabus, and the qualities of mind that the examiners are looking for will already be apparent. The point about Oxford and Cambridge is that you get the most brilliant students and teachers, you

have a lot more fun than at other places, and above all that the teaching ratio, with the tutorial system, is one to one or two-which cannot be rivalled by any other university in the world. To apply for either of these two, write to The Registrar, University Offices, Oxford (or Cambridge) asking for a copy of the Undergraduate prospectus and admissions procedure 15 - 18 months before you want to go up. Then, having selected your college, write to the tutor for Admissions there telling him what you want to read. Ask his personal advice on any problems of admission procedure, and also write to the college office for an admissions form. This should be completed and returned by September of the year before you want to go up. You will have to take the entrance examination at an approved centre, but this can usually be arranged at a local school which enters its own candidates - write to the headmaster with a polite request in good time, and put a fiver into the school funds afterwards. Candidates who make a reasonable showing are called up for interview in December, and on the strength of the interview about half are awarded scholarships or places for the following year by Christmas. This leaves you plenty of time to try for another university if you are unlucky, or if you have tried fourth term entry, to have another shot the following year. You still have to fill in the U.C.C.A. form.

The D.E.S. publishes a useful booklet entitled: 'Grants to students - a brief guide'. It is available free from: DES, 1/27 Elizabeth House, York road, London, SE1 7PH. On the back page it lists other useful free publications.

Previous examination papers, to give you some idea of what to expect, are available for both O- and A-levels and the Oxbridge exam; the former from an address given in the Board's own syllabus and Regulations (J.M.B.'s from: John Sherratt & Son Ltd., 78 Park Road, Altrincham, Cheshire, WA14 5QQ), the latter from Oxford University Press showroom, 116 High Street, Oxford OX1 4BZ (presumably Cambridge papers from Cambridge University Press, address in local library).

Once you have been given a definite offer of a University place for the following autumn (i.e. from Christmas for successful Oxbridge candidates) you are entitled to sign on for the dole - very welcome for hard working de-schoolers who have lost their Child Benefit and tax allowances.

Incidentally even de-schoolers are eligible for local authority grants for a first degree course or other study course. But it is important to note that as a rule only one course will be grant-assisted, so don't count on changing your mind halfway through and persuading the L.E.A. to pay for one and a half courses.

Resouces - we had an awful hassle persuading the Adult Education College to accept our under-18 year olds for the French circle, which kept their spoken French alive. They were pigeon-holed as 'Further Education', which meant attending most of the time, and that was just what they had escaped from. Most 'vocational' courses laid on by the L.E.A. are much too slow for O- and A-level purposes. In Manchester we are lucky in that the Language and Literature Library keeps Linguaphone tapes in various modern languages and you can go and listen to them there as well as borrowing the text-books, which we found very helpful.

Warning - Latin is still needed by historians and modern linguists, so don't be too ready to drop it before O-level. For instance the entrance exam for history students to Oxbridge demands translation in two languages (of which Latin is obviously essential for mediaevalists).

THE LIMITATIONS OF SELF-REGULATION?

Mollie Jenkins, who has been working with Dick Kitto this summer on EO membership records, offers an account of her family's educational experience with a group of other families. She notes particularly that parental guidance and encouragement were necessary during the de-schooled period, and contrasts the unfavourable performance of an unguided family.

E.O. Newsletter No. 6 touched several times on the question that splits de-schoolers into two often hostile camps - whether or not parents should consciously 'educate' their children in the academic sense; or whether the child, being a naturally self-regulating animal, will learn automatically all he needs to know without any direct guidance.

I can throw some light on this problem through experience. In 1962 we linked up with several other families to keep our children out of school, and because we had space and I like children, for the next six years fourteen children used to spend most of their time at our house. We became a kind of extended family, and have kept in touch ever since. The children are now grown up, so it is possible to see at least some of the long-term effects of their rather unusual early experience.

Naturally parental attitudes to their children's education differed considerably within the group. We varied from those who worried if their child was not reading as early as his

contemporaries to those who made it clear that they considered academic achievement totally unimportant. Most of us, without pushing the children, encouraged them when they themselves wanted to read and write - which they all did sooner or later - in the belief that it was unfair to deprive them of tools so indispensable for coping with modern life.

However it must be said that they all needed help in acquiring such skills; there was no way in which they could have acquired them without a great deal of time, patience and encouragement from the adults around them - and this has applied all the way through. In recent years I have prepared my own daughters for O- and A- levels and Oxford entrance. Although they could theoretically have read up the necessary exam subjects for themselves, they needed constant help, companionship and encouragement to stay the somewhat arduous course. This is in spite of the fact that they were working for their own (quite different) personal goals and were keenly interested in what they were doing. Other children we know also left school and tried to go it alone, but without time and practical help from adults, soon gave up in despair.

One family in the original group - I shall call them the Sinclairs - definitely did not believe in pressing their small children to do anything that they did not feel like doing. Mrs. Sinclair was sweet and kind and totally undemanding; in fact the whole family, parents and children, were popular with everybody - the rest of the children rather envied the young Sinclairs their easy-going parents. From the age of three and four, when I first knew them, the Sinclair children never made any effort to acquire the skills that the other children struggled so hard for. If it was difficult they just didn't bother; they took refuge in day-dreaming instead.

