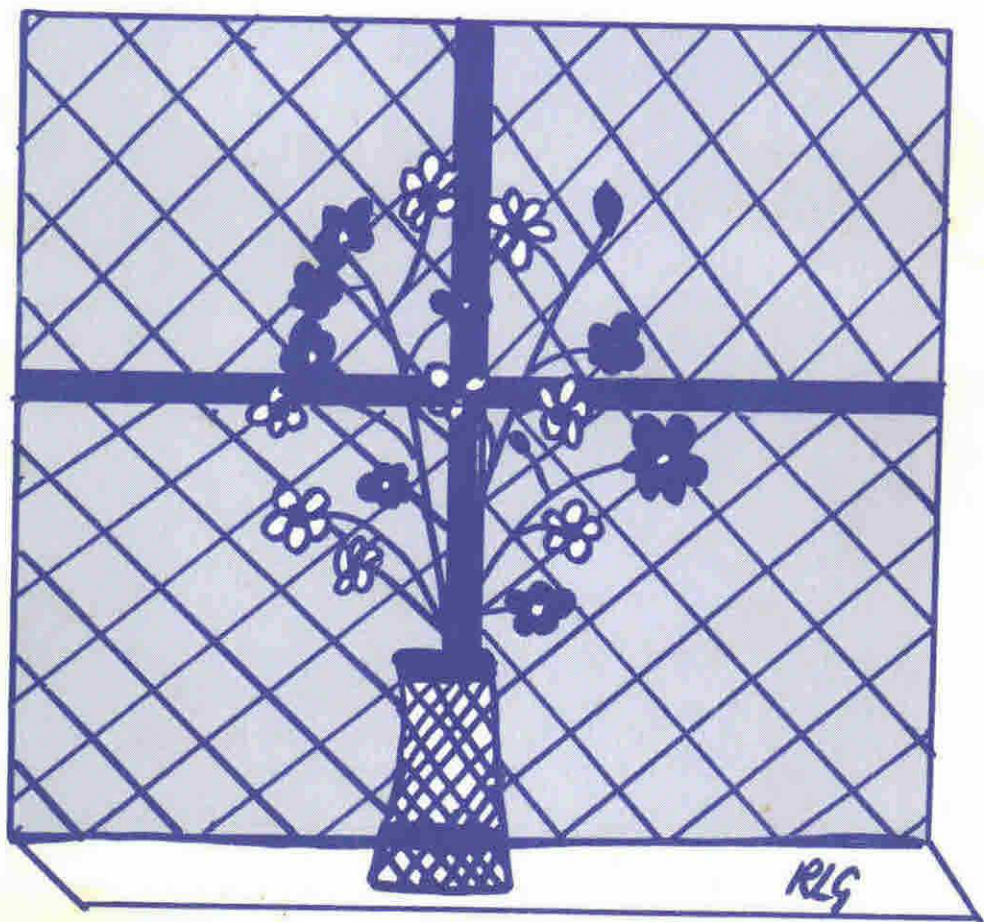


EDUCATION: OTHERWISE NEWSLETTER

December/January Issue No 89



EDITORIAL

Well, what shall I say?....I hope you all enjoy reading this Newsletter with its diversity of topics. It has certainly been extremely interesting to edit. I'm only sorry I couldn't fit everything in.

A bit about us! We are Andy, Mandy, James, Rebecca, David and Edward all out of school. I, like many other people had not wanted my children to go to school but due to a long post-natal depressive illness I was robbed of the confidence I needed to venture into the 'unknown'. School followed and I watched my intelligent, gentle, curious and ever active son, James, change - Oh, the first year was alright but the second year teacher was full of ridicule and sarcasm (most of which was aimed at James) he was like a grandpa and should wear glasses and have false teeth (he spoke well and used a far wider more 'grown up' vocabulary than his peers). This was followed the next day by a fellow pupil bringing in a pair of glasses and some joke 'choppers'. It was the last straw. We changed schools - the private sector this time - He loved it, academically he thrived and lapped it up. But horrors! Two hours of enforced sport in the afternoons was just too much. Don't get him wrong, he loves being outdoors but all that sport was not for him.

Rebecca was happy enough at the first school - she hadn't had James's teacher yet - but as we were moving one to the private sector we moved her as well - Bad Move - very small all girls school - much bitchiness, backbiting and unhappiness.

What to do? Could I cope? (Andy works long hours) I had David by this time and wonders - no depression - my confidence started to grow. I wrote to EOers, some responded, some didn't. I made long distance calls to other members. I read 'Teach Your Own' (again). I bought and read a copy of 'The Early Years' and I took 'on board' what I needed from those I contacted and after much family discussion we did it! So here we are.

We have been irregular visitors to the Witts house (see 'Experiences' this issue) and are part of the recently formed Solent Area EOers (a great support group with a wide range of EO factions represented).

Life here is never dull! The childrens' needs are constantly changing - James wishes to take GCSE's sufficient for his chosen career in Forestry Management. So I continue to glean help from the Newsletter and to 'phone or write to others for help - 'The Later Years' has also helped.

I would like to thank all the EOers I have had contact with over the years you have all helped to give me the confidence to do it 'our way'.

Thanks to the 'Hansfords' and my 'team' for making this issue possible.
Happy Reading!!!

The Geall family, 94 Sandy Lane, St Ives, Ringwood, Hants BH24 2LG

PS. I am troubled by the feeling that EO does not seem able to meet the needs of all its members at the present time. I hope however, that given time enough members will come forward, either through the Newsletter or directly to members, with sufficient experiences and/or suggestions to provide the help that they need.

The opinion expressed in this publication are those of the contributors and not necessarily those of the editor nor those 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.

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Charity No 292029

ON THE SUBJECT OF NATIONAL GATHERINGS

Dear All,

Re: the discussions 'On the Subject of National Gatherings.'

We have been members of EO for just one year and have, as yet, only attended local meetings and activities. Despite this, we would like to express our views on the matters raised.

As we understand it, EO is there to give support and advice to members. It is not in the business of 'pushing' any particular lifestyle, philosophy or method of education but rather to encourage and aid the diversity of its members.

This must therefore include those who prefer to follow a formal kind of education, aiming at exams. and who wish, perhaps, to follow the National Curriculum to those who wish to conduct formal learning without the National Curriculum through to those who believe in the 'children do not need to be taught' approach. All are meant to be welcome as members of EO and it is in this diversity and therefore, hopefully, appeal to large numbers of society, that EO's strength as an organisation lies.

With this in mind, I must agree with the views expressed by M.R. Ellis in the No. 88 issue of the Newsletter.

We too, have, on occasions, felt quite divorced from some of the philosophies, lifestyles etc. expounded in the Newsletters and, in the early days, this only reinforced our doubts as to whether we were doing the correct thing.

I think this may well be the case for a lot of people who did have their children in school and have been through the trauma of removing them from a system they initially believed was the right one (otherwise they would not have sent them) only to find that their new choice at times appeared equally unacceptable. Why this impression? Possibly because the voices of the 'moderates' (for want of a better word) are so seldom heard (albeit perhaps their own fault).

We were fortunate in having an excellent local co-ordinator in Jane Lowe who gave us the encouragement and support we needed to exercise our freedom of choice, with no co-ercion to follow any particular path - only advice and information on all the options open to us. Through trial and error we found the right path for us which just happens to be the more conventional or formal approach (although not rigidly so, a combination of several would probably be more accurate.)

We have now gained confidence, enough not to be swayed by extremes of view on either side and know that how we approach the education of our child is right for us - the results have proved so. Yet, this initial period of uncertainty is why we believe it is essential that all the many voices of EO members be heard.

Rightly or wrongly so, image is all important in todays society. If EO is to have a higher public profile (necessary if we are to 'spread the word' that home-based education is a viable and positive alternative to the school system) then it must be a profile that will appeal to large numbers of society. In order to ensure that the 'mix' is right more members must be involved in the decision-making processes. If this can be better achieved by adopting the three proposals put forward by the writers of the original article, then they should at least be tried (and not just once.)

As regards the exclusion of children from business meetings, I too believe that childrens' opinions should be heard, given serious consideration and that the children should feel that they are actively involved. However, there are ways of achieving this which would perhaps satisfy the few children who do wish to attend meetings and still air the views of those who do not. Would it not be possible for local groups to hold their own discussions with the children; opinions and wishes then expressed could be noted down and a child representative from each group could attend the relevant business meetings to put forward the views of the children in his/her area. This might encourage more active participation from the older children of EO who seem, at present (if the contributions to the childrens pages are any guide) not to bother much about active involvement on the wider scale.

Speaking as one of those dreadful 'Southerners' I am not 'anti' people who wish to live the communal lifestyle, who wish to spend their holidays with other EO members, who like to 'rough it' and who believe that children should be involved in every aspect of the running of the organisation, if they so desire. However, this does not mean that I am willing to adopt any of these beliefs in order to play an active part in the running of EO (even if it is only for one or two weeks of the year).

Therefore, the more choices available for active participation, as suggested in the original article, the better.

Lynne Fox
240 Bishops Rise
South Hatfield
Herts AL10 9QU

BOOK REVIEW

The Chronicles of Narnia - Caitlin Moran.

The fictional story of a year in the life of a home-educated family. A book for readers who enjoy zany comedy. Reminiscent of the TV programme 'Roseanne', where one wonders if any family could actually exist in such mayhem!

It could not be described a a 'handbook' for home-education, but the fact that it was written by a sixteen year old must be further proof that home-education works. A light-hearted book to cheer up a dull, miserable day, suitable for older students.

Reviewed by Sue and Angela White, Coventry.

I will be editing a future supplement on 'Structure in Home-Education. If you have anything that you would like to contribute eg requests for help, experiences, your approach or anything else that you feel would be helpful, or of interest, please send it to:

Mandy Geall, 94 Sandy Lane, St Ives, Ringwood, Hants BH24 7LG



Dear Newsletter,

I also think that it is not a good idea to separate gatherings from EO business. Not even all adults sit through the whole meeting non-stop and if the business meetings are separate then there would be nothing else to do. I like to go into the meetings only for the parts I find interesting, therefore I don't get bored by things that don't interest me, I can just leave the room. For single parents or families where only one parent goes to gatherings it is awkward to have separate business meetings because there is no-one to look after their children so they can't go at all.

I too think it important that everyone be able to attend national things but I do not think separating gatherings from meetings the right way to go about it.

Hannah Bush (Editor of the Children's Pages) 68 Maesglas, Pontyates, Llanelli, Dyfed SA15 5SH

Dear EO,

Well I've just been to my first National Gathering. What an eye opener! (Well I did open my eyes occasionally). It was held in a youth hostel up in the Lake District near Ambleside and there were loads of people there of different shapes and sizes.

My mother sat in the kitchen most of the time, with me, where gallons of tea and coffee were drunk to excess each day and conversations rang out on every subject from neighbours (our real ones, not the more well-known kind) and labour and birthing (recent events in my life). On rare occasions people talked about home-educating as well.

When we weren't there, we were sat in meetings - lots of them - different kinds, house meetings, which were held each day, to discuss such things as running in the corridors, broken furniture and the outing for the following day. Other meetings called to support each other, because the experience of being at a gathering can be daunting if you're a newcomer or even a 'regular', and of course, the AGM and Members Meetings which took up the whole of the Saturday.

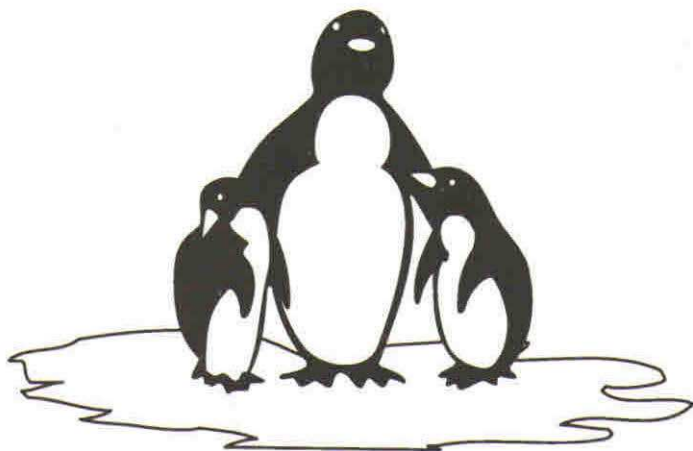
Interesting things happened at these meetings - I slept through most of them - but my mother obviously found them engrossing affairs. One of the things that came out strongly in discussion during the members meetings were peoples' differences. The only thing that we all have a common view on, is that for some of our children, school is not the suitable place for their education. As home-educators, we may share no other common view. We are Northerners, Southerners, Conservatives, Libertarians, black or white, but rarely grey. - There was talk of a split.

....Of course I'm only a little babe, eight weeks old now, but my parents have traipsed me and all my brothers and sisters to gatherings, since Miriam (age 7) was little older than me and to National Gatherings since she was three. Why for? At first, because we as a family needed to meet other home-educators, to find out the why and how of it. The children made friends, so then we went to another, to meet their friends again. Then my parents made friends, so we then went back to meet their friends too.

Looking around at this gathering, my mother identified many people for whom she has a deep respect, who hold very differing views and I felt her sadness to think that we might allow our differences to form such a deep gulf, that we would be unable to find sufficient common ground to strive together for one EO which would support us all, no matter what our beliefs, feelings, backgrounds, or reasons for home-educating. We have a lot of learning to do from each other. If we share honestly and listen willingly and don't get stuck fighting just for our own particular corner, we can move forward - albeit clumsily, but together. The new EOers, and those who haven't touched EO yet, need the oldies united - just as we need them with their newness.

Benedict (and Eleanor Stapleton) 21 Central Ave, Edmonton, London N9 9RQ

E.O. SPRING GATHERING



THE E.O. SPRING GATHERING WILL BE HELD AT
BEAUMANOR HALL, OLD WOODHOUSE,
LOUGHBOROUGH, LEICS.
BETWEEN THURSDAY, FEBRUARY 4TH. AND
SUNDAY, FEBRUARY 7TH. 1993.

