

# ***Educational Heretics Press***

incorporating Education Now Books

## **Books in Print 2008**

*Educational Heretics Press* is a research, writing and publishing company. Any profits are donated to *Personalised Education Now*, (the trading name of *The Centre for Personalised Education Trust*).

We are a small press that exists to question the dogmas and superstitions of mass, coercive schooling with a view to developing the next modern, humane, flexible, personalised and more effective public learning system.

***Our team of radical educational writers  
includes:***

Glen Buglass, Clive Harber, Tony Jeffs, Clive Erricker, Jan Fortune-Wood, Roland Meighan, Bryn Purdy, Mark Smith, Ann Sherman, Chris Shute, Anthony Swift, Bernard Trafford, Julie Webb, Mark Webster and James Whitehead.

***Best selling titles include:***

The Next Learning System, Natural Learning and the Natural Curriculum, With Consent, Finding Voices Making Choices, Compulsory Schooling Disease, John Holt, Henry Morris, Alice Miller, Edmond Holmes, Bertrand Russell, A.S.Neill, Robert Owen, Charlotte Mason, Damage Limitation, Participation, Power-sharing and School Improvement, Rules Routines and Regimentation, Doing It Their Way, Children for Social Change, When Learning Becomes Your Enemy, Theory and Practice of Regressive Education, and Those Unschooled Minds,

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# **Joy Baker: trailblazer for home-based education and personalised Learning**

by Chris Shute

Winston Churchill wrote that schools had little to do with education since they were mainly instruments of control. Joy Baker was of the same mind and sought to have her children educated rather than schooled.

Later writers agreed with her – Paul Goodman in *Compulsory Mis-education*, John Holt in *Instead of Education*), and Everett Reimer in *School is Dead*, to mention but three. So had earlier writers such as the former Chief Inspector of Schools, Edmond Holmes in *The Tragedy of Education* writing in 1911.

Chris Shute tells the story of Joy Baker's bitter encounters with the Authorities over a period of ten years or so. In the end the rigid policies of the Authorities were exposed and over-ruled. But she had to endure court hearing after court hearing, and at one stage, experience her children being taken away from her by force, before she eventually achieved success.

Joy Baker believed that she could do a better job of educating her children than the State could, in spite of its good intentions. She did not want them to become mere rule-followers.

**Chris Shute** is a former teacher who became a notable writer on education. His previous titles have been: *Compulsory Schooling Disease: How Children Absorb Fascist Values*, then *Alice Miller: The Unkind Society, Parenting and Schooling* then *Edmond Holmes and 'The Tragedy of Education'*. then *Bertrand Russell; Education as the Power of Independent Thought*

**ISBN** 978 1-900219-35-8

**Price** £10-00

***Comparing Learning Systems :***  
***the good, the bad, the ugly and the counter-productive***  
*and why home-based educating families have found one fit for a democracy*  
by Roland Meighan

Thank you, thank you for your lovely level-headed book! It's a model of clarity and good sense.

John Taylor Gatto, in a postcard to the author

A fine review of why current schooling does not work and an indication of better alternatives.

Professor Ian Cunningham in 'Self managing, learning and democracy'.

The great value of Meighan's book, of his life's work, in fact, as an academic, a publisher and a writer, is that it tells us, quite simply, that education does not have to be the way it is.

Gerald Haigh, review in *Times Educational Supplement* 27/5/05

The book concludes with consideration of the principles to guide the next learning system that needs to offer 'alternatives for everybody, all of the time'. ...When you emerge from this book you will see a different educational world ... of 'what is and what might be'.

Alan Wilkins in *Personalised Education* No 3, Summer 2005

It was a Swedish colleague who identified the central focus of my work as a sustained analysis of learning systems. He pointed out that my pattern of research into consulting learners about learning in schools, later followed by developing democratic learning co-operatives in teacher education and then switching to the study of home-based education, looked eclectic, but actually they were studies of the logistics of different learning systems.

Which learning system is best? The answer depends on your purpose. The current learning systems in use in UK, schools and universities alike, draw most of their inspiration from totalitarian-style thinking on education, with the emphasis on mass schooling heavy with coercion and domination. The book ends with a consideration of the principles of a learning system fit for a democracy.

This book replaces an earlier volume, *The Next Learning System: and why home-schoolers are trailblazers*.

**Dr. Roland Meighan** now works as a writer and publisher. Previously he was Senior Lecturer in Education at the University of Birmingham and then Special Professor of Education at the University of Nottingham.

ISBN 978-1-900219-28-X

price £12-50

## **Community – Creativity – Choice - Change**

This series has been created to give a platform to new ideas in Community Education, Life-long Learning and Community Arts. All the titles in the series aim to give voice to alternative perspectives in contemporary practice.

*The series editor is Mark Webster.*

### ***Finding Voices, Making Choices (new edition)***

is the lead book in this series

We are all bombarded with images and ideas created by other people. The Community Arts movement developed as a response to the closed doors of elitist art and the increasing saturation by, and commercialisation of, popular culture. Community Arts offers people a voice in the development of culture.

This book sets out to re-state the values that underpin the movement and to explain some of its key themes such as access, participation and ownership. It explores Community Arts work in a number of contexts; from Youth Arts to housing estates, and a number of art forms; from community pantomimes to interactive computers.

This book is for cultural heretics everywhere and will be of interest to anyone who thinks that art is for everybody and that it really can apply to everyday life.

*Mark Webster is Senior Lecturer at the University of Stafford. He has worked in Community Arts for over 20 years both in the voluntary and statutory sectors.*

ISBN 978-1-900219-22-0

price £10-00

### ***Informal Education (new edition)***

is the second book in this series

Of late there has been a major growth of interest in informal education. But what is it? Who does it? How is it to be developed? This book provides a unique and practical introduction to the area. The writers focus on the central features of the work. They examine engaging in conversations; encouraging learning; fostering democracy; attending to product, process and education; thinking about ethics; and planning the work.

ISBN 978-1-900219-29-8

price £12-00

### ***Comparing Learning Systems*** is the third.

Further titles are planned on Health and Community Issues, Youth and Community Issues, and Community Values and Home-based Education.

The fourth is:

### ***Personalised Learning: Taking Choice Seriously***

edited by Mark Webster

# ***Personalised Learning: Taking Choice Seriously***

*edited by Mark Webster*

What happens if you start to take choice in education seriously? This was the theme of a challenging one day conference at Staffordshire University, Stoke-On-Trent. This book is the outcome of that gathering.