Now that they are all grown up the picture looks rather different. None of the children has really altered one wit in basic personality since the age of three. They are all interested and excited about something, be it music, theatre, archaeological digs, working at science to get into medical school, writing poetry, working abroad to learn foreign languages, or designing costumes for historical films. All, that is, except the Sinclair children. They don't have a CSE or O-level between the two of them, have no skills, and - worst of all - no interests. Bored and jobless they sit around at home, or drift round the local cafes discussing the meaning of life with a shifting community of equally disorientated drop-outs, hoping for companionship if not interest. All this would not matter if they were happy, but they are utterly miserable; and the tragedy is that there seems to be no way out of their particular trap. By now they are incapable of concentrating on anything long enough to learn any skills, and they are not interesting enough themselves (not being interested in anything) for anyone to stick with them for long.

Their parents of course are still kind and loyal - but now disappointed and worried too, wondering what will become of their children and what they did wrong.

THE 0-12 LEAFLET : SOME COMMENTS

Gillian Drake of Warnham, Sussex has kindly sent in these comments on the leaflet.

A request for comments on the 0 - 12 leaflet was made in the Newsletter of April 1978.

I found the leaflet interesting and useful. I think it will be a reassuring guide for parents with little practical knowledge of primary education, and it should encourage them to go ahead. However I have a few criticisms.

In the section on suggested background reading, both the Alice Yardley books and the Susan Isaacs book are out of print.

At the top of page 3, a "Penguin" book should have been referred to as one of the "Penguin Education Extension" series. I found the Musical Instrument Recipe book in this series particularly useful. I am not a musician (neither is Sara) but like the rest of the family she has grown up with music, and she appreciates music she can move to - from ballet to pop. I should like to maintain an informal treatment of music, with the emphasis on enjoyment. For this reason I found the books by Richard Addison too technical and classroom-orientated for our use: TV programmes may be more useful than books.

I agree with Mr. Byron that science should not be a special activity, including as it does all the natural and man-made processes. Sara has come to hate science, but she is observant and enquiring, so we hope to improve Sara's reaction. Other science books I should recommend are:

"Exploring Nature" by Derek Hall (Hamlyn),

"Fun with Physics" by Colin Siddons (Kaye and Ward).

In addition the Royal Society for the Protection of Birds (at Sandy, Beds.) has a junior section (The Young Ornithologists' Club) which distributes a quarterly magazine.

I feel that "readers" (Reading Section) should not be so readily dismissed: it would be difficult for an untrained parent to pick out a series of books that progress sufficiently smoothly in standard.

I should like to see the skill of handwriting mentioned for the older primary-age child: handwriting seems to be poorly taught at many schools. Series which I like include "Everyday Writing" by Ruth Fagg (reprinting), and "Nelson Handwriting".

"Maths Adventure" by Jan Stansfield (published by Evans) is a series I particularly like. It is colourful with lively pictures and different examples of the same concept: very useful for children who are frightened of mathematics. I like the Fletcher series for the same reasons.

In addition, Sara has been learning French for two years, enjoys it very much, and has asked me to continue it. I think an interest in foreign languages should be encouraged, so we shall be using Mary Glasgow's publications "Boum" and "Bonjour": these are in magazine form. We shall also use the relevant TV and radio programmes.

My thanks to Mr. Byron for producing a splendid leaflet!

HOME - BASED STEINER EDUCATION by Peter Reeve.

This letter is reprinted with the kind permission of Jackie and James Fearnley from their "Children First" Newsletter No. 4.

Roswitha and Peter Reeve have both taught in Steiner schools. Since Norfolk does not possess a Steiner school their daughter Jennifer is to be educated at home for the time being. She is now five years old. The letter sets out the Reeves' philosophy and some of the philosophy of Steiner education.

We would not like Jennifer to go to school before she is seven; normally Steiner schools only form classes for seven year olds. Although Steiner schools do have nursery classes for younger children, it is thought that it is better for the children to remain at home.

There are various things one can attempt with children between the ages of five and seven. Apart from their own imaginative play and their work of imitating grown-ups, one can tell fairy stories, using the same ones over and over again - for children like repetitions and indeed respond warmly to them. One tries to speak clearly at all times. One can regularly sing and plan other rhythmic activities like stepping in a circle holding hands or moving hands. However no attempt is made to do formal learning, early reading or number work.

We have a God-centred natural philosophy. We want a warm, loving atmosphere in which our children can happily engage in all sorts of activities. The Steiner method does rule out certain things. Television is out for various reasons. We don't want a synthetic version of the world to impinge on our children's consciousness. On the other hand our children hear our respect for the people in the world; the postman, shopkeeper, farmer, and craftsman.

