

Education
Otherwise

February - March
1994

Combined

Newsletter No. 96

and

Children's Pages

5th Birthday Issue

No. 31

The opinions expressed in this publication are those of the contributors and not necessarily those of the editor or of Education Otherwise as a whole. This newsletter is edited by volunteer members of Education Otherwise and its primary purpose is to provide support and communication between members.

Volunteer editors are always wanted - please contact the Publications Coordinator (see back page).

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A reminder to readers:

The EO Newsletter accepts advertisements, offers of services, articles and notices of social events in good faith and cannot be held responsible for the consequences of responding to any of these. Readers are reminded that SENSIBLE CAUTION should be exercised when responding to such.

Notes to contributors:

Contributions for the next edition should be sent to the appropriate editor (see below) by the deadline date (March 1st 1994) and all material intended as such should be clearly marked 'for publication'. Contributors are asked to ensure they include their name and address (and age for contributions to the Children's Pages). Contributions are more likely to be included if they are concise and it would be helpful if they were typed. Some editors may be able to use a copy on computer disc.

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First of all we are: Hannah Bush (16 by the time this comes out), Kirsty Wallace (19) & Laurie Charlton (13).

We enjoyed editing the Newsletter/Children's Pages, but it was made rather awkward for us, as a lot of the contributions came late. We understand that it is very difficult to get things together around Christmas and other winter festivities; but this time you have no excuses like that, so send your contributions off to Cathie & Robert straight away!! Make it a little easier for the poor editors!

Many thanks to all the contributors, and to Sue Hutchin for her support etc., to Hannah's Mom, Miryam, for typing the last 15 or so pages, when the novelty had worn off editing (Mom, you can be really patient sometimes!), also to Cathie & Robert Hinson for swapping places, so we could do this on the 'Children's Pages' 5th birthday; and we're sure there are other people but we can't think who....

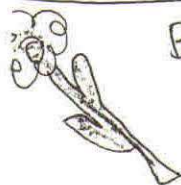
There was a backlog of contributions for the Children's Pages, which was not getting used....just passed from editor to editor.... Therefore, so that all this stuff could be used, we went to the meeting at Beaumanor in November '93 and asked if the Children's Pages could be extra big for their 5th birthday... We were told that there's a shortage of editors for the main Newsletter and it was suggested to us that we have a whole Newsletter to play around with. This is the result... Hope you like it!

Apologies to anyone whose contributions wouldn't fit this time! Hope there aren't too many mistakes.....we are none of us brilliant typists!

Hannah, Kirsty & Laurie

c/o 48 Montgomery Road, Sheffield, S7 1LQ.

P.S. We have just realized that we are the first E.O. kids to do a whole Newsletter on our own! Wow!!



By Kealey
Bradley
age 12 yrs.



2



Changes in the law

The **Education Act 1993** is a substantial piece of new legislation. Some of it has a bearing on home-based education in England and Wales.

Most of the sections relevant to home education are contained in **Parts III and IV** of the new Act.

Special educational needs

Part III consists of sections 156-191. Together with Schedules 9 (assessments) and 10 (statements) it concerns **children with special educational needs**. This part of the Act is expected to come into force in **September 1994**. When it does, it will, for practical purposes, **replace all of the Education Act 1981**. (In the meantime the 1981 Act remains in force.) Sections 157-158 of the new Act provide for a Code of Practice for special educational needs to be drawn up. Apart from this, I don't know at present to what extent Part III of the Act embodies significant changes to the current law. Certainly if you are concerned with special needs you should be aware of its existence, and when it comes into force you should be careful not to cite the "old" 1981 Act in any dealings you may have with the authorities.

School attendance

Part IV of the new Act, comprising sections 192-203, concerns **school attendance**. This part of the Act **replaces sections 37-40 of the Education Act 1944 and sections 10-11 of the Education Act 1980**, and is **already in force**. (It came into force on 1 October 1993.) It has been redrafted for clarity, but is substantially the same as the provisions it replaces, except for some minor additions to take account of changes in the education system. Nevertheless, **you should no longer refer to sections 37-40 of the 1944 Act in any dealings you may have with the authorities**.

The LEA's duty to intervene if they think your child may not be receiving suitable education is now stated in **s 192** of the 1993 Act. Section 192(1) begins:

If it appears to a local education authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they shall serve a notice in writing on the parent...

The rest of s 192 sets out the **school attendance order** procedure. Although the words are slightly different, this procedure is essentially

the same as in s 37 of the 1944 Act. **Sections 193-196** replace s 10-11 of the 1980 Act (giving you the chance to choose an alternative school). **Section 197** replaces s 37(4) of the 1944 Act (revocation of a school attendance order) and **s 198** replaces s 37(5-6) (failure to comply with a school attendance order).

The duty to make sure that a **registered pupil** attends school regularly is set out in **s 199** of the new Act, which corresponds to s 39 of the 1944 Act. **Sections 201-202** are concerned with legal proceedings and replace s 40 of the 1944 Act.

Education Act 1944	Education Act 1993	
s 35	s 277	Compulsory school age
s 36	<i>[not replaced]</i>	Duty to educate; right to educate "otherwise"
s 37(1), (2), (7)	s 192	School attendance orders
s 37(4)	s 197	Revocation of an SAO
s 37(5), (6)	s 198	Failure to comply with an SAO
s 39	s 199	Duty to secure regular attendance
s 40(1), (2)	s 201	Proceedings and penalties
s 40 (remainder)	s 202	Education supervision orders (relates to s 36 of the Children Act 1989)
s 56	s 298(4)	Home education provided by LEAs

Education Act 1980	Education Act 1993	
s 10	s 193, s 194	Choice of school named in SAO
s 11	s 195	Choice of school: amendment of SAO

Other provisions

Besides Parts III and IV of the new Act, there are a couple of sections in Part V ("miscellaneous") which it may be worth knowing about. Section 277 defines compulsory school age, and s 298 relates to alternative education provided by LEAs.

Compulsory school age

Section 277, which replaces s 35 of the 1944 Act, provides for a single school leaving date to be determined each year by the Secretary of State for Education. Compulsory school age comes to an end on whichever school leaving date falls within the same school year as the child's sixteenth birthday.

Under the old law, compulsory school age as such simply ended at age sixteen. Section 9 of the (amended) Education Act 1962 modified this by introducing Easter and May school leaving dates; but these dates applied only to children who had been registered pupils at a school at some time after reaching the age of fifteen. It seems that **this distinction between school pupils and home educated children may now have been lost**, but I am not certain of this at present.

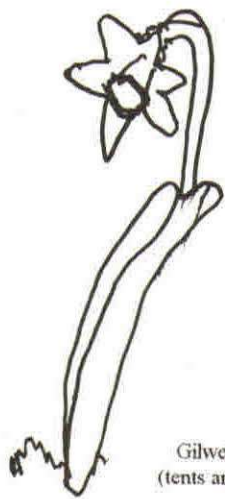
Home education provided by LEAs

Under s 298 LEAs have the duty to provide full- or part-time education, in or out of school, for children who would otherwise not be catered for, because of illness, exclusion or any other reason. In particular, s 298(4) allows LEAs to provide education otherwise than at school, and replaces s 56 of the 1944 Act.

Basic rights and duties

Please note that s 36 of the 1944 Act has *not* been replaced, and is **still in force**. This is the section you are most likely to need to quote, as it sets out your duty as a parent to see that your "school age" child is educated, and establishes your **right to provide education otherwise than by attendance at school**.

This is a summary of the situation as I understand it so far. The accompanying table gives equivalences between the old and new laws for those sections which are already in force. I will report any further information when I get it. In the meantime, if you want to see the new Act for yourself, it should be available by now in large reference libraries.



EO SPRING GATHERING



(and Meeting of EO Association Ltd.)

Thursday 17th. March - Monday 21st. March 1994

at

Gilwell Park, Chingford, Essex.

(within easy reach of the M25, and near to BR, Chingford)

Gilwell is a large, well laid-out Country Park with woodland and ample space for camping (tents and camper vans). Self-catering accommodation is available in centrally-heated cabins - 3 different tariffs. Day visitors welcome.

- Gilwell's own outdoor activities for all ages!
- Workshops and cooperative games!
- A full programme of activities and workshops is planned for children, teenagers and adults.
- Come and see the sights of London! Visit the Museums!

We hope to have:

...Improvisational drama...singing in harmony...cooperative games...archery...canoeing... (and for the younger ones) ...egg races...parachute games...candle making...clay and paint... kite making...and some workshops for parents too...DISCOUNT FOR ANYONE WHO IS WILLING TO UNDERTAKE IN ADVANCE TO RUN A WORKSHOP!

FURTHER DETAILS AND BOOKING FORM:

Send 1st Class SAE to Jane Lowe, 5 Elm Gardens, Welwyn Garden City, Herts. AL8 6RX

Further information (general) from Jackie Mason 081 981 1213

(activities) from Sue Petszaft 0892 661319

**CLOSING DATE FOR RECEIPT OF BOOKINGS: 3RD. MARCH.
BOOKING IS ESSENTIAL - BOOK NOW TO AVOID DISAPPOINTMENT!**

Notice is hereby given that there will be an Extraordinary General Meeting for the members of Education Otherwise Association Limited held at Gilwell Park, Essex, on Saturday 19th March 1994 at 10:30 am.

Provisional Agenda

1. Quorum
2. Apologies
3. Minutes
4. Matters arising
5. Future venues
6. Steering Committee Decisions since last meeting
7. Co-ordinator changes
8. Situations vacant
 - Membership renewals secretary
 - General Secretary
 - Research Co-ordinator
 - Membership secretaries
 - Wales
 - North of England
 - London
 - Home Counties
 - Enquiries secretaries
 - North of England
 - London
9. Complaints procedures
10. Grampian Region - legal situation
11. Database - report from working party
12. Information sent out by enquiries secretaries
13. 'Special Resolution' - "That in the Articles of Association the word 'Chairperson' be deleted from Article 30."
14. A.O.B.

Re the 'special resolution' above: any guarantor (signed-up member) of E.O.Assoc.Ltd. who is unable to attend the meeting may vote on this issue by proxy. Any member of E.O. can become a guarantor by filling in a simple form stating that they will pay up to £10 if E.O. goes bankrupt.

Any member wishing to add an item to the above agenda may do so by writing to the General Secretary, Pam Stevenson, as soon as possible.

The above-mentioned forms are also available from the General Secretary.

MR. PRATTLE THE POSTMAN CHAPTER ONE

Mr. Prattle was no ordinary postman. He read other peoples letters before he delivered them. This is a typical day. The first thing you hear in the morning is his tap-tap on the door, and him talking to himself. "I wonder what the Johnsons are like. They haven't wasted any time moving in, they've got some of the garden done already. They sound pretty nice in this goodbye letter! Ah! Here someone comes. I hope they like me! Here's a goodbye letter from your friends saying how much they'll miss you. Mr. Pon says he will send you apples when they're in season. Mrs. Pon says she has had twin babies. One's a boy and the other is a girl. They are very sorry that you had to move and they send you their love." Mrs. Johnson said, "Thankyou, postie. I must be going now. Bye!" She slammed the door and said "Wow! What a postman! I wonder where my letter's gone? OH NO! He's still got it and he read it to me!! I'll kill that postman!!!" Outside, Mr. Prattle said, "Oh! What a pity! I don't think she liked me! I better go home and read the rest of the letters." FOR THE REST OF THIS STORY TURN TO PAGE 51.

ADVERTS

Available now: various school books and charts from Amercian Christian Publishers. If interested, please phone Joan at 081-574-3688.

Nike and Ruth Downham, plus Esther(13), Elsie(10), Joseph(8) and Amy(6) run an organic smallholding in North Cumbria. There is a self-catering cottage available April to October (all inclusive at £165 per week). We keep cows, sheep, poultry and we make cheese and grow vegetables. Involvement with farm/garden activities has been very popular with families. We are well placed for visits to Roman Wall, Eden valley, Lake District and Dumfries coast. Please contact: Allergarth, Roweltown, Carlisle CA6 6JU. Tel: 06977 48214

BOOKS FOR SALE!!

Used books, excellent condition, half price plus postage. SPMG Math, Ginn English, Bob Jones, Beka. Also Tables Box by Pippin. For information contact Z.Gillingham, Box 1106, SWINDON SN1 1ZA. 0793-614685

HARRY'S TADPOLE STORY.

When I was seven I had some tadpoles in a jam jar. One night it was cold and snowy, and the water in the jam jar froze. The tadpoles froze too. The jam jar cracked.

LETTERS + ARTICLES

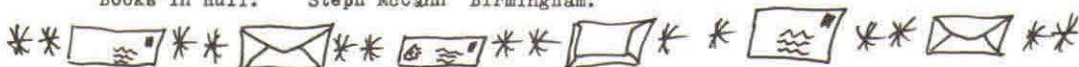
WHY DON'T WE TRUST CHILDREN?