Personalised learning is an idea which puts the learner in the driving seat. It challenges the shallow version of learning with learners as mere receivers as promoted within the present education system, and proposes a different approach where learners themselves make informed choices about their learning. 'Taking choice seriously' addresses issues of key importance to all learners and educators: from schools to home-based settings, from community and adult learning through to youth work

## ***Contributors include***

**Leslie Barson** from '**The Otherwise Club**, a home-based education invitational learning community',

**Professor Ian Cunningham** from the ***Centre for Self-Managed Learning***,

**Terri Dowty**, from ***Action on Rights for Children***,

**Peter Humphreys** from the ***Centre for Personalised Education Trust***,

**Tony Jeffs** of ***Durham University***,

**Dr. Roland Meighan**, former Special Professor of Education at Nottingham University, a specialist on learning systems,

**Dr Tim Rudd** from ***Futurelab***,

**Mark Webster**, from ***Staffordshire University's Creative Communities Unit***,

**Alan Wilkins** consultant on Co-operative Learning, and

**Jackie Rose** with members of **The Bridge International Youth Project**.

ISBN 978-1-900219-36-5

Price £12-50

Available in April 2008

# ***The Face of Home-based Education 1: Who, why and how?***

by Mike Fortune-Wood

Everyone agrees that home-based education is growing both in numbers and in scope, but despite some excellent pieces of research, particularly from the USA, many questions remain unanswered. One question can be answered. **What is the bad news?** Answer, it is hard to find. (This contrasts with mass, coercive schooling, where there is plenty). Young people educated at home usually flourish intellectually, emotionally, socially and turn out to be self-managed confident researchers and rather good citizens, not wasting their time on drug-taking, binge-drinking, petty crime, peer-group violence, slavery to fashion, victims of bullying or being prone to suicide.

This book is the first in a series of publications following the life of an extensive programme of research into home-based education initiated by the *Centre for Personalised Education Trust*. Home-based educating families provide the context in which personalised learning is most likely to be found, so the Trust has made this a top priority in its research programme.

The research covered here is just the beginning. In 2002, after commissioning a feasibility study into research on home-based education, the Trust, which trades as *Personalised Education Now*, decided to commission a full research project over a number of years. The first set of results are contained in this book and cover three major questionnaires dealing with who home educates, why families choose home education and how home-based education is conducted in practice.

*The Trust is grateful to the Ernest Cook Trust and the Esmée Fairbairn Charitable Trust for substantial financial support, along with donations from various individuals and other organisations.*

**Mike Fortune-Wood** is Research Officer for the Centre for Personalised Education Trust and a consultant on home-based education

ISBN 978-1-900219-30-1

price £10-00

*"This slim book is a massively important first step in drawing together what so many people are learning from home-based education and which, if spread and understood more widely, could change the face of the formal education structures in our country. Now wouldn't that be something?"*

from a review by Bernard and Katherine Trafford.

# ***The Face of Home-based Education 2: Numbers, Support, Special Needs***

by Mike Fortune-Wood

In the second book in this ground breaking series from the Centre for Personalised Education Trust, research into the face of home education considers questions that have previously gone unanswered. The key question of the numbers of home educators has always been a vexed issue. Here, Mike Fortune-Wood takes an innovative look at numbers research using evidence from a series of enquiries to LEAs using the Freedom of Information Act in conjunction with evidence from the home education community to arrive at an estimate.

But this is not research concerned only with quantitative evidence. In this book Fortune-Wood moves into new territory in the field of home education research, examining the support networks, both voluntary and statutory, and how they serve or fail the needs of home educators, focusing particularly on the continuing problems that home educators routinely encounter in dealing with statutory authorities that persist in acting beyond the remit of their legal duties.

A chapter from Jan Fortune-Wood extends the theme of support for or obstruction of home education, that arises with a consideration of how university admissions officers respond to home educators across a sample range of arts and science disciplines.

Finally, a group continually overlooked in research are given detailed attention. Home educators with special needs children face distinctive challenges in providing a suitable education, challenges which can be significantly eased or added to by both the home education community and a range of statutory agencies. Why do parents choose home education for their special needs children? What are the effects on parents of taking on this particular type of education at home? How are home educating families of special needs children supported or failed by informal and voluntary networks and professionals?

Anyone concerned with educational provision in the 21<sup>st</sup> century should be reading this invaluable source of new research.

*CPE (trading as Personalised Education Now) are grateful for the support of the Esmee Fairburn Trust, Educational Heretics Press and the many individuals who have made this research possible.*

**Mike Fortune-Wood** is Research Officer for the Centre for Personalised Education Trust and a consultant on home-based education

ISBN 978-1-900219-32-8

price £10-00

# ***Damage Limitation: trying to reduce the harm schools do to children***

by Roland Meighan

with contributions by: Linda Brown, Hazel Clawley, Charlie Cooper, Jane Dent, Clive Erricker, Kim Evans, Michael Foot, Derry Hannam, Clive Harber, Ben Koralek, and Philip Toogood

This book is primarily for parents and grandparents. It answers one need – that of home-based educators who say they do not know what to say to friends who, by force of circumstances, have to use schools. This book offers some advice and suggestions. It answers a second need – those who understand what Bertrand Russell was saying when he wrote: *“There must be in the world many parents who, like the present author, have young children whom they are anxious to educate as well as possible, but reluctant to expose to the evils of existing educational institutions”*.

It will appeal to those who adopt the position of Mark Twain when he declared that he never allowed schooling to interfere with his education. But the book is of no help to those who are happy to hand their children over to a bunch of complete strangers, and then hope for the best. Nor will it appeal to those who think that the devotion of schools to the message of relentless competition of modern capitalism for its dubious prizes, is to be preferred to any ideas of co-operation or community. It will also be rejected by those who are content that the primitive form of democracy we have, whereby we get a chance to elect a new set of ‘dictators’ every four years, using a rigged voting system, who can default on their promises at will, is the best we can do, and that we need domination-riddled schooling to get us used to the idea.

The answer to the question of what is wrong with mass, coercive schooling is 291. That is the number of separate criticisms logged by Nigel Wright in his Ph.D. research, even before the advent of the second National Curriculum, league tables and obsessive testing. The 15,000 hours (minimum) sentence served in schools often just grows into low-level misery alleviated by ‘having a laugh’, although Clive Harber, in his contribution to the book, shows how this escalates into psychological and physical violence.