FOR A FULL INFORMATION PACK PLEASE RING
PAT AND ALAN BALFE ON 0533-374948

CHAIRPERSON'S REPORT

E.O.'s Autumn Gathering was held at High Close Youth Hostel in the Lake District. One third of the families there were 'first timers'. It proved to be a popular venue; many families said that they would like gathering there again.

As joint organiser I am delighted to report that in spite of the difficulty of having to pay for all the beds for the whole week, whether occupied or not, the gathering showed a slight profit. This was due, in part, to Mike Greenhough's thoughtful organisation of the food. We spent less than usual on food, but I didn't hear anyone complain of hunger. Well done Mike, and thanks for taking it on.

Many other people helped actively to make this gathering a success. I want to specifically appreciate Kay Day's thinking about 'first timers'. The work that she did with this group of people has provided a basis for meeting their needs at future gatherings.

The following reports on the two meetings held at High Close are not complete, providing only a summary of the proceedings. Full minutes of the meetings are available from the General Secretary.

ANNUAL GENERAL MEETING

Treasurer's Report:

Mike Cook reported that E.O. Association Ltd. showed a loss for the financial year. Although subscriptions increased by £1,200 and donations by £330, sales were down by £800 and expenditure up by £6,600 on the previous year. The high expenditure for the year was due to the following factors:

- 1) New telephone lines were installed for the Publicity Officer, the General Secretary and the new Central Address.
- 2) The Publicity Officer's expenses, including the purchase of a fax machine, were high. It was agreed that this is necessary. Most of Jane's work has to be done at peak telephone times. Although she takes every care to minimise her expenses the Publicity Officer's job is inherently a costly one.
- 3) Our previous accountant was expensive and charged costs that were not apparent in his original quote. Mike feels that the new accountant is more efficient, more sympathetic to E.O. and cheaper.
- 4) National Home Education Day (October '91) cost an estimated £2,500 and has shown little return in terms of new membership or of increased sales.
- 5) Postage costs were high. Some of these costs were in relation to National Home Education Day. Mike will investigate the sending of Newsletters in transparent packaging at 'book' postage rates.
- 6) Early Years was reprinted against this year's budget.

Mike urged us all to think about ways of reducing costs and increasing income. Donations can be encouraged. Membership Secretaries should bank cheques promptly - this can help to reduce bad debts (i.e. bounced cheques).

Looking on the bright side E.O.'s net loss of £5,300 means that we will get a tax rebate of £1,300.

Publicity Officer

It was clear that Jane Lowe has had a busy time. Since her last report she has had many written enquiries and 90 telephone enquiries. Over half of these were from the media.

Legal Group

Rob Wade reported that there had recently been many referrals from the Anti-Bullying Campaign.

The legal group is in dialogue with Bedfordshire L.E.A. after receipt of their draft notes for information to home educating families. Rob said that it would be good to put together the 'right' document to circulate to all L.E.A.'s.

The text for the new edition of S.I.N.C. is virtually complete. A fair copy is now being made with illustrations, index, etc.

It seems that, in light of the government's proposals, L.E.A.'s may soon disappear. Rob suggested that this gives E.O. an opportunity to say what we want.

Membership Secretary

As at 31st August 1992 E.O. membership stood at 2281 families. The young people in these families comprise:

- 1126 pre-school age
- 1002 'infant' school age with 446 designated home educated
- 1139 primary school age with 541 designated home educated
- 918 secondary school age with 446 designated home educated
- 108 tertiary age designated home educated

Co-ordinators Secretary

Stephanie Fletcher reported that 24 co-ordinators have been appointed since the last A.G.M. Some parts of Scotland have been without a co-ordinator for some time; in England only Cleveland has.

New co-ordinators are needed for Avon/Bristol, North Manchester, Cumbria, Northamptonshire, Ireland, Cleveland and parts of Scotland.

Stephanie wished to make it clear that concerns or complaints about co-ordinators' attitudes or performance should be directed to her.

Publications Co-ordinator

Lynne Greenhough reported that she still welcomes offers to edit the newsletter and supplement.

Hannah Bush announced her decision to pass on editorship of the Childrens' Pages. The meeting thanked Hannah for her hard work, commitment to and thinking about the Childrens' Pages.

Enquiries Secretary

Rosalie Starkey (Liverpool) is now Enquiries Secretary for the North of England.

Rotation of Directors

Valerie Gomon, Julie Turnbull, Lucy Charlton, Keith Charlton and Lois Cook stood down as Directors

Valerie had already announced her decision not to stand again. Julie Turnbull was not available for re-election. Lucy, Keith and Lois were re-elected as directors.

Miryam Bush and Jude Ashley-Walkere were elected as directors. (This means that we fulfill the legal requirement that at least one member of the Council of Management be an Enquiries Secretary).

Mike Greenhough was elected as director. Lynne Greenhough was elected as director (Lynne now becomes Director of Publications in place of Lucy Charlton; the position of Publications Co-ordinator is now unnecessary).

David Bettie was co-opted as a director. (This means that we fulfill the legal requirement that at least one member of the Council of Management be a Membership Secretary).

Members' Meeting

Early in the meeting Sarah Taylor proposed that voting in business meetings be changed from a show of hands to a secret ballot. She gave two reasons for this: a) that members are not always clear about when a vote is taking place and b) that there was evidence of psychological pressure being exerted on people to vote one way or another or of people being unduly influenced by others in open voting.

The pervading views in the discussion that followed were that voting should be open, that we should be aware of peoples' reluctance to speak in a large group (especially new members), that we should make it safe enough for everyone to speak and to be honest about what they think, that we should be aware of other peoples' feelings and that secrecy encourages mistrust and isolation.

Many people expressed disbelief at the notion that some people may be intimidated by others to the extent that they go against their own thinking.

Several long-standing members pointed out that EO's decision making process has relied on consensus rather than voting and that voting has taken place only when consensus could not be reached.

I pointed out that we have, in our Articles of Association, a mechanism for calling for a secret ballot.

Peter Edwards proposed that we adopt a consensus decision making process as the usual practice. This proposal was agreed by consensus.

Sarah Taylor put forward a new proposal that at the beginning of every meeting the chairperson should make it clear that there exists a mechanism for secret ballot and should explain that mechanism. This proposal was agreed by consensus, as were all proposals in the rest of the meeting.

Future Venues

Beaumanor Hall, Leicestershire, has been booked for the next meeting, Thurs 4th - Sun 7th February.

Featherstone Castle has been booked from 29th May - 4th June.

I told the meeting that I had acquired information on possible venues in the South of England. This has been passed on to Eleanor Stapleton and Sarah Taylor.

Information Packs

The meeting agreed that Enquiries Secretaries should get together, possibly at the next meeting, to compare their information packs with a view to producing a standard pack.

Structure of EO

The group set up to look into possible alternative structures has not yet gathered enough information to be sufficiently clear about the options, though

Stephanie Fatcher said that, as she sees it, there are two main options:
a) to keep our present structure and change our Articles of Association or
b) to disband the Limited Company and form a new organisation. Stephanie outlined her thinking in the last newsletter.

Business Meetings/Social Gatherings

Jane Lowe reported that she had received many responses supporting the proposals in Newsletter No. 87. I reported that the dozen or so letters and telephone calls directed to me had all be vehemently against the proposals.

Jane outlined the views expressed in her letters of support. Some felt that venues for social gatherings were not always suitable for business meetings (there was specific reference to Featherstone Castle); that business meetings held within a social gathering were too informal and were disrupted by the presence of young people; that business meetings were dominated by those who felt comfortable in the venues for social gatherings; that members in the South of England were prevented from attending meetings because they were held in the North of England or the Midlands.

There were responses to these views. Several people questioned the notion of geographical prevention. It was pointed out that EO has many members in Scotland, some of them in the far north, who have travelled regularly to meetings all over England. It was emphasised that there is nothing stopping individual members finding a venue and organising a gathering. Those of us who have done this would welcome it!

There was much talk about what was seen as a proposal to exclude young people from business meetings. It was felt that the separation of business meetings from social meetings would deter families who want to take part in all EO activities. There was a strong feeling that rather than being excluded from the running of EO young people should be encouraged to take part, that they can make a valuable contribution. This applies to young people of all ages. There was a clear conflict between those who thought that 'business' was of paramount importance and those who put the needs of young people first.

Concern was expressed that people attending business-only meetings would be out of touch with the feelings and thinking of membership as a whole because it is outside the business meeting, in the wider activities of a gathering, that the important issues are thought and talked about.

Several members said that, as new members, they saw the 'informality' of business meetings as a positive aspect that encouraged them to be involved.

It was suggested that perhaps the size of EO and the emergence of differing styles was a problem; that EO was founded as a libertarian organisation, and that there may now be room for two organisations existing in co-operation.

Clearly, consensus could not be reached on Jane Lowe's proposals. Instead, the meeting felt that further discussion was needed, outside the meeting and in the Newsletter.

Keith Charlton

MANY THANKS

Many thanks to Jane Lowe, and her family, for organising the South East Regional Meeting in Welwyn Garden City. It was great fun and informative.

EXPERIENCES

Nearly every Wednesday for the last ten years I have taken my children to visit Janet Witt and her family at October Cottage on the northern edge of the New Forest. Emma was a toddler when we began meeting there; Sophy and James have been going there each week for the whole of their lives. I have breast-fed each of them in turn, sitting in the cosy corner beside Janet's aga.

As well as us, another friend, Jill, and her children came and other families often joined us - some perhaps only once or twice; others came more regularly at different times. When we first started going there, there were eight of us - four women with one baby apiece. In recent years now that our families have grown in numbers as well as upwards and outwards it has not been unusual for Janet to host a gathering of twenty people on a Wednesday.

October Cottage was a lovely place for small children to play. For all of this time, Janet and David were restoring and extending the cottage and building sites make grand playgrounds. Right outside the back door there were piles of rubble and building sand which stained the childrens' clothes and skin a warm yellow colour. Emma did not much like wearing clothes. She spent many hours in the garden there playing naked in the sand and in tubs of water. In the winter, she played still bare, inside with trays of sand and salt in the kitchen sink. There were often two or even three little ones sitting in Janet's sink; she never complained about the gallons of water on the floor.

They drew and painted, played with clay and dough. They built houses and boats from cardboard boxes and blankets - these games always seemed to involve them moving lots of toys and books around the house. They rode little trikes round and round the kitchen table. In the afternoons Janet baked scones with them. We took them out for walks on the forest or up to the village green to play with trikes and balls and to fly kites. And we read them stories and more stories.

When they were older they liked to turn the hose on and make lakes in the heap of stuff by the back door. This activity was accompanied by lots of shouting and loud shrieks as the water broke through the dams they had made.

They lit fires in the field and cooked pancakes. They burnt candles in the kitchen, covering the kitchen table in drips of wax. They concocted gruesome mixtures of whatever they could beg, gather, buy or steal - teabags, dried herbs, vanilla essence and toothpaste mixed with leaves and flowers from the garden and field.

Janet's own mixtures were much more palatable. It is no mean feat to feed a dozen or so children and adults with a diversity of tastes and, of course distastes, but she always succeeded. She treats small children with gentleness and great respect for their needs and wishes. She is generous with both her belongings and her time. Recently she has spent hours patiently standing in the shallow end of the swimming pool while Jamie swam to her from the steps and back again.

I think that finding friends is more important for women when they become mothers than almost anything else. I have learnt more from watching and simply being with Janet and Jill than I ever did from a book (like many other women my previous experience of babies was slight, my own childhood in the dim past and I found official Health Service advice almost totally useless).

David too was always welcoming and tolerated with good grace the hordes of children playing amongst tools and building supplies. He spent most of one summer, when the extension he was building was barely half finished, constructing a tree house for Thomas, Benjamin and Matthew.

Hale village school is on the green. I can remember clearly the sense of freedom as we walked past on our way to October Cottage from the bus stop around midday. The feeling was especially acute on bright sunny days but even on dull or wet and windy days I felt it. I don't know if the children felt they were lucky but I knew I was - to be out in the open air with my children walking towards my friend's house instead of trudging between home, playgroup and school, the children having to be delivered or collected; my life as well as theirs determined by institutions over which we had little or no influence.

Everything changes. A couple of weeks ago Janet and David and the boys left October Cottage and went to live in West Wales, near the sea. We have not said goodbye to them for ever, but they will no longer be a part of our daily life. We shall miss them, of course. Our experience of otherwise education would have been very different without them; our lives have been enriched by their friendship.

Sue Hansford, 25 Victoria Road, Salisbury, Wilts SP1 3NF

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AN EO EXPERIENCE OF BULLYING

I think sometimes that new EO parents, often those with small children, come along thinking that it's only in schools that children behave in aggressive and anti-social ways, and that their children will be peaceful and unaggressive simply because they don't go to school. I had recently read a book about bullying and had come to the conclusion that it was endemic in schools. But I have also concluded that it is part of the times we live in - the amount of violence and lack of care, people living too fast, the 'getting and spending' of modern times. What we have to do is find ways of dealing with it and not just accept it as such, and feel we can't do anything.

During our recent national gathering at High Close, a few problems developed with the middle range of children - 11 - 13 year olds. They had time on their hands and were spending it measuring themselves up against each other and some were coming off badly. Solutions were discussed between some children and adults, but it was generally felt that artificial intervention ie. children challenged by adults about their behaviour, would not solve the problem. It isn't practicable to supervise children of this age all the time, and anyway this would not be addressing the reality of the situation.

A solution came as a result of a meeting where new people were discussing their impressions of the gathering. This gradually led to children joining the discussion when they realised that it was going to provide a forum for them to air their views. The result was a meeting of high emotion as children unburdened themselves to each other with very little adult intervention. Resentments harboured from years back had an airing because they had never been dealt with at the time.