To some extent we seek to protect our children from materialistic values in favour of the simple and homespun. Our children have toys made of natural materials wherever possible. We like artistically animated toys without too much detail or sophistication; the children have rag dolls

and hobby horses. They are encouraged to dress up and of course love it. Naturally they love making houses and shops. They "help" with the cooking.

The children take a great interest in the animals we have about the place and they love picking blackberries and all that sort of thing. There is an endless number of wholesome things to do in the country.

We try to have inner sympathy rather than being directive, but we are ready to be a step ahead with suggestions. We try to obtain the children's co-operation rather than use confrontation or coercion; often the indirect way past an obstacle is easier - by change of subject, plain inducement or sheer affection. Life is so much smoother when children have plenty to do, but we do not forget the need for balance between inner and outer activity; drawing helps to restore balance.

As our children grow (we have three girls aged five, three, and six months) we can probably continue their education by linking up with people of similar views to ourselves, who have children of similar ages.

In Steiner schools children come on to painting with clear colours on damp paper, handicrafts such as sewing and knitting, playing recorders in ensemble work with other children, and plays and drama. In Steiner schools the stress is on loving enthusiasm for practical and artistic work. In fact, one comes to love work in an uninhibited way; but one also learns thoroughness.

So much could be said about Steiner education. It does work in practice and it does turn out useful people.

In the meantime we always like to reflect on what we are attempting at home and we like to talk about it. After all, we are trying to educate our children in the hope of a better world.

EDUCATION OTHERWISE: A PERSONAL ACCOUNT .

The Byron family were founder members of Education Otherwise. In this article, Catherine Byron gives an account of their philosophy, and something of the family's experience in their first year.

As the children passed out of the infant stage, we wanted to continue with a natural diet for them, and three years ago moved to the country hoping to grow our own food. The natural diet was not merely physical however: it included the close contact with the countryside and the elements, the

acquisition of some animals and the (to the children very slow) unfolding of the life cycle that ends in death, the sense of routine inherent in having a milking animal, and the satisfaction of harvest. In all, seeing at first hand the whole of the pattern; moving at its own pace.

There seemed to us a very full and rich "syllabus" here from which the children might take in many things, from the metaphysical level right down to the practical level of drawing pictures and in time, writing; not to mention straining and measuring milk, weighing feed, making cheese and butter, and baking with that glut of eggs! The children bring their own inner resources and curiosity to make what they can of these experiences.

Somehow school seemed unnecessary. Certainly its premises seemed to be opposed to much of what we believed in. School separates children from the outside world and into artificial peer groups. It produces the constraints which are inevitable where any institution, however benevolent, exists. It inculcates the values of a competitive society in which academic abilities are more highly prized than others. Decisions are made by adults as to what needs to be learned and how it should be mastered. But perhaps worst of all, it imposes an arbitrary routine of learning, when all the growth we had observed in our children came in spurts followed by fallow periods; not in measurable daily steps. We felt particularly uneasy about subjecting a child to these pressures at the tender age of 5 - many European countries wait until 7 before making school compulsory.

Once we had discovered that it is perfectly legal and possible to educate a child "otherwise than at school", our decision was made. It is education that is compulsory under British law, and not necessarily schooling.

I have been involved in playgroups, in fact I have run one for a year and feel they have much to offer as a model, in that they are a grassroots phenomenon created and run mainly by mothers. The playgroup movement has encouraged parents to realise that they are capable of educating their children in collaboration with other parents and with the support of "experts". Local authorities have encouraged the parental initiatives by providing funds and advisory services. Perhaps one day they might support similar initiatives for children over 5 and give access to facilities at present locked up in schools. If school buildings could seem not as prisons but rather as resource areas which people could use to gain their kind of education, the result could only be resourceful people and a more responsible society. And this is surely what we are about when practising self-sufficiency. It isn't, or shouldn't be, just a question of "I'm all right, Jack", but part of a healthy tendency by an element within society to become more self-reliant and more concerned with the quality of life's essentials, both for itself and for society in general.

Rather to our surprise, we found that for many people self-sufficiency education-wise was not a natural corollary to basic self-sufficiency. We were encouraged when we met a

couple of families embarking on the same educational course and throughout the year have tried to keep up regular social contacts between the children involved. A year of actually doing it ourselves has made us see more clearly than ever the importance to individual families of the availability of this sort of support. Ideally of course a family would not be doing it in isolation. Looking back now on our first year of deschooling, this doesn't seem quite so odd. It has required a great deal of time, a certain amount of money, and the ability to call upon a variety of skills in order to deal with the queries of the local education authority.

Most difficult of all is the sense of isolation, of being different. Being a pioneer is not comfortable, and the education of small children outside school can be hard on children and parents alike if the attitudes of neighbours and friends are a mixture of incredulity and disapproval. If the education authority is hostile too, the situation becomes very difficult.

I do not think that even a year ago we would have had the courage to keep our daughter out of school had she not expressed a definite and quite independent wish not to go. She didn't feel sufficiently secure away from familiar surroundings and people to face the new world that school entailed.

The self-regulation of the small child should flower into the creative power of the self-regulating group, the ideal that Herbert Read so eloquently argues for in "Education through Art". Children need a whole community to grow up in; not just a family, or a peer group, but a graspable microcosm of their society. This we cannot at present provide for our own children.