The **learner-hostile** nature of our current school system is indicated in the classic anthropological study of classrooms, *Life in Classrooms*, by Philip Jackson when he concluded that, for all the children some of the time, and for some of the children all of the time, the classroom resembles a cage from which there is no escape. It is echoed in Colin Ward’s comment that our expenditure on teachers and plant is mostly wasted by attempting to teach people what they do not want to learn in a situation that they would rather not be involved in.

ISBN 978 1-900219-27-1

price £10-00

# ***Learner-Managed Learning and Home Education: A European Perspective***

Edited by Leslie Safran Barson

In association with Learning Unlimited [www.learning-unlimited.org](http://www.learning-unlimited.org)

Learner-managed education is a philosophy that has many supporters but little official recognition in this increasingly centralized and bureaucratized Europe. The home education movement has led the way in advancing this approach to education; Learning Unlimited was set up in part to promote it throughout Europe and it was for this reason that this project was born.

The book is based on lectures given at the Learning Unlimited conference in 2005. The articles have been translated into English, French and German, and each copy of the book contains all three versions.

The Foreword is by Dr Robert Bell, vice-president of the European Forum for Freedom in Education. There are accounts of keynote lectures by Dr. Roland Meighan and Dr. Alan Thomas followed by reports of home-based education in France, Germany and Switzerland.

ISBN 978 1-900219-31-X      price £10-00

***"I am a fan of the Education Heretics Press because it asks necessary questions about the fundamental processes of schooling."***

**(Gerald Haigh of the *Times Educational Supplement*)**

One of our best selling titles is:

## ***Natural Learning and the Natural Curriculum***

by Roland Meighan

Parents soon find out that young children are natural learners. They are like explorers or research scientists busily gathering information and making meaning out of the world. Most of this learning is not the result of teaching, but rather a universal researching activity, as natural as breathing. Our brains are programmed to learn unless discouraged. A healthy brain interacts with what it finds interesting or challenging in the world around it.

We parents achieve the amazing feats of helping our children to talk, walk and make sense of the home and the environment in which it is set, by responding to this natural learning process. All this is achieved, with varying degrees of success, by so-called amateurs – those of us who are parents, along with other care-givers such as grandparents.

But, this process of natural learning can be hindered or halted by insensitive adult interference. Sadly, the schools available to us, whether state or private, are usually based on an impositional model which, sooner or later, causes children to lose confidence in their natural learning and its self-correcting features, and instead, learn to be dependent on others to 'school' their minds. This trains children to be obedient to a script written by remote strangers rather than one of their own, using the help of people who love or care about them.

The consequence is that parents wanting an effective and morally healthy education for their children based on natural learning principles, have a dilemma. The system is not in the habit of providing any of these things, and often has a vested interest in providing the opposite. So, like the vegetarian pioneers, the non-smoking rights movement and the environmental protection groups, parents wanting education that respects natural learning principles, will have to argue and organise to try to get it.

**Dr. Roland Meighan** was formerly Special Professor of Education at the University of Nottingham, and Senior Lecturer at the University of Birmingham.

Based on articles published in *Natural Parent* magazine

ISBN 978-1-900219-19-0

price £10-00

# ***With Consent: parenting for all to win***

by Jan Fortune-Wood

***With Consent*** is the second edition of the book *Without Boundaries*, which argued that, both in theory and in practice, coercion is not only destructive of personal autonomy, but inimical to learning and the growth of knowledge. In ***With Consent*** this theory is re-visited; with a new chapter exploring the role of memes (ideas that reproduce) and entrenched ideas in parenting, new scenarios to illustrate common preference finding and clear summaries to help parents make the shift to the radical parenting paradigm of 'taking children seriously'.

The book falls into two sections, with a concluding chapter drawing the themes together. The first part sets out a theory of non-coercion as it relates to parenting and learning. It sets out a clear understanding of the terminology (with new easy reference summaries), looks at how changing our ideas can help us to change how we parent, examines the role of parents in the lives of autonomous children and explores the growth of knowledge that can take place when autonomy is respected and nurtured.

The second section takes a practical, in depth look at the issues that arise when we begin to take children seriously. Using illustrative scenarios, the chapters focus on major issues in family life and learning, concentrating on 'learning to win' for every family member.

The *Taking Children Seriously* (TCS) philosophy, which is the inspiration of this book, is a wide ranging and far reaching theory. The book offers a broad introduction to thinking that could revolutionise how we parent and how we think about learning. ***With Consent*** offers a distinctively radical and practical alternative not only to how we parent, but also to how we relate to our children and how we all learn. The book should be of interest to all those in the fields of education and parenting, whether as professionals or practitioners.

**Dr. Jan Fortune-Wood** is married to Mike, who is Webmaster of Britain's largest home education (website [www.home-education.org.uk](http://www.home-education.org.uk)). They live in North Wales, where they home educate their four children in an autonomous style. Jan is a writer, independent liturgist and life coach (see [www.soul-well.com](http://www.soul-well.com)).

ISBN 978-1-900219-24-7

price £10-00

***Bound To Be Free:  
home education as a positive alternative to  
paying the hidden costs of 'free' education***

by Jan Fortune-Wood

*Bound to be Free* explores the myth that compulsory education is free education, arguing that in fact institutionalised education is detrimental to our freedom and autonomy, whether as children, parents or members of society. Since financial control and philosophical control inevitably go hand in hand, parents must take back the former if they value the latter. The social costs of free compulsory education, including the rise of medical, psychological and civil liberty intervention into families under the guise of education, can be astronomical. This is not so with home education. Similarly, the cost to individuals of being required to conform to institutionalised systems, with the resulting emotional costs, including bullying. It is a tragic waste of human resources that home educated children need never suffer. Finally, 'free' education de-skills both parents and children in favour of 'experts', whereas home education nurtures a culture of mentors, resources and skills. *Bound to Be Free* is a radical re-appraisal of education as a way of life, as opposed to an institutional instrument of control and social planning.

ISBN 978 1-900219-20-4

price £10-00

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***Doing It Their Way:  
home-based education and autonomous learning***

by Jan Fortune-Wood

The book begins with a brief overview of the thinking of those who have significantly influenced the trend to autonomous education. This includes names like Karl Popper, John Holt, Ivan Illich, Alice Miller, John Taylor Gatto and Roland Meighan. In part two, the practice of autonomous home education is explored, looking at key issues and questions. This is followed by an analysis of the notion of 'necessary' knowledge. We see that autonomy fundamentally questions the prevailing mythology of essential, age-related, 'balanced' education. Next is an examination of the question of socialisation, questioning the relevance of school models of compulsory, age-related socialisation and the need for homogeneity, and proposing instead a model which allows for the social self to develop without compromising the child's autonomy. The wider questions of the effect of autonomous home education on lifestyle are introduced, focusing on eradicating the demarcation between education and life and looking at practical issues such as limits on autonomy, television and computers, the role of play and life-style education.