From Justin's (my son) point of view he felt it was an amazingly valuable experience. For him it provided a way of getting through to both children and adults and getting something done, and that there are other adults who will support and understand children's difficulties and not just dismiss them as being an inevitable part of growing up and something to be borne rather than confronted. It was also an opportunity for him to share his feelings with other children in a very direct and honest way, and the atmosphere among that age group was radically different afterwards.

It was a very positive experience for all and I think underlined what for me is the value of EO. We are not producing saints or geniuses but I hope we are producing children who feel they can affect what happens and will have new ways of dealing with the world they will be living in when they grow up. A world which will inevitably be very different from the one we're living in now.

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

ADVENTURE CLUB

I am hoping to have a camp in the Spring (aiming for early May) mainly for the 10-14 year old age group, but everyone is welcome, with a programme run by a professional trainer.

Day One Aims and objectives, self image, team-building etc.

Day Two Basic First Aid, communication skills, map reading and design, rescue methods, team-building.

Day Three Leadership, trust building, treasure hunt.

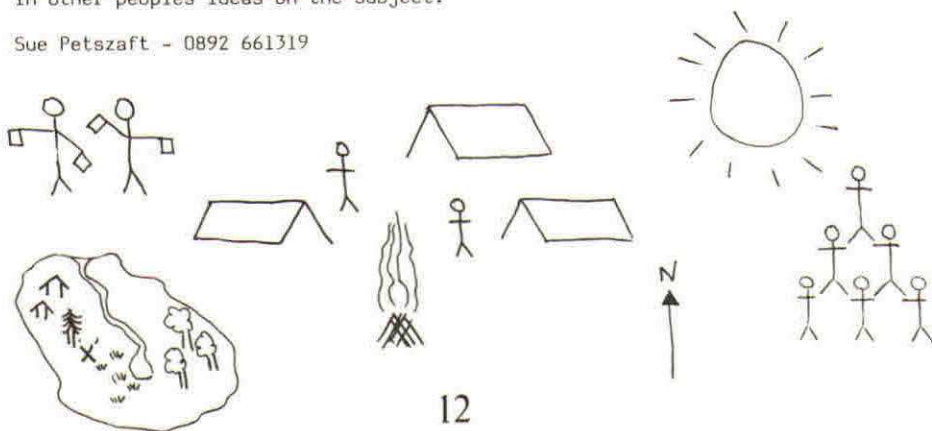
Day Four Rescue mission.

Objectives are to promote mutual support, trust and respect among participants and to enable them to experience the responsibilities of being: a team leader and part of a team working towards a common objective. Also to stimulate healthy and honest communication.

Cost would probably be about £15 per child for the four days and also a cost for family camping. I haven't found a venue yet so I'm not sure. Don't be put off because of cost because I'm sure we can come to some other arrangement.

Please let me know if you are interested and your views on this and other similar camps. If this is successful we have other ideas for camps e.g. children starting their own community with money lender, crop growers, disruptive weather etc. - a role playing exercise. I am very interested in life skills training and interested in other peoples ideas on the subject.

Sue Petszaft - 0892 661319



REGIONAL DIARY

AVON



Bath - Outings, workshops - Carol Hayes 0225 339419

Open Learning Group - Zilla 0225 427759

Proposed Small School Sept '93 - Catharine Taylor
0761 472137

Bristol - Seed Circle Education Group - Trudie 0275
333251 for workshops/outings

Proposed Flexi-school - Hussein Lucas 0272 738433

EQ CO-ORDINATOR URGENTLY NEEDED. Please contact
Stephanie Fitcher (see inside back cover) if you can
help. Meanwhile contact Habiba Willow 0272 699454

BERKSHIRE



Dec 8th Tuesday - Christmas Party, Preparations
Bring whatever materials you can to make decorations
for our party the following week. Also, your ideas
for food, games and music.

11am-3pm Dinton Country Park, Hurst Reading

Dec 15th Tuesday - Christmas Party

11am-3pm Dinton Country Park, Hurst, Reading

1993 Jan 5th Tuesday - Open House at Pat Connor's

11am-4pm

Jan 12th Tuesday - Art with Sticks and Stones
and moss, leaves, seeds mud.....! See what you can
create from natural materials. No plastic please.

11am-3pm Dinton Country Park

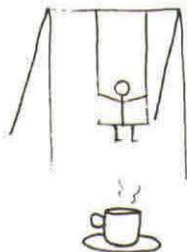
Jan 26th Tuesday - Approaches to Maths

How do you teach maths? Bring cuisenaire rods,
workbooks, bags of pennies, montessori equipment, and
share your experience with others.

11am-3pm

At Dinton Country Park we hire a spacious, well
equipped, carpeted room with adjoining toilets.
Outside there are acres of grounds, lakes, a secure
children's playground and cafe. £2.00 per family
(let Pat Connor know if you can't afford this)
Near M4, Junction 10.

Contact Pat Connor, Reading (0734) 662123 beforehand
in case of last minute alterations and for directions.





SKATING - Is anyone interested in skating once a fortnight at the ice rink in Slough? Day to be arranged. Reduced price entry and lesson for a group. Please 'phone Karen Sternhell 0628 32262

DEVON/SOUTH



Meetings

Plymouth - We are meeting at Efford Community Centre on the second Tuesday of every month from 1-4pm. We have the use of a large room with table tennis, darts, snooker/billiards; another large room where people can play ball games, run about etc; a room where people can sit and chat and a kitchen. We could try and organise some craft activities here as well. About £2 per family. Please come and join us. Everybody welcome. Tel: Sammy and Nick - 0548 830716

Also remember you can use the Plymouth Kids Scrapstore where you can get all sorts of odds and ends for craft/art/sculpture etc. We've found it especially good for net/sequin waste/gold paper etc. for making halloween costumes and Christmas decorations. You can fill a shopping basket for £1 and we've always found the people there very friendly. For details 'phone as above.

Iotnes - We are still trying to organise a regular winter venue especially after our successful summer meetings at Ellie's house. Please contact us to find out what's going on. Sammy and Nick as above. By the time this newsletter comes out, we will have had our annual Christmas Craft Fair in Iotnes where the young people and parents make all sorts of things to sell: puzzles, papier mache, cards, cakes, decorations, prints etc. The profits are divided between the sellers and the local fund which pays towards the cost of outings/activities etc.

Iiverton - We have a meeting place near Iiverton: an adventure playground with indoor space for craft and other activities. Hopefully the first meeting here will be sometime at the end of Nov or beginning of Dec but we're waiting to confirm the dates. Everybody welcome. Please 'phone Sara Payne - 0884 855583 or Sandy Harris - 0398 6482

Visits

After our successful visit to the waterworks nr. Tavistock, which Rachel kindly arranged, we are now organising visits for the coming few months. Some of the dates aren't yet fixed so please 'phone for further information and to tell us if you're interested so we have some idea of numbers. Some of the venues have limited numbers so it's vital that we know how many families to expect. Everybody welcome. Contact Sammy and Nick as above.





We thought it would be a good idea to charge £1 per family for each of these events, not because we have to pay anything to the venues, but to raise some money for a Plymouth area EO fund which could then pay towards fee paying outings and/or some craft/art materials for the group. If you are unable to afford this please say.



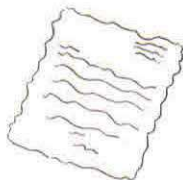
Dec 16th Wednesday - Visit to The Barbican Theatre in Plymouth. This is a small theatre which does a lot of work with/for young people and they seem enthusiastic to show u round. There will be a rehearsal going on, lighting etc. and hopefully we will get time to talk with the actors/actresses and technicians. The show they're doing is The Ice Maiden and if anybody is interested in seeing the show, we might be able to get a reduced booking fee.

1993 - January - Possible visit to Post Office sorting office - not yet confirmed.

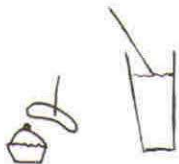
Feb 17th Wednesday - Visit to Plymouth Fire Station. About 1½ hours to go round.

March - Visit/tour of the new offices of the Western Morning News editorial offices and printing works.

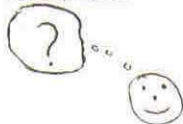
We contacted the Paper Mill in Ivybridge, but because of their insurance etc they are unable to conduct visits with children under 12 years. Our children are younger than this, but if yours are older and you would like to organise this please 'phone us and we will pass on the details.



Christmas Party - New members welcome you to a Christmas party on 9th Dec from 4pm onwards at Jenny and Steve and Ioby Briscoe's: The Manse, 9B High Street, Crediton. Everybody welcome. Please bring food and drink to share. 'phone 0360 772605 for further details.



DEVON/NORTH



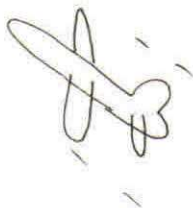
Mandy and Ron Skinner are the new co-ordinators for North Devon. They are hoping to organise meetings etc. so please contact them for information and ideas: The Old Barn, Hescott Farm, Hartland, Bideford, North Devon EX39 6AN - 0237 441780

DERBYSHIRE

December 2nd - Watermeadows swimming pool, Mansfield. Meet about 11am.

December 9th - Bowling in Chesterfield. Meet at the entrance of the bowling alley on Storther Lane at 10.30am.

December 16th - 'How Aeroplanes Fly' at Derby Industrial Museum. Meet at 9.50am at entrance. 'phone Kerry to book - 0332 754793. Share lunch at Kerry's afterwards.





1993 - January 6th - Watermeadows.

January 8th - Peter Pan at the Crucible Theatre, Sheffield. 'phone Steph for details - 0246 239048

January 20th - Denby Pottery visit. Meet at reception at 10.50am. Cost about £1 per person. 'phone Kerry to book - 0332 754793

DORSET

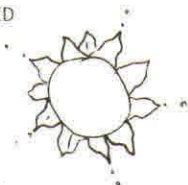


Dec 9th Wednesday - Open day - 10am-1pm - at the Childrens Learning Centre c/o Parkstone Boys and Girls Club, Recreation Road, Parkstone, Poole. 'phone Mrs Ellis - 0202 574160 for details

EO families are welcome to spend the 2nd Friday of each month (term time) starting December 12th at the Childrens Learning Centre (address above) for games, activities, discussion, projects etc. 9.30am-3.30pm 'phone Nina Hern - 0202 744143 or Mrs Ellis as above.

Three Day Drama Workshop including playreading, voice-work, improvisation, drama games. February 16th-18th 1993 - Donations. RSVP CLC at the above address. Arranged and organised by CLC and Sue Petzaft. EO'ers from any region welcome.

DYFED



Dec 20th Sunday - Solstice-time celebration at Cwmrhaffau, near Aberporth. Stories from Stuart, mobile making and carol singing. Please bring ideas, materials, carol books and a lunch to share for a warmer winter. John, Sally, Janet and David - 0239 811118

KENT

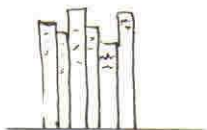


December 17th - Christmas gathering - Friends Meeting House, Maidstone, from midday, party for children, bring food to share. Ideas for games/entertainment etc. welcome. Please contact Sue Burchett on 0732 870344 for information or suggestions.

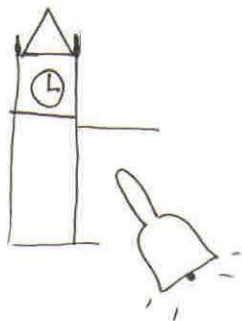


1993 - January - Outing to be arranged to Fort Amhurst, Chatham - Napoleonic fort tunnelled in hills beside River Medway - Indoor picnic area available if bad weather. We will get discount on entrance prices if enough people are interested. For further info. contact Amanda MacKenzie on 0634 814680

LONDON/NEWS



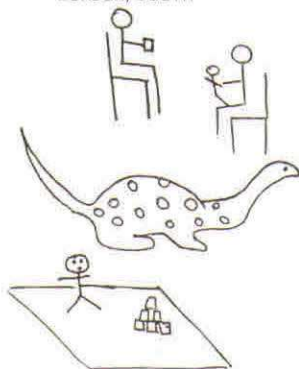
Home Education Library Starting - Annual membership £10 per person. The idea of the library is to build up a collection of books (and possibly tapes and other things) of interest to home educators. Members will be able to borrow an item for a month for a charge of 50p. The library will be kept at East Finchley at the moment so you need to be able to get there to collect and return things. For more details contact Jo Jenkins,



25 Lincoln Road, N2 9DJ - 081 883 8052 (if you write please send a SAE for reply). If you would like to join straight away, send your name and address, £10 and up to 3 suggestions for books you would like to borrow from the library to Jo at the above address.

London Newsletter - The 3rd issue of the London newsletter is now available. Comprehensive listing of London E0 events and activities, plus articles, reviews etc. To receive a copy send £1 and an A4 sized SAE (28p stamp) to 23 Whitley Road, London N17 6RJ

LONDON/SOUTH



A group of families meets fortnightly (11am-3.30pm) at East Greenwich Community Centre, Christchurch Way, S.E. 10. We chat and play and have an activity for those who are interested in joining in. Everyone is very welcome. If you haven't been before please 'phone Susan Wilson - 081 305 0947 to confirm details. Bring food to share and any equipment/bits and pieces suitable for the activity.

- Dec 4th - Decoration making and drama workshop
- Dec 18th - Party/Show
- Jan 8th - Maths games
- Jan 22nd - Chinese New Year
- Feb 5th - Making greetings cards eg for birthdays, Valentine's day etc
- Feb 19th - Making books
- Mar 5th - Dinosaurs
- Mar 19th - Magnetism
- Apr 2nd - Spring

LONDON/NORTH



Change of Co-ordinator - Sarah Taylor, 23 Whitley Road, Tottenham N17 6RJ - 081 808 3200 and Eleanor Stapleton, 21 Central Ave, Edmonton, London N9 9RQ - 081 884 1368 are now officially the new co-ordinators for the North and North West London and Enfield areas. Please don't hesitate to contact us if you have any inquiries or need help. Sarah at present edits a newsletter for Londoners (see London Newsletter above)

SCOTLAND/CENTRAL



Karen Strang is a local artist and E0 member who has offered to run art workshops in her Stirling studio for home-educated children (separate sessions for under 7's and over 7's). Please contact Karen on 0786 73702 if you are interested.