More than half a century ago. Professor Patrick Geddes was disturbed by the way in which, while education was becoming available to (and compulsory for) all, its purpose was not being rethought. As a result a watered down version of the classical and academic curriculum was offered. In contrast he called for an educational programme based, not on the 3 R's, but on the 3 H's: Heart, Hand and Head. His vision is even more appropriate today.

By offering our children the opportunity to "educate" themselves along such balanced and organic lines, so to speak, we can trust them absolutely to make the best of themselves.

THE EVENTS LEADING TO OUR DESCHOOLING

Naimuddin Shameem wanted his children to have an academic education of the grammar school type. Dismayed by the change to comprehensive schooling and its low academic standard, he was forced to withdraw Nadeem. Here he describes his experiences with the school.

I have three children, Nadeem (13), Yasmin (11) and Kaleem (8).

The primary school they have attended is the best in this area under the Inner London Education Authority (ILEA). Nadeem was classified as an above average boy as a result of the eleven plus tests; he is academically inclined and we wanted him to go to a good grammar school.

Due to the change to comprehensive schooling there was tremendous pressure on the remaining two grammar schools in our area. Preferentially they were admitting boys who had brothers already at the school, and boys who lived near the school. As a result, we had to make a second choice; a comprehensive school which was once a grammar school.

In the first year proper attention was not given to the bright boys because of the mixed ability class system. The boys learned practically nothing during this first year. In the second year the boys were regrouped according to their abilities; Nadeem was in the top set in all the subjects arranged into sets.

For the first year I was a member of the committee of the school's Parents' Guild, and in the Parents' General Meeting was unanimously elected its secretary.

From the very beginning the committee was worried about the standard of education in the school as a whole. The homework timetable was not followed. When homework was set, it was not marked. When it was marked, it was marked during class time and the lesson periods were wasted. In science the experiments did not follow the school's own programme.

Because of all this, the committee voted to meet the Governors in a parents' General Meeting. In that meeting the parents were of the unanimous opinion that the level of achievement in the school was very low and that a meeting should be held on the subject with the Governors.

As a result, the Governors promised to see that the situation improved. However, they did not even meet formally to discuss the problem for another three months: the height of inactivity! In fact, only two Parent Governors were required to call a special Governing Body Meeting, but our three Parent Governors did not think that one was required!

Encouraged by this inactivity, the school made no effort to improve its standard of education. We saw with naivety, with surprise, and finally with horror that the parents who complained to the Governors received threatening letters from the school!

One event led to another and finally I was left with no alternative but to withdraw Nadeem from the school on 20th April 1978.

After writing half a dozen letters, the ILEA sent an Educational Welfare Officer who has put me in touch with a grammar school which still has an intake in Nadeem's year group. However, I am doubtful whether this school would be able to provide an education as good as the one he is receiving at home at the present time.

My wife does not work and Nadeem follows a not-so-rigid timetable. In the evenings he goes to a youth club; something he could not do when at school because of the unnecessary pressures on him. He takes time off during the day to go jogging.

Nadeem is learning English, mathematics, physics, chemistry, German, technical drawing, Urdu, economics and classical civilisation. I think he will be able to sit for his O-level GCE exams when he is 15.

Being qualified, I am able to help him in almost all the above subjects using the media and other teaching aids.

REFLECTIONS AFTER ONE TERM OF DESCHOOLING

Audrey Hannan gives this account of her family's educating experience to date.

Duncan is six and a half, is considered to be exceptionally gifted, and has been out of school for just one term.

In some ways, the task of educating him at home has been easier than we had expected. After half-term we were inspected by the Chief Adviser (Primary Division) who spent two hours with us. Her attitude was not only friendly and approving; it was actually encouraging.

Our main educational problem is mathematics, at which Duncan seems gifted. Although I work through regular text books with him, I found that teaching binary and other number bases baffled me until the Theobald family spent a day with us. We plan to meet again during the holidays so that we can continue the lesson. It is left to Alan to introduce new mathematical concepts at weekends and during the

evenings. We hope to use one of Dr. Eric Ogilvie's Mathematics Enrichment Kits (Nene College, Northampton) later on.

At first, I tried working to a strict timetable, mostly for my sake since I am by nature disorganised. But as the weeks passed, we found ourselves straying from it more and more often. After the Theobald's visit, I was convinced that a timetable was unnecessary, since they hadn't had one in five years; but gradually I am realising that I do need a rough guideline written down at the beginning of each week. Perhaps the difference is that Paula Theobald is a Primary School teacher, whereas I have neither training nor experience.

For Duncan the benefits of home-based learning have been enormous. At school he was a silent, nervous hanger-on timid about new experiences. He never once went into the school swimming pool and his most common expression was "But we aren't allowed to...". This term at home he has started violin playing and is progressing fast. He has learnt to ride his bicycle and can now swim confidently. His almost constant indigestion has disappeared and he no longer wets the bed. On a recent camping weekend in Wales, he showed great independence in fetching water, disposing of rubbish and going off alone with his wild flower book to identify new plants.

