

“My experience  
at Mary Hare was  
amazing. I really  
enjoyed every  
second of it”



Residential  
English  
Language  
Course  
10-17 Years

Vacational  
Studies®

summer  
2012

[www.vacstuds.com](http://www.vacstuds.com)

Days I'll remember all my life™



“Had  
the best  
month of  
my life,  
all over  
again!”



# Residential English language courses

Vacational Studies Courses have been running for 38 years. We have tried in this time to develop an enjoyable balance between 'vacation' and 'study'. Here is our programme for Summer 2012.

## the course

### Dates for 2012

Wednesday 11 July - Wednesday 8 August 2012 (4 weeks)

### Accredited by the British Council

Vacational Studies is 'Accredited by The British Council' and is a member of English UK – formerly ARELS (The Association of Recognised English Language Services) – a professional body, membership of which is granted only after thorough inspection by The British Council and re-inspection every four years. We were last inspected in 2011 and are Accredited until March 2016.

### About this brochure

This is an Information Book. The first part (this section) gives you a factual overview of the work we do, so you can decide if we are right for your youngster. The second part ('News 2011-2012') is written in a different style so you have an idea of my personality which necessarily influences the atmosphere on the Courses. It gives a more detailed rationale of the 2012 Course and what has shaped it, so you and your son or daughter will be fully informed and can prepare for the experience. If your application is accepted, both sections are essential reading. In particular, 'Unrealisable Expectations' in the second section deals with fundamental issues and must be read.

### What we try to do

Vacational Studies tries to create a totally international Course with students from as many different countries as possible, including Britain. We avoid accepting a large number of students from any particular country. In this way we try to ensure that English is the main medium of communication among the students. By using English not just as a school subject but as a living and working language, we hope our students will realise its importance and value. Our students want to use English to make friends. This greatly increases their fluency.

The emphasis on the practical use of English is combined with a full sports, entertainment and excursion programme helping young people to learn 'English internationally'. But it is more than this....

### Residence

The Course is fully residential. Students eat, sleep and receive classes in the School.

### The students

We accept boys and girls – near-beginners, intermediate and more advanced students – aged 10 to 17. The Courses is orientated around sports, activities and competition and encourages good social development in a community situation.

### How they will benefit

We hope that our students will learn a great deal of English, make good friendships and develop a positive international feeling. As well as formal study, we concentrate on the holiday aspect of the Course. While we try to involve students in all activities, we naturally respect the wishes of those who like to read quietly or be with friends. Over the years, we have built up an excellent reputation with parents and young people all over the world. Many boys and girls spend several summers with us renewing old friendships and making new ones. Students from the '70s and '80s are now sending their children. Most students come to us on personal recommendation. The numbers at each of the 4 Houses are deliberately kept quite small so that the staff can get to know everybody and treat each young person as an individual.

### The 'House' system

Youngsters love competition. It stimulates and motivates them. Our Course is divided into 4 small Houses of about 50 students for sports and events. The Houses are named Cheam, Douai-Elstree, Hawtreys and Mary Hare to preserve the traditions of the last few decades. There will be a Sports/Social Organiser in charge of each and each will have its own identity. Their colours will be red (Cheam), yellow (Douai-Elstree), green (Hawtreys) and blue (Mary Hare). Each will have its own traditional song. All of them will be on the same campus – The Mary Hare School campus.



## The School and surroundings

The Mary Hare School is near Newbury in Berkshire. Newbury is a small country town in a pleasant part of southern England in the Berkshire Downs. It is 70km west of London and 45km south of Oxford.



# the school

### The Mary Hare School

The Mary Hare School is a campus comprising several buildings that we have used since 1982. Various architectural styles are represented. There are formal gardens and woodland and extensive grounds which include several playing fields, a range of tennis courts, a gymnasium and a large indoor swimming pool.

### Accommodation

Students are accommodated in several buildings, some for boys, some for girls. These are dorms with 4/5 beds, 3 beds, 2 beds and a few single rooms. We place children in rooms according to gender, age and nationality.





# the programme

## The teaching

We use Task-Based Learning. The emphasis in lessons is to help develop the students' speaking, listening, reading and writing skills through a topic and task-based approach. This involves working with students on a variety of activities centred on a particular topic and helping them with the language needed to complete the activities. In 2012, part of the teaching programme will be to create a film script; use the script as a basis for language-study; film the script; edit the film; download the film onto Shutterfly accessible from 'Latest News' on our web site. The students will use English as a working language. We try to give students materials and activities that are different from those in their own countries. Oral and written English are taught and there is an emphasis on conversation practice. A prize is awarded for academic excellence.

A staff of professional teachers qualified in the teaching of English as a Foreign Language, give 4 lessons, each of 45 minutes, every day except Sunday and excursion days = 15 hours per week. In addition, there is a 30 minute 'homework' period each afternoon. Classes are graded according to age and ability in English. Students are placed first in an 'assessment group' and complete a range of oral and written tasks, including a formal placement test. The combined results of these tasks together with the teacher's opinion eventually determine placement in a class. Class placements are constantly reviewed and students may be moved to more or less advanced classes, according to their performance. The teacher:student ratio is approximately 1:12. Maximum class size is 16.

We provide all books and teaching materials. We have incorporated new teaching resources from the Cambridge and Oxford University Press which complement the class film project. These focus on areas of grammar and vocabulary in a fun way as well as develop learners' overall communicative competence through task-based learning activities. Special attention will be given to improving students' pronunciation. Our native-speaking 'UK reps' (British students) and Sports and Social crew will be available during lesson time to help our students overcome their pronunciation difficulties on a one-to-one basis so that they may be able to express themselves more clearly and with greater confidence.

A Certificate of Attendance is sent at the end of the Course. This Certificate is accepted in some countries as justification for a state bursary. For example, the Italian Ministry of Education has decreed that a Certificate issued by a British Council Accredited School counts towards the Italian School Leaving Certificate. In Monaco, a bursary can be applied for.