Imagine for a moment that our society believed in the instinctive socialability of human beings, that we are innately compassionate, loving, co-operative, curious, intelligent, creative. Imagine how easy it would be then for us to be able to trust children. We would have nothing to fear- we would know that we didn't need to punish, to discipline, to coerce and there wouldn't be total chaos. How easy parenting would be then if the above assumptions were true. The implications of trusting children would create a completely different dynamic between parents and their children, teachers and pupils. Parenting would be a sheer joy. The traditional battle of wills scenario would not exist because we would be able to negotiate and co-operate instead. Children would be safe to ask questions, to explore their world, to do what they wanted without fear of judgement, reprimand or threat. Families would live more or less harmoniously, parents would genuinely respect their children and so naturally children would genuinely respect their parents, because after all (if you can imagine this far) - they are not being forced to obey rules - because there are no rules - there is trust. Now let's get back to reality. Society does not believe this to be true. What do we believe about the instinctive characteristics of human beings? We believe the exact opposite. We believe that left alone children will be instinctively manipulative, uncooperative, anti-social, lazy and unmotivated. You may think this sounds a bit far fetched, but if we didn't believe this to be the case why else would we need to discipline, govern and coerce? I'm talking then about our society which does not, dare not trust children. Therefore we have adopted ways of behaviour, social "norms" - rules and regulations that lay down quite clearly the role and responsibilities of parents - the social expectations of "childrearing". Now somewhere along the line as a young person growing up I sense this lack of trust in me - I continually fought against it - I argued with my parents - I resented their final decisions - we wore each other out. I am absolutely certain that I was not extraordinary in this way. But what is extraordinary is that despite the injustice that we experienced as children, as parents we suddenly become just as untrusting of

LETTERS + ARTICLES

our offspring as our parents were of us. We all hear ourselves saying things that were said to us as youngsters - very clear messages of lack of trust - "put your coat on you'll get cold" "don't touch that you'll hurt yourself". Now you may think I'm being a little unfair - after all it's a parent's responsibility to protect their children from harm, (though to what degree we seem confused). But what concerned me a while ago now, was just suppose for one dreadful moment that we have got it all wrong - that by societies negative assumptions about the instinctive desires of young human beings we are in fact doing a great deal of harm. The prophecies of an inherent desire to manipulate and exploit and the limits that we put on children's capabilities, might actually become self-fulfilling. What if in reality children were trusted to want to be sociable, to co-operate, to be self disciplining, be autonomous from an early age, listen to the needs of others, to want to learn. Could this not also be self-fulfilling? It is perhaps hard to imagine such a utopia. I have developed, through my own experience a strong conviction that we have got it wrong - that the amazing potential of human beings is being crushed from the womb. I had come to believe that by our inability to trust we are actually (unwittingly) encouraging children to depend on us even into adulthood by denying them their autonomy and encouraging children to have a low self-esteem by making negative prophecies about their behaviour and condemning them to stereotypes and roles that fit our expectations of them. Although this may sound like a very gloomy state of affairs I am just as strongly assured, through my own experience that it is possible to learn to trust children and that the positive effects of doing so are too rewarding and encouraging to disbelieve. Learning to trust requires an awareness to the issues mentioned above, but also requires great courage and commitment to follow through. For me the encouragement I have experienced as each damning myth has been blown apart has been and still is a source of great excitement, comfort and hope in my life. I am the mother of 2 children aged 5 and 12 years old. I never would have believed 5 years ago that I could experience such joy and fulfillment as a parent - that my children would be my friends and I

theirs. If you are interested in creating a new dynamic between you and your children or any other young people whom you might interact with there are practical steps that you can take in learning to trust e.g.:listening to feelings, encouraging autonomy, replacing punishment with co-operation, being assertive. I have written about these subjects in a booklet that I am about to print myself, if you would like a copy please contact me. Although I have written in some detail about each of these topics, I highly recommend the material written by 2 American women authors Adele Faber and Elaine Mazlish. The books are entitled "Liberated Parents Liberated Children", "How to Talk So Kids Will Listen and Listen So Kids Will Talk" (a very accessible workbook format that gives exercises to practice real "in the heat of the moment alternatives to stressful situations and lots of practical ideas) and "Siblings Without Rivalry". The books are available through "La Leche League Books" in Hull. Steph McCann Birmingham.



For children who have been home educated I understand that it must be difficult for many to have to start dealing with schools in order to take the G.C.S.E. exams and having to attend school in order to do their coursework. From what I have gathered this is made no easier by some schools taking the opportunity to apply pressure on children who attend full time, which is the last thing that most of them want to do. Various obstacles are also put in the way to discourage home education. The various changes taking place with the G.C.S.E. procedures has also weakened our position and increased the schools powers making it harder for us to keep our independence. I think the cause of the weak position that we are in is due to the fact that our children have not actually got any official right to attend any of the exam centres, either for the purpose of covering the coursework or taking the final exams. They attend only at the voluntary consent of the headteacher. I quote from one of the exam groups general information sheets regarding private candidates 'you will have to seek permission from a school or collage in your area to be allowed to sit for your examination alongside it's own students'. This is clearly not fair as everyone should have equal rights to such a basic thing as education. From my own experience the local authority will not do anything about this situation, as I should imagine that most of them have no time for home education anyway. I would suggest that as many as possible of us write to our local MP's informing them of this situation then perhaps things might be improved for us, perhaps along the lines of our children being given the right to attend a grant maintained school in order to cover necessary coursework whilst still being home educated and also to sit the exams at that centre. It would only take a directive from the appropriate government department to achieve this.

Yours faithfully Roger Freeborn Lincs.

!!

Dear Education Otherwise,

We've been members for about five years and have only now got around to writing. We've got four boys, aged eight and a half, six and a half, five and three, none have been to school, so we've been home educating from the start. It isn't always easy, but it is quite clear that they are achieving, making good academic progress (which is what we want), and they are certainly more mature and independent than similar school educated children.

We're both trained and qualified teachers, which may have given us a bit of a head start and between us we've got a variety of skills and abilities, however we're learning all the time, and enjoying it.

We have various hobbies, but the main one is geology, specifically palaeontology (fossil collecting), which the children find both fascinating and exciting and have developed a great interest in. We have a little mini-bus and we are quite willing to organise field trips if anybody is interested. One of us is also a qualified swimming instructor and examiner and can offer swimming, personal survival and life saving testing, for A.S.A. Badges, certificates, etc. If anybody is interested in either the palaeontology or the swimming please get in touch.

At the moment we are busy organising a Saturday school to encourage the development of logical thinking in children. The approach is basically a problem solving one, where practical activities and projects are used to foster and develop such skills. Again, if anybody has an interest in this, don't hesitate to get in touch. We realise that this is not everybody's 'cup of tea', but nonetheless we would be happy to hear from anybody who would like to contact us.

With best wishes to all. *Dr. Javad and Fatemeh Mozaffari*

31 Lanvanor Road, London. S.E.15 2BT Tel. 071 639 6090

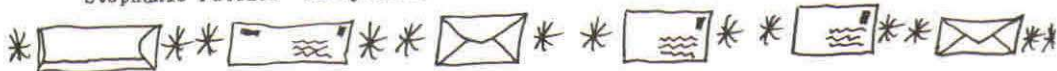


Here in North Yorkshire we have noticed an enormous turn round in the L.E.A.'s attitude to Education Otherwise. Over the past four to five years we have noticed a complete change towards us and are now in the position of receiving referrals from E.S.W.'s quite openly whereas before people used to call and say "She told me not to tell anyone where I got your number". We have a copy of the guidelines issued by the Education Authority for E.S.W.'s and L.E.A.'s about 2 years ago for clarification of the Home Educating position and it is a very progressive piece of work (although we recognise some of the Quotes!). There has been a lot of input from us in this matter and we have taken every opportunity which occur^{ed} to write or phone the people involved. We let them know about Education Otherwise and what we do and suggest that we can work together. Most times it pays off and if not we keep our options open. Have things improved in general on a national basis? I think the newsletter is the place to inform and be informed as we have little contact between co-ordinators on a national scale. Sue Clare & Gwen Baldock N. Yorks. co-ords.

HOME EDUCATION AND HEAD LICE

I used to believe that one advantage of home education was nit-free children's hair. I now know this was a false hope. Ever optimistic I now try to see the educational value in these periodic infestations. The first time it happened we were hooked on simple nature-study. We observed the little creatures through our pocket microscopes as they breathed and kicked their last. We noted which ones had bellies full of our blood. We identified the glossy eggs and the empty egg cases and admired the way they were cemented to a slipperey hair. When we had exhausted the possibilities of lice-watching we moved on to more advanced science - experimental desiegn. How can you prove that lice like clean hair? What if I don't wash my hair ever again? Then there are all sorts of mathematical problems to solve. If one female louse lays 8 eggs in one night, how many eggs is that in two weeks? And if it takes a week for each egg to hatch, how long have these creatures been living on my head to produce this number of blood-sucking youngsters? We could draw a graph.... We also need to raise the social and moral questions. Who did we catch them from this time? Who could we have passed them on to? How many people nave we seen this week? Should we phone and tell or keep quiet? This brings us onto geography. If we caught these lice in Sheffield and passed them on to one family in Leicestershire and another friend from Scotland; at the same time the Leicestershire family had a visitor from Cornwall and he went home via friends in London.... We could draw a map showing where our headlice are living and thriving. Headlice also bring up the contentious question of creation versus evolution, Where did headlice live before there were heads? By the way I wonder why our inspector hasn't been to see us for such a long time?

Stephanie Fatcher Derbyshire.



Dear Editor, Recently I was amongst English families who visited France to meet French home educating families. We stayed in an Abbey, the accomodation was nat unlike Featherstone and so was the weather it rained and rained! I'm left with an impression of a welcoming atmosphere created by sympathetic people with home education as their point of contact and an enthusiasm for meeting others and making friends in spite of language difficulties. It reminded me of my first E.O. gathering where I found to my delight that there were people who had weird and wonderful ideas--just like mine! Many thanks are due to Paul and Dinx from Sheffield and Isobel from France for organising it and I'm really looking forward to the next one. Yours sincerely,
Jill Gillings, Isle of Man.

Eltham Learning Group - Looking back over the first term

We're just coming up to the end of our first term. The group consists of Raven Bush, age 7, and Caroline and Jenny Norris, age 9 and 8. None of them has been to school at all.

We meet in the Bush's house on Wednesdays. We start the day by 10:00 a.m. and pack up around 3:30. On days when we go out for the afternoon, Nodge Norris comes with us, and we usually get back later. This term we met 13 times, and went out 8 times. We've been to the British Museum, The handweaving Centre, The Horniman Museum, National Gallery, Museum of the Moving Image, Dulwich Picture Gallery and Natural History Museum.

In the mornings we do Maths, using mainly the Scottish Maths scheme. Raven didn't take to the workbooks, so he did practical things like making nets of a cube, pentominoes and making patterns with multi-link. This week was a typical one so I'll describe in a bit of detail, to give an idea of how we work.

On the way to the Bush's house, I was thinking of other things I could do for Raven's maths, and had decided to put his workbook away, since it was obvious that he wasn't interested in it. He had done half a page all term. I like to use workbooks because it's so easy to keep track of what children have done, but of course it's possible to teach a great deal of maths without using any books at all, and it looked at that point that that's what I would be doing with Raven.

For that morning, I had planned to show Raven the tangrams I had made and had brought materials for him to make his own, but he wanted to do more nets, so we got to work on the nets of prisms and cuboids. During this Raven asked, "What do teachers say?" I wasn't certain what information he was asking for, but I told him, "Teachers have to do what they plan each day, because there are so many children in each class. If this were a school, and you had said to me, 'I want to do nets', I would have had to say, 'I'm sorry, but I've planned something else for today.' If there were 25 other children in this room, I wouldn't be able to sit with you like this and work on these nets."

When the girls arrived they got on with their workbooks and Raven suddenly asked for his. He then did four pages straight off. There were times when I was helping the girls, so some of his requests for help went unanswered, which gave him opportunities to work things out for himself. After this we had a break, so I cleared off the table so we could continue with the map work we had started a while before, but Raven came back and asked for his maths again and did another two pages. During this time the girls were reading their library books.

By then it was lunch time. We usually break for at least an hour, but this time the children were all back (from the garden) within 15 minutes, wanting to know where the maps were. We looked at a large world map, and discussed how it was different from the A4 size maps that I gave them for their folders. We identified the continents, discussed how the flat map relates to the globe, noticed how much of the world is covered with water, and so forth.

It had been quite an intensive morning so when the Caroline suggested a walk for the afternoon, it seemed like a very good idea. We set out along the green chain walk, handy to the Bush's house, and walked some two miles to a little wood, where we stalked robins and squirrels. On the way back, Jenny and Raven made a game of getting as muddy as possible. (It was raining on and off.) I got the impression they were balancing the day, so to speak: sustained concentration all morning followed by gay abandon in the afternoon. When we got back, the children changed their clothes and while we were eating toast and honey, I read some poems about birds.

I've got lots of ideas for next term and so do the children. We're still looking for others to join us. Ideally we'd like three more children. Seven is the youngest we're looking for, and would expect 11 or 12 to be the oldest. I would be glad to meet with anyone interested in joining the group, to talk at length about what we do and how we do it.

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



EDUCATION STRUCTURED OR UNSTRUCTURED?

A structured education is conditional learning. It can be restrictive to some children, causing frustration and squashing their natural interest in things. To other children a structured education offers guidance and security, and prevents them feeling uncertain about themselves and their work. As a parent, it is difficult to know what to do for the best. If we bring our children up to use their own initiative, do their own thing, use self-direction and be spontaneous, then how well prepared are they going to be when it comes to following instructions in a place of work, and producing results when asked? Will they be frustrated and struggle to fit in? Or will their unstructured education have provided them with that little bit of originality and courage which the others in their workplace just won't have?

Or would a structured education develop in them the ability to accept what they are expected to do in their job without experiencing feelings of irritation at the possibly mundane and tedious chores they may have to accomplish? How are we supposed to know the best way to prepare our children so that they will succeed in what ever they choose to do? It is obvious that schools often fail to do this for our children. We as parents usually understand our children's needs and abilities far better, but choosing a structured education or an unstructured one must depend on the child and on how the parent sees their needs.

Claire Reynolds, with Keith, Stephen, Oliver and Colin. 222, Camp Road, ST. ALBANS,

LETTERS + ARTICLES

Dear EO,

I am writing to express my agreement with Avis Greenwell (Newsletter 95) on several counts. Firstly, we hear a lot from the parents of under 5s who have just 'got the message' about E.O. and have ideas about their offspring wending their way through life grasping knowledge with both hands whenever and wherever they need it. When your children are under 11 this happens more or less easily depending on individual circumstances and personality. But a lot of determined, well motivated people don't stick the course. What happens to so many of these people? I certainly found out that I didn't have a 'John Holt' child, but I did hang in there and work out a way for us. It may be that people are actually turned off by the optimistic stories.