Educationally, he has progressed more in the direction of creativity. Although at school I was told he had a reading age of 9.6 years (when he was still only five), he had never written more than a hesitant couple of lines in his weekly News Book. He now manages a legible script and has produced stories, poems and even a short composition which he plays on the violin - words and music by himself! At present, Duncan is doing a project on our house based on the Title Deeds. He is following the sale of the whole terrace of four in 1890 (for £1,110) up to the present day. For this he finds books at both the village and town libraries. By the time that he has exhausted his researches, he should know a considerable amount about inflation, Victorian life and the changes in architecture. We find that the older village people are helpful with their reminiscences about village life in the period before the first World War. Art lessons have involved painting, model-making, tie-dye and papier-mache.

When we are disinclined to sit down to any work, we tend to take a cycle ride out of the village, and this ends up in a Nature Study lesson. Otherwise we sit and draw, or have a two-man cricket match on the recreation ground.

We watched several TV series last term and now feel able to pick and choose. We may start using the radio for singing lessons next term.

However, the hardest hurdle to overcome is the almost solid criticism and disapproval of family, friends and neighbours. This can be wearing in a fairly small community where anyone from another county is a "foreigner". In this respect,

having another EO member nearby is a tremendous encouragement. The most constructive words spoken to me have been from Mrs. Theobald, who (when I confessed to being unable to judge whether I had actually taught Duncan anything) said: "If you yourself have learned something, then Duncan certainly has". And I have learned a great deal. But what is more important, it has been great fun, and I only wish I'd thought of it earlier so that both our children could have been kept at home.

"THE STORM"

by Elizabeth Theobald (who is nine and a half years old)
34 Church View Road, Desborough, Northants.

Running home, air being pushed into his lungs from the wild wind, then the rain and roaring rumbles of thunder. Wet, soggy ground to trudge on afterwards, animals coming out of shelter to find what was dry ground is now bog-land. The child runs like a deer towards the sheltered forest. Inside everything is changed like a fairy tale.

The light from the flashes giving light to the animals inside where they curl up in dells. In the thicket the squirrel hushes its young as the vixen with her family go to shelter. Crash, trees fall in front of the child then behind and finally to the right and left. In a hollow, insects drown and ants are slowly submerging under water. More rain and yet still more pours from above. The black skies are crying slower now, but fast enough for everywhere is flooded. The water creeps higher up the hill and forest land until the child rounds the animals up the hill and to the top where the trees are thinnest. Then the rain stops and the wild wind hushes itself and the roaring rumbles of thunder die away from hearing.

Thank you, Elizabeth!

LETTERS TO THE EDITOR

From Sandra Holmes (Regional EO adviser for the South West),
Briars End, Ferrancombe, Perranporth, Devon.

When I read the latest edition of the Newsletter, my immediate reaction was "Oh, no - it's going to be one of those associations!".

Having been an academic among academics I know that we excel at making things unnecessarily complicated.

For years people have been breastfeeding their babies, practicing herbal remedies, attempting self-sufficiency and living off the land. But they did not make a big issue of it. They just got on with the job; just as a number of EO families are trying to do.

I have met members from various parts of the country without, I hasten to add, feeling the slightest need for a referee to give five minutes each way!

Having listened to members and having read what they had to say, I realise that there are a number who are not "qualified" teachers. They have joined the association because they need personal encouragement, sympathy and support combined with basic information, sound advice and practical assistance.

So, please, may we take the self-analysis as read and get on with the basics for their sakes?

Sandra Holmes.

A letter from a contributor who wishes to remain anonymous.

Our two children Judy and Robert were aged nine and a half and six respectively when we withdrew them from school at Easter. Our reason was not that they were particularly unhappy, but that they were wasting time and energy. For example, Robert whom we had taught to read such books as "Fantastic Mr. Fox" by Roald Dahl, was having to read every single book in the Ladybird reading scheme. Judy had had a worse experience when she started at our nearest state school at the age of 5. After a whole year, her school reading book consisted of such pages as "up, up, up the hill" while at home she was reading 'Winnie the Pooh'.

Her health during that year was not good, but she would insist on going to school even after being sick in the night. This made us believe she liked school. After an incident we asked one lunchtime if she would like to go to another school. She said "Yes, can I start this afternoon".

We immediately put her name down for a small local private school, but had to wait until there was a vacancy. During this year she had developed trouble with her hips and we were eventually told to keep her flat on her back for a week - the doctor diagnosed disintegrating hip joints! Then we had a letter from the private school: she has had very little trouble since!

Since Robert in his first term at a state school didn't appear to be doing badly (apart from catching head lice) we decided to let Judy try there. She had no great problems but we became concerned about lack of progress and waste of time. As soon as we realised that school attendance was not compulsory we wasted no time in informing the LEA that we would be teaching them at home.