## Sports

Sport is an important part of the Course. Our Sports/Social Organiser arranges a regular programme including football, basketball, volleyball, baseball, tennis, table-tennis, swimming, etc. 'House'-based competitions run throughout the Course. There is also 'Sports Day' when the 4 Houses meet for friendly competitions in the major sports.

We take all practicable safety precautions - for example, students using the swimming pool are always supervised by staff.

## Social activities

We try to create a relaxed and friendly 'family' atmosphere in which young people will feel 'at home' quickly and make good social contacts. There is a variety of non-sporting activities on the programme - games, talent contests, folies bergères, discotheques, barbecues, concerts, optional theatre visits, etc. The programme is a full one. There is always something to do and students are encouraged to participate.

### A typical day

08.15	Breakfast
09.00	First class
09.45	Break
09.55	Second class
10.40	Break
11.10	Third class
11.55	Break
12.05	Fourth class
12.50	Break
13.00	Lunch
13.45	'Homework'
14.15	Break
14.45	Organised sports and games
18.00	Evening meal
19.00	Games, films, etc.
21.00	Hot chocolate and biscuits
21.30	'Club'
22.30	Bedtime (or 22.45)

Pocket money and stamps are obtainable from the office every day from 13.20 - 13.45 and 14.15 - 14.45.



### Excursions

Two full days out are included in the Fee. One is a visit to London for sightseeing; another is a visit to a place that the students can choose to visit. Travel and staff supervision on these excursions are included in the Course Fee. Entrance fees are not.

There is also an 'Optional Trip' to a theme park, paintballing or similar which students can opt to take and which is payable from pocket money. Staff supervision on this optional excursion is included in the Course Fee.

Other excursions can be arranged on request.

### Shopping afternoons (optional extra)

In addition to the organised excursions above, there are one or two optional shopping afternoons which are not. These are in Newbury or another town near the School. We think it safe for young people to shop in these towns unaccompanied by staff, if parents have indicated their agreement to this on the Application Form. This helps them achieve a measure of independence. Younger students can be

**"I am sure that these friendships that I have made will last for a long time"**



accompanied by staff if parents or we so wish. There will be several staff in the town while our students are shopping. Travel is by private coach from the School with accompanying staff. The cost of transport (payable by students if they wish to go) is about £10.

### Theatre visits (optional extra)

Tickets for smash-hit West End musicals that are booked out months in advance have been requested and we will be allocated a limited number. Students who apply early enough will be able to see one of these shows. The cost of each (show + travel to the theatre) will be in the range £40-£70. Requests for theatre tickets can be made on the 'Theatre Visits' form. The 2012 form will be downloadable from our web site in May 2012. Requests will be considered in the order in which they are received. Parents will be advised by e-mail when this form is uploaded.

### The London Olympics 2012 (optional extra)

We have obtained 27 tickets for the Olympics football match at Wembley Stadium on 1 August 2012. Requests for these tickets can be made on a form downloadable from our web site in May 2012. Requests will be considered in the order in which they are received. Parents will be advised by e-mail when this form is uploaded.

### Food safety

Vacational Studies policy is not to serve any food about which there is any concern for any reason. We serve only what we believe parents would feel safe to serve their own children in their own homes.



### Here is a typical menu for guidance:-

#### Breakfast:

- Choice of cereal
- Choice of various breads, meats, cheese, fruit
- Jam, marmalade, other spreads
- Tea, coffee, milk, fresh orange juice

#### Lunch:

- Choice of one cold or three hot dishes
- Buffet-style salad bar
- Choice of desserts
- Fresh fruit

#### Dinner:

- Choice of one cold or three hot dishes
- Buffet-style salad bar
- Choice of desserts
- Fresh fruit

#### Before bedtime:

- Hot chocolate and biscuits



### Meals

Food is an important part of the Course. Meals are prepared by professional caterers to a high standard. Our specification for lunch and dinner is a choice of hot dishes (including one vegetarian) or a cold dish, a salad bar comprising about ten different items, a choice of desserts and fresh fruit. If students cannot find anything they like, they can ask us to ask the caterer to prepare something special.

There is always a vegetarian option. Other special diets can be catered for. Cold orange juice or other drinks are available at no charge. There is a small 'tuck shop'.

At times throughout the Course, the menu will be varied to include, for example, barbecues (spare rib, hamburger, jacket potatoes, coleslaw dip, crisps, ice-cream, etc.) There will be a traditional British 'Christmas Dinner' (roast turkey with stuffing, roast potatoes, Brussels sprouts, cranberry jelly) and an 'English High Tea' (sandwiches, scones, jam and cream.) There may also be 'national meals'. If they wish, students from various countries can advise the kitchen staff on how to prepare and serve a meal consisting of dishes from their own country.

Any student can join the Food Committee which meets the Caterer regularly to discuss all aspects of the catering.

### How we encourage the use of English

The School is divided into 4 'Houses' for competition purposes. In each House there are students from many different countries. We try to ensure a mixture of nationalities in classes and dormitories. Members of staff and the UK Reps constantly encourage English-speaking around the School.

Team games are played as House Competitions for House Points. Additionally, House Points are awarded for individual excellence - such as using English socially. House Points can also be deducted. The House with the most Points is awarded a Treat. A Treat can be given at any stage in the Course and another Treat will be given at the end. We intend that the House Points and the Treats that are awarded from these will be positive inducements for participating and an encouragement to use English.

The 'VacStud' is the currency of the Course. It is abbreviated to 'vaccle'. 'Vaccles' are awarded by teachers and are earned for good work and English-speaking. 'Vaccles' can be used to buy treats such as jumping the queue at mealtimes, having 30 minutes on the internet, etc. 'Vaccles' can be taken away by teachers as fines for not using English.



