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Welcome to **ATTACK!** a two-page occasional publication. Most of **ATTACK!** will be concerned with the holistic curriculum which, if acted on, is a fundamental way to undermine the present undemocratic education system. Don't be discouraged if opportunities to teach holistically are limited, do your best, be a guardian, and act as a witness to this culturally significant and inspiring way of teaching and learning. **ATTACK!** is a partner to <https://networkonnet.wordpress.com>

Attack! 84 Developmental in action: a senior room of a two-teacher school (1987) – the holistic before the fall Part 7

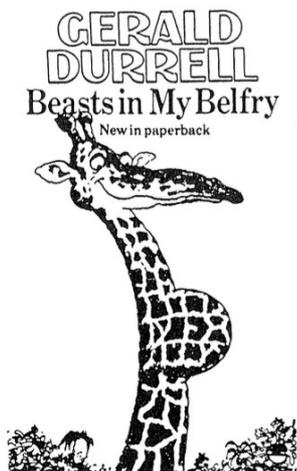
WEEK 7 [The newsletter referred to above in which I was confusingly too ambitious.]

Kia ora tamariki ma

I think we will have a literature-library week this week. I see that quite a few people have put their names down for library training. I want to spend a lot of time with these people sorting out the library, and carding the new books I have purchased. We will also discuss ways of making the best use of the library and how we can encourage people to keep it tidy (starting Wednesday).

Almost everyone took part in the reading survey. I used this list to help me in the recent book purchases. The fictional books are here and I have ordered the non-fiction. If the books you have noted as being of interest to you are not available in our library then please request them from the National Library. I will action these at any time and for anyone. I have attached a new request card to this letter. You will notice it is quite different. If you need help in filling it in please ask.

What activities can we do then? I'm sure there are some people who would like to spend the whole week reading. Well, you can read quite a bit this week but I also want you to consider some points. 'How can you encourage other people to enjoy reading as much as you do?' Let's make it a 'sell reading' week. Posters, book reviews, author profiles, favourite character descriptions, illustrations, publishing taped excerpts, and anything else you can think of. Choose activities to do from the list based on the story I am reading at present, *When Hitler Stole Pink Rabbit*. You will notice there are some activities you must do so if you haven't been listening to the story you will have to do them this week.



F. 1 and 2 choose one of the reading activities based on a book extract and complete. I like Gerald Durrell's *Beasts in My Belfry* best but some of the words are pretty hard. You can discuss these with a friend or me of course. Put the activity sheet back on the table when you aren't using it then I will only have to print a few. S. 3 and 4 have a choice from the reading table (I will check your reading this week).

What else this week?

Swimming on Tuesday for those people listed. Continue with activities underway – I will film animated models as you are ready. I like the ink prints that were completed. Have a go if you didn't get round to it. (Week 6 newsletter for those people who don't know what I am talking about.)

Further science:

Listen after dark for insects calling in your garden. Make a tape recording of the sounds.

Play your insects-of-the-night tape through the school listening post. Who can name the calls?

(See me about taking a recorder or tape home if you haven't got one.)

Observe flowers at home and school.

Note which insects visit them.

Make a display and label: moth flowers, bumble-bee flowers, honey-bee flowers, fly flowers, butterfly flowers, and so on.

Isn't it time you brought your teacher some flowers?

Could those people who have made suggestions for the science week be more specific; 'Have a science fair' doesn't give me enough information.

I will begin planning individual fitness programmes with you. Should we have a *Jump Rope for Heart* fund raising week this year?

F. 2 conduct a survey:

Design a questionnaire – include some questions about fitness, people's attitudes, and so on.

Graph the results

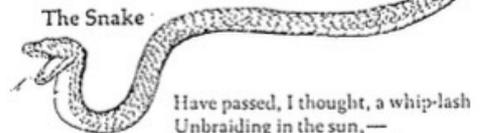
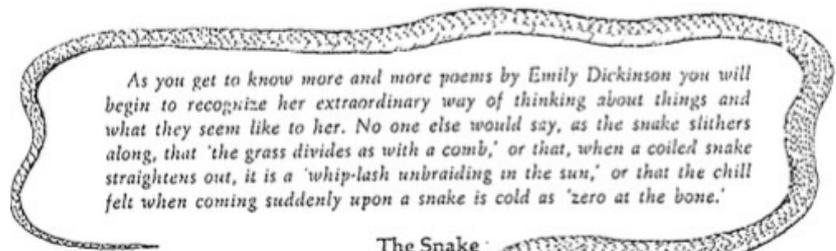
You can do this by yourself or in a group.

So you think you like reading?

Because Aldous Huxley had failing eyesight, he learned Braille so that he might rest his pained eyes without having to give up reading, which he so enjoyed. One of the compensations, Huxley said, was the pleasure of reading in bed in the dark with book and hands snugly under the bedclothes.

Finally did you know?

Emily Dickinson, though she fantasised about the earth and sky and heaven, became such a recluse that she would not stay in the same room with her guests, but would speak to them from an adjoining room. Only seven poems by Emily, one of America's greatest poets, were published during her lifetime. After her death in 1886, over 1,000 further poems were discovered in a writing desk (find one in a journal).



A narrow fellow in the grass
Occasionally rides;
You may have met him,—did you not,
His notice sudden is.

The grass divides as with a comb,
A spotted shaft is seen;
And then it closes at your feet
And opens further on.

He likes a boggy acre,
A floor too cool for corn.
Yet when a child, and barefoot,
I more than once, at morn,

Have passed, I thought, a whip-lash
Unbraiding in the sun,—
When, stooping to secure it,
It wrinkled, and was gone.

Several of nature's people
I know, and they know me;
I feel for them a transport
Of cordiality;

But never met this fellow,
Attended or alone,
Without a tighter breathing,
And zero at the bone.

EMILY DICKINSON



Interested in the future?

How about reading science fiction? We have excellent stories by Harry Harrison, Nicholas Fisk, Andrew Norton, Set McEvoy, Robert O'Brien, Ursula le Guin.

Or short stories in *Children of Infirmity*.

If it is facts you're after read about a house run by a computer or the geodesic dome designed by Buckminster Fuller.

You'll find answers in the *Kid's Whole Future Catalogue* by Paula Taylor.

You may play 'Space X' and 'Elite for the Master' – a neat new version. Read the Elite manual first.

This week only 15 minutes maximum – if playing in school time. No more 'Boffin' thanks.

Continued in Part 8