ISBN 978 1-900219-16-6

price £10-00

# ***Learning Unlimited: the home-based education case-files***

by Roland Meighan

Roland Meighan has researched and written about home-based education since 1977. *“For about fifteen years, I was an educational double agent. Some of my time was spent in teacher education, preparing post-graduate students for a career in schools, and some spent researching and supporting families choosing to educate their children at home.”*

Over the last thirty years, he has collected a considerable number of stories, case-files, from the experiences of home-based educating families. In this book he opens fifteen of his case-files. The files capture some of the variety, pathos, difficulties and excitement of the families who become ‘reluctant heretics’ and take charge of their own education. The contrast between school-based and home-based education has been likened to that of factory farming versus the free-range option.

All the case-files in this book are based on true incidents. Most names and most locations have been changed to avoid any possible embarrassment. The author has permitted himself some poetic license in the files, over the actual dialogue and the exact sequence of events.

**Dr. Roland Meighan** was formerly Special Professor of Education at the University of Nottingham, and Senior Lecturer at the University of Birmingham.

ISBN 978 1-900219-18-2

price £8-00

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# ***Those Unschooled Minds: home-educated children grow up***

by Julie Webb

The book is based on interviews with 20 home-educated people. They are now in their twenties or thirties except for one, a man who is older. Julie Webb first spoke to about a quarter of them as teenagers in the early 1980s. She wanted to find out what sort of lives they were leading now, and hear their reflections on the process of home educating - she thought it would be interesting to see whether they would contemplate home educating their own children. She hopes her discussion of interviewees’ reflections on their experiences will shed an incidental light on the growth of a movement with some fairly revolutionary implications for standard educational thinking. The common factor in their approach is the intention of replacing the ‘one size fits all’ philosophy, with learning that emerges from the abilities and interests of the individual, deepening and expanding as the child matures.

ISBN 978 1-900219-15-8

price £8-00

# ***The Holistic Educators***

by Cara Martin

The holistic educators have a long-standing tradition as educational heretics. From their roots in the pioneering work of such arch-heretics as Maria Montessori and Rudolph Steiner, holistic educators have continued to develop their work and ideas under the influence of more recent radical educational thought. The result is a modern approach to the education of the whole person which is fundamentally different from that of mainstream education today.

When asked how they feel about their schooling, children from many walks of life seem to have a single one-word answer: "*boring!*" Yet children are not naturally bored by the world. This simple fact alone must surely prompt us to ask why this should be so. Why do so many intelligent, cheerful, well-balanced children and young people have the same opinion of the well-intentioned efforts of the adult community. The answer, it is suggested, lies in the outdated mental model of the world to which many adults still hold, but which, under the influence of developments in modern science and technology, is being rapidly superseded.

ISBN 978-1-900219-08-5

price £8-00

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## ***Compulsory Schooling Disease: how children absorb fascist values***

by Chris Shute

This book demonstrates how compulsory schooling, with its apparatus of imposed discipline and control, is dangerous to the mental health and social development of children, and is in fact the cause of many social problems which it claims to cure. This is not a book written by an expert to influence the thinking of other experts. It is based on the accumulated experience of a teacher. One day soon, Shute hopes that it will be possible for children to use schools as he thinks they should be used, as places where any person who happens to need help with their studies can go and receive it. Until then, Shute confines himself to commenting on schools as they are now, and challenging us to consider whether their regime enslaves the minds of children rather than setting them free.

ISBN 978-0-9518022-2-4

price £8-00

***Alice Miller:  
the unkind society, parenting, and schooling***

by Chris Shute

Alice Miller came to believe that she had discovered the true origin of the vein of ferocity which runs through human relationships everywhere. She proposed a simple but revolutionary truth: people are not emotionally distorted by their unresolved Oedipus Complex, or by some complex mismanagement of their imperious, inescapable drives. Instead, it is the unrecognised cruelty of their parents, masquerading as 'firm discipline' and 'responsible control', which **injects slow-acting poison into their lives**. If they have learned from their own background and culture to believe that children are in need of repression, they will crush, 'for their own good', all their innocent attempts to act independently, leaving them angry, frightened and frustrated. Their children will learn that it is dangerous to resist the god-like power of their parents, and **they then grow up into faithful imitators of those who oppressed them**.

ISBN 978-1-9518022-5-9

price £8-00

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***Edmond Holmes  
and 'The Tragedy of Education'***

by Chris Shute

"I must admit that I didn't exactly relish the prospect of reading this account of the life and work of the Senior Chief Inspector of Schools at the turn of the century; I expected a worthy but dull biography. How wrong I was. I was riveted by the story of Edmund Holmes' working life, and by Chris Shute's accompanying heartfelt plea for us to radically rethink our perceptions of what 'education' should be. Chris Shute outlines Holmes' passionate critique of schools in his own time and shows the relevance of Holmes' analysis of what is going on in education today. It is not dry and worthy at all, but is refreshingly angry about how the education system – then and now – is under a stranglehold of prescriptive, examination-based instruction ... guaranteed to get you thinking."

Christine Bridgwood

ISBN 978-1-900219-12-3

price: £8-00

## **Bertrand Russell:** **'education as the power of independent thought'**

by Chris Shute

Those devoted to the idea of belief as the purpose of education must first extinguish imagination: *"The first thing to kill in the young is imagination. Imagination is lawless, undisciplined, individual, and neither correct nor incorrect; in all these respects it is inconvenient to the teacher, especially when competition requires a rigid order of merit."* But belief is attractive: *"All sorts of intellectual systems - Christianity, Socialism, Patriotism etc. - are ready, like orphan asylums, to give safety in return for servitude. A free mental life cannot be as warm and comfortable and sociable as a life enveloped in a creed."*

Bertrand Russell valued the fact that he had been educated at home: *"I am glad I did not go to school. I would have had no time for original thought, which has been my chief stay and support in troubles."* But, paradoxically, he set up a school for his own children. This venture was not as successful as he had hoped. He noted that one reason was that he overestimated the amount of time children need to be in the company of other children. There is an opportunity-cost. Whilst in the company of peers of equal immaturity, lack of wisdom, experience and reflection. you cannot be in the company of others who might help you grow.