We feel that many subjects taught in the way they are at school are of no value. In History and Geography we only retain a fraction of what we cover. It may be that we are acquiring the habit of forgetting. For this reason we have a limited curriculum. We do mathematics, physics, French, English, and music (both children are learning to play the violin and piano). In mathematics we do basic arithmetic, write numbers to significant figures, use a slide rule, draw graphs of functions, and use sine, cosine and tangent.

In French we are working through Berlitz lessons. In English we have done some of the nonsense rhymes of Edward Lear and we are reading Tolkien's "Lord of the Rings" aloud. As an aid to fluent writing we listen to the ways in which we use spoken language.

On each afternoon we have a different activity which usually takes us out. Typically on Mondays we visit a leisure park, on Tuesdays we go swimming. Wednesdays may be occupied by reading or craft work. On Thursdays we cycle out to a play farm, while on Fridays the afternoon is devoted to creative art work like painting and pottery.

During this first term we have not been bothered by the Education Authority. A Child Educational Welfare Officer came in the first week and later an adviser telephoned to make an appointment. At the interview with us she raised all sorts of objections to home-based education, but admitted that she was not worried about the academic progress of the children.

BOOKLIST

- (1) "Chemistry Matters"; by Richard Hart, Oxford University Press £2.50. A basic C.S.E. and 'O'-level course, but with discussions of the social implications of the various topics covered. Written in an informal style.
- (2) "'A'-level Biology: Structured Questions"; by J. Tranter, Blackie. Questions £1.40, Answers £1.75.

- (3) "Energy"; 40p. (plus 15p. postage) from Environmental Information Service (EGIS), North Lodge, Elswick Cemetery, Newcastle-upon-Tyne NE4 8DL.
- (4) "The Third R"; edited by J.A. Glenn, Harper and Row £1.95 (paperback).
Published on behalf of the National Association of Teachers in Further and Higher Education, this book is aimed at parents (among others). The book defines the mathematics that people ought to be capable of doing in order to cope with modern life. Nine chapters cover the language of number, computation with whole numbers, decimals and educational objectives in numeracy.

PERIODICALS

- (5) Child Education. Monthly at 40p from bookstalls or Evans Bros. Ltd., Montague House, Russell Square, London WC1B 5BX. Will have articles linking with educational broadcasts.
- (6) Junior Education. Monthly at 45p from newsagents or address as (5).
- (7) Music in Education. Monthly at 35p from Macmillan Journals Ltd., 4 Little Essex Street, London WC2R 3LF, or bookstalls.
- (8) Practical Education and School Crafts. Monthly at £1.25 per year from 23 Brinkburn Drive, Darlington, Co. Durham.
- (9) Project Magazine. Three per year at 45p each or £1.62 per year. Subscriptions to HMSO (Subscriptions), PO Box 569, Cornwall House, London SE1 9NA.
- (10) Reading and Spelling. Two per year (April and October), for 70p from The Simplified Spelling Society, 83 Hampden Road, London N8.
- (11) Craft Education. Three per year for 65p per year from Education Service, Stanley Tools Ltd., Woodside, Sheffield S3 9PD.
- (12) Creative Drama. Two per year at 40p each from Stacey Publications, 1 Hawthornedene Road, Hayes, Bromley, Kent BR2 7DZ.
- (13) Education Equipment. Monthly from Benn Bros. Ltd., 125 High Street, Colliers wood, London SW19 2JN.
- (14) Education Equipment (Primary and Middle school edition). Three per year from Benn Bros, as at (13).
- (15) Education in Science. Four per year at 50p each, from the Association for Science Education, College Lane, Hatfield, Hertfordshire.

REVIEW

ENERGY: An Education Pack

Issued by the Centre for Alternative Technology, the education pack consists of a folder containing six smaller folders each dealing broadly with an aspect of "energy". These sectional folders contain loose, coloured sheets; some typewritten, some handwritten. The sheets are not numbered. Diagrams, sketches, illustrated posters, graphs and tables of values are given.

The loose-leaf arrangement has been chosen by the Centre to ease distribution of the material by the Teacher in class, and to simplify rewriting obsolete sheets. However, one inherent drawback of this arrangement is that information is presented in small, isolated packets; progressive discussion is prevented by lack of space, and cohesion is lost because sheets are not made to relate to each other.

The sections are (1) Fossil Fuels, (2) Nuclear Power, (3) Energy conservation, (4) Ambient Energy Sources, (5) Plans, and (6) Integrated Energy systems.

Section (1) on Fossil Fuels deals with the formation, extraction, distribution and reserves of wood, coal, oil and gas. Other sheets also deal briefly with reserves and distribution. Two Fossil Fuel Test Sheets suggest points for investigation like "Are we happier because of our extra energy?" and "Think about how much energy you use for a day at school..." (1). We are told to time how long it takes to run up a flight of stairs. All very well, but having run up we are told that:

$$(wt \times ht / y) - \text{energy per unit time} = \text{power}$$

But since neither wt, ht or y are defined the equation cannot be used. In any case the negative sign should be an equals sign.

Section (2) on Nuclear Power attempts briefly to explain nuclear fission and fusion, nuclear reactors, and nuclear problems.