I also wonder what happens to all those people who opt out because of 'E.O. burn out' having given too much and received too little appreciation; and the people who have just felt no support coming from other members. It might be profitable to have a general complaints/suggestions person, who can be contacted when members are not getting what they want out of the organisation. I would be quite happy to take a turn at doing this. It might be that deficiencies could be overcome by groups of people who feel the same things are lacking. Problems turn into grievances if not aired, and its easy to forget that we are genuinely all trying to do our best; we just have different ways of doing it sometimes.

E.O.ing after 11 does bring a different set of problems. If your child has any intellectual aspirations they need contact with someone who knows more about a subject than they do, and even if as a parent you are fortunate enough to fit this bill, your child quite often doesn't want to learn it from you. If they like learning on their own they might be able to go to a library and work out for themselves a course of instruction, and not become frustrated by the setbacks that would inevitably involve. Anything else involves either money, or kindly strangers who will provide guidance free of charge. This hasn't happened to us, and my solution has been to advertise for 'enthusiasts', and my son now has tutors in Chemistry, Physics, Electronics, Computer (all for £5 an hour) and French. He does Maths with his father, Woodwork with friends etc. How do other people manage? I venture to suggest that their children probably go to school, but I would love to hear about the needs of other over 11s and how they have been met.

The Otherwise Club in London has started in an attempt to cater for this older age group. We have some classes going on (Pottery, Woodwork, Philosophy, Stained Glass) and the possibilities are endless. At the moment we have 8 children between 11 and 14, but we need more to have a sufficiently varied programme. My hope is not to attempt to cover the 'school' academic subjects which is well nigh impossible with people having such different interests and aptitudes, but to have some life enhancing activities best done in a group such as Drama, Art Therapy, Life Skills etc. - challenging, mind stretching, stimulating activities so that these young people can learn what life is really about.

Sue Petszaft (0892) 661319
2, Leylands Manor, Tubwell Lane, CROWBOROUGH, E Sussex. TN6 3RH

(Sarah and Lydia Guthrie have arrived in the town of Orel, in the Moscow Region, where they are to spend two weeks meeting teachers and parents, and talk about home education.)

Orel is a large town, about the size of Leicester, with the unusual feature of having two rivers run through it. Its boulevards and tree-lined streets are reminiscent of an Italian town, until you glimpse the beautiful wooden buildings down the unmade-up side streets, and the lushly thick lilac hedges, and the bright red and yellow trams and trolleybuses that put our transport system to shame. Orel's main claim to fame, though, apart from being one of the worst hit cities during the war, is as the birthplace of the writer Turgenev and of other lesser known (to us) writers.

Well, here we were, plunged into Russian domestic life. It was exhilarating and wonderful. I was moved by the warmth and hospitality of the people I met, and their ability to listen--and give us their complete attention. They had qualities of seriousness and dignity that seem to have been eroded from our own culture. I was also impressed by the enormous practicality and flexibility of the women, managing to shop and keep house with all sorts of restrictions.

My penfriend Nina speaks good English. In fact, many of the people I met



spoke English really well, despite never having met an English person. I was interested to see how they taught English to 4 & 5 year olds--using songs and rhymes and games. As children get older, the lessons become more formal--perhaps too formal? though one cannot deny that it certainly brings results.

On our first day in Orel, we were invited to come and talk to the English class of the school that young Natasha (Nina's daughter) attended. The building reminded me of something from the 1950's, very functional and unadorned and nothing at all on the walls (what a relief too, in contrast to the plethora of information plastered all over your average British school). The children wore quite traditional uniforms--blue skirt, blue jackets for the boys, white shirt and red kerchief. The teachers told me they were pushed for room and money. Little boys shyly called out "goodbye" as they peeped round corners at us. Upstairs in the English class 30 eleven and twelve year olds sat at tables in neat rows with their arm folded, blackboard out front and a large forbidding teacher. She commanded them to ask us questions in English

LETTERS + ARTICLES

about our lives and understandably they were not very forthcoming. I told them a bit but I could see it was all too remote for them and the notion that Lydia didn't go to school was beyond their grasp. They wanted to know how many rooms we had in our house, and I answered uneasily knowing how they have to squeeze into little space. I wondered how much more they would have said without the teacher standing over them.

However there was no problem with the adults. Everywhere I went I was plied with questions about everything. I found that talking about home education led on naturally to discussing home life, partnerships, work and the division of labour. Typically, when I said that I'd taught my children at home, the women asked me: "Who does the housework?" When I said that my husband and I shared it, they were stunned or laughed. The next question would be: "How many electrical appliances do you have?" or "How many rooms?" and I realised that these were the foremost practical considerations about EO for Russian families. But, nevertheless, people were fascinated and intrigued by the idea of education out of school. Many people told me that they considered Russian schooling to be too formal, very authoritarian & scientifically-oriented, and they were concerned for their children. While they welcomed the notion of home education, they felt it to be an impossibility so long as both parents had to work. On the other hand, they knew that "something had to give" that changes in education were long overdue. Everywhere I went I took with me the video of a programme about Education Otherwise that had been made by the BBC earlier that year. It was weird watching it in the company of Russian teachers and parents, and I realised how powerfully the EO parents came across and how proud I was of them all (I had these occasional sentimental fits, being so far away from home).

Generally the same questions cropped up as do here--I was amused to listen to a long Russian question and to know instinctively that I was being asked 'BUT WHAT ABOUT THEIR SOCIAL LIFE?' And what about science, and exams and will they ever manage to cope, etc? But just as frequently I was asked how I managed to keep discipline and what punishments I used. I was taken aback by this. (Maybe it is a result of living in a communist regime.) I think people found it hard to imagine that children could be self-regulated. On one occasion Lydia was asked: "What have you learned?" quite a challenge, that one. (Um dunno really, nothing much, Archie would say). Lydia told them she

felt free, able to choose what she did (and to what extent I was later to realise when she decided to try school a few months after our return to England.).

After talking to a group of commerce students all about life in Britain, I staggered on to be interviewed by the local TV station. Whether it ever got to the screens I don't know. For 30 minutes or so I answered questions about the philosophy of EO, what problems there were, what effects on the child, and was it only for the rich? I was asked what prospects there were of launching EO internationally, and I explained that I saw it more as a grassroots exchange on a person-to-person basis, sharing common ideas and thoughts. All this against a raucous background of Russian folk music (there was a band practice going on in the next room). The TV station gave me a present of the interview (and other talks) on video, and to this day I remain mystified by the sudden appearance of a series of slides of an obviously British EO family in they middle of my interview. Maybe he'd borrowed them from the KGB's special EO section?

My final talk in this busy 10 days was at the Central Library for a large group of interested teachers and academics and also members of the public. It lasted for over an hour and in a way was the most interesting, since we were arguing back and forth about the merits of self-regulated education. Nina, as always, was by my side to interpret brilliantly. One woman asked me why I bothered to teach Latin--"a dead language and an absolute waste of time". ("I think she is a Latin teacher", Nina whispered to me later with a grin.) And as always, Nina offered to let people have written information about EO. She is hoping to translate John Holt's LEARNING ALL THE TIME, and read it avidly all the time I was there. Both Nina and Lyuba (her sister) are very excited about the possibility of opening up education to change and reform, through discussion and sharing experiences. Nina offered to become EO's coordinator for Russia, and naturally, on behalf of EO, I accepted. Visitors to Orel would be very welcome: write to me for details. There is also a formal EO contact for Moscow, my friend Natasha Milstein, who has generously offered to shepherd EO families through the city and onto the Orel train. Our many adventures and exciting educational talks have had to be condensed down to newsletter length. But I hope the seed of an Anglo-Russian EO movement has been sown.

Postscript: since my visit Nina has taken up the offer of a 6 month internship at a school in New Hampshire, USA, teaching students about the Russian way of life. I'm hoping that she will be able to come to Britain too.

LETTERS+ARTICLES

Parental Instruction Village

We decided 3 years ago to take our 2 daughters away from school. At first, we were very enthusiastic as we made new encounters with families who practice parental instruction, most of them being vegan like us. But after enthusiasm, we met practical problems. One of us had to stop working and we had to adapt ourselves to this new financial situation. It had beneficial consequences, as we turned more and more towards an autonomy angle. We started this by doing many more things ourselves such as the bread--then our flour--our vegetables (kitchen garden), mechanics, alternative health practices, life hygiene, etc., and of course child education and instruction. At the beginning I must admit a bit copied on school style, then little by little we extricated ourselves from these so-called obligations like being able to read at one age rather than another. From then on, learnings were more relaxed. One major problem has always been the lack of contacts with deschooling families in the vicinity, which is why our children suffer a certain loneliness. Which is what brought up the idea to create a village so as to follow our way to autonomy, and moreover to see to the well-being and to the opening up of our children.

We are today some families who are planning to carry out this village, some to live there and create a paradise for their deschooled children, others to spend some nice holidays there.

We are looking for more families interested in this project in order to make this village living and rich with eclectic knowledge and various collaborations

Village Objectives

To allow deschooling families to break with the loneliness due to their life choice. To become a place of welcome, of mutual aid and solidarity for families in difficulties (juridical, for example). To be a place of training, of seminary, of holidays, of publishing and diffusion of information (library), to permit to sensitive families to know more about parental instruction (about deschooling for instance). To be a centre of European exchanges between associations like: EO, Antipatriarchal, "les réseaux d'échanges réciproques de savoirs" (reciprocal exchanges of knowledge network), etc.

Village Interest

for children--

To allow them to grow with children as free as them, permitting them to live well this "established fact" knowing daily and various relationships. Having a commune place to live, allowing the choice of human relations, to play, learn and exchange with complete freedom, in the spirit of 'Summerhill'. To make the most of a sound setting and an unpolluted space...

Parental Instruction Village (cont.)

for parents--

To take advantage of an environment rich in new ideas, in knowledge, in techniques and in liberties, in order to think in common and give each other mutual pieces of advice and see through our task of "natural and positive diffusers" of knowledge and techniques to the children and/or to the adults and to extricate ourselves from the classical school system. To represent a strength and to be able to better defend us towards administration, regional authority or social workers. To invest at little cost when all's said and done in sound surroundings...

financially--

The purchase of a village in the provinces stays reasonable between 500 000 and 2 000 000 Frs depending on the condition and the number of houses and the surface of the land. That is to say a private investment going from 25 000 Frs to 100 000 Frs (according to each one's means). For some people, the main worry will be to provide a minimum income to live; it will be the fruit of a collaboration between the associates to the welcome and diffusion centre of parental instruction. On the one hand, activities as renting out of homes, welcome for miscellaneous seminaries, press, diffusion of organic products, vegan restaurants, sale of craft products, ecological house construction, etc., could allow each one to provide a minimum income. On the other hand, cutting down the energy expenditure of each one thanks to energy autonomy: solar panels, wood heating and buildings' thermal insulation.

For chat or details, please contact: Sophie & Alexis GOLLIARD--
96 rue du Dr Babin--91220 Breteigny sur Orge--Tel:(1) 69 88 89 82.



From Wednesday 22nd till Wednesday 29th of September, there has been a gathering in center France, between some families from EO and some from LES ENFANTS D'ABORD (EDA), sort of a sister association to EO. The gathering was held in an ancient abbey, quite a large place, but not quite large enough for the 100 or so of us, as it was raining almost every day and the large area surrounding the abbey stayed empty most of the time. After a couple of days used to know each other a bit better by living together and having informal discussions, we decided to hold a meeting on the Saturday afternoon.

LETTERS + ARTICLES

We started with 'how do we work as an association' - in spite of some differences, it seemed that the 'spirit' was very much alike (taking decisions by consensus, democracy, regional secretaries, a different family editing each issue of the newsletter...). We are facing the same kind of problems too (organisation, finances ...) and have many questions in common (about EC rules for instance). We spoke as well about Renata Leuffen, of which you have heard through EO newsletter (see issue no.88). This led us to speak about the situation throughout the EC in general, and mostly about Germany, where home schooling is forbidden, but it was getting late and we decided to meet again on the Monday afternoon. So, on the Monday afternoon, we resumed talking about the situation in Germany. Wolf, German, said that home schooling in Germany was not only impossible, but unthinkable - what could we do so that the German people knew how it was in Great Britain and France? Could they (those who wish to) find a way around the law? In the USA, there are home schooled children in every state, although some states don't accept it - how do people manage?

It was decided to write to 'Growing Without Schooling' to enquire about it, and to try and get a broadcast about home schooling by ARTE (ARTE is a French-German TV channel broadcast in both countries). The program would show families in France and GB. We thought about asking Renata some addresses she could have in Germany of people who would be interested in home schooling. Angie said she had a friend in Bavaria (South Germany) who could print cards about unschooling through the world. Jürgen spoke about EFFE (European Federation for Freedom of Education), an association with offices in many countries in Europe. We talked as well about the eventuality of creating an European federation of associations, worries about Maastricht, and the importance of keeping in touch more closely than we have done so far.

Every evening, there was dancing, singing, music playing, games, and of course talks going on. There was a going out to Gueret, the nearby town, and many games for children (the parachute game was a real hit for French kids who didn't know it).

After 6 days of living what was the 1st international gathering of unschooling families (I like to believe it was), we had 2 more things to do: exchange addresses and have a forum about how we felt about it. This was done on the Tuesday morning.

Many kids complained: one had a stone thrown at her, another one fell, a third one didn't like the food... and many enjoyed it: the parachute game, meeting people... Grown ups too had complains: the bad weather, overcrowding (I think one brought the other), very very average comfort, corn flakes (...not enough...too much, moneywise...wasted...). Paul and Dineke didn't like the fact that some of the French people arrived only for the weekend, as if they weren't really interested into meeting the British people (for myself, I felt during the weekend that people were speaking more than before with people from their own country). And many things were enjoyed too: everyone made efforts in speaking and understanding each other (translations were less and less used as days went by), the opportunity to meet people from another country, the feeling that there was no difference between EOers and EDAers, and yet as many different points of view on each side - (is that clear?), the fact that communication outside language was important, regarding to the lack of vocabulary we all felt (nearly all). Ian pointed out that this kind of meeting was very profitable for the kids, because, by meeting 'different' people, eating different food, being in a different country, they could enlarge their field of vision.