SCOTLAND/STRATHCLYDE



December 5th - Storytelling session with traditional Scottish Storytellers at Rose and Mike Barbour's, Ochloch Cottage, Glen Road, Dunblane - 0786 824210 at 2pm - Please 'phone first.

December 17th - 'Singing Kettle', Christmas Show 10 am Glasgow Royal Concert Hall - Music and Fun. 'phone me for seats £3 each.

December - Possible pantomime visit



January 15th - Visit to Dalgarven Mill, Kilwinning, Ayrshire at 11am - 0294 52448. A working meal mill with displays of tools, toys, costumes, photographs, a furnished miller's cottage and a natural foods cafe. Send SAE to Lorna Brown, 130 Greenock Road, Bishopton, Renfrewshire PA7 5AS for project sheets.



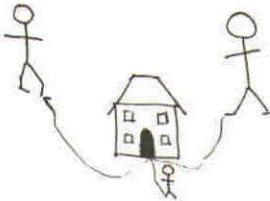
January 29th - Eglinton Country Park, Kilwinning, Ayrshire at 11am - 0294 51776. The playbarn is ours from 11am to mid-afternoon. There is soft play, heat and space for crafts. A Ranger walk is organised for 1.30pm. Bring packed lunch and craft materials.



February 19th - Denny Tank Museum, Dumbarton at 11am. 0589 63444. Experiment tank to test ships hulls and propellers. Model making and mechanics workshops display. Can be combined with a visit to Leisure Centre swimming pool with waves and slides. 'phone Lorna Brown 0505 862122 for more information.

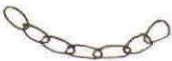
STOP PRESS - Anyone wishing to go to Coats' Observatory on a Thursday evening (7-9.30) or Saturday (9-5pm) please 'phone. These are public viewing times so it may be busy on a clear night.

SOLENT



Activities and get togethers happening on a regular basis now in the Solent Area. EO members coming from as far as Berkshire, Dorset and Sussex (as well as Hampshire, of course) to participate. Our Solent Area Newsletter is 3 issues old, announcing activities and meetings and generally backing up this supportive group of diverse EOers. To receive the newsletter, send £4.80, (£2.40 for 6 months) made out to S.A.E.O. (Solent Area E.O.) to: Michael Tavalier, The Old Forge, Farm Lane, Nutbourne, Chichester, W. Sussex PO18 8SA

WARWICKSHIRE



December 8th - Christmas Crafts. We will be meeting at the Savage's home in Frankton to make decorations etc. for Christmas. Please bring ideas, materials and lunch from 11am onwards. combined with this meeting will be a Planning Meeting to discuss and arrange monthly meetings during ~~the~~ next year. If you can't get to the meeting and would like to arrange something or simply make a suggestion please contact Alison Cox - 0926 613619. For further details of the craft meeting please contact Katharine Savage - 0926 633418



January 12th - Japanese day at the Cox's in Harbury. Please bring anything Japanese to share eg dress, food, crafts. We will be meeting from 11am. Please bring lunch. for further details please contact Alison Cox 0926 613619

Please come and join us for any of the above meetings.

Books and resources

The reviews in this section have been contributed by a number of E.O.ers, hence the variety of perspectives represented here. Obviously, not every item will appeal to every family. It is worth repeating that no book or other resource is *necessary*: children in *school* may need books, but home educated children are *in* the real world, and do not. Why only read about the world when you can discover it firsthand?

Miscellaneous resources

A Gentle Wind, Box 3103, Albany, NY 12203, U.S.A. Children's song and story recordings catalogue. Send International Postal Reply Coupon (60p from post offices).

Ampersand Press, 691 26th Street, Oakland, CA 94612, U.S.A. Science education games. Send I.P.R.C.

Animal Town Game Co., P.O. Box 2002, Santa Barbara, CA 93120, U.S.A. Cooperative games catalogue. Send I.P.R.C.

Aristoplay, Ltd., P.O. Box 7028, Ann Arbor, MI 48107, U.S.A. For educational and co-operative board games and card games catalogue, send International Postal Reply Coupon.

Art and crafts supplier

Traditional art materials, plus a wide range of educational products for project work. For a free set of catalogues, write to Althorpe Holdings (JE1), Education Dept. 1, Althorpe Close, Wellingborough, Northants NN8 5FP.

BETT 1993

We have been to several BETT exhibitions in recent years and can strongly recommend this as the single most useful source of information on educational resources, from Lego to literature, and from science equipment to software. Don't miss it! It is at the National Hall, Olympia, London 20th to 23rd Jan 1993 (Wednesday to Friday: 10 a.m. - 6 p.m., Saturday: 10 - 4).

Free tickets are available from the BETT line on 071 404 4844.

BNFL Education Unit

P.O. Box 10, Wetherby, West Yorkshire LS23 7EL produces educational packs.

Borders Bookshop

1727 Walnut Street, Philadelphia, PA 19103, U.S.A., telephone 0101 215 568 7400 (credit cards accepted). Offers an excellent mail-order service, should you have trouble obtaining any American book.

British Association for the Advancement of Science, Fortress House, 23 Saville Row, London W1X 1AB.

Cambridge Software House

Educational software packages. Send for brochure. 7 Free Church Passage, St. Ives, Cambs PE17 4AY. Telephone 0480 67945.

Cobblestone Publishing, 20 Grove Street, Peterborough, NH 03458, U.S.A. Children's magazines.

Dover Bookshop, 18 Earlham Street, London WC2H 9LN (tel. 071 836 2111). Hundreds of fascinating low-cost books and resources.

Educational resource pack

Free from the National Fishing Heritage Centre, Great Grimsby, South Humberside DN31 1UF

Educational Software Directory

Phone 0460 57152 for your free copy of either *Infants, Primary and Middle School Directory*, for all systems except the Mac, or *Eleven years to Adult*, which includes Apple Mac software.

The Education Show

Another free show worth going to, with 350 of the major educational suppliers, and including a special needs area, a publishing village and many free seminars. Thursday 11th March and Friday 12th March between 10 a.m. and 5 p.m., and Saturday 13th March between 10 a.m. and 4 p.m. Tickets: 071 831 1526.

Exeter Maritime Museum

For information and educational packs, write to The Haven, Exeter, Devon, EX2 8DT or telephone the museum on 0392 58075.

Family Pastimes Games, RR #4, Perth, Ontario, Canada K7H 3C6. Cooperative games catalogue. Send I.P.R.C.

Geode Education Options, P.O. Box 106, West Chester, PA 19381, U.S.A. For an educational resources catalogue, send an International Postal Reply Coupon (60p from post offices).

Hand Weavers' Studio

29 Haroldstone Road, London E17 7AN
Supplies samples of raw wool and a booklet on spindle spinning.

Hearthsong, P.O. Box B-102, Sebastopol, CA 95473, U.S.A. For a family resources catalogue, send an International Postal Reply Coupon (60p from post offices).

H.M.S.O. book shops

These shops sell the National Curriculum guides, such as *History in the National Curriculum*, *Technology in the National Curriculum*, etc. (about £6 - £7 each) which give the full N.C. details for each subject. Addresses: 9 Princess St., Manchester M60; 33 Wine St., Bristol BS1; 258 Broad St., Birmingham, B1, 71 Lothian Rd., Edinburgh EH3; 49 High Holborn London WC1 (telephone 071 873 0011).

Hogg Laboratory Supplies catalogue of science equipment for schools can be obtained by sending a 75p (2nd class) or 96p (1st class) S.A.E. (must be A4) marked 'Hogg' to 23 Whitley Road, N17 6RJ.

HomeSchool Supply House, P.O. Box 170, Harbour Springs, MI 49740, U.S.A. For a homeschool resources catalogue, send an International Postal Reply Coupon (60p from post offices).

Hope Education Catalogue, FREEPOST, Hope Education Ltd., Orb Mill, Huddersfield Road, Waterhead, Oldham, Lancashire L4 2BR, telephone 061 633 6611. State whether you require the main catalogue or the Early Learning one.

John Holt's Book and Music Store, 2269 Massachusetts Avenue, Cambridge MA 02140, U.S.A. For a copy of the full catalogue of books and resources for home educators, send a large S.A.E. labelled "Holt Assoc." to 23 Whitley Road, London N17 6RJ

The Institutes for the achievement of human potential, 8801 Stenton Avenue, Philadelphia, PA 19118, U.S.A. sells (mail-order) books written by Glenn Doman and others, and educational materials.

Knowledge and understanding of science: forces

Free to schools, further copies £4.00, background and advice on the programme of study for AT4, from NCC, Albion Wharf, 25 Skeldergate, York YO1 2XL.

Ladybird Books Ltd., Beeches Road, Loughborough, Leicestershire LE11 2NQ. Telephone 0509 268021. Send for their full catalogue, free.

Lakeshore Curriculum Materials Company, P.O. Box 6261, Carson, CA 90749, U.S.A. For a school resources catalogue, send an International Postal Reply Coupon (60p from post offices).

Letterbox Library, 8 Bradbury Street, London N16 8JN (tel. 071 254 1640), specializes in non-sexist and multi-cultural books for children. In each newsletter (quarterly) there is a section on resource books, which often includes science books, history books and recently even a non-sexist maths book. There is no pressure to buy, and you can return any book. There is an inspection copy service for schools - I imagine a local E.O. group could make use of this too.

Macademic, 54 - 55 Wilton Road, London SW1V 1DE, telephone 071 630 6844, is a supplier of educational software for the Mac. Ask them to send their catalogue.

Montessori Centre, 18 Balderton Street, London, W1Y 1TG, is a good source of Montessori books and materials.

Moore Foundation, Box 1, Camas, WA98607, U.S.A. (telephone 0101 206 835 2736) sells books on home-based education and is involved in research. Founded by Raymond and Dorothy Moore, writers of *Better late than early*, *School can wait* and other books which might be of interest. They also publish a newspaper for home-based educators called *The Moore Report*, and sell a video (British VHS format costs \$30) which many have found useful. They take credit cards.

NASA's Central Operation of Resources for Educators is at Lorain County JVS, 15181 Route 58 South, Oberlin, OH 44074, U.S.A., telephone 0101 216 774 1051, ext. 293 or 294. Ask for their teachers' guides, *Suited for space-walking*, *Rockets*, *Microgravity*, and their activities for primary students, *History of flight*. They will also send several colour posters and other information - all free.

NASCO, 901 Janesville Avenue, Ft. Atkinson, WI 53538, U.S.A. School products catalogue. Send I.P.R.C.

Naval Heritage at Portsmouth

For a free teachers' pack on the Royal Naval Museum, Mary Rose, HMS Warrior 1860 and

HMS Victory, write to 1/24 College Road, HM Naval Base, Portsmouth, Hants, PO1 3LX. **Studio 49**, 48 Great Marlborough Street, London W1V 2BN. Telephone 071 437 1246. Sells percussion instruments. Send for catalogue; also complementary list of Orff-Schulwerk Music for Children publications available on request.

Targuin Publications, Stradbroke, Diss, Norfolk, IP21 5JP publishes some very innovative and useful books including mathematical puzzles, models of historical settings, and shapes to cut out and glue. You can even buy a book - for a mere £2.95 - explaining DNA by means of cut-out models. Send for their catalogue.

Tellurian Travellers, 4412 Colver Road, Phoenix, OR 97535, U.S.A. For a learning resources catalogue, send an International Postal Reply Coupon.

The story of oil and gas information booklet is accompanied by a free teachers' resource pack of worksheets. Pack 1, *Cross-curricular Themes*, has a range of ideas on topics such as oil in the home and dinosaurs. Pack 2, *Science*, contains experiments relating to oil and gas. Free copies from Chevron UK, 2 Portman Street, London W1H 0AN

The Timberdoodle, E. 1610 Spencer Lake Road, Shelton, WA 98584, U.S.A. For a catalogue of resources for home-based educators, send an International Reply Coupon (60p from P.O.s).

Visit Britain at work

Visitor Publications, 28 Neal Street, Covent Garden, London WC2 H9PS. Price £2.50.

Books

GENERAL

The parent book: getting on well with our children, by Deborah Hurton, Thorsons, is about how we label our children. The author of this

book recognizes that parenting is the most important job there is, and that it is *difficult*. She provides practical ideas and shares insights on good listening, communication, and the book is, above all, sensible. The author is not telling us how to be perfect, recognizing that we are all only human. One section looks at 'What am I doing for me' - what is your way of being, and how that affects your relationship with your child. Details of a support organization called **The Parent Network** are given, and there is a twelve-week course available. Highly recommended.

Homeschooling in the news, edited by Patrick Farenga, contains copies of 28 articles which appeared between 1986 and 1991 in American newspapers. They contain some very interesting information and are not at all like the boring articles journalists in this country usually write. \$6.95 from Holt Associates, 2269 Massachusetts Avenue, Cambridge, MA 02140, U.S.A. (telephone 0101 617 864 3100) Credit cards accepted.

Hutchinson Factfinder (1992) contains facts, figures, dates and events even including references to the Gulf War, global warming, virtual reality, and H.R.T. £12.99.

Themes familiar, by W. Booth, P. Briten, F. Scott, contains hundreds of ideas for activities across the curriculum. Everyday objects such as bottles, bricks, newspaper, ladders, and telephones are the starting points for what can develop into wide ranging studies. Belair Publications 1987.

ACE special education handbook, by Peter Newell, is the guide to the law on the 1981 Act which our Special Needs Coordinator, Sylvia Jeffs, recommends. £5 from E.O.

Letters home, by Britt Barker, is a collection of articles written for a local newspaper. It is about Britt's travels around the world at age sixteen, and is an excellent example of learning in the real world. Marvellous descriptions of England including dear old Featherstone Castle! \$5.50 from Home Education Press.