This section was generally poorly done. Would you understand from "2 protons + 2 neutrons - alpha particle - Helium nucleus" that two protons with two neutrons is an alpha particle, and that this is a helium nucleus? The reader must go to the trouble of looking up other publications to find the meaning of basic statements like this.

The five nuclear problems sheets deal superficially with radiation hazards, pattern of fall-out, reactor accidents (with a fun exhortation to "Keep an eye out for the latest nuclear accident - and put it on the map!"), and problems of terrorism. The sheets include quotations from a novel on the Hiroshima tragedy (why is Nagasaki always forgotten?) together with sick rhymes for the children to recite. Some of the comment cannot be understood; tables of data consist of numbers without any explanations of what the numbers represent.

However, the booklist for this section is good. Unfortunately, it is almost the only booklist in the whole education pack.

Considering the immense social significance of the nuclear power industry, I feel that this section needed more in the way of serious discussion and less in the way of jokey caricatures of plutonium convoys or exhortations to "Work out the effect a nuclear war would have on the country, and in particular your own home area".

Section (3) deals with Energy Conservation. Sheets deal briefly with transport, alternative fuels, heat pumps, haybox cookery, and the insulating characteristics of building materials.

This section is marred by careless statements; for instance, in Los Angeles the air is said to react with sunlight to produce dangerous smog. Obviously the aerial pollutants react with sunlight to produce smog. However, the artwork on the "Energy and Transport" poster is good, though it contributes nothing to the poster's message.

Wind power, ocean power, geothermal and solar energy, and gas production are discussed in Section (4), Ambient Energy Sources. The poster of renewable ambient energy sources is attractively designed, but curiously classifies (underground) geothermal energy as a "renewable energy source that taps the sun's power".

Again, careless errors annoy; in the geothermal energy sheet the mantle of the earth becomes the crust, and the Mohorovicic discontinuity becomes the Mohorivic discontinuity. In any case this sort of scientific name dropping is bad, since it contributes nothing to the reader's understanding of the earth's geology.

An interesting reference is made to an "Autonomous Housing Study" by Cambridge University and others, but information which would lead the reader to this work is not given.

Wind power and windmills are briefly dealt with. The high cost of even small windmills is noted, but sharing the cost between households is suggested. An article in The Guardian has noted however that a unit serving six households would cost about £10,000! The difficulty of finding suitable sites for windmills is not mentioned; according to the Guardian banks of windmills in urban areas would spoil each others airflow and reduce efficiency. This contrasts sharply with the scenario of a windmill-sprouting urban area in section (6) of the pack.

Section (5) is called "Plans". If there is one section which needs clear, concise descriptions and drawings, this is it. However, several of the plans are not working drawings at all; they are diagrams without dimensions or explanatory labels. Two views of the same solar dryer differ in details which would affect the performance of the dryer. Moreover, its working principles are not explained; how then is one to "try to think of improvements that could be made"?

The Air Collector (it collects heat, not air) would require extensive building work and a support framework to instal it, but these details are omitted.

Making a solar water heater is well done, with a parts list giving dimensions and quantities. However, no mention of cost is made; the recommended central heating radiator costs about £20, to say nothing of the associated copper pipe, pumps, building work to alter the roof, and plumbing to alter the water system. In short, an exercise not to be undertaken lightly.

More seriously the plan for a methane digester is dangerous. Although noting that a methane and oxygen mixture can be explosive and that care must be taken, the care is not specified. The digester is a glass flask. No comments are made on screening it. Neither are comments made on the necessity for the absence of flames, nor on the desirability of eye protection and gloves for the student. Moreover, the value of the experiment is diminished; how do we know whether we have produced methane at all? There are no identifying tests. Nor are quantitative aspects dealt with. The approach to this experiment is dangerously casual. Scientifically, the experiment as described is a waste of time.

In contrast, the parabolic solar collector plan is interesting but imprecise, while the windmill experiments look quite good.

Section (6) (Integrated Energy Systems) deals briefly with such diverse topics as a "methane pig farm", Crossness sewage works, a checklist for consumers, and solar buildings. A list of Useful Organisations and a booklist are included. A specimen front page from the Daily Planet (for Monday 8th February 2077) and a poster-sized drawing of an alternative urban area is provided.

Much is repetition of earlier material; wind power is repeated from section (4) (the same drawings are used in section (5)) and the "Alternative Energy Strategy for Great Britain" is really only a repeated summary of energy sources such as solar, wind and wave power, with others. What is unfortunate about this repetition is that the same information tends to be presented each time in the same words. Similar information explained in different ways may give the reader a fresh insight.

Criticisms of alternative energy systems are not discussed and this is a pity since this might have stimulated debate. It might even stimulate the reader to "see for himself" - a true educative process!

I feel that the education pack cannot easily be recommended as an educational aid; the standard of spelling, presentation, clarity of meaning and expression, and technical accuracy are simply too poor.

In any case, I am not sure that the Centre has come clean in its aims for the pack and its Message. Is it simply

promoting energy conservation and the use of different sources of energy, or is it promoting the idea of a completely non-nuclear society? If this pack is a manifesto then the social and political implications of alternative technology should be more fully considered, and the Education pack should be renamed!