It was decided in the end to try and organise a new EO/EDA meeting, next year if possible, in England - as well, to publish dates & places for future meetings of each association in the other's newsletter.

The next gathering will be in Normandy by the end of May (see page 25). Special thanks to Isabel, Paul, Dineke, Chantal, Denis, and all of those who have made this gathering possible.

Do you want to write in the EDA newsletter, in French or in English? We publish the newsletter 4 times a year - it's too late for the December issue, but the one after that will be in the spring - you have time to send me what you want to say: SHOSHA c/o Vargas - 16 rue de la REVOLUTION - 34200 SETE - FRANCE - tel. 67 53 01 04.



Dear Editor
Under 16s in College

For those home-schoolers who may be considering making use of local Further Education colleges for GCSE tuition for their children, there has recently been a change in the regulations relating to under-16s. In August of this year, we applied to the FE college in Bedford to do GCSE by Open Learning (see below). We were told that under-16s could not be accepted on insurance grounds. Soon after this, we read that the regulations had been relaxed and, on re-applying, were told that our 13 year old son could now start.

LETTERS + ARTICLES

As we understand it, Open Learning is available at many colleges. The system consists of a study pack and optional tuition for 5 to 6 hours, usually by a college tutor. The college will arrange for coursework to be marked and the student takes the final examination at the college. In Bedford the study packs are supplied by the National Extension College and the total cost, at around £120 per subject, would appear to be less than a correspondence course. In addition, the student has the advantage of personal tuition and access to the college examination centre.

Isobel Hewitt 66 Goldington Avenue Bedford MK40 3DA Tel: 0234-345780

T.E.S.

Further education colleges get leave to take the under-16s

Donald MacLeod
Education Correspondent

FURTHER education colleges in England are being allowed to take students under the school leaving age this year. The development signals intensified competition for both students and funding between colleges and school sixth forms.

With many colleges struggling to fulfil their target numbers this term, the Further Education Funding Council has agreed to fund a number of students under 16 who have already been enrolled.

Between 2,000 and 3,000 students are involved, one college principal estimated. The Department for Education has given a cautious go-ahead.

Yesterday the funding council said that it had agreed to fund under-age students who had been enrolled for 1993-94 but was considering what to do in future years. Guidance will be issued in due course. But in the meantime, such cases were regarded as marginal.

The numbers are comparatively small in relation to the 2.9 million enrolments at further education and sixth form colleges last year. Most of the students concerned are under-

stood to have been only just under 16 this month.

Under the 1992 Further and Higher Education Act, colleges are to provide education suitable for persons over the compulsory school leaving age. But new guidance from the department has made it clear that they can accept students under 16 as long as the courses are suitable for both age groups.

Arthur Cottrell, principal of Kingston College in Surrey, said he had accepted half a dozen students who were under 16 but would have birthdays in the first term. But it would be dangerous to lower the age of admission to further education college generally.

"Colleges would be worried about the age of consent. You cannot have a mature regime for minors," he added.

The funding council said that enrolment this year has been patchy with some colleges facing loss of income if they fail to reach the target of an 8 per cent increase in students, which most have accepted.

There are signs that in the scramble for students some colleges are accepting virtually anyone. Next year the funding council is introducing new methods to combat the problem. 26

NOTICES

I wish to express my thanks to the E.O. readers who submitted letters to us for publication in H.E.A. We printed them word for word and heard back from our readership how much they enjoyed reading these letters. We hope these letters were answered in return by some of our readers here in Northern California. We would love to hear more about homeschooling in the U.K. Would any of your readers be willing to share a one page profile of their family and homeschooling life in England? We like to print photos with our letters & articles and promise to return these, along with a sample issue of our magazine which would include the submitted article and photograph. As always, we will print letters requesting pen-pals in their entirety from both children and adults. These too would be great to receive with photos, which likewise will be returned. We would like to hear from E.O. homeschoolers once again. Home Educator's Almanac just completed its first year of publication this past October. We are growing rapidly and currently mail to over 400 homeschooling families throughout N. California.

We look forward to hearing from you! Sincerely, Julie Nunez -
Home Educator's Almanac - 18515 Murphy Springs Court - Morgan Hill -
California - USA - 95037. Tel. (408) 778-9415.

I sent the details of the French January meeting to the last NL but unfortunately they were not printed. (Jill Gillings, Isle of Man.) There will be a meeting of Les Enfants d'Abord in Normandy, from May 11th to 14th. For further details contact: Remy Truchon, 13bis Impasse Loiseau, 76130 Mont St. Aignan, FRANCE. Tel. 01033-35 98 49 91. There should be a notice with more info in the April E.O. Newsletter as well. (Miryam Bush, Dyfed, Wales.)

The Ugly Dolphin

The ugly dolphin is quite scared of water and his mum always tells him to go in the water because he can float instead of swimming. When his mum tells him to go in the water he does and he catches a cold every time, and he gets measles and his hair is all screwed up. Once, a sunny day, well some people came along stealing dolphins from the sea, and they saw one dolphin and they went speeding fast in their speedboat, they caught the dolphin and the dolphin was in a big net, trapped in a cage. And they locked the dolphin in with a lock, the dolphin broke the lock because there was a big storm and he got through and then he went back to his mum and dad and they all lived happily ever after. THE END.

By James Collin Campbell age 7 East Sussex.

Situation Vacant

General Secretary.

I would like to resign from this position. As the job necessarily carries directorship I will resign at the A.G.M. to be held in the autumn, when there will be vacancies for directors. This means that the job can be open to all members of E.O. and not just the current directors. The General Secretary's address becomes the Registered Office of E.O. Assoc. Ltd. This is in accordance with Company Law. It is the duty of the General Secretary, along with the other directors, to try and ensure that we abide by Company Law and our Articles of Association.

Other duties include -

Keeping the Company Register up to date and filing all changes with Companies House.

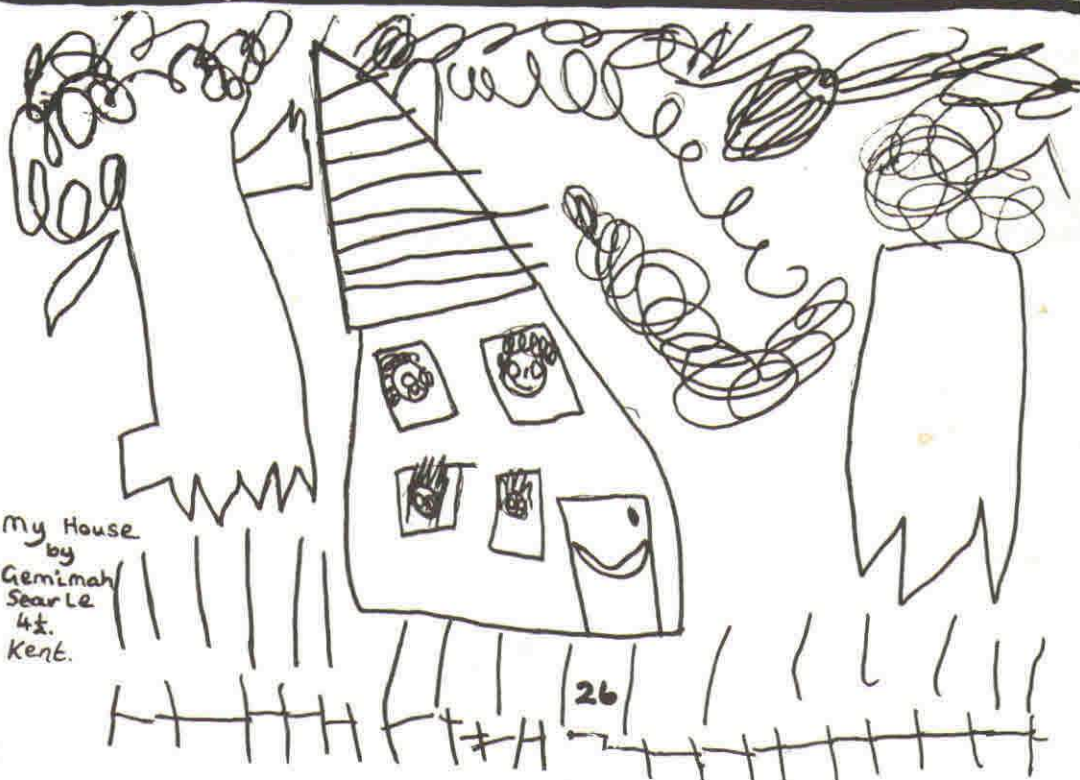
Keeping the minutes books and sending out minutes.

Putting notification of meetings in the newsletter.

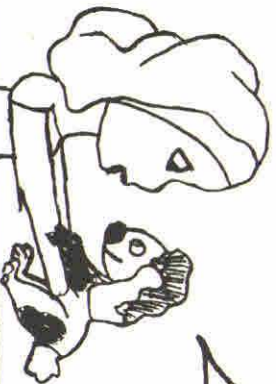
Preparing agendas for meetings and putting provisional agendas in newsletter, and attending the meetings.

Receiving a variety of enquiries from members, media, firms, etc. and LOADS of junk mail!

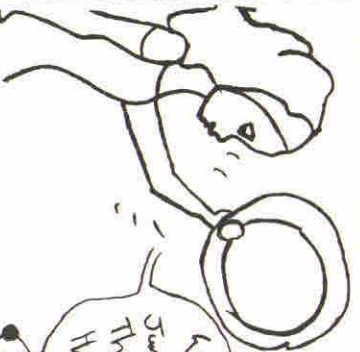
Anyone interested please contact General Secretary, Pam Stevenson, Kent.



My House
by
Gemimah
Searle
4½.
Kent.



O.K. Sparky...



When I say Jump you Jump Though the Hoop. ok?



Oh sparky...!

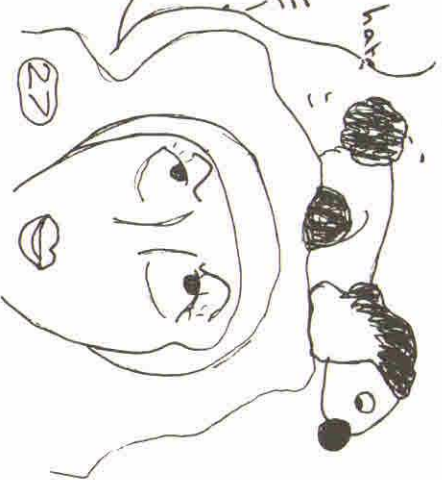


I more try...

Jump

D
M
D

I hate you... I hate you... I HATE YOU



27

Faith
Hern
Hys
Doreet

PEN-PALS (ADULTS TOO!)

Hi! My name is Laura and I am just 11 years old. I would like a male or female pen-pal between 9 and 13. My hobbies are swimming, drama, dancing, tennis, gymnastics, animals, reading, talking & climbing trees. You don't have to have the same hobbies, I will write back to anyone. Write to: Laura Douglas, 24 Richmond Rd., Finchfield, Wolverhampton, WV3 9JA.

Hi, my name is Daniel. I am looking for a male pen-pal inbetween 7 & 10 years old. I am 8 years old. My hobby is football. I am mad on Spurs and like Vinny Samways and Darren Anderton. I am interested in birds and animals. I like Bob Marley and Culturebeat (especially Mr. Vain). Write to: 10 Belgrave St., Skipton, N. Yorks., BD23 1wB.

Hi! My name is Rachel Bickley. I am looking for a pen-pal aged 11+. My interests are swimming, ice skating & reading. I will reply to anyone who writes. A photo would be appreciated. Write to: Rachel Bickley, 8 Jephcott Gr., Alum Rock, Birmingham, B8 3EE.

Hi! I'm looking for someone who has an interest in games workshops, Warhammer 40,000 and/or Space Marine. Age & sex is no real concern, cos I tend to get on with all kinds of people. My other interests include: drawing strip cartoons (I'm not that bad at this), Atari S.T.computers (games especially, I'd like to get an art program though) climbing trees (plenty of these around my place), modelling & listening to my "stock" of Munrig tapes. write to: Calum Wallace, 25 Diabaig, Achnasheen, Ross-shire, IV 22 2HE. PS: I arn't exactly the most punctual person in the world, and my kind of combination strip cartoon/letter takes time!

Hi! My name is Hannah O'connell. I like ballet, tap, rabbits, animals & lots more. I would like a pen-pal M/F from 7 to 11. Please send your reply to: 6 Bulls Lane, Kings Sutton, Nr. Banbury, OX17 3RB.

Hi my name is Marley, I am 13 years old, and I like horse riding, pony care, animals, endangered species, music and books. I would like a pen-pal about the same age as me. My address is: 30 Findhorn Street, Dundee, Scotland.

Dear E.O.,
My name is Leah Webb. I am 8. I am looking for a girl pen-pal about 6-8 years old. I like riding my bike and I love animals especially squirrels and cats. I have a cat. I like making cakes. Please write to me at: 12 Woodlands Close, Swanley, Kent, BR8 7JU.

PEN-PAL (ADULTS TOO!)