### The Course Fee includes:-

- residence at the School
- travel Heathrow-Mary Hare / Mary Hare-Heathrow<sup>1</sup>
- all meals<sup>2</sup>
- tuition
- the sports programme
- the use of facilities
- excursions<sup>3</sup>
- insurance<sup>4</sup>
- the laundering of clothes<sup>5</sup>

### The Course Fee does not include:-

- pocket money
- optional church/theatre/shopping visits
- travel to and from England

There are NO EXTRA CHARGES except for optional church, theatre or shopping visits and professional tennis lessons. A deduction of £8 is made from pocket money to provide indoor board games and records, tapes and CDs for the 'Club'. £20 'caution money' will be retained in the student's pocket money account until the last day when it will be returned less deductions for damages (if any).

<sup>1</sup> At specified times and terminals – see 'Travel'

<sup>2</sup> Except lunch on excursions, but including lunch on Sports Day

<sup>3</sup> Travel and supervision, not entrance fees

<sup>4</sup> As described in the 'Insurance' slip

<sup>5</sup> If washable at 40°+, named, not sensitive to bulk washing/drying and at your own risk



### Health

Minor illnesses are treated by our own staff. There is a Matron in the School. We also use the services of doctors in the locality. The St John's Ambulance Service provides training for all our staff at the start of the Course in the latest methods of basic first aid and resuscitation. We ask parents to give us full health information on the Application Form. We request that those with food allergies come with a 1ml. Adrenalin (Epinephrine) 1:1000 injection pen – an 'EpiPen'. Children of EU/EEA nationality should bring an EHIC (European Insurance Health Card), available from their health service, entitling them as temporary residents to the same free treatment under the British National Health Service as British citizens for all, including pre-existing, conditions.

### Religion

The Course is interdenominational. If parents so wish, we shall arrange for Catholic or other students to attend an appropriate service. Please indicate this on the Application Form. Transportation to and from the church is payable by students.

### Residential accommodation

Students sleep in dormitories. Girls are in one part of the house, boys are in another. Accommodation is generally shared. There are some single rooms.

### Insurance

Every student is covered by a special Insurance Policy while they are with us. For full details see Insurance & Fees. Briefly, the Insurance includes refund of full Course Fees if certified serious illness or accident to the student or parent during the month before the Course prevents attendance on the Course; private emergency medical treatment to the

value of £1,000,000; personal possessions and luggage cover to the value of £500; personal money cover to the value of £200; return air fare or repatriation to the value of £1,000,000 if an APEX reservation is lost because of delayed or advanced departure through illness or accident while the student is with us. Personal accident insurance is included. Disruption caused by natural disasters (such as volcanic ash clouds) is now included.

There is no extra charge for this Insurance. Every student is automatically covered (subject to the stated conditions) when the application is accepted.

### How we look after students

We understand the concern felt by parents when their sons and daughters are away from home. They are under constant supervision, as far as is practicable, both in the School and on excursions. Our total staff:student ratio of about 1:7 ensures that our students are well looked-after.

In addition to the staff there may be one or two older ex-students, 'Staff Helpers', to assist with the sports and entertainments programme. We aim to have at least one native English-speaking student in each House - a 'UK rep'. 'UK Reps' may return the following summer as 'Apprentices' for a period of hands-on training before taking on a staff post the following summer.

During the Course, progress reports are e-mailed to all parents describing performance in class and also social behaviour. At the end of the Course, all parents are sent a final report and leaving certificate together with a report from the Director on the student's general progress and behaviour.

### If there is a problem

We shall contact you. Parents must ensure that we have a telephone number through which they can always be reached. If it is an emergency and we cannot reach you, we shall contact the person named in section 8 (our 'emergency contact') on the Application Form. If we cannot contact either of you, we shall assume your authority to act 'in loco parentis' and in a medical emergency, for example, give consent to appropriate medical treatment. We send students a list of rules and standards of behaviour expected before the Course begins. These are straightforward. Basically, we expect students to obey the law, respect the buildings, equipment and the feelings of other people and to show good manners. Students must read and know the rules before they come.

If a student is correctly motivated (see section on 'Students who will benefit'), there should be no discipline problems. If any should arise, we reserve the right to contact parents and, if we consider it necessary, require that he/she be taken home at the parents' expense without refund of Fees. Details of reasons for expulsion are in the 'Notes for Parents' and 'Notes for Students'. Parents sign their agreement to all our conditions on the 'Agreement and Travel Details' form. We also reserve the right to send the writer of the original 'letter of recommendation' a photocopy of any correspondence we enter into.





# how to apply

## How to apply

Answer all the questions on the Application Form and return it to us with (if this is a first application) a letter of recommendation from the school on behaviour and attitude to study. We shall tell you immediately if the application is acceptable. A 'waiting list' operates when the Course is full.

## Letter of recommendation

To ensure that all our students are well-motivated and keen to participate, we ask that a brief letter of recommendation from the school accompanies all applications from new students. This need mention only behaviour and attitude to study. No such letter is needed for students we already know or, exceptionally, when this might cause conflict with educational authorities.

## When the application is accepted

We shall write to inform you of this and include our Invoice for the Course Fees. The Invoice can be settled in full immediately, or 50% can be paid immediately and the balance by the date shown on the Invoice. The place is confirmed when the full Course Fees have been received by us. We shall also request travel details.

## How to pay

Please see the 'Course Fees' section.

## Pocket Money

Pocket money can either be brought by students (as cash or a £ cheque drawn on a British bank, payable to 'Vacational Studies Pocket Money A/C') or sent in advance to the National Westminster Bank, 30 Market Place, Newbury, Berkshire RG14 5AJ in £ Sterling to Vacational Studies Pocket Money A/C 65400100 (IBAN number GB19 NWBK 6015 0765 4001 00) or in euro to Vacational Studies Pocket Money A/C 10388494 (IBAN number GB19 NWBK 6072 0610 3884 94).