READING, WRITING AND ENGLISH

Developing reading, by Roger Beard, is an introduction to the process of teaching reading, covering approaches, methods, assessment, delays in learning to read, etc. The author discusses the pitfalls of the National Curriculum, explores the research on learning to read, and suggests that parents' involvement in the process (rather than leaving it to teachers) is essential. This scholarly yet easy-to-read book provides in-depth understanding of all the difficult issues in the teaching of reading. Published by Hodder and Stoughton, 2nd edition 1990, £9.99.

Language in colour, by Moira Andrew, provides fourteen themes in three groups (Gardens, Water, and Weather) using poetry as the starting point for each. No great poetry is used, most having been written especially for the book. All of the themes are related to the environment, and many cross-curricular activities are suggested, but the emphasis is on writing and creative activities. Some of the topics under the heading, Gardens, are: Colour; Creatures of the garden; Fruit and vegetables; Flowers. Belair Publications, 1989 (1990) £8.95.

Early Reading, by Máire Mullarney, the writer of *Anything school can do you can do better* (out of print), Poolbeg Press, Dublin 1990, £4.99. Suggests the use of capital letters and is a phonics approach.

The new first aid in English, by Angus MacIver £2.85. A small but useful book, which could help improve spelling, pronunciation and communication, increase vocabulary, and decrease common errors of English, etc.

Give your child the gift of literacy, by John O. McCoy. See review in Maths and Computing section.

Shakespeare stories, by Leon Garfield and Michael Foreman, Gollancz Children's Book, 1985, 1991, £8.99. Twelve plays have been put into exciting narrative form, using Shakespeare's own words to bridge the gap

between hearing a story and reading the full play.

Blueprints English Key Stage 1 (and Science Key Stage 1) These are very good books for those who wish to follow a fairly structured curriculum. Each area of the National Curriculum is explained and there are plenty of practical ideas for helping children to reach the targets. Even though home-based educators do not need to follow the N.C. these books still have a lot to offer. Each book also has an accompanying book of photocopiable sheets. I have found them particularly useful at this stage of English when it is difficult to produce written evidence to show the L.E.A. Teacher's Resource Books, £7.95 each; Teacher's Resource Book + Copymaster Book, £19.60. Available from Stanley Thornes (Publisher), Old Station Drive, Leckhampton, Cheltenham, Glos. GL53 0DN.

The art of the storyteller, by Marie Sheldock, was published by Dover, price £3.95. Although first written in 1915, this book is an inspirational introduction to the art of good storytelling, and is surprisingly easy to read. The book also includes a collection of stories. Available from Botton Bookshop, Botton Village, Danby, Whitby, N. Yorkshire YO21 2NJ, or it can be ordered from the Dover Bookshop, 18 Earlam Street, WC2H 9LN, telephone 071 836 2111.

MATHS AND COMPUTING

Give your child the gift of mathematical aptitude, by John O. McCoy, and *Give your child the gift of literacy*, by the same author, are published by Renaissance Child, P.O. Box 5602, Austin, Texas 78763-5602, U.S.A., telephone 0101 512 929 3144, price \$17.25 plus shipping (state whether air or surface mail required). They do take Mastercard (Access) and VISA. These books are based upon the theory that small children's enormous curiosity should be nurtured and satisfied, and that this early exposure to large amounts of information may well result in increased intelligence. Studies are

cited which appear to indicate that neurological changes occur in the brain as a result of such early stimulation. Both books are full of all sorts of ideas. They suggest ways to expose a child to mathematical concepts and the written word in natural, everyday contexts, although some of the suggestions may be considered a little artificial. They explain clearly why forcing a child to "learn" is so destructive to the learning process, and they both provide tips from home-educators who have actually followed these suggestions. The author is strongly opposed to early schooling, and pro non-coercive, curiosity-satisfying home education.

Mousematics - a maths scheme for infants at the Clwyd Infant Maths Project, is a very good, practically-based scheme with the added bonus of being very economical. Workbooks for the whole course (up to seven years old) plus teachers' notes cost £16, with optional extras, such as discussion posters, also available. The course can be purchased in individual units consisting of four workbooks and one set of teachers' notes (£3.20). The teachers' notes offer a lot of practical advice on how to introduce basic concepts, and certainly spurred us on to come up with a lot of our own ideas: the success of the course relies heavily on lots of supplemental practical work being carried out.

The workbooks are in black and white, with none of the brilliant colours found in other schemes. Some may find this a disadvantage. My only criticism is that the child is asked to "colour in" rather too often. Further details are available from the Media Graphics Production Unit, County Civic Centre, Mold, Clwyd, CH7 1YA.

Sources of mathematical discovery, by Lorraine Motteshead, published by Basil Blackwell, 1977, 1990, deals in depth with a variety of topics, providing the reader with the history of the ideas. Some of the areas covered include mathematics in art, mathematics in nature, number relationships, Fibonacci numbers, etc. ISBN 0 631 10221 3, £11.40.

Bright ideas for early years: Maths activities, by Caroline Matusiak, and the other Bright Ideas

books, such as *Maths games*, published by Scholastic, contain some good suggestions for teachers, but could just as easily be used by us.

A way with numbers, by Terry Riley, BBC 1990, £4.99, is a very basic guide to everyday maths for innumerate adults, including how to read a train timetable.

Innumeracy: mathematical illiteracy and its consequences, by John Allen Paulos, writer of *Beyond Numeracy: an uncommon dictionary of mathematics*, Viking 1991, £16.99, both written in the clear, witty style. The consequences of mathematical illiteracy are shocking, and this book debunks all the pseudoscience myths which pervaded our thinking. Any E.O.er concerned about being mathematically illiterate would find this book valuable. Older children might like to read it themselves.

Refresher in basic mathematics, by R.N. Rowe, D.P. Publications, £3.95 covers fractions, percentages, powers, simple algebra, etc.

Mathematical puzzling, by Martin Gardner, O.U.P. £8.05, is a collection of problems designed to help older children develop the mental muscles they need to think through difficult problems in an enjoyable way. Will encourage an intuitive and investigative approach to problem-solving.

What is mathematics? An elementary approach to ideas and methods, by Richard Courant and Herbert Robbins, O.U.P. £15.00, is a classic survey of the whole field of mathematics, written for the layman.

Mathematics and the imagination, by Edward Kasner and James R. Newman, Microsoft Press 1989 (1940) A classic work reissued. It is wonderful fun and has nice big print. It gives witty and straightforward explanations of concepts fundamental to arithmetic, calculus, non-Euclidean geometry, and topology. Leads reader from googols and googolplexes to infinity and probability.

A mathematical mystery tour: higher-thinking math tasks, by Mark Wahl is a journey through the patterns of nature using Fibonacci Numbers and the Golden Ratio. It is very readable, and very exciting, and even has a 'newspaper', the *Mystery Tour Guide*, accompanying the book. \$19.95 from Holt Assocs.

Mathematics: A human endeavour, by Howard R. Jacobs, is subtitled, *A book for those who think they don't like the subject*. The author says in his introduction, "The goal of this book is to give you a much broader view of mathematics by introducing you to areas you may not have thought about before." It is the favourite school maths textbook of G.W.S. \$31.95 from Holt Assocs., 2269 Massachusetts Avenue, Cambridge, MA 02140, U.S.A.

Adventures with Logo microworlds, Noss, Smallman, Thorne, £7.99. A good source book of ideas for use by children.

SCIENCE AND TECHNOLOGY

The art of science, by Barbara Hume and Christine Galton, presents a collection of cross-curricular activities around different themes. This book has hundreds of ideas which could be used with children of various ages, abilities and interests. Belair Publications Ltd., 1989, 1990, £8.95.

Blueprints science Key Stage 1 See review in the ENGLISH section.

The easy way to bird recognition, by John Kilbracken, Kingfisher Books £5.00 Also ones on trees wild flowers. What makes these so different from other nature books is their format: they are written like an enormous flow chart. You start with question one and, depending upon your answer, you move on to another question and another until you arrive at the bird, tree or wild flower you are attempting to identify. The illustrations are good and the text is clear and informative. This way of analysing the differences between birds (or trees or wild flowers) is much more instructive than

simply flicking through a book until you chance upon the right picture. Since I have been using these books on nature walks, I find I can remember the things I have identified, whereas before, I forgot them almost instantly. Quite young children have enjoyed the question and answer format very much.

Wildlife fact file, a part-work available from Winchester House, 259 - 269 Old Marylebone Road, London NW1 5RW, telephone 071 706 3208. It is good quality information including photographs, and covers mammals, birds, fish, animal behaviours, conservation, habitats, and so on. On each card there is a map of the world showing where the animal lives. My son always looks forward to the arrival of the cards, and he classifies them and puts them in numerical order himself. Very educational, because the format captures the interest of children. Highly recommended.

1000 ideas for primary science, by Alan Ward; Hodder and Stoughton 1989 £6.99. This book suggests activities which may help to generate curiosity, excitement and a sense of wonder. It provides the starting points for teachers with little or no background in science. Themes include living things, the physical world, technology and problem solving and extending the imagination.

Illustrated dictionary of earth sciences, Martin Watters and Felicity Trotman, Merlion Publishing 1991, 1992, contains 850 entries with stunning, beautiful, clear illustrations. It is excellent value: £9.95, hardback. See also *Illustrated dictionary of money and maths, ...machines, ...science and technology, ...animal life, ...human body, ...space, and ...plant life.*

Under the ground, by Daniele Bour, Early Discovery, Moonlight Publishing ISBN 1 85103 109 X £6.50. For young children, this beautiful book opens up the wonder of that other world under the ground. Some pages are partly clear, allowing one to see the page behind. Thus the reader can "creep under fallen leaves, burrow underground, dig the sand on a beach or in the desert, watch badgers curl up,

ants scurry away into their homes, see where the kingfisher hides its nest" and so on. There are several other books in this series including *Flying, Water, The Seashore, Flowers, Bears*, etc.

Galaxies, by Seymour Simon, A & C Black, £6.95 ISBN 0 7136 3378 6 is highly recommended for the child who wants an introduction to the subject, rather than an adult level text. The book has huge photographs and fairly large print. In the same series are the following titles: *Sun, Jupiter, Saturn, Stars.*

The children's animal atlas, by David Lambert, Apple Press, Quarto Publishing £9.95. This is an introduction to the animal world, using maps, diagrams, and photographs to explain how and where animals live today. It includes information on habitats, how animals have evolved to live in different climates and conditions and why dinosaurs died out, and animals in danger of extinction.

Dinosaurs and their living relatives, second edition 1985, 1988, ISBN 0 565 01090 5 £5.95. This splendid book could take a child's interest in dinosaurs a stage or two deeper. The methods by which dinosaur relationships are worked out are presented, and there are problems for the reader to work through so he or she can share the hunt for the dinosaurs' closest living relatives.

Seeing the solar system, telescopic projects, activities and explorations in astronomy, by Fred Schaaf, John Wiley 1991, £9.95: lots of things to do with only a basic telescope. This book, in addition to *Seeing the sky*, recommended in the last *Books and resources* supplement, was devoured by my daughter.

The way things work, by David Macaulay, Dorling Kindersley, £15.99, is one of those books you pick up to have a quick look, then spend several hours reading. It provides many answers to all those questions children ask about how things work.

My first science book, by Angela Wilkes, Dorling Kindersley, London, £5.99. Many simple, effective 'experiments' for young children to help with, or for older children to do themselves. Each activity is very clearly illustrated and uses ordinary household items.

On food and cooking: the science and lore of the kitchen, by Harold McGee, Allen and Unwin, 1986, would be a brilliant companion to any of the 'experiments-you-can-eat-type' books on the market. This unusual book examines food and cooking both historically and scientifically in a most intriguing and 'unputdownable' way. The information it contains could be very useful to any E.O.er who needs a bit of ammunition to convince the L.E.A. that helping in the kitchen *is* science *really*.

Up-pops, by Mark Hiner, is an ingenious book of paper engineering projects using elastic bands. Who said you have to spend a lot of money on expensive textbooks? This fascinating book costs £3.75 (Tarquin Publications).

The wallchart of discovery and invention, introduced by Isaac Asimov, by Peter North, published by Studio Editions, London, price £10.99, details the growth of human knowledge from pre-history to the age of space travel.

Asimov's new guide to science (revised ed.) Penguin 1984, 1987, £9.99, is a highly recommendable summary of current knowledge in *all* the physical and biological sciences.

ART AND CRAFTS

Drawing with children: A creative teaching and learning method that works with adults too, by Mona Brookes, recommended by more than one E.O. member, is a book which can release the artist in all of us if we wish it to. If you or your children have ever experienced the feeling that you can't draw, and stand no chance of ever learning to, take heart: Mona Brookes will show you that the ability to draw can be acquired, just as reading can. The book is very empowering, and enables one to get over the psychologi-

cal barrier (often school-induced) of fear of failure, and then succeed. It is a course families can do together, and seems ideal for home educators. The 'before' and 'after' (the course) pictures are almost unbelievable, until you try it yourself. \$12.95 plus 20% for surface mail from Holt Associates, 2269 Massachusetts Avenue, Cambridge, MA 02140, U.S.A.

Drawing on the right side of the brain, by Betty Edwards, is published by Fontana ISBN 0-00-636602-3. I have a degree in Fine Art, but this book opened my eyes. It is a course in drawing but it is completely unlike all the other how-to-draw books I have ever seen. It explains how the functions of drawing, painting, creativity and perception are right-side activities in the brain and how they have become overpowered by the dominant left side of the brain (logic, analysis, speech, etc.) in our left-side biased society. It even shows how our education systems are very left-oriented at the expense of right-side activities. Betty Edwards shows how to rediscover the right brain to perceive and draw well. It works! I have used this technique with lots of people (all ages) with astonishing results. Especially useful for home educators as it is a course you can follow at your own speed and helps free you from the need for how-to-draw books.