Dear E.O., This is not a complaint, merely an observation and request. We joined E.O. nearly 2 years ago. As a lone parent of 2 girls, aged 8 & 5, both being home-schooled, I, in my innocence, suggested they might both like penfriends to share interests and experiences with. They thought this an excellent idea, and immediately wrote off to other youngsters who were advertising in the 'Children's Pages', and eagerly awaited replies. They could not contain their disappointment at the long wait before they received any response. All the advertisers eventually wrote back. Ali & Roo again replied but each time it was weeks, even months before their letters were answered. I realise that many of the children whose adverts mine responded to had been inundated by prospective pen-pals. One even said she had 40 to write to, so we haven't heard from her again. This has all been very disappointing for us. Is there any child, aged perhaps 5-10 who would like to write to Alison (8) and Ruby (5) on a regular basis? Also, how about a few penfriends for me? At thirtysomething I'm too old for the 'Children's Pages'. Any other single parents? We're all animal lovers, we have not got a computer, we have got a car but little money to travel. Our area is one of natural beauty. Alison went to school for 2 years but asked if she could be taught at home. She'd become very uptight and withdrawn. She's now her old self again. We favour unstructured learning with no set timetables. That works best for us. If anyone out there would care to write, we don't mind about your differing views on education, your religion or whatever. We'll reply to all letters. Hope to hear from you. Carol Griffiths, 3 Maescilgwyn, Newchapel, Boncath, Dyfed, SA37 0EH.

PLEASE NOTE SPECIAL OFFER

The Government is publishing six draft circulars or consultation documents on pupils with problems -- discipline, the education of children with emotional and behavioural difficulties, exclusions, sick children, those in care, and those being educated at home.

From The Independent,
Wed, 5th, Jan, '94.

SPECIAL OFFER until May '94

FREE Newsletters from the 'good old days'!

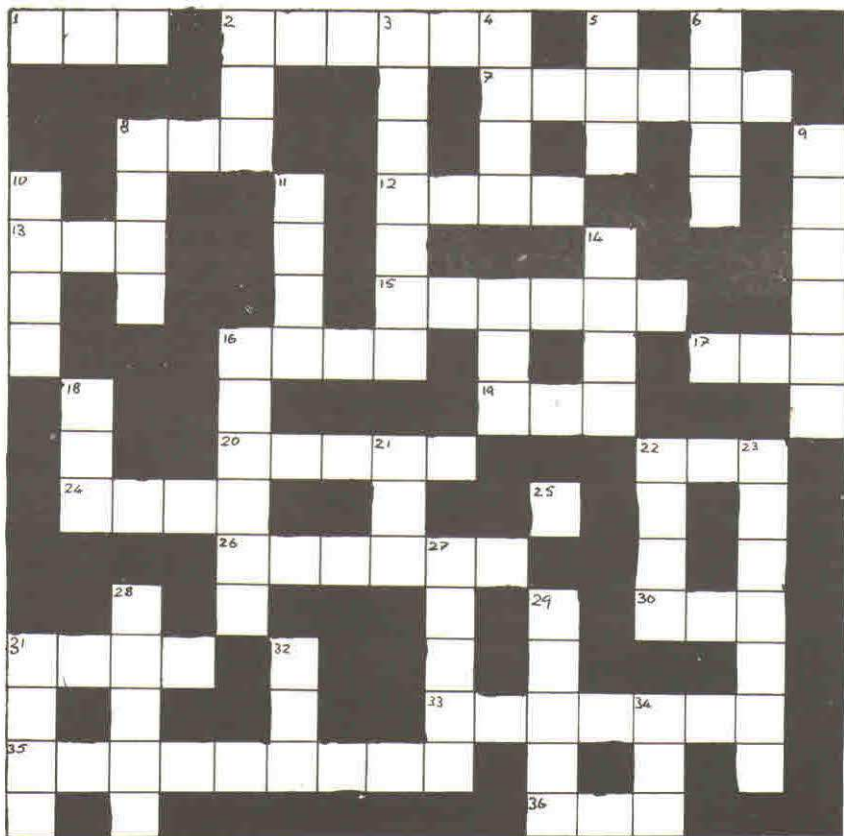
Up to 10 issues for just the cost of postage.

Postage rates: 1(29p), 2(43p), 3(52p), 4(61p), 5(79p), 6(89p), 7(98p), 8(£1.20), 9(£1.40), 10(£1.45). Send S.A.E. (A5 for 1 or 2, A4 for 3-10 copies) to:

Newsletter Offer, 25 Diabaig, by Torridon, Achnasheen, Ross-shire, Highland, SCOTLAND, IV22 2HE.

PUZZLE PAGES

By Fiona Jane Campbell age 16 East Sussex.



ITALY. We are an English-Swiss E.O. family with three children (Melissa 17, Ben 12, Camilla 10) living on a small farm in the beautiful Umbrian hills between Perugia and Gubbio. We keep horses, donkeys, milk sheep and chickens and grow olives, vines, fruit and vegetables. We keep open house because we enjoy having visitors and we invite any E.O. families to stay with us for holidays or for a period of different living experience. You only pay for food and you either pay L.8.000/day and help with farmwork or pay L.15.000/day and relax! (Children under 12 pay half). Our lifestyle is simple, vegetarians are no problem, and we have a big library of English books for all ages. If you are interested, please write to Etain and Martin, at this address: Pratale, Vallingegno, Scritto, Pg, Italy. (30)

ACROSS

1. Parent of 15. across. (3)
2. Season that comes after
Spring and before Autumn. (6)
7. Living creature, e.g. cat or dog. (6)
8. Crazy, insane. (3)
12. Small, little. (4)
13. Sick, unwell. (3)
15. Baby cat. (6)
16. Worn on foot over sock. (4)
17. Zero, nothing. (3)
19. Strange or uneven. (3)
20. You need it to buy things. (5)
22. Covering which is screwed
on top of jars. (3)
24. Assist. (4)
25. Myself, me. (1)
26. Small, tiny. (6)
30. Short for Mother. (3)
31. Round object or a party. (4)
33. Where most food is cooked. (7)
35. Insect, often with brightly
coloured wings. (9)
36. Shed. (3)

DOWN

2. Unhappy. (3)
3. Error. (7)
4. Drops of water from the sky. (4)
5. To be victorious, triumph. (3)
6. Post. (4)
8. Drink from cows or goats. (4)
9. Threefold. (6)
10. Tablet. (4)
11. Bathe. (4)
14. Care for. (4)
16. Easy, uncomplicated. (6)
18. Burnt wood. (3)
21. Consume food. (3)
22. You weave cloth on this. (4)
23. Hardest precious stone. (7)
25. Myself, me. (1)
27. Fortunate. (5)
28. You eat dinner off it. (5)
29. It is struck on it's box
to make fire. (5)
31. Infant. (4)
32. Automobile. (3)
34. Strike. (3)

ANSWERS SEE PAGE 50.



(31)



TALKING WALL

This Wall is for any E.O. child to use. You can send Messages (see this stone), make Suggestions (see this stone), ask Questions, state Facts or just say hello to your friends. To send something into the Talking Wall just send it to the editor (address & details on back) marked **TALKING WALL**.

Messages, for example to people you do not know how to contact otherwise.

Suggestions, for example Anthea Axten suggested this wall.

Happy-late-birthday
to Monika Campbell and
Happy-early-birthday to
Tanzi Campbell,
lots of love,
Fiona Campbell.

Hello Sarah.
Thanks for
your letters.
From Nicole
Treloar London.

Happy 16th birthday
Amaryllis,
lots of love
Fiona.

Hello Carolyn
and Florence
my pen-pals.
Love from
Victoria
London.

Hello everyone. Isn't it fun to be E.O. ! To play and learn with the family and be as happy as can be ! Hurray ! We are E.O. ! From Alexander Treloar. P.S. A big hug to my daddys. he is the best in all E.O.

REGIONAL DIARY

EAST DEVON

In addition to events in South Devon, you might like to come along to 13 Hulham Rd., Exmouth, on Mondays. Please bring a packed; drinks are provided. Phone 0395 269462 for details of activities. All welcome.

HERTFORDSHIRE

Herts. EO Thursday Club meets weekly in Hatfield (5 minutes walk from railway station) from 1pm. We begin with a group activity (dance, cooperative games, visits from speakers e.g. guide dogs, Ray and his barn owls, Don and his snakes and lizards, etc.) with time for crafts, games and fun afterwards. We also have another weekly meeting for swimming, museum visits, Activity World etc. Bi-monthly Herts EO Newsletter with events listing. Further details and to subscribe: Glyn 0707 335428.

LANCASHIRE

Anyone out there interested in learning German? If you don't want to pay £20 an hour for tuition by a professor of German, then I am prepared to do it for free. Learning German can be fun, let me prove it! Ring Angelika on: 0254771249.

NORTH YORKSHIRE

February 16th half-term week and York Viking Festival. We have been invited to join in with the Yorkshire Farming Museum stand in Coppergate and be serfs for the day (relevant costume provided for under 11's) This involves unloading a real Viking ship! And we also get free entry to the ARC and the Jorvik centre. Sounds like a good opportunity. Ring Marit for details 065385 346. Ring Gwen with your ideas for March, April & May! 0904 421982.

SURREY

NEW! Starting Mon. 17th. Jan. 2pm-4pm Fortnightly 'get togethers' at The Old Cricket Pavilion, Burpham Lane, Burpham, Guildford. Ideas so far include board games, music, dance, mime, acting etc. Initially £2 per family to cover hall hire, refreshments and purchase of resources. (Costs will go down if lots of people come.) For further information please ring: Lynne Ryan 0483 503971 or Penny Meader 0483 481882.

OXFORDSHIRE

Get-togethers in an Oxford rented hall on alternate Wednesdays plus regular evening planning meetings. Details from Pam Bellinger on 0869-277391. Come along and get your needs catered for.

BEDS & BUCKS

Telephone if you need to know more: June McDonald (0234) 341375, or Valerie Gommon (0908) 511247, or Caroline Cook (0296) 720026.

- Fri 4th Feb Swimming session at Robinson Pool, Bedford. Meet in entrance hall to swim at about 1.30 p.m. If 10 or more over-fives are swimming, accompanying parent-teachers are admitted free of charge. Otherwise charges are adult £1.60; child 80p.
- Fri 11th Feb Swimming session at Robinson Pool, as above.
- Thu 24th Feb 1.45 pm. Session at "Activity World" in Rollers, Denbigh Centre, Bletchley. Price: adult 60p, child £1.50.
- Mon 28th Feb 2.00-4.00 pm. Monthly get-together at Isobel Hewitt's house, 66 Goldington Avenue, Bedford, Tel (0234) 345780. Come and chat, meet E.O. children, share worries and experience with new and longer-term members in the region.
- Fri 11th Mar Swimming session at Robinson Pool as above.
- Mon 21st Mar Monthly get-together at Isobel Hewitt's house, as above.

KENT

FEBRUARY

- Thursday 3rd - Open house, Cath Cooper's, 162 Bush Road, Cuxton.
Tel: 0634 715389. 12 Noon onwards.
- Friday 11th - Guided tour of Canterbury Cathedral, meet 11.15 at main cathedral door. Afterwards the lunch room has been booked from 12.30 to 1.00. Cost - guided tour 70p per child, £1.25 per adult. Lunch room 30p per person.
- After lunch we will walk to the 'Canterbury Centre' to see the African Heritage exhibition which is on view during February only. Admission Free.

KENT Continued

Tuesday 8th/22nd - We are going to be offered some odd places in schools workshops which are taking place during the African Heritage month at the Canterbury Centre. They are suitable for children aged 7 upwards, number of tickets and date to be confirmed. Please contact Sue Burchett as soon as possible if you would like places to be reserved for your child/ren. (Please write and send SAE.)

Friday 25th - Swimming Larkfield Leisure Centre - Meet 12 noon in the water.

MARCH

Thursday 3rd - Open house, Cath Cooper's, as February.

Friday 11th - Swimming, Larkfield Leisure Centre - as February.

Friday 25th - Fort Luton, Magpie Hall Road, Chatham. 'A fort full of surprises'. Meet at the adventure playground at 12 noon. Special group rate entrance £1.50 per person - say you are with EO group.

Saturday 12th - Multicultural Day - Maidstone Multicultural Group. This year's theme is Eastern Europe- displays, food, activities, dancing - free admission. A day not to be missed! Adult Education Centre, St Faith's Street, Maidstone. 11.00 to 3.30.

APRIL

Thursday 7th - Open house, Cath Cooper's, as February.

Friday 15th - Upnor Castle, Upnor. Meet at Castle entrance 12 noon. Free entry.

Friday 22nd - Riverside Country Park, Gillingham. Meet 12 noon for lunch at the play area next to the car park. An activity relating to the river estuary has been arranged with a ranger at the park later in the afternoon. Free admission.

FOR MORE INFORMATION ABOUT ANY EVENT ring Sue and Keith Burchett - 0732 870344 or Amanda Mackenzie 0634 402154

OPEN HOUSE DAYS - Please ring Cath in the morning to check that there are no alterations to arrangements.

If you would like a copy of the next Kent 6 monthly list (due in April) please send a SAE to Sue and Keith Burchett, 2 Easterfield Cottages, East Malling, Kent. ME19 6BE.

SOUTH EAST LONDON

We now have a regular meeting every Thursday afternoon 12-4 in Deptford. There is plenty of indoor and outdoor space to play. For details contact Nodge Norris on 081 469 0413. We have other outings and activities arranged at too short notice to be included in the newsletter. Anyone who would like details of these who does not go regularly to Deptford can phone Susan Wilson on 081 8588714.

STRATHCLYDE

Several E.O. families got together last year (museams, swimming, orienteering, pony rides, sports day, ceilidh etc) but we did not always manage to publish dates and times in advance. General Enquires: Lorna Brown 0505-862122.

Paisley Museam: Lecture/activity about every six weeks. Anne Philbrow 0505-331050. Orienteering: Coaching/information for beginners/experienced. Ros & Malcolm Evans 0475-540409. Monday 21st March Equinox Gathering at Helensburgh. 11am to 4pm. Bring your own lunch for a shared meal. Denise Conroy 0436-78878.

WARWICKSHIRE

Please join with us for the following meetings:

FEB: It is hoped to arrange either a tour or a workshop at the Belgrade Theatre in Coventry. For details please contact Lesley McKenzie on: 0203-318401.

MAR: Tuesday 29th from 10.30am Easter crafts at the home of Vicki Rumble. Please bring ideas, materials and lunch. Contact Vicki on: 0203-502280.