ISBN 978-1-900219-21-2

price £8-00

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## **Henry Morris:** **village colleges, community education and the ideal order** by Tony Jeffs

In 1926 Morris proclaimed *"we must do away with the insulated school"*. The rest of his life was to be devoted to creating the educational institutions in which all the activities *"which go to make a full life - art, literature, music, recreation, festivals, local government, politics"* might flourish. The Cambridgeshire Village Colleges, with which his name is always associated, were designed to achieve just such an end. They were not to be schools wholly for the young but places to be 'shared by all'. In his lifetime they became a model for community education practice. It is important to re-examine the concept of the community school, *"where every local community becomes an educational society, and where education becomes not merely a consequence of good government, but good government a consequence of education."*

**Tony Jeffs** teaches at Durham University in the Department of Sociology and Social Policy. He has written extensively on youth policy, community education and youth work.

ISBN 978-1-900219-06-9

price £8-00

**John Holt:**  
***personalised learning instead of 'uninvited teaching'***  
by Roland Meighan

John Holt died in 1985. He had written ten books, many of them destined to become acknowledged classic works in education. His work was translated into many languages. At first, he was status quo content:

*"I had no quarrel with traditional education. If someone had said to me much of what I have said in this book, my answer would have been, 'Baloney!' I agreed without question that students should be made to learn ..."*

John Holt found, as many of us have found, that formal teaching did not work very well. Perhaps it was a technical matter. Holt threw himself into lesson planning, teaching aids, evaluation lists. It made some difference, but not much. He decided to study the children to see the classroom from their point of view. It led him to reverse his earlier position:

*"I don't believe in the curriculum, I don't believe in grades, I don't believe in teacher-judged learning. I believe in children learning with our assistance and encouragement the things they want to learn, when they want to learn them, how they want to learn them, why they want to learn them. This is what, it seems to me, education must now be about."*

ISBN 978 1-9002119-23-9

price £10-00

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**A. S. Neill:**  
***'bringing happiness to some few children'***  
by Bryn Purdy

Where does A. S. Neill stand in the history of education? Was he not, after all, against academic learning? against the conventional wisdom of morals? against sexual control? against adult authority? against religion? Or may he have been a modern Socrates, seeking to release the young from the mind-set of their elders by the giving of 'freedom'?

Bryn Purdy, who visited and was invited to work at Summerhill in the 60s, presents the canon of Neillian beliefs: child empowerment, child democracy, sexual ethics, religion, and the relevance of learning. The author counterpoints the skein of Neill's arguments with the thinking of others, within and without the educational world: for example, Shelley and John Stuart Mill on 'freedom'; Montaigne and Tagore on 'learning'; and Shaw, Ibsen, William Blake, Richmal Crompton and Lao Tzu throughout.

Neill's aim was perhaps ambivalent. Was it, as he declared on one occasion, *"the bringing of happiness to some few children"*, or, on another, *"The Summerhill Idea is of the greatest importance to mankind"*?

ISBN 978-1-900219-03-4

price £8-00

## ***Charlotte Mason: 'a pioneer of sane education'***

by Marian Ney

Marian Ney proposed that Charlotte Mason is the equal of such famous figures as Dewey, and often saw deeper and wider than they. She supported educators, whether teachers operating in schools, governesses in homes or parents home-educating using parent correspondence materials. A major contribution to method was through the concept of narration. This consisted of a child telling back what had been learnt from the teacher or mother. This discipline had a valuable effect in developing the skills and confidence of young learners. She stressed that children should become accustomed to reading good quality books, and that books regarded as adult reading could be enjoyed by children. She saw parents and teachers as partners in a common task. She was called, "*a pioneer of sane education*".

ISBN 978 1-900219-14-X

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## ***Margaret McMillan: 'I learn, to succour the helpless'***

by Viv Moriarty

Margaret McMillan was born in 1860 during a time of great social change in Britain. The industrial revolution had caused a rise in the urban populations and the nature of employment had also changed. Margaret McMillan and her sister, Rachel McMillan, were influenced by advances in the biological sciences, especially in the fields of neurology and physiology. At the same time, both Rachel and Margaret had a clear political purpose and became active members of the British Labour Movement. Margaret McMillan, at least, also maintained her belief in a Christian God and in the doctrines of the established church, reconciling these beliefs with her work. The work of the two sisters in the Deptford area of London amongst deprived children has strong echoes with current problems and concerns.

**Viv Moriarty** lectures in Early Childhood Education, Institute of Education, University of London

ISBN 978-1-900219-13-1

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## ***Robert Owen: schooling the innocents***

by John Siraj-Blatchford

This book is all about the educational thinking of Robert Owen, the 19th century philanthropist and founder of the co-operative movement. He became acutely aware of the social difficulties faced by the majority of the working population of his day. The fortune that he acquired as a mill owner gave him the means to ensure that his voice was heard. He believed that community education provided a means of breaking out of the vicious cycle of social and moral degeneration. Owen was a self-educated man. Here we visit of just one part of his thinking, an area that has been relatively neglected, namely early childhood education.

**John Siraj-Blatchford** was Senior Lecturer in Science Education at Homerton College, Cambridge. He has taught in infant, junior and secondary classrooms.

ISBN 978-1-900219-00-X

price £8-00

# *Escaping the Circle of Hate: the role of education in building sustainable peace*

by James Whitehead

The purpose of this book is to consider the role of education in resolving conflict and in building sustainable peace both before and after conflicts. Dr Jonathan Sachs, spoke on BBC Radio 4's *Today* programme (June 7<sup>th</sup> 1999). He acknowledged how hard it was to end war, but also emphasised the even greater challenge, of sustaining peace. This, he reflected, would depend upon tackling the legacy of bitterness on both sides, and the question he posed was *"How do you break the circle of hate?"*

Dr Sachs recognised that, in the short term, military campaigns, diplomatic pressure and negotiated settlements may be necessary, but in the longer term peace depended upon both communities learning to coexist, making space for others, letting go of the past and moving on: *"Armies win wars, but it takes education to make peace. Because, though war needs physical courage, peace needs moral courage, the courage to break with the past and turn enemies into friends."*

The last decade of the second millennium did not deliver the New World Order heralded by George Bush Senior in the immediate euphoria following the collapse of the Soviet Union and the defeat of Saddam Hussein. Despite removing the threat of a nuclear confrontation between the superpowers, in many ways it made the world seem a far more dangerous place. Principally, the emphasis shifted from an environment governed by the fear of war between states, to one where conflict within states is seen as increasingly common and more threatening to international peace.