HISTORY

The Greeks pop-up, by Pam Plara and Gerald Jenkins, and *The Egyptians pop-up*, by Anne Wild and Gerald Jenkins, are published by Tarquin (see page 3) in association with the British Museum at £2.75. They contain lots of information in addition to the pop-up book to make yourself.

Many thanks to the contributors. If you have any book or resource suggestions or recommendations, your contributions would be greatly appreciated for the next such supplement. Sarah Taylor, 23 Whitley Road, London N17 6RJ.



Apologies for the November 28th meeting which should have been held at Harris House. At short notice I was told that the house was to be closed. This was too late to put into the Oct/Nov newsletter.

Jan 16th 1993 Saturday - Meeting to be held at 266 Heath Street, Winson Green, Birmingham at 2.30pm. Please contact Carol and Paul Willis - 021 455 9742 for further details.

COMPUTER UPDATE

LEARNING LINK - WHAT'S NEXT? : Changes within mainstream education, especially LMS (Local Management of Schools) have caused the computer manufacturers who supply to education to rethink their information and supply systems. Although at the time of writing we are experiencing serious problems trying to convince Acorn to allow us access to their new system, we hope that we will soon be able to direct EOers to an education dealer near to their home for the purchase of their chosen computer at the official education price. With the introduction of these new systems it seems no longer necessary for us to continue supplying computers through Learning Link. **We have therefore discontinued the old catalogue.** In its place we will be producing a guide which will give details of what's available (including educational resources), how much it will cost, and how and where to get it. We expect the guide to be available mid-November and to cost around £2. (Please make cheques payable to Paul Bentley).

APPLE MACINTOSH SOFTWARE: Many Macintosh users within EO may be unaware that many software companies including Adobe, Aldus, Claris, Microsoft and Symantec offer reduced prices to education users. For example, the education price for a single copy of Microsoft Word 5 is £110 + VAT. If we could combine the orders of ten EO families this would further reduce the price to around £65 + VAT. It certainly makes sense for those of us who use a Mac to co-operate whenever possible when buying major items of software. A list of what's available along with individual purchase and multi pack pricing is included in our computer guide (along with a full guide to the resources available to Mac users) or available separately if you send us details of your Mac along with an SAE and 50p!

BETT '93: Everyone who uses a computer with their children should try to get along to the BETT Show which this year takes place in the National Hall at Olympia, London, between January 20th and the 23rd. Admission is free and you will find all the latest hardware and software related to education on display. This is a superb show - don't miss it! For advance tickets, seminar details and discounted travel details call the Education Show Hotline on 071- 831 1526.

The address to write to for copies of the new guide or the Mac software list is:
Paul Bentley, 83 Manor Park, Lee, London SE13 5RA.

Educating ARCHIE at CHRISTMAS

by **SEG**

A time for giving

GOODNESS, THE TOYS YOU CAN GET NOWADAYS!...
 "PLAY PLANX, wooden (type) boards to walk along or put toys on [TOYS NOT PROVIDED]... only £15.99... CAUTION: DO NOT IGNITE"
 "SOUNDS FUN? WE NEVER HAD THINGS LIKE THAT"

NON SENSE TOYS

mm... "STRING ALONG: beautifully crafted length of string (acrylic) for first tying * £2.99..."

FLASHY PRICE

"STONES KIT: what to do when there's nothing to do, the ancient game of "throwing stones". 6 hand turned stones in box complete with instructions £5.85 [NOT SUITABLE FOR BABIES]

TOYS R USE-LESS

WELL ARCHIE? ANY IDEAS?

TRIVIAL

YES MUM, I'D LIKE A SET OF BEAUTIFULLY CRAFTED £1 COINS IN A BOX FOR THE ANCIENT PURSUIT OF "SPENDING"

* consumer advice: string breaks if used as a towrope on a Landrover, and is NOT edible

Thanks JO x 7/92

POSTBAG



Dear EO,

We have two children, aged $7\frac{1}{2}$ and $5\frac{1}{2}$ years, and a baby on the way. Our two daughters have both tried school for a short time and decided they preferred learning at home.

They are learning well and are very happy. Our problem is that we are returning to Spain early next year (we lived there for several years when they were babies) and we are worried that home education is illegal. We intend to keep the children at home anyway, even if this is illegal, and hope that no-one will complain to the authorities.

I am hoping that someone will write to us with advice (perhaps there are EO members home educating in Spain already) and would be pleased to hear from anyone.

Cathy Walton, Flat 3, 28 Devonshire Place, St Helier, Jersey, Channel Islands TEL: 31737

-0-0-0-0-0-

Dear EO,

I just received the Oct/Nov issue of the newsletter and sat and read it straight through while my 2-year old slept on my lap. (It is rare for him to nap so I didn't want to risk moving)

I very much enjoyed the contributions of David and Torcuil Grant, who are travelling around the world in a horse-drawn caravan. Their experiences are surely what education is all about.

I also always have a chuckle over the Educating Archie comic strip.

I guess I just want to thank those EOers who take the time to write something that will help or encourage the rest of us. So much of the newsletter seems to be about the business or structure of EO, the bits that are actually about educating our kids are so refreshing.

I would like to pass on a 'game' which you may find helpful in teaching counting and in explaining one's, ten's and hundred's places. Have a number of buttons and three pots or cups. Start counting buttons into the first

pot on the right. When you get to ten, you dump them out and exchange all of them for one different one, which you then put in the second pot (tens). Carry on counting buttons into the first pot 11, 12, 13.... until you count 20, then dump them out, exchange them for one more to place in the second pot. Same procedure when you get ten buttons in the second pot, exchange them for one in the hundreds pot.

My 4-year old really enjoys doing this game and there are so many things you can explain with it. Meanwhile he is gaining confidence with numbers and acquiring a basis for more difficult math concepts (eg Base 2 and other bases).

Mrs H Finlayson, 15 Salmon Close, Spencers Wood, Reading, Berkshire

-0-0-0-0-0-

Dear EO,

I should like to write and tell you how we devised and constructed a strategy with regard to our daughter's education at home.

We actually did not want to take Susan out of school and did it as a last resort as she was a school refuser.

I must praise the authorities and school with all the support and encouragement they gave me.

Susan is 13 years old and we went out to tutors for Maths and French which I got from an agency in the Yellow Pages. We insisted that she attended the two teachers at 9am on two consecutive days so that she had to be up to attend.

Next we contacted our local Arts Centre who had art classes within which she could share as part of a group. We also put an ad. in the local paper to share guitar lessons and attend a music school which was run by the local authority and was free. This enabled Susan to participate in a socially run group each week.

We also enrolled her in a correspondence course run by Mercers in four of the core subjects - they are excellent as they are structured.

Adjusting to having her at home was not easy as we have 2 older teenagers and we have taken over a term to adjust, in carrying on with our routines and leaving Susan to also carry on. Finding the



balance has not been very easy. I asked advice from several family friends over computer and technical drawing and was constantly amazed how helpful they were in offering curriculum advice - the Key Stage Curriculum books by Letts are excellent and I would recommend them. We were also fortunate in having Sunday School as a base, so we were able to use this as Religious Studies.

I also contacted a centre for disturbed adolescents who were only too pleased to lend me tape-recorders, microscopes and technological apparatus in return for visits with Susan.

The local swimming pool provided exercise!

The local paper also provided opportunities for drama work eg Panto productions at this time of the year.

May I also add for the benefit of other EO members that my husband was not at all in favour of this arrangement and although he has come to terms with it it has been very hard on him. I mention this, because I get the impression that most EO families seem to present a combined support and philosophy - this is not always the case and can be an added difficulty.

Neighbours can also be unduly difficult, when Susan is left on her own, and I would say again to EOers please think very carefully before you embark on the 'freedom'.

Please do not think of this as too pessimistic - there are rewarding experiences too - independence in study and research skills are definitely broadened - but getting structure and balance is not always easy.

Hannah Sabel, 97 Norman Crescent,
Pinner, HA5 3QM

-0-0-0-0-0-

Dear EOers,

Since my article in Oct/Nov issue No. 88 it has been brought home to me by way of letters and telephone calls that so very many EO members, ie. those who favour the structured approach feel somewhat let down and disillusioned by the Organisation as it stands, like the concerned mother who in her letter stressed and I quote, 'I have been in

contact with several EO members and have been astounded by their attitude of just letting their children run wild' unquote. Needless to say this is not what the above new member joined EO to hear....

....Might I suggest a ballot of all EO members to determine as to how many are for and how many against the structured approach re education, this way the governing body of EO will be left in no doubt as to the need of (all) the members.

....

M R Ellis, Orchard Hill Cottage, Bulkworthy
Holsworthy, North Devon EX22 7UP

-0-0-0-0-0-

Dear EO,

It is always healthy for an organisation's members to have a good look at it now and then to see if it is doing what they want it to. EO is lively and thriving and one would expect there to be periodical reviews.

Like the Ramsey's (newsletter No 88) I would not want to prejudge the report of the working party on increasing democracy. All I would say is that the curious and clumsy dual structure of EO has never seemed very sensible to me and unless there are strong legal or operational reasons for keeping it I would favour changing it. All companies, clubs and societies I have ever dealt with have always been one member one vote - even when it is a question of one share one vote, you do at least get a vote....I cannot see why we should not have this in a restructured EO. With this vote you help elect the office-bearers who will do the actual running of EO for their elected term. It is uncomplicated, a tried and tested way of operating....

It saddened me to read Valerie Cross's and M R Ellis's letters because they are obviously not getting as much as they should or want to out of being members. Yet their letters struck a chord because when I first joined I was not at all sure that I could go along with much that was expressed in the Newsletters - or wanted to. I was looking for a structured 'classroom in the home' type of approach which we could use on our round the world trip. I did not really get the advice (or any advice) I was looking for until I began to write to various members and buy and read some of the publications. The



structured approach has turned out to be impossible for us anyway and eventually we have found our own way. I think that this is probably true for most EOers but it is at the start, when one is nervous of the whole idea that perhaps EO could offer more. Quite how I am not sure because it is hard to advise others, whose circumstances each differ. Perhaps through encouraging more people to use our Newsletters as a forum and to write to each other directly too. Maybe it would be helpful if one or several 'old-stagers' undertook to write a paragraph in reply to queries based on their experience of their own and other people's problems and views. The concept of an EO 'Agony Aunt' may not be as daft as it sounds!....

Finally, our thanks to those who have and do run EO on our behalf at the moment. Your sacrifice of time and the trouble and effort which has to be put in is greatly appreciated. Change may be a good idea and if it is then I trust you all to do it sensibly, maintaining the aims and objects of EO in the forefront.

David and the rest of the Grant family
c/o Macdonald, Thorpe Hall, Rudston,
Drifffield, East Yorkshire YO25 0JE



-0-0-0-0-0-0-

Dear EO,

I am writing in support of the views expressed by M R Ellis in the Oct/Nov '92 newsletter.

So often the tone of the newsletters are anti-establishment and do not reflect the opinions of more orthodox EOers.

I am sure that many of us are not anti-school but home educate because it seems to be the best option at the moment. We believe in a structured approach to education, disciplining our children and good manners.

I would like to hear from you if you think as I do.

Yours sincerely,

Rose-Mary Gower, The Garden House, Plas Power, Benham, Wrexham, Clwyd LL14 4LN

Dear EOers,

THE ROWAN TREE CO-OPERATIVE

Some people may have read in earlier newsletters about the 'North of England Living Project'. First ideas have now progressed and the project has now metamorphosed into the 'Acorn Project' and then in to 'The Rowan Tree Co-operative' (to avoid confusion with acorns and Barrett Homes!!)

Presently we are a group of several adults and various interested supporters.

We have come together to support and develop ecological lifestyles.

We are a child-centred group, although not all adults are parents. Our children are of varying ages, soe go to school, some are home educated.

We are a supportive group who are moving towards working and living co-operatively. Presently several of us are moving (or have moved) to the West Durham area to facilitate the search for land and property.

I have moved to Langley Park in Co. Durham and it is intended to hold a gathering of people interested in 'Rowan Tree' monthly throughout the winter in the area. If you would like to find out more about 'Rowan Tree' or if you live in the North East and would like to get in touch perhaps for an EO social then I am eager to hear from you.

I am Coryn with 2 children Ruby 3 and Kyo 6. contactable at (until April '93) 28 Logan Street, Langley Park, Co Durham DL7 9YN - 091 373 6585

Dear E.O.,



I was most surprised that one E.O.er (M.R. Ellis, Oct/November newsletter) should write that those with a different approach to his own were 'primitive' and 'irresponsible'.

Each family home-schools for its own reasons and each has its own approach. However much we might disagree with another's viewpoint, we all (hopefully) appreciate that every parent is doing whatever they think is the very best for their children. Also, regardless of our approach we can all say that we have taken our responsibilities seriously in that we have all accepted full responsibility for our children's education.

As an ex-primary teacher, I don't structure my children's day for the same reason that I don't give them 'school dinners' (overcooked veg, lumpy mash etc). I feel that neither are of value per se, but a result of having to deal with large numbers of children. This is my own personal view. I hope it will be respected, if not agreed with, as I respect Mr. Ellis's right to structure his children's education.

I don't know how E.O. members are dispersed along the formal education/informal education continuum but if Mr. Ellis finds himself in the minority, surely that's not the fault of E.O. Maybe he could help to rectify it by writing about his own approach and reasons for it. I would certainly welcome it - we can only be enriched by hearing and considering (with respect), different viewpoints.

E.O. is you and I. If enough members want to fight for 'free copies of the National Curriculum' and are prepared to do something about it themselves then I guess that's what it'll do.

Nina Krupska

7 Teddington Park Road, Teddington, Middlesex TW1 8NB

Dear EO,

In response to M. R. Ellis's letter (Newsletter No 88) I wish to point out the other side. The assertion that, 'the initial good intentions of E. O. have been eroded ... by those who have this primitive attitude...' assumes that E.O. was founded by people following M.R. Ellis's structured approach. My parents have been in E.O. for many years and I can safely say that the change has been the other way round. When E.O. was founded it was almost all people with a free, radical approach to education. It is only in recent years that there has been a substantial proportion of members following this 'structured' approach. While these people have every right to be a part of E.O. they cannot be the sole governing force in what is supposed to be a democratic organisation - as there are still many (probably a majority) members following a freer, less structured approach. They each have as much right to follow their approach.