APR: We hope to visit the Shugborough Estate in Staffs. This is a restored 19th century working estate. There are recreations of 19th century servant life, a working farm museam with rare breeds, a restored working corn mill and demonstrations of traditional farming methods. For details please contact Lesley McKenzie on: 0203-318401.

WEST YORKSHIRE

I have arranged the following activity sessions at our church. All dates are tuesdays. We meet anytime after 10.30am. 8th Feb - winter/valentines. Activities/ideas welcome! 15th March - Easter activities (probably including 'sheep cards' and something edible!). 19th April - Spring/Seeds..... germination, pictures, sprouting.. Bring ideas, examples etc. Please phone me for directions, and to check that the meeting is still on. Cost £1 per family per session, 50p for $\frac{1}{2}$ session. Please bring your own lunch. Kim Wark. 21, Drummond Avenue, Leeds LS16 5JZ. Tel: 0532-757473.

NOTICES

I am able to offer a home to another non-smoking single parent, in my 3 bedroomed maisonette for £50 a week inclusive of bills. We could each work for 20 hours a week and mind each others children. The address is: Mrs. Harvey, 29 Wood Common, Hatfield, Hertfordshire, AL10 0UB. Telephone either 0707 272309 or 0707 328525.

As advertised in the last Newsletter, E.O.U. (E.O. Unlimited) held the January Gathering at Beaumanor. We all had a wonderful time -- it was fun, relaxed, friendly, in fact everything we wanted it to be. We will be holding another in May -- details in the next Newsletter.

Taking Children Seriously

Forthcoming issues of this non-profit-making magazine will address:

- John Taylor Gatto, author of several books about home education and the school system, writes on how the present mess of an education system arose;
- what home-educators can learn from the 'hot-housers';
- coping with criticism;
- home-educated individuals' views;
- is television really that bad?

Regular columns include • free and low cost educational resources • book reviews • computer corner • letters • TCS opinion.

Subscription rates: £5 (for 3 issues), £9 (for 6 issues) or £11 (for 9 issues). For the London supplement, which lists get-togethers and educational visits for home educators in London, please add 50p, £1, or £1.50 respectively. To subscribe, please send a cheque payable to 'Taking Children Seriously' to TCS, No. 194, 23 Whitley Road, London N17 6RJ. Tel. (01 808 3590)

Announcing

A Holiday & Camp for Education Otherwise

Organised by Green & Away

July 16 to 23 1994

Crafts, education, workshops, music, dance, home baked bread, (very) hot showers, mostly organic food, all on a beautiful field overlooking the Vale of Evesham. An opportunity for children to be involved in a wide range of activities organised by parents and Green & Away.

- Affordable fees to cover camping and all meals - within reach of public transport - advance bookings only -

For more information rush an SAE to Pam Stevenson,
25 Wyndam Road, Dover, Kent CT17 0BH

*Green & Away is a project of the Centre for Environmental Initiatives,
a registered educational charity.*

Teach Your Child to Read - at Home

The manual that worked for us!

Cheque/PO for £6-50 to
S.J. Wilson, 73 Harburn Road,
West Calder, Lothian EH55 8AT

HELP!!

S.O.S. ! CAT LOVERS (Preferably around the N.1 London area)

Hello, my name is "SUGAR". I'm a sweet loving (spayed) young cat. My owner has to be away for a few months. Could you look after me meanwhile? I'll provide my own food and contribute with £1.00 a day for your trouble. Oh!, by the way I've got my VET papers up to date. I'm healthy and fit as a fiddle. Please call me! Tel: 071-359-7074. Lots of prrrrrrs from "SUGAR".



NOTICE POETIC LICENCE



Poetic Licence is a magazine aimed at the aspiring poet/writer. Our editorial policy is - You send it in and we'll try and print it!

If you have:

Poems or short prose (no more than 300 words)
or
artwork (A5 or smaller)

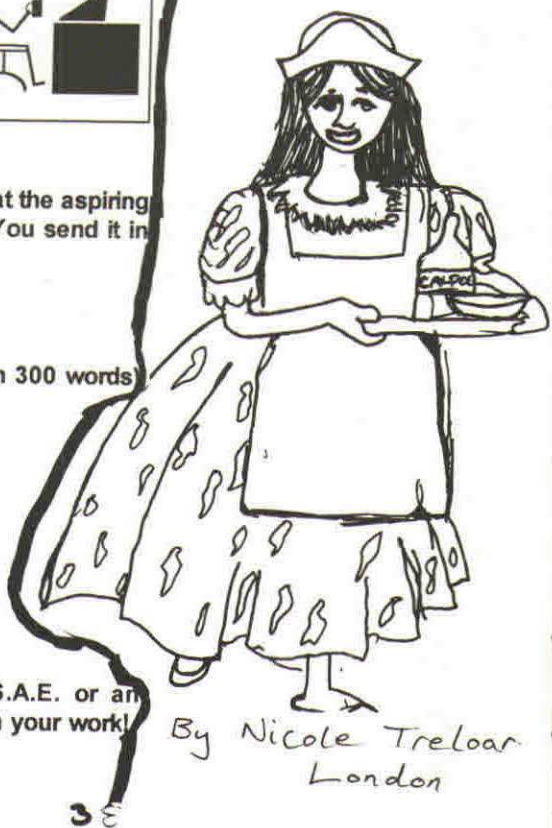
Send it to :

Poetic Licence
78 Ryde Avenue
Hull
HU5 1QF

* Always remember to include an S.A.E. or an International Reply Coupon (IRC) with your work!

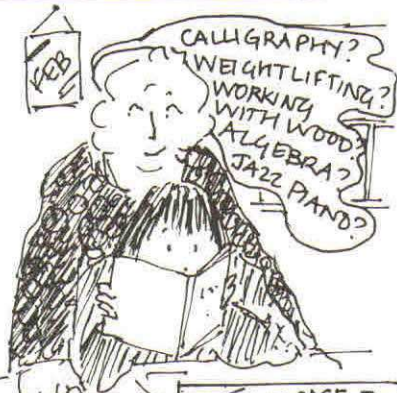
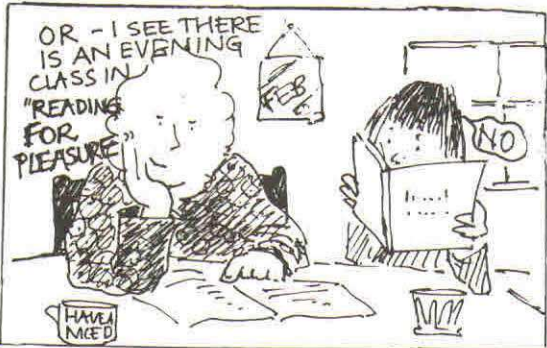
Thanks

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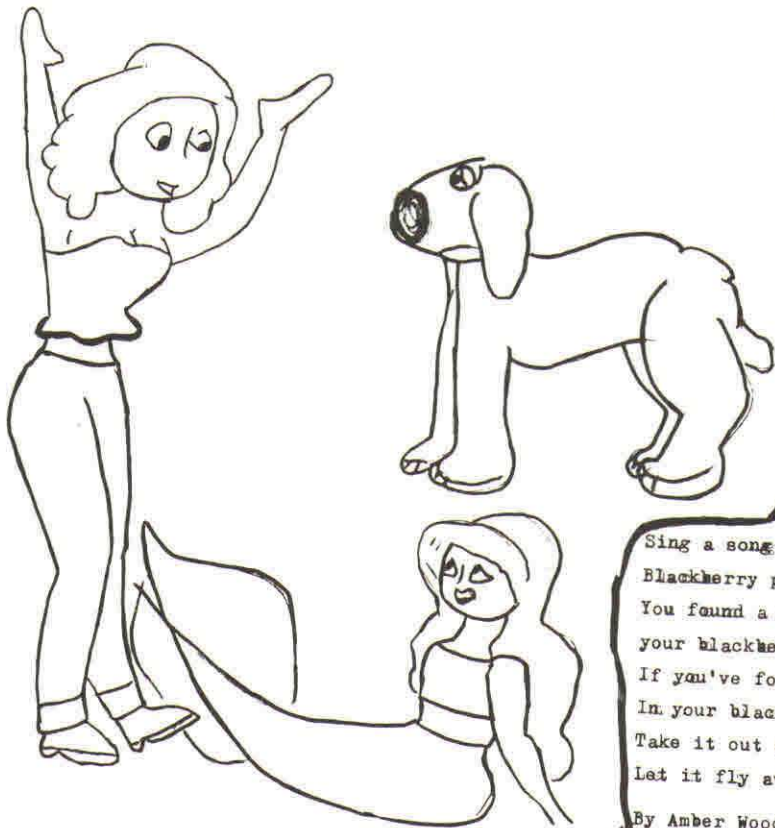


EDUCATING ARCHIE in 1994: BY SEC

What is structure? Mrs G ponders....



Rover was a very bad dog. He would eat everything! But his best food was shoes and knickers! Well one day Mrs. Beckptal bought some new shoes and the next day they were gone. Well Rover got the blame! "Woof yeeep gree!" he said when she told him off, "But I did not touch them, let alone eat them!" but she would not listen. "Well" said Dolly, "I know you did not anyway. Because I saw the shoes man take them!" "Shoe man?" "Yee come with me and we can get your Mum's shoes back!" "Well o.k." "Mermaid doll better come too, just incase there's a lake or something!".



By Faith Hern age 11 Dorset.

RED

Red is a red rose,
Red is a tomato,
Red is a fire,
Red is the sun,
Red is a ladybird.

By Jamie Phillips
age 8 Gwent.

Sing a song of seasons
Blackberry pie have
You found a crow in
your blackberry pie
If you've found a crow
In your blackberry pie
Take it out and
Let it fly away.

By Amber Wood age 8 Cambs.

Don't forget to wash behind your ear holes, ear holes.
Don't forget to wash behind your ears! 'ear,'ear.
Don't forget to wash behind your ear holes, ear holes.
Or you'll never be able to 'ear!

By Sarah Rivett age 9 Birmingham.

There was a little penguin.
And his name was Dipy Dapy Doo.
And he sailed all over the country,
In his little canoe.

By Matthew Paul Handley
age 8 Gwent

* BOOK REVIEWS *

'You Don't Have To Send Your Child To School' by Gareth Lewis Published by Primrose Lane Educational Press Price £5.95. A new book out now by Gareth Lewis provides a comprehensive guide to home educating—the pitfalls and pleasures. This is an excellent reference book for families who are new to the idea and for those of us already participating who could use some fresh input. Includes a History of Schooling in Britain and a very useful 'How-to' section. Gareth's 'Steiner' background emerges now and then, and although I am somewhat wary of the rosy picture he paints of home-educating families, I feel that many parents who are considering their options would benefit from reading this book in their search for a relevant solution. Orders and Enquiries to Primrose Lane Educational Press, P.O. Box 154, Pocklington, York, YO4 1YW. Any E.O.ers placing an order will be given a reduced rate of £5.00 including p+p. Reviewer Sue Clare N.Yorkshire.

Rescuing Spelling - Melvyn Ramsden 10.95
Published by Southgate, Crediton, Devon. 1993 ISBN 1-85741-090-4
Our children have always written - letters, lists, stories, poems, and books for their enjoyment and communication. In the early days they would read pages of wonderful lines and squiggles to us, then gradually forming letters. Later came the wonder of joining them up and sometimes choosing to make them fancy with calligraphy pens. Spelling had never been an issue within their writing. We had confidence that spelling would follow from all this enthusiasm. This seemed to be going OK for many years but gradually the difficulties with spelling that we had once experienced at school seemed to be cropping up at home. I feel we were passing on misunderstandings and bad teaching methods. We ground to a spelling halt! Then a friend gave us a copy of the above book that had helped his family enormously. It's been a revelation to me. I feel like I'm coming out of a fog that I didn't realise I was in. It's been enjoyable and interesting for me to work through this book. I can feel my old fears about spelling fading away. Miraculously my children are finding their own spelling and word building fun again.
Jill Beagley

'ACE (Aurally Coded English) Spelling Dictionary' by David Moseley and Catherine Nicol price £8.95 published by Learning Development Aids, Duke St, Wisbech, Cambs, PE13 2AE. First published 1986, latest edition 1992. ISBN 1-85503-106-X. I would highly recommend this book to anyone with problems with spelling. You can find the spelling of a word simply by saying it. It saves you the bother of asking people how to spell things left, right, and centre. It has helped me improve my spelling without me really noticing it. It's a really good book! Kirsty Wallace Highlands.

History

We live on a farm in Italy and all three of our children are home-schooled. Melissa is 17 and is doing A-level Law and Religious Studies with the Rapid Results Collage plus back-up from us.

Ben and Camilla are 12 and 10. Last year we did a sort of counter-history of America (USA) focussing on the experience of

- the American Indians
- the black Americans
- the underprivileged white Americans.

I think one of the great freedoms of home schooling is to be able to give proper attention to the people whose history is often ignored by the mainstream. We use what books we have, and it seems a good idea to introduce history via novels and personal accounts, so that the children can identify strongly with the feelings of people in various historical situations.

I never feel I have enough time and resources to do this as excellently as it could be done. Still, it was a lot of fun and at this age, I just want them to have a feel for what happened and to possess a few mental hooks for hanging future understanding onto.

These are the books we used, along with the atlas and the "Illustrated History of the United States" (by Sherry Marker pub. Brompton) for the pictures:

- 1) Black Elk Speaks
by John G. Neihardt
pub. Pocket Books N.Y.

The account, told to Neihardt in 1931, of his life by a Sioux warrior & medicine man. He was present, aged 13, at the Battle of the Little Bighorn & later at Wounded Knee. He describes the life of the Plains Indians, and the eye-witness accounts of the end of Indian culture are dramatic and heart-rending.

- The Book of the Hopi
by Hopi elders and
Frank Waters
pub. Ballantine Books
N.Y.