The causes of such conflicts are understandably diverse, but issues of identity are more often present than not. Specifically, a negative construction of identity, which is competitive and exclusive, asserting the right to uphold ones' own ethnic, cultural and linguistic identity but not recognising this right for others. If, therefore, we are to avoid or moderate conflict in these cases it appears self-evident that we must transform these negative identities into something more positive. In part, this will require a process of re-learning, in other words: some form of education.

Major James Whitehead is a serving officer in H.M. Forces

ISBN 978-1-900219-26-3 price £10-00

# ***When Learning Becomes Your Enemy:*** *the relationship between* *education, spiritual dissent and economics*

by Clive Erricker

USA writer Nat Needle argued, *"I don't care to motivate my children by telling them that they will have to be strong to survive the ruthless competition. I'd rather tell them that the world needs their wisdom, their talents, and their kindness ..."*

Clive Erricker's book takes up a similar theme. Various Government pronouncements on family values, parenting, education, citizenship and many other matters seek to convince us that democratic ideals shape the changes that are taking place in these areas and that our society will become more democratic as a result. He argues that this is a **subterfuge** which seeks to convince us that democratic values and free market capitalism must proceed hand in hand in order that we have a society which offers both opportunity and prosperity, on the one hand, and fairness and justice, on the other.

His argument is that the balancing of these values has been, and is increasingly, suspect. The result is a **cosmetic veneer** of democratic rhetoric used to justify economically anti-democratic practices. Why should it be challenged? One reason might be that the basis of it is **competition** (the creation of winners and losers). Another might be that its basis is **solely economic** (wealth creation).

For every economically stable family you create another (perhaps many more) unstable one, whether in this country or elsewhere in the world. For every academically successful child you create one (or more than one) who is unsuccessful, and less able to compete in relation to employment opportunities.

**Dr. Clive Erricker** is Adviser for Religious Education, Hampshire LEA

ISBN 978-1-900219-25-5

price £8-00

# ***Participation, Power-sharing and School Improvement***

by Bernard Trafford

Children who are empowered in school are more likely to become the committed, responsible democratic citizens of tomorrow, answering concerns about moral values and citizenship. This book describes how one school is developing democratic practices to give both teachers and students a real voice in the school and its management, charting the changes in the operation and ethos of the school through the perceptions of students, teachers and parents. The findings are compelling. The more the school has been able to share power, the happier and more productive it has become. Teachers and students alike feel respected as participants with valuable skills and ideas to contribute. They describe a less tense atmosphere, a decrease in bullying and racism, greater understanding and co-operation between all involved and an altogether richer educational experience. Levels of motivation are raised, as are students' self-confidence, self-esteem and academic performance. As increasing numbers of British children are alienated by schooling and the future of compulsory mass approach appears doubtful, this book suggests that the participative approach is the way schools may adapt and survive.

ISBN 978 1-900219-10-7

price £8-00

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## ***Small Schools and Democratic Practice***

by Clive Harber

Small schools are an international experience, for they exist in large countries and small, rich countries and poor. They also exist in public sectors and private. Despite being so common, they have both advocates and opponents. Those in favour applaud their personal atmosphere and their democratic role at the centre of local communities. Those against believe the accountants' claim that they have high unit costs, a claim that is in dispute. It is also asserted that they can only offer a restricted curriculum, a claim increasingly weakened by the changes in communications and computer technology. This book examines the issue of school size in relation to a democratic ideology of education. What is it about a small school that facilitates the development of democratic behaviours and values? Small schools, it is argued, may well be a better investment for contemporary society because they can more easily educate for the democratic and flexible people required for the next century, and more easily avoid the risk of creating the large numbers of apathetic, hostile and vengeful young people from with large schools.

*Dr. Clive Harber is Professor of Education, University of Birmingham*

ISBN 978-0-9518022-9-1

price £8-00

# ***Theory and Practice of Regressive Education***

by Roland Meighan

In the UK and the USA, there has been a sustained attack, for about twenty years, on something labelled 'progressive education'. The attack was, at first, tentative, then more confident, and then strident. In the 1988 Education Act and the various subsequent revisions, the attackers claimed victory. Yet the obscurity of the target makes the claim difficult to evaluate. There are two immediate problems. The first is what is meant by progressive education, and the second, what is the nature of what is supposed to replace that is so superior. The opposite of progressive is regressive. **So the mystery investigated in this book is what is the nature of regressive education.** It turns out to be no more than an attempt to refine ancient machinery to try to make it more efficient in the pursuit of obsolete goals.

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# ***Rules, Routines and Regimentation: young children reporting on their schooling***

by Ann Sherman

Very little exists that describes the feelings and thoughts of learners about school. Even less exists about the views of five-year-old young people during the first year of their long, 15,000 hour schooling journey. This book explores their viewpoint. We learn that they have much to offer us by way of reflection but to find out we must first ensure that children's voices be heard.

In this book we learn what the school experience means to young children as they try to understand whether school is an inclusive place, a place where they feel they belong, a place for children. These children provide a vital image for teachers of what really goes on. They report that they are soon very aware of the authoritarian nature of school and its heavy dependence on imposed rules and routines as a mean of controlling what goes on in classrooms. To many of these children, *the routine itself was school*. For children, what they learn and think *about* school may limit what they learn *in* school. It can easily become the start of the deadening of the spirit, rather than a celebration of the joy of learning.

*Dr. Ann Sherman is an experienced early childhood educator both in UK and Canada. She is currently lecturer at the St. Francis Xavier University, Canada.*

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# ***Children for Social Change: education for citizenship of street and working children in Brazil***

by Anthony Swift

The Movement of the Republic of Emmaus (formerly the Republic of Small Vendors) is just one tributary of the National Movement of several thousand educators and children located in a host of local movements and organisations around the country. In addition to its street and community-level work, it recycles donated goods, offers employment and occupational training, provides a range of sports, games and other activities, operates a multi-disciplinary health clinic, has established a pioneering community school, an agricultural production unit, a herbal remedies nursery and dispensary, a children's legal defence centre and even a news agency, reporting on children's rights.

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***The Freethinkers' Guide to The Educational Universe***  
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*"It's a brilliant collection ... Good luck with it. "* Matthew Parris of *The Times*

When the first selection of quotations on education compiled by Roland Meighan was published in 1991 under the title of *Unfashionably Unfascist?* it sold out within months and was widely acclaimed as a source book for discussions and also for illustrative material for lectures, lessons and seminars. Students also found the contents useful in the preparation of their essays on educational and related themes.