The Energy Education pack is available from the Centre for Alternative Technology, Machynlleth, Powys, at a reduced price of approximately £3 to E.O. members. I have an approval copy which I will bring to the Shaw Farm weekend in September.

Alan Pye.

SOME ADDRESSES

- (1) BP Educational Service, PO Box 5, Wetherby, West Yorks, LS23 7EH. Catalogue of films, slides, charts, books and models on energy and related topics.
- (2) Children's Book Centre Ltd., 229 Kensington High Street, London W8 6SA; sends a list of fifty best books and a quarterly newsletter.
- (3) Gateway Educational Films, 470-472 Green Lanes, London N3.
- (4) National Audio-Visual Aids Centre, 254-6 Belsize Road, London NW6 4BT. Write to the centre for details of exhibitions of BBC programmes for TV and radio.
- (5) Petroleum Films Bureau, 4 Brook Street, Hanover Square, London W1.
- (6) E.J. Arnold, Butterley Street, Leeds LS10 1AX. Catalogue of educational material and books.
- (7) MacDonald Educational, 49-50 Poland Street, London W1A 2LG. Famous for "Starters" books, good catalogue.
- (8) Methuen Educational Ltd., Associated Book Publishers Ltd., Northway, Andover, Hampshire. Publish a catalogue of "Resources for Reading" rather than a reading scheme.
- (9) Early Learning Centre, 25 Kings Road, Reading, Berkshire. Catalogue of materials from several manufacturers and suppliers.
- (10) Sound Services Ltd., Kingston Road, Merton Park, London SW19.

- (11) E.S.A., Pinnacles, PO Box 22, Harlow, Essex. Large catalogue of materials.
- (12) Philip and Tacey Ltd., North Way, Andover, Hampshire. Educational materials catalogue.
- (13) Heinemann Educational Books, 48 Charles Street, London W1X 8AH.
- (14) Hestair Hope Ltd., Freepost, St. Phillip's Drive, Royton, Oldham OL2 6AG. Catalogue of books and materials.
- (15) Calder Colours (Ashby) Ltd., Art and Craft Materials Catalogue, Nottingham Road, Ashby de la Zouch, Leics. LE6 5DR.
- (16) For details of a Community Education course starting in 1979 called "Childhood 5-10", apply to ASCO, Open University, Milton Keynes MK7 6AN.
- (17) Independent Broadcasting Authority, 70 Brompton Road, London SW3 1EY for free programme of educational broadcasts for 1978-79.
- (18) BBC, Portland Place, London W1A 1AA for broadcasts programme 1978-79.

NOTICES ALWAYS COME LAST, BUT THEY NEED YOUR ACTION!

1. PUBLICITY

Have you put EO's name and address on the organisations list in your public library?

Would you be prepared to display a postcard-sized notice for EO in your window, car or local newsagents?
The card reads:

Is your child unhappy at school?

Or are you worried about him/her starting?

Have you considered planning an alternative education at home—on your own or with others?

"EDUCATION OTHERWISE"

is a group of people keen to support you in making this possible.

For details please contact:

The cards may be obtained (£1 per 100) from Elizabeth Sturges, 80 Fairview Road, Stevenage, Herts.

"SHE" magazine will carry an EO interview in its October edition; "Good Housekeeping" will publish an article in April.

2. EO PUBLICITY AT ALTERNATIVE FESTIVALS

Could you represent EO by manning a stall at a festival? Peter Jones appeals for your help:-

There are many "alternative festivals" going on up and down the country. Surely it would be a good thing if EO took part in them? In spite of all the publicity and the recent TV programme, I still meet people who have never heard of us. I still encounter the same old responses such as "I didn't know it was legal" and "How are they going to learn to read?".

Then there are all those people growing their own food, baking their own bread, and SENDING THEIR CHILDREN TO SCHOOL! It never occurs to them that school is the way in which children are siphoned into this destructive, materialistic "culture" of ours. These are the sort of people who go to alternative festivals; should not EO be putting its case to them?

Are there any EO campaigners who would form a little group which could run an EO stall at these festivals? Julia and I prepared a head-board for a stall at the Cheltenham Think 78 Festival of September 2nd and 3rd. The board can be used again, and it will be stored at our house for the moment.

If you can help, please contact me. We can provide basic accomodation for anyone who needs it.

Peter Jones.
Pathways,
London Road,
Thrupp,
Stroud,
Gloucester.

Telephone Brimscombe (045 388) 3628.

Frederick Field 479
037 986 479
James Teasdale, Hursthead
Melfield Halshie
Nr

Outwardsman

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3. LOGO COMPETITION

We have had very few responses to our appeal for a design for a badge or symbol for Education Otherwise. Are our creative talents so sparsely distributed? Can you design something simple that describes your philosophy of, or reasons for, education otherwise? Can the children and young persons picture why they enjoy EO, or perhaps why they disliked school? Perhaps a design with just the letters EO would look good? Do have a go!

Roger Goble
check