Our BIC number is: NWBK GB 2L. We also have a £ Sterling Girobank account for personal money. The number is 255 7444. We do not recommend an amount, but students will tend to bring about £350. Optional tennis coaching fees and the cost of theatre visit(s) should be added (if applicable). Do not send more money during the Course.

## Clothes & Possessions

Notes and advice on what to bring and other information will be sent to parents and students in advance.



**“Your method of education - not only for English - is funny, creative, ingenious and you have brought out the best from my son”**





# travel

Our 2012 Courses begin and end on a Wednesday.

It is quite usual for our students to fly alone. 90% of our students arrive and depart in this way. There are many cut-price air ticket offers. The cheapest tickets are to be found on the airline's web site, NOT by phone and NOT via a travel agent. We operate a collection and return transport service between Heathrow Airport and the School on arrival and departure at no charge, subject to the conditions. We shall operate our free collection service for flights arriving at Terminal 1, Terminal 3, Terminal 4 and Terminal 5 from 12.00 to 16.00 on 11 July and free return service to check-in students on outgoing flights departing from Heathrow Terminal 1, Terminal 3, Terminal 4 and Terminal 5 from 09.50 to 13.00 on 8 August. We shall arrange a taxi/minibus service at cost with known drivers for collections/returns that are not part of our free service. If flights arrive earlier than 12.00, students wait for our staff near the Information Desk. If flights leave after 13.00, we explain the procedure and take students to wait in the correct area.

For young children (under 12), airlines operate an 'Unaccompanied Young Persons (UYP)' or 'Unaccompanied Minors (UM)' service on request and look after them. As airlines insist on a named person meeting and returning a child and that the person remains until the flight has departed, parents should note that if they request UYP or UM service, all UYP or UM departures before 09.50 or after 13.00 must be by taxi at cost. The driver is known to us and has been working with us for many years. He will meet students and check them in personally. It is normally unnecessary for older students to be booked to fly UYP or UM. Airlines (especially British Airways) are very helpful with young passengers at any age.

**"I can honestly say that this experience was the best month of my life, not only because of all the events such as EuroVision, Man o' Man, and Sports Day, but because of the fantastic people that I met from all over the world"**

Our free standard service cannot be used when arrival is later or departure is earlier than our stated dates or times, or if the flight is via Gatwick, Luton or Stansted, or if a student is booked to depart as UYP or UM outside our requested times. We can make special taxi or minibus arrangements on your behalf. We do not charge for making these arrangements, but the cost of the taxi or minibus is payable by the student. (As a guide, a one-way taxi for one person to Heathrow is about £105 and to Gatwick about £130. For two or more people, the cost is shared). Special requirements should be indicated on the Application Form and details sent separately.

We ask parents to communicate travel arrangements on our 'Agreement and Travel Details' form.

## At the airport

Before travelling, we send an identity badge and luggage tags to ensure quick recognition. Our representatives will carry blue 'Vacational Studies' folders and will meet students at the entrance to the Arrivals Hall after leaving the Customs Hall. Staff collecting students on 11 July will be contactable on these UK phone numbers:-

Terminal 1 - 07810 313993; Terminal 3 - 07879 077777;  
Terminal 4 - 07901 996592; Terminal 5 - 07867 571967.

## If you come by car

Road directions are given after the School's address. Parents bringing students are asked to arrive at The Mary Hare School between 12.30 and 14.30 on 11 July. Parents collecting students on the last day are asked to arrive before 11.00 on 8 August.

## On arrival at the school

All money is handed in at the Office for safe keeping. Students can withdraw money every day. We keep passports and tickets safely. We cannot accept responsibility for pocket money or valuables not handed to us.

## On the first day

On request, students will be allocated to a returning student who will act as a guide, explaining the layout of the building, the way the Course runs and answering any questions.



# The Mary Hare School address and directions

From London, follow M4 to Exit 13 (Newbury). Leave M4 and follow signs to 'Services' and then 'Donnington'. Continue for 2 kms. The Mary Hare School is signposted on the right.

**Address for students' letters:**

The Mary Hare School, Newbury, Berkshire RG14 3BQ.

**Telephone (to contact Course Manager):**

National: (01635) 244221 International: +44 1635 244221

**Payphone (for students):**

National: (01635) 244261 International: +44 1635 244261

The telephone numbers and address given above are only for use during the Course. During the rest of the year, please use our Newbury Office address and telephone numbers detailed in 'Contact Us'.

**Directions by rail**

By train from London, leave from Paddington Station. Arrive at Newbury Station. There are normally taxis at Newbury Station. If not, there are taxi numbers in the phone box near the Station.

**Visits to the school**

Visits to the School outside the Course dates may be made only by appointment through our Newbury Office.



**Finally**

We have tried to describe the Course fully and frankly. Please also see the section 'Unrealisable Expectations' in the '2011 Revisited' section. This contains more detailed information on various aspects of the Course. It is essential reading for the parents of Course participants and is not only a résumé of the previous summer. We hope our web site contains all the information you need to make your choice. Any further details you may require can be obtained from the parents of our past students and past students themselves and the Director. We suggest you contact our 'parental references' as they may offer useful advice.

Our Courses are designed with the benefit of years of experience and we are confident that we can combine the learning of good written and spoken English with an unforgettable and enjoyable holiday to make these the 'days I'll remember all my life...'