The letter mentions the E.O. aim 'to reaffirm that parents have primary responsibility for their children's education.' What a pity that this paragraph was taken on its own, instead of in conjunction with the third paragraph 'to establish the primary right of children to have full consideration given to their wishes and feelings about their education,' which clearly necessitates some degree of freedom in any educational approach

...Essentially, E.O. has a wide membership and cannot be allowed to be dominated by extremists on either side, since the majority of members lie somewhere in the centre.

Zak Kipling, 57 Chichester Drive East, Saltdean, Brighton, East Sussex BN2 8LP



Dear E.O.,

Reading the letter from M. Ellis in Newsletter 88 finally prompted me to write. If we all were to follow the National Curriculum (free copy demanded from the government) and have a rigid, structured approach to teaching, surely we would be halfway to school, which is just what we personally don't want. Yes, it does say on the back of each newsletter that we have the primary responsibility for our childrens education, but surely that is all it says, not that we should line them up at desks every day. However, we do believe that our children should have manners, be well behaved and tolerant toward others, be able to read and write well. Underneath M. Ellis's letter is an extract from the work of A.S. Neill, and they are views we do not subscribe to. We would suggest that it is this sort of thinking that has brought about the unruly, intolerant rabble that seem to be the majority of children today. We feel it should be possible to live a 'laid back' life, and still have children that don't scare other members of the planet witless!

Regarding National Gatherings, we would like to go, but find it is a combination of the last point raised and lack of money that holds us back.

Finally, we are always glad of the E.O. Newsletter for the moral support it brings, and if there are any E.O. travellers out there (with families) who could give us any advice or tips, we would be very grateful.

Yours, Brian & Sue Lawrence + Amy & Tom

P.S. We do not have a T.V., and have met many people now who have kicked the habit'. Have confidence - ditch it!

115, Magennis Close, Rowner, Gosport, Hants PO13 9PR

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Martin and his wife teach their children at home and run a small business selling educational products.

Martin Evans (EO)
16 Thistle House, Dee Street, London E14 OPD - (071 515 1797)

HELP WITH NATIONAL CURRICULUM

In my letter in the Oct/Nov Newsletter, I mentioned that it appeared that many people join EO when their children are under five, intending to keep them home, but then go on to send them to school anyway. When this is because parents don't feel confident, perhaps I can help. Before I went into full-time teaching, I was doing a lot of private lessons at home. I'm now going back to that, but would like to be able to support parents and children together. I believe that parents are almost always their children's best teachers. Some parents need help in planning their children's education and in coping with authorities, whether these are statutory (e.g. Education Inspectors) or self-appointed (e.g. neighbours).

Although children being educated at home are not obliged by law to follow the National Curriculum, knowing one's way around it could be useful, especially if the plan were to send the child to school at a later date. I have access to NC documents for all subjects and levels, which I would be glad to share as appropriate. The NC is a brilliant example of a simple thing made to sound complicated; it is a convoluted list of very ordinary knowledge. I can't imagine that it would be possible to involve a child in normal family life without covering the targets of the NC, especially at primary level. I would take great pleasure in unravelling the NC for any EO family.

I'm interested primarily in teaching English and maths to people who are having problems, caused by difficulties such as dyslexia or poor teaching. I have also tutored young people and adults to GCSE level in English, Maths, French and Latin. My rates are low, and since my aim is to make people - parents and children - independent, tuition wouldn't be likely to drag on for ages and ages. People who live too far to come weekly could consider meeting monthly or even less frequently, with telephone or letter support in between as necessary. In some cases, it might be cheaper for clients to pay my fares to come to them, rather than for a whole family to come to me. In other words, I'm willing to be as flexible as necessary.

The really interesting and rewarding thing in teaching is to show people how to learn. Once you've learned how to learn, you're set free. The sky's the limit. In the sort of teaching relationships that I have in mind, teacher and learner are equal partners. The experience is exciting for both, and if one becomes bored the other is invariably bored as well. If this happens, the relationship will have outlived its purpose and therefore comes to an end.

Yours sincerely, Peggy Thomas, 7 Maybourne Close, Springfield Road, London SE26 6HQ tel: 081-659-5815

P.S. Thanks to all who contacted Mary Davies as a result of the appeal for children for her to observe. Mary has made some good contacts as a result of your help.

BRAMBLES HOUSING CO-OP

Dear EO,

I am writing in response to a piece in the Oct/Nov Newsletter (No 88) headed 'Where have all the communes gone?' to let you know that co-operative living is alive and kicking.

'Brambles' Housing Co-op was set up in Sheffield in 1991. With one house already up and running; we have recently expanded next door to house a project that focuses on children, challenges traditional views of 'childcare' and encourages home education as a positive direction.

Our aim is to provide a space for children where being 'out of school' is considered 'normal'; a chance to live with and become involved with other children and adults who offer support and friendship, not out of some form of misplaced admiration, but because they are doing it too.

We have loads of ideas for future child-centred projects eg. we are currently turning our communal (and extremely large) garden into a wildlife garden, actively encouraging anyone, especially children, to become involved - but we need support, committed prospective co-op members, skills and finance to ensure that we succeed in our overall aims.

We are in contact with home educators in other co-ops and have begun to hold regular meetings so that we can structure our collective ideas. It is our aim to run short, practical workshops so that children (and adults) can try out skills such as woodworking, music and drumming, painting, fabric dying, pottery, papier mache, computer skills, the list could be as varied as your imagination allows.

So if you have skills, ideas, views etc. that you would like to share then drop a line to:

Brambles Housing Co-op,
82 Andover Street,
Burngreave,
Sheffield
S3 9EH

or 'phone - 0742 797164, to find out when and where the next meeting will be held or for more general information about either the co-op or the home education project.

Jane Watson, address as above.

CONTACT LIST

The information contained in the Contact List is CONFIDENTIAL and is for the PERSONAL use of MEMBERS only.

UNDER NO CIRCUMSTANCES is it to be used for advertising, academic research, etc.

This applies even to the advertising of such publications as 'The International Home Educator'. Whoever mailed the pamphlets relating to this publication should apologise to EO for their mis-use of our Contact List - Bob Emmett

COMMUNITY CENTRE FOR THOSE EDUCATING THEIR CHILDREN AT HOME!!!

Dear EO families,

We are writing to put a proposal to you. We have found one of the main problems of educating our children out of school has been the isolation. One of the ways this has been helped is by running a club one day a week at an individual's home. This has been very successful and is now in its third year. But as our children get older we feel increasingly that they need a place of their own. We would like a place that was 'ours' - a place where people educating their children out of the main stream could meet, socialise, conduct business, hold more formal classes, if they wished, and possibly leave their children for a few hours. There seems to be a crisis time when children reach secondary school age. Many children go into school at that time who may have stayed out if there was a centre of this sort. That is why we have gone ahead and found a place in London willing in principle to let us have on Tuesdays and Fridays, a kitchen and small cafe area, and a craft room for a very reasonable rate of £2000 a year (including all bills). They seem very flexible and have a lot of underused space including a pottery and a sewing room. It would be possible to use these too.

This opens up wide new vistas for the future. What we propose is this. We want to open a resource centre, a place where children can participate in projects of their choice, a home educating community drop-in based on the ideas of the Peckham centre in the 1930's. The cafe would be run on a drop-in basis by volunteers and open to anyone whose children are not registered at school or are committed to the ideas of home education and/or flexischooling as an attractive possibility for the future. The other rooms would be used for activities for the children. We have no intention of starting a school and are committed to the ideas of flexischooling and home-based education. Some families could leave their children (over 7's) at the centre. They could join in the fairly structured activities like the Croxley Club has been doing, projects and plays for one of the days. The other day could be more loosely organised with activities available. The numbers of children left would have to be limited. The numbers of adults available for them would be run on a rota basis

Eventually if the demand was there this centre could become an 'open university' for school aged children running along similar principles, as well as a social centre. It will be, right from the start, we hope somewhere that ideas can flourish and projects can grow. Also somewhere to hold classes on anything you can offer or your children want. But mostly following the Peckham Centre and Jutta Mason in Toronto, a community place for those families who have chosen to be outside the school system. Obviously this centre would be easier for Londoners to use but it is hoped families educating out of school from further afield could also take advantage of it. It could also be seen as a pilot scheme for others around the country to build on.

Would you use a centre like this??? If this interests you at all we need your help!!! It is not a lot of money to raise to get off the ground. Some money has been promised already. We hope to apply for some funding in June if we can raise enough money to get started in February. Please help if you are interested in a venture of this sort. Any suggestions about funding bodies would be gratefully received. Write to us please!! We will keep you posted as to any further developments.

Happy Holidays!!

Leslie Barson, Poppy Green, Mo Dodson, Liz Rogers and Karen Goaman,
1 Croxley Road, London W9 3HH - 081 969 0893

DOWN WITH SUMS!

I have been intending for some time to write about arithmetic, and why I think it is anti-educational. Unfortunately, I have noticed that even fairly ardent home-schoolers are unsure about the wisdom of not inflicting it upon their young. We have come to see it as being essential to 'basic' education. Perhaps, as a nation, we have allowed ourselves to be drawn into the circular argument identified, if I remember rightly, by John Holt in one of his books. It goes like this: 'Arithmetic takes up a lot of time in Primary School because it is important. We know it is important because it takes up a lot of time.' Whatever the truth of the matter, the whole business of number work seems to waken in many ordinary people a mixture of feelings, not all of them rational, which makes them reluctant to abandon it for any reason at all.

I am going to grasp this nettle. I think arithmetic is a waste of valuable time, and we should drop it from any serious programme of home-schooling as soon as we decently can.

The purpose of arithmetic when I was a boy was to enable you to do sums. If you asked a teacher in those days why you needed to be able to tot up rows of figures and work out calculations, he could say, truthfully, that without skill in handling numbers you could not hope to work in all sorts of useful and interesting jobs. Most forms of sciences were closed to you, as well as ordinary shopwork and many areas of business. The simple facts of life were that calculations had to be done, and if you couldn't do them easily you were sowing problems which you would not fail to reap in later school life.

I found that was true. My grasp of calculation has always been weak, and any pleasure I derived from science at school was blasted by the fact that the teacher never gave duffers like me enough time to finish each sum, and understand it, before he started to explain the next one. Since we had to do a fair amount of division, usually long division (my mathematical ball-and-chain), I often found that a single calculation, one tiny part of the much larger piece of science we were studying, would take me a whole lesson to work out. The result was that I soon fell so far behind that the others were lapping me - revising things I was still trying to learn for the first time. I grew to hate not only arithmetic but all the other aspects of mathematics as well, because they all seemed to involve calculation.

These feelings were probably unavoidable. There were no calculators which schoolboys like us could use. Mechanical comptometers the size of motor-bikes did the business for factories and offices, the sixth form had slide-rules to help them with their arcane number-crunching, but we, the inky masses, were expected to make shift with our memorised tables.

I suspect that these experiences, shared no doubt by many who were brought up in those days, have built into our collective consciousness the idea that number-work is necessary, less for its practical value than for the sheer hard work it involves, which we think of as vaguely character-forming. It has become a sort of initiation rite, like tossing in a blanket (and scarcely more useful). Of course, I have heard all the usual

justifications for teaching it: you never know when it might be useful, you need it to reckon up your money and work out your budget, it helps you decide how much carpeting to buy when you are furnishing your home, and so forth.

But a calculator will do all these bits of arithmetic for you efficiently and accurately in a minute fraction of the time you would need to do them on paper. So why, for heaven's sake, do we not use calculators from the very start? After all, anyone can now buy a calculator for little more than the price of a large bag of sweets. Many cheap machines are solar-powered, so there is no danger that a child will be unable to perform some vital bit of summing because his battery has run down. The youngster may enter figures wrongly, but no more often, I suspect, than children in earlier times messed up their working and arrived at a wrong answer. In any case, if a calculation is really important there will be ample time for the kid to enter it twice or three times and notice whether the same total comes up each time. As for the argument that the child might find himself in a situation where he needs to use his calculator and finds he hasn't got it with him, I can only raise my hands in helpless surrender and say: 'Give me an example, from the real experience of some real person, of a situation in which an individual who could not do sums on paper was left at a disadvantage because he had no calculator!' I'll wager you can't, or at least not without hedging your example round with all sorts of special conditions.

If we could only have the courage to embrace the calculator and consign multiplication tables and all the outmoded paper-work which they support to the dustbin we could, for the first time ever, make the real beauty and interest of mathematics accessible to ordinary children. We could strip away from the wonderful science which is mathematics all the fear and loathing which come from its association with sums. We might discover that children like I was can not only grasp but revel in ideas which have delighted mathematicians for centuries. If we deprive them of the chance simply in order to please those in the school industry who want to use maths as a kind of mental assault course, designed to weed out the sloppy thinkers, I believe we shall have done an unpardonable injustice.

Christopher R. Shute
7 kiln Way,
Polesworth,
Staffs. B78 1JF

"No other culture in history has ever herded hundreds, even thousands, of children into one place, day after day over fifteen years, as a preparation for adult life. We have become so accustomed to such a system that we rarely question it; yet to anyone unfamiliar with Western education it must appear emotionally barbaric". from "Health of Nations" by Robert van de Weyer

NOTICES/ADS

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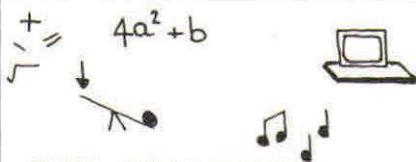
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TOWARDS EXAMS

The following is a set of notes on how to go about working towards GCSE in various common subjects. Many people (over 40) contacted me about GCSEs after my letter in April 92. I am really glad that now many more people are tackling this without fear of 'getting it wrong' and wrecking their child's career. From 1994 onwards, the National Curriculum will affect the content of the exams and also the grading system. However, I don't envisage great problems and I can only suggest you obtain copies of the external syllabus for a particular subject from the boards and see what materialises. If you're still interested in 1993 entry then all is straightforward.