In response to the comments and suggestions that were forthcoming from owners of the first compilation, which now appears to have the status of a collector's item, the new selection is produced in hardback for use as a library or classroom reference book, or as a coffee-table source book. Most of the quotations from the first book have been retained and augmented with additional ones so that the selection is twice the size of the original version. The quotations are produced in large type to allow direct transfer to overhead projector transparencies or into lecture handouts.

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***The Freethinkers' Pocket Directory***  
***to the Educational Universe***

edited by James Meighan and written by Roland Meighan

This directory attempts to reach the parts other education directories rarely reach i.e. alternative ideas. As Bertrand Russell pointed out, significant new ideas usually come from non-conformists: *"Do not fear to be eccentric in opinion, for every opinion now accepted as obvious was once eccentric."*

The contents include entries on the following: the Authoritarian Approach, the Autonomous Approach, Causes of Bullying, Community Education, Compulsory Schooling Disease, Curriculum Alternatives, the Democratic Approach, Discipline, Flexi-schooling, Green Education, the Hidden Curriculum, Holistic Education, Home-based Education, Learner-managed Learning, Mini-schooling, Regressive Education, School-Within-Schools, Small Schooling, Steiner Schools, Structured Learning, Uniforms.

A list of addresses, an index and a list of selected reading and references follow. The educationalists whose ideas are presented in summary include John Dewey, Paulo Friere, Paul Goodman, John Holt, Ivan Illich, Margaret McMillan, Alice Miller, Maria Montessori, Carl Rogers, and Bertrand Russell.

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***Let Our Children Learn:  
allowing ownership, providing support,  
celebrating achievement***

by Michael Foot, Tony Brown and Peter Holt

Few books are inspiring. This little one IS. You can read it in less than an hour, but it is like a breath of fresh spring air. The message is simple, not patronising, laced with familiar little quotes that sharpen the points, with superb little illustrations of the children's work and ideas. All the time it is the children's creativity, wonder and excitement that comes bouncing through the pages. Don't be misled, however. It is a downright piece of anarchy in the present climate of educational commodification, corporatism, competition and marketisation. There is not a test result to be seen. The belief that the world is sharp, interesting, etched in wondrous colours and our job is to help children see these and reach for them with autonomy, joy and choice. *Review by Philip Gammage*

**Michael Foot** retired from a primary headship in 1995 having taught in primary schools in Gloucestershire, Buckinghamshire and Norfolk.

**Tony Brown** retired from a primary headship in 1998 having taught in primary schools in Kent, Lincolnshire and Norfolk.

**Peter Holt** retired in 1992 having taught at secondary schools in Buckinghamshire, Somerset, Oxfordshire and Hertfordshire and then having been an Education Officer and a Senior County Adviser in Norfolk.

ISBN 978-1-871526-49-3

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***Understanding School Exclusion:  
challenging processes of docility***

by Charlie Cooper

The reasons offered for school exclusion conflict. Some blame poor parenting and the breakdown of societal discipline. Others stress structural factors - poverty, culture and social policies. The organisational culture of schools and the lower expectations some teachers have of working-class pupils in terms of achievement and behaviour appear to exacerbate the problem by intensifying psychological problems for these pupils. There is also evidence to suggest that selection processes in schools "*competing in the market place for the most 'rewarding' pupils*" are exacerbating the influences of class, ethnicity and poverty. Additionally, the rigid results-oriented regime imposed on schools adds to the problem. And teacher shortage exacerbates 'difficult' behaviour.

**Charlie Cooper** is a researcher and lecturer at the University of Hull

ISBN 978 1-871526-55-8

price £10-00

## Books on the next learning system

### ***Teaching Tomorrow: personal tuition as an alternative to school***

by John Adcock

The book *In Place of Schools* attracted attention when published a few years ago. John Adcock follows up with this next book *Teaching Tomorrow*. It suggests that we begin replacing traditional schools with a family-centred, tutor-guided and multi-media supported approach. It would be wholly capable of providing a tailor-made and absorbing programme of learning for each individual child from birth onwards. The book proposes a new order where new tutor-teachers, in a proper professional role, serve the learning requirements of families, rather than continuing as mere servants of the ill-informed whims of successive governments.

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### ***The Next Learning System: pieces of the jigsaw***

by Roland Meighan

with contributions from: Titus Alexander, Paul Ardern, Julie Ashton, Don Glines, Sharon Ginnis, Derry Hannam, Anita Higham, Jerry Mintz, and Glyn Yeoman.

This is a collection of articles from past *News and Reviews* in A4 format.

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### ***Flexischooling***

by Roland Meighan

*"In spite of the apparent range and heavyweight nature of the agenda, flexischooling is a very clear and readable book, designed to be taken on board in a single sitting. This enables the reader to get the full flavour of the case as a whole, before returning to check out some specifics. Above all it offers the kind of quiet optimism and imaginative commitment to genuine education that is in danger of becoming extinct."*

Dr. John Bastiani, Director of the RSA 'Parents in a Learning Society' Project

Flexischooling developed out of the experience of home-based education. Some parents sought a way of having the best of both worlds of home study and school study to serve their children's needs in a world of rapid change. Flexischooling, even in this first version as **flexitime**, could be seen to be questioning the basic assumptions of compulsory schooling. The key idea may be expressed in these words: *rigid systems produce rigid people, flexible systems produce flexible people.*

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## Books on Home-based education

3

### ***Learning From Home-based Education***

edited by Roland Meighan

In the UK, the USA and elsewhere an unusual, quiet revolution has been taking place in the form of educating children at home. This phenomenon is most accurately described as home-based education because most families use the home as a springboard into community-based activities and investigations, replacing the 'day prison' model operated by most schools. People often find this quite hard to grasp, and wonder whether such children become socially inept. Yet it is soon clear that learning activities out in the community give children more social contacts, and more varied encounters than the restricted social life on offer in the majority of schools, as well as reducing the peer-dependency feature of adolescent experience.

People often try to make generalisations and construct stereotypes about families educating the home-based way. The only ones that the evidence supports are that:

**(a) they display considerable diversity in motive, methods and aims,**

**(b) they are remarkably successful in achieving their chosen aims.**

When schools were set up, we lived in an information-poor environment. Today we live in an information-rich environment – it is a major factor in the success of home-based education.

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## **25 Years of Home-based Education: Research, Reviews and Case Material**

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edited by Clive Harber

Schools have been essentially authoritarian in most countries and have never educated seriously for democracy. This book demonstrates that this is now changing. The collapse of communism in Europe has created a new international context in which there is a consensus on democracy as the key aim of political development.