# VacStuds 2011 *Days I'll remember all my life™*

'Your method of education - not only for English - is funny, creative, ingenious and you have brought out the best from my son. I have rarely seen him so happy and satisfied and now he is glad to have foreign friends with whom he can share experiences from different cultures which will open his mind. He now has confidence in himself and in his ability. No Italian school has been able to do this. He is more mature and responsible and more creative and open to the world' (an Italian parent); 'It has been the most wonderful time of my life' (a Dutch student); 'I can honestly say that this experience was the best month of my life, not only because of all the events such as Man o' Man, EuroVision, and Sports Day, but because of the fantastic people that I met from all over the world. I have left with contacts from Russia, Poland, Holland, Italy, Spain, Germany and many many more. And although the Course is just one month long, the intensity of living with these people constantly results in the formation of such close friendships which I know will remain with me forever.' (a UK student); 'Thank you for your professionalism as well as for your warmest hearts in managing Vacational Studies. I could not help but feel how much care you've put in! As a parent, I feel very confident that he will be well cared for, and that there will be a very precious experience waiting for him. I am so happy that I was able to discover Vacational Studies' (a Japanese parent); 'My experience at Mary Hare was amazing. I really enjoyed every second of it. I had already made my first friend at the airport. I talked to two of the teachers on the way to Mary Hare and they gave me very good confidence and expectations of the Course by being friendly and forthcoming. We had two brilliant teachers who also contributed to the social side. I am sure that these friendships that I have made will last for a long time. By meeting people from the whole planet, I have become much more international and have a better picture of how people are in different cultures. My eyes have opened for much more than the small village, in the small islands, I am living in. Most importantly I have the courage to talk English. The students were great. They were friendly, funny, kind and open-minded. This summer was a very big experience for me and I will certainly remember it all my life' (a student from the Faroe Islands); 'Thank you for another wonderful VacStuds experience; Mary Hare wasn't half as bad as they made it out to be at Cheam!' (an ex-Cheam teacher); 'Since his arrival he has not stopped talking and comment how good it happened, the friends you made and how nice it is school and how much he has learned. He wants to come back next year and has promised good grades as a reward. His brother 10 years sees how happy he has come and wants to go next year also along with it. We have noticed a change for the better. We feel he has matured and is more happy and peaceful. Thanks to the whole team of people working at school' (a Spanish parent); 'I had the pleasure of welcoming back my son again after 4 weeks at Vac Studies where he clearly had a fantastic time and a thoroughly enriching experience. May I commend you on the superb organisation that you have set up and developed. My wife and I would also like to thank you sincerely for giving him such an amazing opportunity and so much enjoyment and fulfillment' (a UK parent); 'I never imagined that I would be able to do Angolan dance moves, sell myself as a slave, nor be part of a film that I was genuinely proud of which was able to scare our peers. This opportunity has helped me develop into a more confident and cultured young adult' (another UK student); 'When I saw my brother crying, I knew that he had the same feelings about the four weeks as I had two years ago' (a Dutch ex-student and staff member); 'We would like to thank you for a fantastic stay at Mary Hare this summer. They came home full of spirit and joy, and had had a super month. All that they have experienced, all the friends they have met, will be with them forever. From a homesick start the first days/week, everything developed the way we and they had hoped for. They will be good ambassadors to their friends where they will tell all about an incredible month with good organization from morning to night' (a Norwegian parent); 'We want to thank you very much for the beautiful time, our kids had at VacStuds. They liked the stay so much and talk all the time about all their new friends and the nice events. They want to return 2012' (a German parent); 'I wanted to thank you and your staff for the quality of the course and this unique experience' (a French relative); 'Although it wasn't always easy for us (as parents) to let go the control and contact, we really do appreciate the gain of self-consciousness for both of our kids. The result of these 4 weeks in England for our kids was even more than a combination of fun, additional language skills and lots of friends from all over the world' (a German parent); 'Had the best month of my life, all over again! MH 2011 miss you all so much' (a Norwegian student).

And there are many more comments. Modesty prevents my indulging in more quotations.

'What's your complaints procedure?' asked the British Council Inspector this summer during our two-day four-yearly Inspection. 'But I suppose you don't get any.' We certainly seem to deal in happy young people having the time of their lives and parents who are relaxed about entrusting their children to my care. I wouldn't want to have it any other way.

And the summer of 2011 that has helped to shape the lives of almost 200 youngsters? Read on.

## Summer 2011 remembered

This was the summer of the Big Change. The creation of four schools within a School; the year it all came together at The Mary Hare.

'How are you enjoying having everything in one place?' I was asked many times. 'It's having it all in one place that makes it so enjoyable' was my reply. It meant I could get to know the children are far comprehensively than before and cast a critical eye over our work to see how the fantastic experience we have given young people for 39 years could be made even better. The British Council Inspectors were helpful in their analysis of our work and enabled me to see just what there is in the construction of the Course that leads to its instant success year on year.

One thing is the students. That they come mainly on recommendation is vital. We have the right sort of person with us: those who want to come; to have an international experience; to have the time of their life. And there are the staff. That so many teachers come back and back is because they (as Karen put it for my video camera) 'can't imagine a summer without VacStuds'. The sports/social side works from Day One because UK Reps become sports staff and, because they know what it's like to be a student, because they all come from Norwich School and because they have all been through the private school system with its ethos and culture, they immediately bond as a team. It's a complex arrangement that has been built up over decades and not one shared by those organisations that seek to emulate mine.

Back for his fourth summer at Mary Hare in a Managerial capacity was Tom Goodwin. He is brilliant with children. To work on those aspects of the Course with which he is not so familiar, as Office Manager, was Jon Ireland, back for his third time. To keep the teachers happy and deal with issues as and when they arose - well, this was the theory - was a huge teacher support team with Joe Wallis in his fifth year as Academic Manager, Karen Damianou (née Thompson) was back for a fifth year as Senior Teacher and Assistant Course Manager, Emma Whitehouse was Senior Teacher in her third year with us and Chloe Huelamo was back for her fifth year with us as Teaching Co-ordinator. All have DELTA qualifications courtesy of Vacational Studies. As teachers, Nico Damianos returned for a fourth time. Dale Ogilvy and Jon Iveson returned for a third summer. Katy Hubble and Matt Midgley returned for a second time, as did Bernardo Savill. Newcomers were Stephen Christodoulou, Mariam Elgammal, Katie Harris, Emma Henderson, Andy Houwen, Alex Linley, Thomas Olszewski and Moses Stevens.