General suggestions can, however, be followed now and lead towards a qualification. I hope some of these may be useful, both to those of you who like to be totally unorganised and to those who want a more structured approach. We do both, and have acquired between us 10 A's, 4 B's and 4 C's in two years, and no one is yet 16.

ENGLISH

1. Read a wide range of fiction. Don't analyse it all. Just enjoy it and maybe share together what you liked and didn't like about it. With some of the books, try any of the following:

- a) Write it for a seven year old to enjoy (this involves cutting content selectively and having a sense of audience). SUGGESTION: Moonfleet (J. Meade Falkner).
- b) Choose a scene and rewrite it from one character's point of view, using imagination and extra bits to create a good story, maybe drawn from other facts in the story. SUGGESTION: Animal Farm (Orwell).
- c) Divide a sheet into 12 boxes and fill each with a stick cartoon to tell the story. This involves looking closely at the main points of the plot. SUGGESTION: Me and My Million (Clive King).
- d) Draw 3 concentric circles and put the characters in the centre or further out, according to their importance in the plot. SUGGESTION: Village by the Sea (Anita Desai).
- e) Draw a large diary sheet with daily headings and fill it in for a short, important period in someone's life. SUGGESTIONS: Midnight Fox (Betsy Byars), or for older children, Go Well Stay Well (Toeckey Jones)
- f) Plot the changing relationship between two chief characters as the story unfolds. This will often change at chief events and therefore can be found easily. SUGGESTIONS: Granny was a Buffer Girl (Berlie Doherty) - try Jess and Danny - or Badger on the Barge (Janni Howker) - all these short stories have one teenager and one old person at the centre.

2. There are so many good poems to read, both modern and older, that suggestions seem superfluous. However, these are ways of tackling them:

- a) Photocopy or type the poem out in advance and then cut it into sections. See if your child can reconstruct it from the sense the sections make! This leads to close reading for meaning, and obviously works best with narrative poems. Check with the original. Write a brief newspaper account of the event - this needs the storyline to be taken from the feelings and descriptions.
- b) Type a poem in the centre of a page. Draw a box exactly round it, then divide up the 'frame' into about 10 chunks. Discuss the poem and write little comments in the holes you made, using arrows to the word or phrase. Write a paragraph about how effective you find the poem.
- c) Look through some books and find 3 poems on a similar theme, eg. old age, war, peace, hunger etc., and discuss how they treat the theme similarly or differently.

d) Read and discuss a poem on a theme of interest to you and then write your own poem on that theme, with your own views expressed.

e) Write original poems with a given title. Work alone (you too!) or work together. EG: Weirs and Waterways, The Chase, The Beach, Fire at the Mill, Gone etc. Compare results. It's worth improving the first draft and writing out the final one with illustrations. GCSE coursework is expected to be BEST work.

3. Descriptive and narrative writing, argument and persuasion, response to factual material is all needed for GCSE. Talk about creating a mood, discuss putting over a character, setting the time of day etc. Decide the arguments for and against a common topic and list them. Then discuss the kind of language used in persuading people or arguing to and fro - then write some trial pieces using this knowledge. Factual material is in every newspaper (well, most!) so use it. Look for biased reporting and discover why. Look for persuasive language and half truths. Some ideas:

a) List the TV programmes on a given weekday and given channel under headings such as Education, Comedy, Film etc (get them to decide on headings!) and add up the time given to it. Repeat on a Saturday for the same channel and compare the results in a paragraph of discussion and analysis. Draw a graph of the timings with y-axis labelled in minutes and x-axis in categories; and convert it also into a pie chart with key (good Maths here!)

b) Watch and video both the nine o'clock BBC1 news and the ten o'clock ITV news on the same night. Time the items in minutes and seconds IN ORDER as read out. Draw and fill in a chart with columns labelled MAIN HEADLINES AT START OF PROGRAMME / TOPIC / TIME. Then discuss the different order which must reflect their priorities, and also watch the video to note different treatments of the same topic - is there bias?

c) Report an imagined bazaar for the local rag (perhaps 100 words). Then on the same page write a creative description of it in half a page making sure to refer to sight, touch, smell, sound etc.

d) Write an essay on RADIO as a medium. Listen to a week's excerpts daily first! Choose some from every channel and genre. This takes concentration in a TV-dominated world. Include all the following: the variety on offer, how different people would react to it (age, sex, occupations), differences between listening to radio and watching television, own opinions about what you listened to, and finishing with good and bad points about radio as compared with other media. I give this as one example which could be applied to many topics.

e) Make a radio program complete with tune, intro and interviews etc. Good practice here for oral exam.

4. All plays are better seen in theatre, rather than read. This is impossible quite often, due to non-availability and expense. Our family likes reading in parts (sometimes we have to double up parts). We read Shakespeare from a storybook first; then read important large chunks, either in olde English or in modern; then we listen to it or see it, if possible. The 'chunk' reading aids in following the old language and the plot when at the theatre. Modern plays we read right through. Then we discuss impressions or themes or anything else which strikes us. These and other plays can be dealt with in many of the imaginative ways in section 1 above.

All the approaches above are recommended in government reports and used in schools! If you have followed the thinking behind all these suggestions I'm sure you will be able to think up others of your own as you go. A good book is listed below, which is very suitable for home use.

MATHS / SCIENCE

These subjects are straightforward. Follow the syllabus and get a good, colourful textbook. For any topic in science, though, a worksheet to help understanding is very useful to most children. They can fill it in as they go through the chapter or the experiment. But you have to work one out first! Past papers can supply examples to try yourself out on. We use them extensively.

If you're working at general science for the time being, rather than exam science, I suggest choosing a big topic such as environment or energy or farming or towns and think out all the possible topics within that large one, then use lots of different resources and worksheets to progress through it, drawing maps and diagrams as you go. These topics can cover both Science and Geography items.

GEOGRAPHY

See above, also use a LETTS REVISE or similar book which covers all the main topics at GCSE or look at one of the more specific syllabuses such as NEA 'B' - and from these you will find out what they should be learning.

Don't work from LETTS, though. Decide to investigate the topics yourself, while you keep an eye on the main facts to be discovered. Libraries are excellent here. Also, invest in relevant back papers. They really do show you what is required. Worksheets can be made up with, for example, a paragraph with key words missing, to be completed from a given list of words underneath; or with a list of sentences on two related topics muddled up, the idea being to cut them up and sort them into two groups and also into a logical order in those groups. Tasks like this cause the student to interact with the information and so absorb it. This limits the need to write out things. (You can paste it on a new sheet in order).

You will find with these worksheet suggestions that you yourself have the reference book and adapt the material onto worksheets or similar, rather than letting your kid plough through the lot and probably absorb little. For Geography this works well - as do the schools' TV programmes at the right level in Geography and Science .

HISTORY

The main problem with history is to get to grips with the skills needed. These are empathy, evidence, and cause and consequence. Each skill has perhaps three levels of response with level one being the least good kind of answer and level three or four the best.

In empathy, for example, a poor answer will show a kind of twentieth century opinion of things with no historical fact. A good answer will realise that because of events at the time an individual would think or act in a certain way - and stereotyping of groups of people will be avoided at all cost! On the other hand, in cause and consequence questions, poor answers pinpoint one cause only, or perhaps two with less detail, but a good answer will see many causes or consequences AND the links between them.

Evaluating different kinds of evidence is also very important. A good up-to-date history book will teach this, but you may need to order the teachers' pack or booklet to give you sample answers so that you can learn (like I did!) how it's done. It is quite easy to get the hang of, in fact.

This is only a hint at the way things have to be done in history exams, but if you don't grasp this approach and help your children to master it then there is no real chance of them passing an exam.

You will have to look at various syllabuses to see which era you prefer to work at. The Southern Board External Exam covers Social and Economic History, 1750 onwards, while at least one of the NEA ones covers topics in the 20th century. You need to look closely at what is required for coursework and whether you feel you can set it for your child, which is what it will amount to in this subject. The children themselves don't have the skill to set the correct kind of question for themselves and they would therefore lose needless marks.

ART

I have just discovered NEA syllabus G Art which can be done externally. It is flexible for mature, part-time or external candidates and differs from other syllabuses in a number of ways. IF you can understand it, and are keen on art then give it a try. We have just enrolled for an evening class for it, in fact, so we won't have to decipher it for once! Deciphering is required because you have to declare what you're going to study at the outset and then make sure you do! The exam consists of 4 'assignments' and no written test. Each assignment might have 3 or 4 pieces of art in it, self-chosen, but showing how your ideas developed from the first piece. I only mention this because I feel it may interest quite a few of you who know more about Art than I ever will.

=====

BOOKS: This is a list of books which we have used, do use and find good. However there must be other good books and several are usually available in libraries and big book shops so you can look before parting with money.

ENGLISH

Essential English (Susan Davis) Heinemann 0435 10193 5

MATHS

Mathematics for GCSE (Mark Bindley) Blackwell 0631 16834 6; Mathematics, Revise: Letts Study Aid (In W H Smith)

SCIENCE

Human Biology (David Wright) Heinemann 0435 59960 7
Physics for All (J.J.Wellington) Stanley Thornes 085950 819 6 (This covers the basics of everything but then you need more)
GCSE Physics for You (Keith Johnson) Hutchinson 009 167491 3 (Includes experiments)
Physics Matters (England) Hodder 0340 429437 - excellent.
Biology (Cadogan & Green) Heinemann 0435 59089 8
Modular Science is covered by several boards and some of the books will be in the shops. But not all modular and integrated exams can be sat externally. The above books cover the separate science syllabuses (syllabi!). Watch carefully for changes in science exams from now on and plan ahead.

HUMANITIES

Geography, Revise: Letts Study Aid (In W H Smith) Plus any other books on the topics you need.
Skills in History Book 2, Revolutions (Paul Shuter) Heinemann (covers both Civil and Industrial) 0435 31863 2 The Changing Face of Britain (Shuter) Heinemann 0435 31034 8 Paul Shuter is a chief examiner. The books cover the SEG External History syllabus They cover the skills well. You can order a teacher's set which has one copy and notes.
Christianity (Joe Jenkins) Heinemann 0435 303120
Judaism (Ayre Forta) Heinemann 0435 303139 Contemporary Moral Issues (Joe Jenkins) Heinemann 0435 30001 6
Islam (Rosalyn Kendrick) Heinemann 0435 30314 7. These cover four options that are on most GCSE syllabuses. They are highly regarded by schools.

LANGUAGES

French for You (Asher / Webb) Stanley Thornes 07487 0262 8 (Tapes available, ask bookshop.) Only suitable if you know some basic French already.
Basic French (Beeching) Longman 0582 22481 0 with tape.

FINALLY:

Entry for exams is made in January by which time you should have covered over half the work and feel you can face it in June! I can be contacted on 0532 661727. if you feel like a chat on any of the above. After three o'clock is best.

WHERE TO GET WHAT

The following publications are available from: Bruce and Christine Wallace, 25b Diabaig, Achnasheen, IV22 2NE. Prices inc. P&P to UK addresses. Please make cbques payable to EDUCATION OTHERWISE.

School is not Compulsory (new edition due soon). A guide to your rights. Price £2.50

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Learning All The Time John Holt. A practical guide covering reading, writing, numbers, science and music, as well as the wider issues of the nature of learning and parental involvement. Price £4.50

Schools Out Jean Bendell. A good why and how book by an EO member and long-term home-educator. Price £5.95

EO Newsletter Single back copies for 1989-1990 Price £1.00

EO Newsletter Bargain basement. Any four copies (our selection) from 1987-1988 Price £1.50

Newsletter Digest Ninety page selection of the best from 1982-1986 Price £1.50

Contact List (The envelope must be newsletter-sized, with 34p in stamps attached, and be marked 'CONTACT LIST') FREE* - send SAE

Growing Without Schooling - The newsletter of EO's parallel organisation in the USA. Six issues per year, starting in March. £12.00 from: Barbara Sheppard, 18 Queen Katherine Street, Kendal, Cumbria LA9 7QG

EO Stationary - Re-use labels - £2 per 100. Leaflets, handbills, posters, forms are freely available for publicity purposes. Headed notepaper for co-ordinators and office holders from: Lucy Charlton, Church Lane Cottages, Newton Harcourt, Leicestershire

Membership Cards - initially issued on request to all members, SAE to Bob Emmett, 148 Gunton Lane, Norwich, Norfolk NR5 0AQ
Subsequently, those renewing by Standing Order will receive a card automatically, otherwise enclose SAE with renewal. Details of reduced admission charges to museums, etc., and conditions of use, are supplied with the card

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Brenda Holliday - 0786 832042

Wales

Miryam Bush - 0269 861069

London

Genevieve Bridgeman - 081 342 9269

or Jeffrey Bengé - 081 441 7528

S. East and S. West

Jude Ashley-Walker - 0983 78680

REGIONAL MEMBERSHIP SECRETARIES

Scotland and North England

Lorna Brown, 130 Greenock Road, Bishopton,
Renfrewshire PA7 5AS

South East

Isobel Hewitt, 66 Goldington Avenue,
Bedford MK40 3DA

South West

Maggie Swatridge, 32 Carey Park, Killigarth, // //
Polperro, Looe PL13 2JP

Wales and Midlands

Gillian Murely, 84 Witney Road, Stafford,
ST17 0BP

London and Home Counties

David Bettie, 56 Goodwin Road, Ramsgate,
CT11 0JJ

HELPLINES

CHILDLINE - 0800 1111

KIDSCAPE - 071 488 0488

education otherwise

Education Otherwise is a membership organization 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;
- ◆ reaffirm 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 an A5 s.a.e. to:

Education Otherwise
36 Kinross Road,
Leamington Spa,
Warwickshire,
CV32 7EF

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