Education is seen as central because democracy is not genetic - it is learned behaviour. There are important signs that education for democracy is high on the international agenda of debate. This increased interest coincides with evidence that more democratically organised schools are more effective schools, both in the conventional sense of better examination results, less vandalism and truancy, and also in the sense of creating individuals with democratic values and behaviours.

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## ***Beyond Authoritarian School Management: the challenge for transparency***

by Lynn Davies

Significant new trends are emerging in educational management internationally which threaten a return to authoritarianism but simultaneously offer possibilities for more open and democratic governance of schools. Four recent developments in the field of management in schools and colleges: comparative research on the realities of organisational life are; the school effectiveness movement; equity and democracy initiatives; and school self-appraisal. In examining the various contemporary languages of management - from markets to militarism - the book exposes the power of managers to influence outcomes. Accepting that management training is a growing international endeavour, the book develops alternative training implications based on establishing performance indicators for transparency and democratic practice. The quest is open recognition of educational management as an essentially political activity. This book is designed for current or potential managers in schools and colleges, and all those concerned about the good governance of education.

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## ***Voices for Democracy :***

***a North-South dialogue on education for sustainable democracy***

edited by Clive Harber

This book addresses the important question of the relationship between education and democracy in four countries committed to a democratic form of government - Britain, Botswana, Namibia and South Africa. It argues that, despite the existence of democratic political institutions at the national level, all four countries need to develop a more robust democratic civil society and political culture, and that education must play a key role in this. Contributors to the book explore different political contexts for education in the four countries and the extent to which they have been and are supportive of education for democracy.

Despite the different periods of time that democracy has existed in the four countries concerned, it is clear that no one country has all the answers and that there is much to be learnt, both negatively and positively, from more established democracies such as Britain and (in the African context), Botswana and from recently emerged radically reforming democracies such as South Africa and Namibia. Authors from the four countries concerned explore both the broad picture of education for democracy, and certain key educational themes associated with it. These include human rights and peace education, managing a democratic school, democratising teacher education, gender equality and the role of non-government organisations (NGOs) in promoting greater democracy in education.

The writing team includes Roger Avenstrup, Glenda Caine, Professor Lynn Davies, Betty Govinden, Prof. Clive Harber, Dr. Changu Mannathoko, Iole Matthews, Janet Meighan, Prof. Roland Meighan, Dr. Lebo Moletsane, Dr. Robert Morrell, Dr. Audrey Osler, Dr. Bernard Trafford, Ann Welgemoed.

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## **Sharing Power in Schools: raising standards**

by Bernard Trafford

This is a case study of one school which is attempting to promote learner-managed learning and democracy in schools. It is written by the head with contributions by students and teachers. The report describes how a traditional, academically selective independent day school is setting out to create an open and democratic ethos in which the students themselves have ever greater responsibility for, and power over, their own lives and learning. Evidence is produced that students, and their teachers do work better individually and together; that the atmosphere of the school becomes more relaxed, friendly and creative; and that academic standards, at least as measured by public exam results, rise.

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## ***Early Childhood Education: the way forward***

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**Combined nursery centres** by Dr. Iram Siraj-Blatchford - presents original research on combined nursery centres looking at quality and community involvement issues.

**The integration of special needs** by Shannon Fletcher reviews theory and practice to date.

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**Initial teacher education** by Professor Philip Gammage

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## ***Learning Technology, Science and Social Justice: An integrated approach for 3-13 year-olds***

by John Siraj-Blatchford

This book provides a practical guide to the organisation and implementation of a Design and Technology and Science curriculum for 3-13 year-olds. Unlike most books on the subject, it illustrates how global perspectives, appropriate technology, ideas of mutual interdependence and social justice can be incorporated into integrated investigative, designing and making activities. Teachers will find this book helpful in schools. Parents and other educators will also find that many of the practical activities suggested may be applied as a supplement to school-based activity, or in home-based education programmes of study.

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## ***The Caring Classroom: towards a learning environment***

by Henry Pluckrose

The themes examined in this book include encouraging creativity, the presentation of the curriculum, the way children learn, and the importance of spoken language. They have been chosen as a direct consequence of the personal experience of the writer over the past 35 years working with teachers in Europe, Asia and North America. When young people are encouraged to be brave when they express themselves through creative work, they respond totally, immersing themselves in the process. Such immersion involves the discovery about the way materials behave and the different forms in which ideas can be presented.

**Henry Pluckrose** is a well known writer of books on education and well respected for his concern to make schools fit places for children.

ISBN 978-1-871526-43-4

price £8-00

***Praxis Makes Perfect:  
critical educational research for social justice***

by Iram Siraj-Blatchford

A division between theory and practice has come to dominate education. This division stretches all the way from the classroom, where teachers 'deliver' a national curriculum, to the university research seminar room, where the delivery often uncritically involves positivistic or interpretative methodological choices. This book is concerned with educational research and is therefore written for critical post-graduate research students and researchers, who have yet to take on the challenge and responsibility of justifying their knowledge claims rigorously. This book fills a significant gap in the literature on research methods for social justice.

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***A Very Private Affair: sexual exploitation in higher  
education***

by Pam Carter and Tony Jeffs

This book fills a significant gap in the literature on sexual behaviour in higher education settings: should university staff enter into sexual relationships with their students? Can a university condone such relationships or should it seek to discourage or forbid them? Should we view such liaisons as an inevitable result of mature adults meeting and working together in a shared environment, or as examples of a misuse of power? Sexual exploitation is a delicate matter. From the outset we gave everyone we interviewed for this research a guarantee that they would not be identifiable in any published material.

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***Anatomy of Choice in Education***

by Roland Meighan & Philip Toogood

Chapters are devoted to: Minischooling, Small Schooling, Community Education, Work as an Educational Resource, Home-based Education, Autonomous Learning, Democratic Schools, and Flexi-schooling. The question of choice in education is posed - prospects and limitations.

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# **Issues in Green Education**

by Damian Randle

This is a collection of key articles taken from *The Green Teacher*. The book recognises that the greening of education has made a start and that 'environmental education' has come a long way in a short time. But more needs to be done if the questions of deep ecology and social ecology are to be answered. Questions raised include: 'is green education the same as holistic education?' A manifesto for education for the twenty-first century, based on holistic principles is offered for review.

Another question raised is whether 'green' thinking has paid too little attention to the concerns and insights of their 'red' radical predecessors. No ready-made solutions are offered, but the book stimulates further debate, both practical and philosophical. The practical approach is exemplified in items such as the Green School Survey which contains twenty-five questions that teachers, students, parents can ask about their school in attempting an audit of their environmental values in practice.

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