Ex-UK Rep, Hugh Irving was back for the fourth time as Senior Sports/Social Organiser. Charlie Horwood returned for a fourth summer and Matt Jamieson and Ali Pearson (also ex-UK Reps) returned for a second summer as Sports/Social Organisers. As Sports Assistants, former UK Rep Lewis Weaver was back for a third summer as was Rachel Lewis. New-comer Sports Assistants were the entertaining Cameron Cook, Matt Debney, Joe MacDonald, Johannes Staufenberg and ex-Staff Helpers the hard-working Yannick Mol and Kathy

Storm. Staff Helpers were the everactive Veronica Martins (Portugal) and Hedvig Wennevold (Norway). Dealing with illnesses and conditions real and imagined was Meg Clements in her fourth year as Matron.

The UK Reps (chosen after a rigorous interview at Norwich School by the Trustees of the Vocational Studies Foundation) were the gregarious Rebecca Cadman, the ubiquitous Tom Dell, the sportsmanlike Lewis Hall and the charismatic Joe Wistow. All were superb in the context of the Course and fantastic ambassadors for British youth. All of them entered into the spirit of the Course with abandon - 'stripped of all modesty', as Joe put it. All will be invited to return for a period in the summer of 2012 as Apprentices in preparation for possible staff applications in 2013.

As ambassadors for their own countries, we had some exceptional young people with us. I came to know them, many in some depth, at the Board Meetings which were part of the 'Ideal International Student' process started in 2010 and developed in 2011. The winner of this year's 'Ideal International Student Competition' was Giulio Rosati who is, no doubt, enjoying his iPad 2.

The prize for Academic Excellence was awarded to Ebba Håkansson (Sweden); for English-speaking to Jantje Bouman (Netherlands).

Appearing at both schools, accompanied by three ten-and-a-half year-olds called Piers, Ian and Lars, was Melissa Freeman, my super ChildCare Assistant who explored the woods and grounds with them, played with them all day and kept them very happy indeed for the first part of the Course and then by the equally talented Adam Watkin back for a third year with us now as ChildCare Assistant.

Matt Debney and Lewis Weaver took Lifeguarding qualifications sponsored by Vocational Studies and were i/c the swimming pool.

The regular discos were provided by 'Pink Elephant Roadshow'. The students loved them.

Our link with The Mary Hare was Ian Frey whose knowledge of the School gave me enormous help from the initial dorm placements to the final storage of our masses of equipment. 'We see you as a major business partner' is Mary Hare's view of Vocational Studies. 2012 will be our 30th summer at Mary Hare. Our relationship is rock solid.

And there was me - praising, admonishing, checking, filming and photographing, dispensing justice - once again a deus ex Mercedes, loving every moment, of course, and no longer having to drive across Newbury several times a day.

### Vocational Studies photos and film clips

The idea of communicating with parents via photos and film clips of their children having a great time that I introduced in 2009 was continued with the enhancement of trying to show this great time while it was being had, so day and night my computer uploaded onto Shutterfly the daily photos and video clips that were on my EOS 7 and Ixus 300. At the same time, I was filming with my HD video camera for the end of Course 'VacStuds 2011 All Over Again' DVD. The response from parents has been very positive, although on days of extreme busyness when I simply could not put up with an internet connection slowed to a crawl by the uploads, there was a concern that no news must be bad news. Another concern was that children when adults could be saddled with pictures of themselves when they were young and that that these were too accessible. My own view on this is that I have no concern about photos of my own children being on the web. The photos are anonymous and are

just representations of them - not them as people. Under UK law, no one has a right to his own image. That right lies with the photographer. Parents love seeing photos and films of their children and to see them happy is enormously reassuring. If only one parent objected, I would not be able to show any photos or films just in case this one child might appear in the background. So I have inserted an agreement to photos and films on the 2011 application form.

As in the last few years, wherever I went I was Quasimodo, bedecked in an SLR camera, a digital camera and HD film camera. I shall carry on keeping parents updated about what is happening.

### Password protected section of the website

I put some information in this section this year and, as the parental reaction was not unfavourable, I shall put more lists, etc. in this section in 2012.

### Teaching programme

This year, more than half the teaching programme was devoted to the film project and the remainder of the time to more conventional teaching. The class films have been uploaded to Shutterfly rather than onto CD. The quality of the films is superior to what has gone before as the Director of Studies and Senior Teachers were prescriptive about content. The film project is demanding on teachers and was revised for 2011 so that, while the filming was happening, those not actually involved, transferred to another class for the duration. I had asked Joe Wallis and Emma Whitehouse to work on the concept of 'relevant writing'. Communication via writing has changed its focus and exchanges via e-mail, text and Facebook are now an integral part of how we lead our lives. I asked that this be reflected in classroom activities. The 'relevant writing' that was started in the last week of the 2010 Courses will be integrated into classroom teaching in 2012, as will the compilation of the diary-style student portfolio that will continue to be part of the 'ideal international student process'.

### UK Reps

The change from 'British Students' to 'UK Reps' was very successful in 2010 and 2011. They lived with the students, were subject to the same rules, but they arrived with the staff and were allocated to help classes by the Director of Studies and Senior Teachers. They were answerable directly to me. As they can be of great help in creating an English-speaking environment, we shall offer a place at each House to Norwich School as for the past two decades. UK Reps come to us under stringent conditions, including the prohibition of boy/girlfriends so that they will be open to all students. They were 'on probation' for the first week. At the end of this week, we decided if they should stay. The awareness of the tenuous nature of their place seems to be a motivating factor and will be continued in 2012.

### Sports 2011

The judicious introduction of the competitive 'League' matches in a variety of sports with each side dressed in their House colour ensured that the new House system worked well.