An extraordinary oral history of the Hopis from earliest times, legends, ritual, daily life and the stories about their first contacts with white invaders.

- 'We are Mesquakie, We are One' by Hadley
Irwin.
pub. Sheba Feminist
Publishers, N.Y.

A children's novel about the experience of Hidden Doe, of the Mesquakie Indian tribe, when her people were forced to leave Iowa for a reservation in Kansas. The authors researched carefully & used 'The Autobiography of a Fox Indian Woman' (1918). The tribe buys back part of their homelands, and many of them return. It is a gripping story.

The Wisdom of John Woolman
by Reginald Reynolds
pub. Quaker Home Service,
London.

John Woolman was an American Quaker who was concerned about relations with the Indian people and made a special journey to talk to Chief Papunahung, in 1763. Later, Woolman is active against slavery.

and various childrens' books about Columbus and Cortes.

2) Uncles Tom's Cabin
by Harriet B. Stowe,
pub. Penguin.

I read parts of this.

Underground to Canada
by Barbara Smucker
pub. Puffin

The escape from Mississippi to Canada of two slave girls. It is a very well told story and although fictional, it is based on first-hand experiences from the narratives of fugitive slaves, careful study of the 'underground railway' and the work of 2 famous abolitionists, Ross & Coffin.

'Roll of Thunder, Hear my Cry' by Mildred Taylor
pub. Gollanz

The story of life in the 1930s in the southern part of the US, centred on a black farming family. It is fictional, but gives a very good picture of what life was like after slavery.

Great Men (Women) in the Struggle 2 books ed. by
T. Igus
Pub. Just Us Books Inc.

80 profiles of famous historical (and contemporary) black people who worked for equality. It is written for young people and is illustrated with photos.

3) Little House on the Prairie
series of books by Laura I.
Wilder. Pub. Puffin.

This gave a good insight into the mentality of the pioneers, their view of the Indian people, and the hard-working lives they led. It intertwines with 'Black Elk Speaks' in a fascinating fugue!

The Grapes of Wrath
by John Steinbeck.
Pub. Heineman

The story of an Oklahoma dirt farm family in the 1930s who are pushed off their farm by debt and who go west to look for survival in California. The flip-side to the American dream. It is a wonderful story to tell children because the characters of the family are so well drawn and it has a lot of funny dialogue.

The Growing Years of American Literature by Mary Adolorata
The Macmillan Co., N.Y.

for stories by Mark Twain about life in a Mississippi small town; a story by Mary E. Wilins Freeman about a New England farmwife who stands up to her husband for the first time.

There must be so many other good books we could have used, if we had a library near. We did have access to an American Indian resource library in Perugia and we had a lot of good material from there.

This year we are doing the Second World War. We use maps for colouring in, and so far these are the books we have:

The Silver Sword
by Ian Serraillier
Puffin

An account of the real experience of Polish children when their mother & father are taken away by the Germans & they have to survive the war alone. They trek across Europe to find their parents.

The Diary of Anne Frank

The experience of a young Jewish girl in hiding from the Germans. Her life ends in a concentration camp.

The Upstairs Room
by Johanna Reiss
Puffin

Based on the childhood experiences of the author, it is about hiding in Holland from the Germans.

Carrie's War
Nina Bawden
Puffin

Story of an English child evacuated during the war

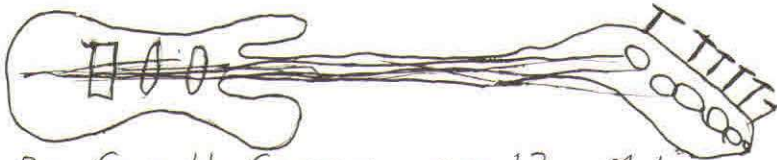
The Endless Steppe
Esther Hautzig
Puffin

The story of a Polish family who spends the war under harsh conditions in Russia.

Great Escape Stories
Eric Williams, pub. Puffin

Different escapes: 12 different individual accounts from WWII.

If anyone can recommend to me good children's books about World War II, I'd be very grateful. Even if they are books not written specifically for children, it is OK as long as the accounts are dramatic enough to hold their attention. It would be nice to have the personal accounts of soldiers and also of conscientious objectors and women from different countries. I will really appreciate any help you can give me. Our address is: Etain Addey, Pratale, Vallingegno, Scritto, PG, ITALY.

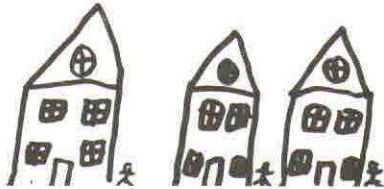


By Gareth Carey age 12 Malvern.

TANZI CAMPBELL (age 10), E. SUSSEX.

RUBBISH
KILLS!

Planet -
eating
RUBBISH
MONSTER!

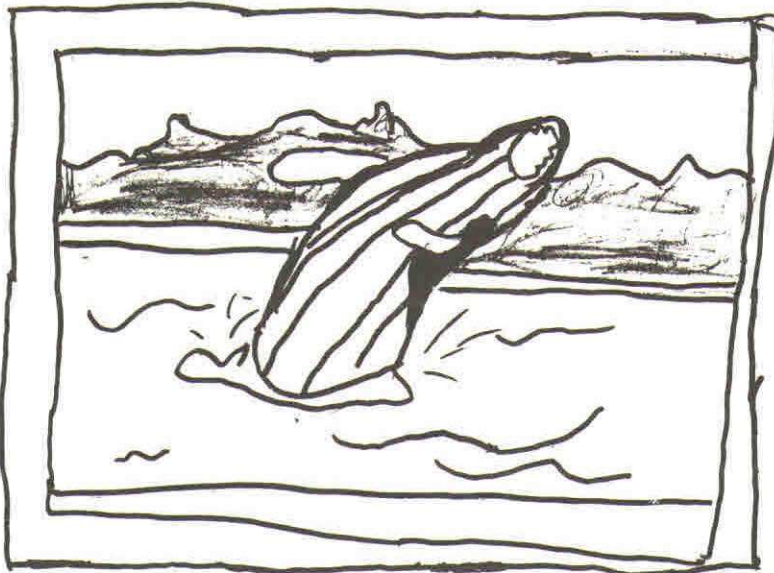


NOTICE

CO-ORDINATORS WANTED FOR
Lothian * Strathclyde
Berkshire*Buckinghamshire
Central Manchester
Northamptonshire*Cumbria
Dumfries and Galloway
Avon (Bristol)*Wiltshire
Northern Ireland*Gwynedd
Channel Islands*Cheshire
North Devon
Contact Stephanie
Fletcher 0246 239048

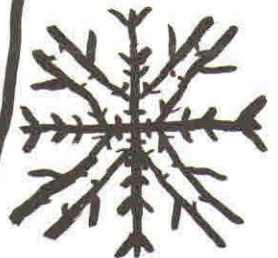
NOTICE

Is there an E.O.
family in or
near Edinburgh
who would
welcome a young
Russian au Pair
(male) for
limited stay?
Contact Sarah
Guthrie:
0379 783678.



Whale Leaping
Moon Leith 6 Bath

(+5)



Tuesday 28th

Thalatta

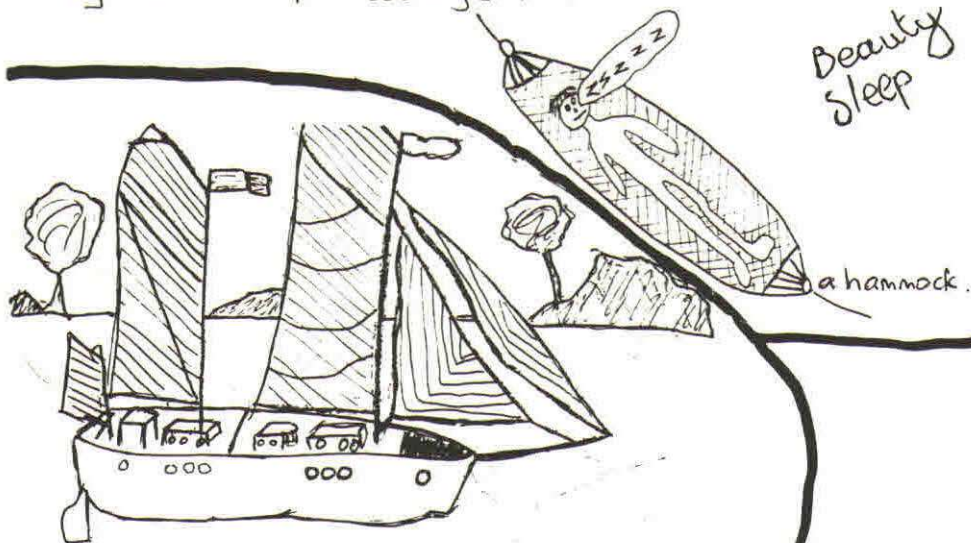
Woke up 6.45am did a bit of crabbing.

Had breakfast 8.00am. Scrambled egg,
sausages, fried potatoes, baked beans and

shreddies. Washed up 8.45am. Set sail 9.00. Decided there was no wind so
we turned on the engine bound for Harwich. Did some of my sheets helped make
dinner. Cole slaw, soup and ham sandwiches. I ate mine on the bowsprit!

Used the binoculars for a bit. Sighted a cormorant. Arrived in Harwich
about 2.00pm dropped anchor. Went ashore and wandered around the town. Had
a great time exploring an old deserted world war 2 fort. Treated myself to
an ice-cream and a pack of polo's. Got back to the little boats about 5.30.
Brought up anchor started engine heading for Stone Point 6.15pm. Dropped
anchor for the night 6.45. Had tea, chicken sauce, rice and carrots. Cheese-
cake for dessert. Used the crab net, caught 2 crabs and 2 shrimps in 15 mins.
Got ready for bed and had some hot chocolate. Got to bed about 10.00pm.

By John Joseph Mudd age 11.



By Paul Mudd
age 12.

(+6)



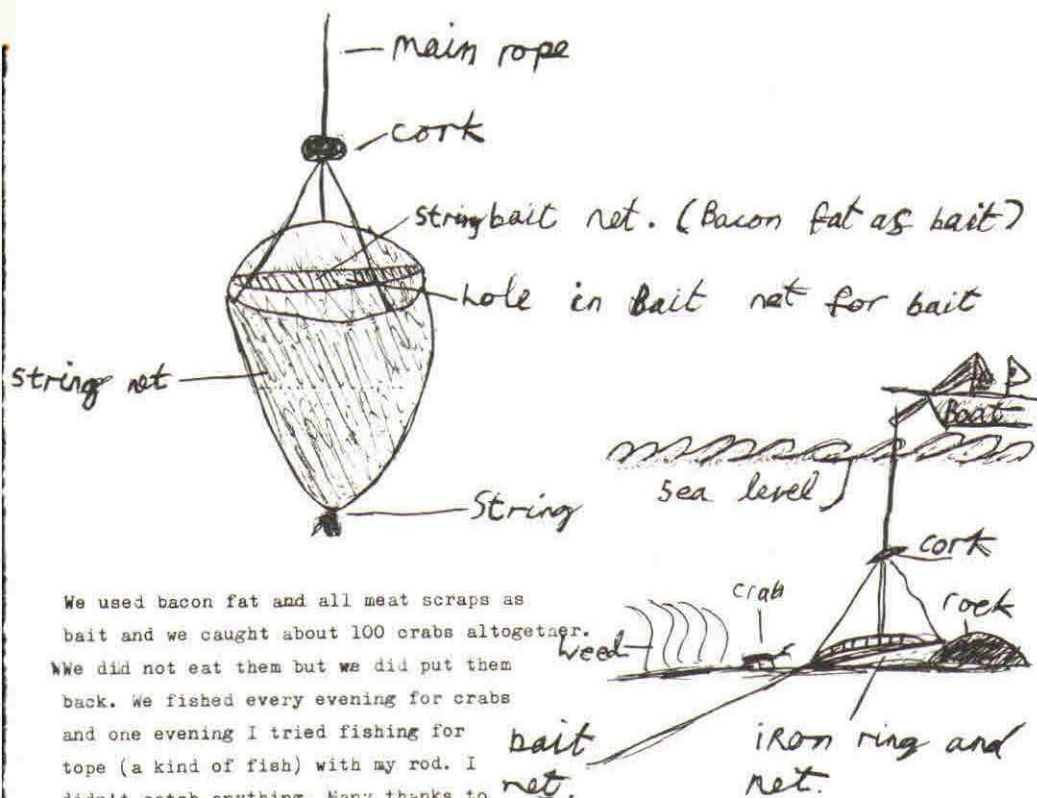
RABBITS

Rabbits hop,
Rabbits flop,
They eat lots of grass,
And don't wipe their arse!

By Stephen Reynolds
age 10 Herts.

Crabbing on board THALATTA

On my sailing holiday on board THALATTA we did crabbing every evening. We used a crab net which consisted of a ring of iron, some string netting, rope, string and cork. The cork keeps the main ropes out of the way.



We used bacon fat and all meat scraps as bait and we caught about 100 crabs altogether. We did not eat them but we did put them back. We fished every evening for crabs and one evening I tried fishing for tope (a kind of fish) with my rod. I didn't catch anything. Many thanks to Sandie Cottie and please organise it again!

By Paul Mudd age 12.

GOING TO THE PARK IN AUTUMN

Crunch, crunch goes the gravel
under my feet.
Each step not sounding very neat.
Swish, swish go the leaves
under my feet.
Each step I take has a different
swishing beat.