With such careful planning of the 'League' matches, it was a surprise that Sports Day itself was a pale shadow of its pre-2011 self. 'It was like a normal sports afternoon stretched out over a whole day' was the reaction of one who had felt the buzz that had been the Sports Days of previous years and will be the Sports Days of years to come. All it needed was some imagination to include appearances by the Cheerleaders to whip up enthusiasm and a more creative timetabling programme to get back the old spirit of friendly rivalry. It will be changed radically for 2012 and specific responsibility for Sports Day will be part of a job description.

### Catering

Catering at Mary Hare was by their Catering Manager, Paul Leverton. I enjoyed all my meals there. Once again, the catering staff entered into the spirit of the Course, decorating the dining room for Christmas, Valentine's Day or whatever the event might be. Nothing was too much trouble.

### 'The process'

'Making the Ideal International Student' was a process I introduced in 2010. In this process, each student was invited to compile a portfolio to include some ideas on why they thought they had come to us; what they could gain from the experience; what they did to gain from the experience; what effect it had on them and on other people.

In a slight change for 2011, the students had their first meeting at the end of Week One. Each student appeared with his or her class at a 'Board Meeting' comprising several staff with me as Chairman. At the Board Meeting, each student was invited to reflect on the Course experience with reference to the above concepts, using the portfolio as an aide memoire. If needed, I gave prompts to encourage articulation.

I call the process, 'making the ideal international student' because the ideal international student is what each person can become. The result was remarkable. Almost everyone was reflective and sensitive to what the Course could do for them. Several told the Board how they felt they had benefited from the suggestion that they should reflect and that it had opened their eyes to possibilities that would have otherwise eluded them. The opportunity to take part in a formal conversation on an abstract subject disciplined their thought processes and obliged them to use a vocabulary that had been passive before.



Most students had an excellent awareness of the theory of how to benefit from the Course, but the Board also looked at how this was put into practice to see if the theory matched the reality and made its judgment accordingly.

It also gave us the chance to know every one of our students as never before.

In Week Three all the students were invited back to the Board Room to opine on how they were benefiting from the experience; what effect it was having on them; what they felt they could do to benefit even more in the week or so remaining. I thought it useful to push this meeting forward so that there was still time to act on their theories. In these meetings I gave no prompts. The students were by now confident enough to speak for themselves extempore. Those who did well were awarded Vaccles.

'The Process' then changed to become 'The Competition'. I invited the best 12, if they wanted, to appear for a last time in front of the School to talk on 'Making the Ideal International Student'. I also invited anyone not chosen by me to appear, if they wished. The result was a succession of remarkable and eloquent young people, prepared to talk emotionally, philosophically and personally on how the Course had touched them.

As one of them astutely observed, there is no such thing as a single 'ideal student'. The shortlists were long and included many exceptional young people, but in terms of the all-round qualities we were looking for, there could only be one winner and I made the final selection based on advice from the Board. The iPad 2 went to Giulio Rosati (Italy).

### Parents, children and unrealisable expectations

It is important that all parents read this section. The relationship between ourselves and the parents of children in our care is a partnership. We want all our young people to get the most out of the experience. For this reason, I have written a 'Parental Control Condition' into the contract we have with parents. In brief, I say 'We do our best to fulfill our 'duty of care' under English law based on good will and the trust established by your and your child's agreement to the 'rules' as evidenced by the signed 'Agreement and Travel Details' form. If we think a problem is likely to arise, we shall try to contact you before it does so it can be prevented. Nevertheless, if your child's attitude or behaviour is such that we find we cannot exercise the control required to fulfill our 'duty of care', we shall pass responsibility for control to the parent either by requesting the parent's presence or by telephone contact with the child. If this fails and we decide the child is beyond control, we shall expel.'

Generally we have excellent support from parents. Occasionally, we do not. There is no child who does not accept that they sometimes do wrong, make mistakes or act aberrationally. What children accept so readily is unacceptable to a tiny minority of parents. For their child to do wrong must mean that the child is a victim of circumstance and that someone else must be to blame. Some also find it hard to transfer responsibility for their child to a third party - us - and believe they must provide a constant input. All we ask is that parents leave everything to us, in the knowledge that (i) they will hear if there is a problem, (ii) no news is good news, (iii) we have experience in dealing with children, (iv) their child may make mistakes, (v) we shall try to work with them if the child does make a mistake, but (vi) if what their child does is serious enough for us to require that child's removal from the Course, they must comply at once.

We do what we can to encourage students to learn and use the Course to advantage. We do our best to look after them. We make no other claims. We cannot force a child to integrate. While we provide encouragement, they must help themselves. They will find others who speak their language and they may be tempted to take the easy way. They may come with friends from home. We cannot keep friends apart. They must decide to broaden their international horizons, mix and use English. Parents may make requests, but we reserve the right to place students in what we consider to be appropriate classes and dormitories. The final report we write will be our frank assessment. As the teaching/learning situations are different, it may not be similar to the school report you are accustomed to. The Course is a communal experience. Individual freedom is restricted. Our school buildings are houses in a boarding school - not an hotel. Accommodation, washrooms, etc. are shared. Bathrooms may be away from dormitories. Clothes storage space may be limited. All sorts of compromises have to be made, but for most young people this is part of the fun. We also ask parents to accept that telephone contact with their children, especially in the first few days, is not a good idea. We ask that mobile phones are not brought. We are not being difficult, just putting into practice what we know from experience works. In effect, what we are requesting is a partnership between us based on our expertise and parents' trust in us. What we provide and the parameters of what we permit are in our literature. We act on the assumption that parents and students read it all. If your child is interested in drinking, smoking, going out at night and leading an independent life, please choose another organisation less restrictive than ours. We assume that parents will be realistic about their children. We exercise due control, but they have the freedom to do things that are wrong. If they do, there are repercussions outlined in the 'Notes'. We do what we can to prevent rule-breaking, but if it happens, parents must accept that it is occasioned by their child's free will, not lack of control on our part.