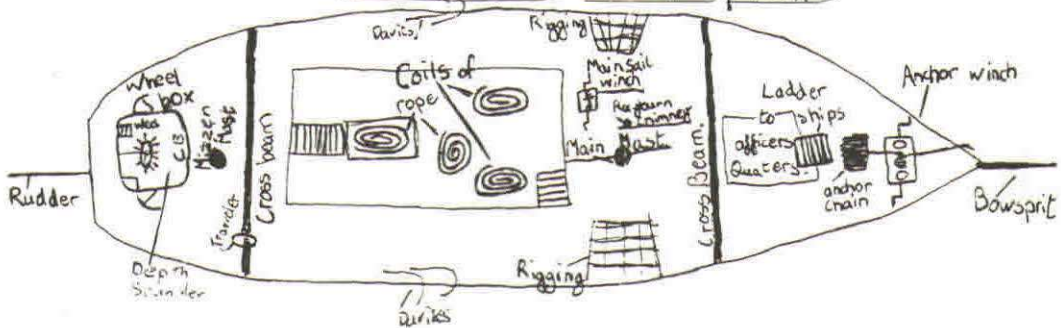
By Ruth Clark age 9 Ayrshire.

THE RIVER AND IT'S WAYS

The river can be happy,
The river can be sad;
Though every time I walk by it,
It seems so very glad.
As I walk through the leaves,
The trees are beside me.
As I walk through the cold autumn breeze,
The river always runs by the trees.

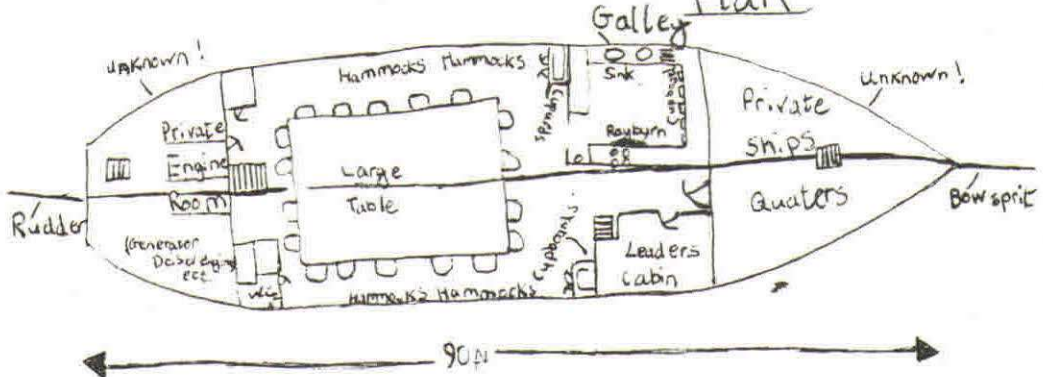
By Ruth Clark age 9 Ayrshire. (47)

Thalatta deck plan



By John Joseph Wood
age 11.

Thalatta Below deck Plan



WISE OLD OWL

There was a wise old owl,
 She lived in a tree.
 She lived in my garden,
 And with her big eyes she could see.
 She hunted for voles, & for rats,
 And she hunted for moles & for bats.
 She was grey & brown,
 She hunted for prey,
 She went to sleep in the day,
 The wise old owl who lived in my garden,
 When we said un-kind things,
 She some times said "I beg your pardon",
 That was the wise old owl who lived in my garden.

By Jennifer Hedge age 8 Southport.

(48)

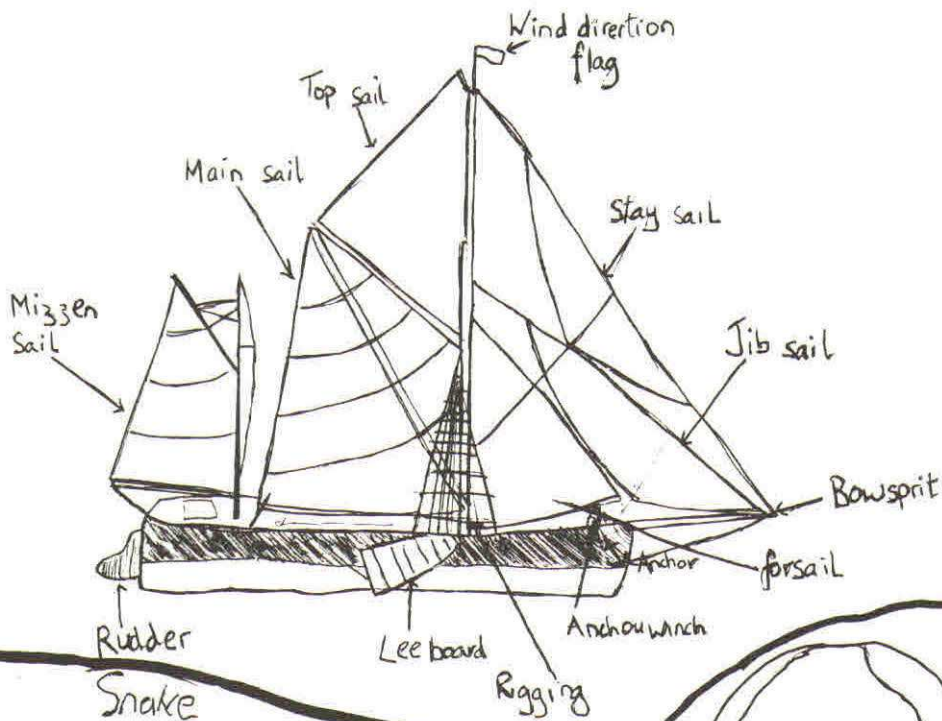
PAMPERS POEM

Pampers make you happy,
 You wear them all day long,
 They keep you safe and dry,
 Until your big and strong!
 Pampers come in different sizes,
 Big and small and wide,
 You'll always be the dryest,
 If pampers your inside!
 Pampers they are nappies,
 So go and shout about it,
 Yes, pampers are great nappies,
 And there's no poo poo about it!

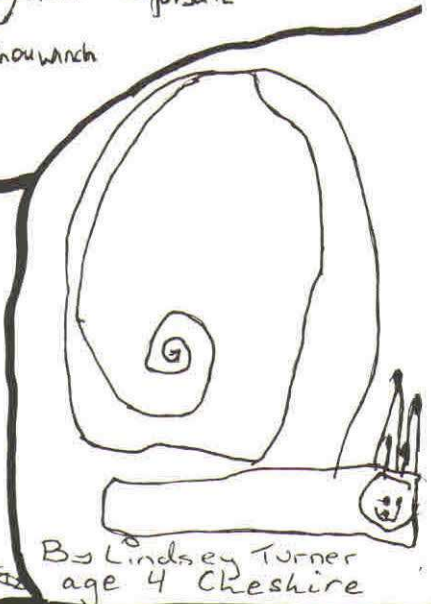
By Clare Elmore-Cosson age 13 Bed

Thalatta sail plan

By John Joseph Mudd age 11



By Jamie Phillips
age 8 Gwent.



By Lindsey Turner
age 4 Cheshire

Charlie had a cat. It was going to have kittens.
When it had them she called them Ginger, Fury
and Money. They played alot. They had some milk.

By Meg Wakeling age 6.

(49)

NOTICE

"LIBERTARIAN" SUPPORT GROUP

Contact person for this is now:

Pauline Mackay

30 Iain Road

Bearsden

Glasgow

G61 4PA

Anyone interested in sharing ideas
and experiences, get in touch; it
would be useful to hear, also, from
older young people and their parents.

NOTICE

BOOKS FOR GIVING AWAY

My books on school phobia describe the appalling way in which children who are frightened of school may be treated by child psychiatrists, educational psychologists and the like. The children may be drugged to enforce school attendance, placed in psychiatric units, or dragged into school by as many as four adults. My books are a plea that these frightened children may be educated out of school, instead of being subjected to these draconian treatments. Shortly after I had published the books, government grants to libraries were severely cut, so I now have a quantity of hardback copies of both my books: *Troubled Children: A Fresh Look At School Phobia*. And *The Abuse Of Care And Custody Orders*, And *Understanding School Phobia*. I would now like to donate a copy of each book to all LEA's, to public libraries, and to university and collage libraries. please will all co-ordinators write and let me know how many sets of books you can find homes for in your area.

Patricia Knox, Pen Llywenan, Bodedern, Holyhead, LL65 4TS.

Age Chrissy
10 years
Bradley



ANSWERS TO PUZZLE ON PAGES 30 AND 31.

ACROSS: 1. Cat, 2. Summer, 7. Animal, 8. Mad, 12. Tiny, 13. Ill, 15. Kitten, 16. Shoe, 17. NHI, 19. Odd, 20. Money, 22. Lid, 24. Help, 25. I, 26. Little, 30. Mum, 31. Ball, 33. Kitchen, 35. Buttery, 36. Hut.

DOWN: 2. Sad, 3. Mistake, 4. Rain, 5. Wing, 8. Milk, 9. Triple, 10. Pill, 11. Wash, 14. Tend, 16. Simple, 18. Ash, 21. Bat, 22. Loom, 23. Diamond, 25. I, 27. Lucky, 28. Plate, 26. Match, 31. Baby, 32. Car, 34. Hit.

MR. PRATTLE THE POSTMAN CHAPTER TWO

Thursday was Mr. Prattle's day off and he went to the swimming pool with his kids. He had an awful time because people kept hanging on his nose instead of the bar. The next day he arrived at work nice and early to find he was late. He was late because he had been given a bigger round so that he couldn't read all the letters. He got all the letters, remembered all that he had read on Wednesday and set off. The first house he called at was Peregrine Prim's. He knocked and he said, "Where is that letter? Oh! Here it is! Now, what does it say?" "Who's that?" someone yelled. "Post!" "Put it through the letter box" "But it's a very tragic letter. I'd better be here just incase you faint." "What! What's happened?" "Come here and I'll tell you." "Okay I'll come! What's happened?" she said, looking shocked and scared. "Um! What was it? Oh! Yes! It's about your Aunt. She died in her chair by the fireplace. She left you her cat!" "But I'm allergic to cats! I must phone and see what killed her!" When she got through to her 'Aunt', she screamed with fright. All her best china shattered, her windows cracked, her wine cabinet shuddered and out flew all her best crystal glasses and made a pleasant tinkling sound as they landed on the ground. At this moment in her Aunt's house, the scream was doing its job. All the trees (because Aunt had left the window open) had bent over, and her prize peonies were in the top branches. She called the person who had phoned her a banshee and put down the phone. On the other end, Peregrine had just finished her scream and the next word she uttered was "Aunt! Are you there, Aunt!?" She slammed down the phone and said "That postman!"

By Wendy Howard age 11 Herts.

Dear E.O. How to play murder winks. You need four or more players. Choose one person to be the detective. The detective goes off while the others decide who is going to be the murderer. When they have decided they call the detective, who tries to find the murderer. The murderer winks at someone, that person counts to ten then falls down dead. The detective guesses who the murderer is. If he guesses right he changes places with the murderer, if he guesses wrong he is the detective again.

From Jenny Norris London.

Spiel mit!

Wir sind gegenwärtig (im Juli 93) acht Kinder im Alter von 6 Monaten bis 5 Jahren. Wir treffen uns jeden zweiten Samstag nachmittag. Dabei lernen und üben wir spielend Deutsch! Und unsere Begleiter können auch mal reden wie ihnen der Schnabel gewachsen ist.

Kinder-Club

Für weitere Informationen rufen Sie Telefon
Nummer (0563) 44084, (041) 6332627,
(041) 6372927 oder (0436) 73373

Our German speaking playgroup meets once every fortnight on Saturday afternoon. For more information please ring one of the telephone numbers above.

Where to get what.....

* EO Stationary

Envelope re-use labels £2.00 per 100
Leaflets, handbills, posters, forms and car stickers are freely available for publicity purposes.
Headed notepaper for Coordinators and Officers.

All above available from Lucy Charlton, Church Lane Cottages, Newton Harcourt, Leicestershire, LE8 0PT.

* Newsletter Special Offer: see page 29.

* GWS is available from: Barbara Sheppard, 18 Queen Katherine St., Kendal, Cumbria, LA 9 70G. Subscriptions run from March-March. No part subs or back issues available. Members £12, Non-members £14 Cheques payable to E.O.

* The following publications are available from:

Pat Dixon, 110 Cambridge Street, Wolverton, Milton Keynes, MK12 5AH. Prices quoted are for members only. Please add 10% of total order towards postage to UK addresses. Cheques payable to 'Education Otherwise'.

* School is Not Compulsory

New edition. A guide to your rights. £3.00

* Early Years

Learning suggestions for the under twelves. £2.50

* Later Years

Learning for older children, plus examinations. New edition in preparation. Reduced to £1.50

* Teach Your Own by John Holt

The philosophy of home education. Staggeringly good value for money! £4.50

* Learning All The Time by John Holt

A practical guide covering reading, writing, numbers, science & music, as well as the wider issues of the nature of learning and parental involvement. £4.50

* Learning from Home-Based Education Edited by Roland Meighan

Personal experiences and opinions. £3.00

* Troubled Children - A fresh look at school phobia by Patricia Knox

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* The Abuse of Care & Custody Orders and Understanding School Phobia

by Patricia Knox

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Education Otherwise Officers

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Education Otherwise, PO Box 120, Leamington Spa, CV32 7ER
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Special Needs Sylvia Jeffs, 16 St. Bernards Road, Solihull,
West Midlands, B92 7BB Tel 021-706-6460

Coordinators' Secretary Stephanie Fatcher, 50 Springfield Avenue,
Chesterfield, Derbyshire, S40 1HL Tel. 0246-239048

School Phobia Helpline Pam Stevenson, address as above,
Tel. 0304-210997

School Phobia Young People's Support Angela White, 30a Field View
Close, Exhall, Coventry, West Midlands, CV7 9BJ
Tel. 0203-312461

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Paul Lowe, 5 Elm Gardens, Welwyn Garden City, Hertfordshire,
AL8 6RX Tel. 0707-335825

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Cornwall, PL13 2JP

HELPLINES: CHILDLINE (0800) 1111 KIDSCAPE 071-488-0488

education otherwise

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

Our principal aims are to:

- encourage learning outside the school system;
- 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 (approx. 6"×8.5") stamped self-addressed envelope to:

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PO Box 120,
Leamington Spa,
Warwickshire,
CV32 7ER

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