Let me put it into context. Ours is a new, exciting and active environment. Parental control appears absent. Our students are a long way from home, without the constraints and re-sponsibilities that tend to check behavioural excess. No doubt there is also the desire to impress one's peers. They may call it 'being carried away'. Whatever the causes, occasionally a few of our students may indulge in behaviour that is simply anti-social. If they get caught, they may

feel they have little to lose. Protected by this feeling that no one of importance will ever know, I am aware that some students have broken our rules and even the law. All students come to us after a 'letter of recommendation' has been written about them by their school. To remove this feeling of anonymity and to encourage students to take responsibility for their own actions, we write frank reports to parents. We reserve the right to send the writer of the original 'letter of recommendation' a photocopy of any correspondence we have with parents about children in our care.

We have also noticed that some parents encourage children to break our rules. Henceforward this will constitute a breach of contract. I write more about this under 'Mobile Phones'.

### Contacting students

The students who adjust best are those whose parents phone them only on the two 'Telephone Sundays'. If these parents wish to know how their child is adjusting, they phone the Course Manager and ask.

There are some parents who feel they must speak to their children frequently. We ask parents who must speak to their children outside 'Telephone Sundays' to phone the payphone after 21.00, not our School Office number. We cannot search for children in a large building and campus. The payphone may ring unanswered. A student may answer it. If so, that student can be asked to search for a student. That student may or may not comply with the request.

### Mobile phones/electronic gadgets

Mobile phones are not useful in the context of the Course. The time young people spend with us develops their sense of independence. They need to be able to cope with small challenges on their own. An immediate call home at the first sign of a problem delays the growing up process that is a part of the Course. The only time a phone is useful is when a child is away from the school. We allow mobile phones to be used only on trip days. In line with UK Government Education Department advice on the possible health hazard for young people of microwaves near the developing brain in an enclosed environment, we do not permit students to use mobile phones freely inside the school. We prefer that a mobile phone is not brought. Any mobile phone brought must be kept in the office. We accept no responsibility for loss of or damage to mobile phones that are brought. Any mobile phone kept other than in the office will be removed for the duration of the Course. We shall treat in the same way as a mobile phone, a laptop computer and any device that uses a wi-fi connection.

Our restrictions on mobile phones are clear and in our rules to which parents have given their signed agreement. Just as parents have trusted us for 39 years to provide exactly what we describe, we trust parents to abide by the agreement they have signed. We have found that some parents have told their children not to hand in mobile phones or have given them a second phone to keep hidden. We cannot discipline children for the actions of parents who undermine us. By the same token we cannot accept responsibility for children who selectively break our rules at the request of parents. We consider this makes it impossible for us to exercise our duty of care. We shall consider this a breach of contract and request that the child be removed.

### English law

I state on the Application Form that this applies. There is nothing sinister about the inclusion of these words. We are de facto in loco parentis in the summer. We accept responsibility for looking after a large number of other people's children. We take this responsibility seriously. Parents trust us to make wise decisions. Sometimes, however, we receive requests which we consider unwise. For example, we are asked to let children be unaccompanied by staff when we consider they are not responsible enough to be unaccompanied. Children feel that, if they ask their parents to request something from us, we must comply with a parental request. We are the ones closest to what is happening. We know what a prudent parent would do and would not do in certain circumstances. Legally, we are expected to fulfil the role of a prudent parent - no more, no less. Sometimes we do not agree with what a parent is asking us to do. We shall use our discretion in all matters. Under English Law a parent may not sign away a child's rights. This includes the child's right to be protected by adults. We shall do what we think is right for the child. This is why I state that English Law applies.

### Theatre visits

Most students request a visit to the theatre. There will be a limited number of tickets for each of four or five shows. The visit to 'Macbeth' in Stratford-upon-Avon proved very popular, so the choice for 2012 may not be only West End musicals. I shall upload a form onto our website two



months before the Course begins, so requests can be made on the form and the scan emailed to me. Tickets will be allocated in the order the scanned forms are received.

### Olympic visit

I have tickets for an Olympic football match at the new Wembley Stadium on 1 August. Allocation will be by a form which will be uploaded to our website in May.

### Property

We ask that valuable items (including expensive clothes) are not brought. All items with a used re-sale value over £40 must nevertheless be listed on the 'Valuable Possessions' form. At the end of the Course we send back every named item of property left behind. Un-named items are also returned if we have a good idea to whom they belong. We can keep items in our office on request. While they are safer in our office than elsewhere, we accept responsibility only for items stored in our safe. Items given to us for safe-keeping are kept in our safe for the duration of the Course and are not removed at any time. Property not in our safe and lost other than when in the student's possession on a trip is not covered by the Insurance policy we include as part of the Course Fee. We accept no responsibility for mobile phones.

### Health & EHIC

All students are entitled to free emergency treatment under the Medical Insurance policy included in the Course Fee for illnesses or accidents that happen in Britain. EU and EEA residents are entitled to free treatment under the National Health Service for illnesses or accidents that happen in Britain. Pre-existing conditions are not covered by our insurance. No one (not even an EU or EEA resident) is entitled to free treatment under the NHS for a pre-existing condition unless they have an EHIC (European Health Insurance Card). EHICs were introduced on 1 June 2004 and are available from Social Security or Health Department offices overseas. If an overseas Social Security or Health Department office states that an EHIC is not needed because free treatment for a pre-existing condition is available for anyone in the EU or EEA on a short stay, that advice is wrong and the office should contact the Department of Health on +44 20 7210 5318 for confirmation. If they have a pre-existing condition and do not have an EHIC, students should have their own medical insurance.

### Lost luggage

New arrangements for hand baggage mean that more cases are lost by airlines than before. We shall continue to help students who arrive with no luggage to buy necessary items, but as the contract the airlines have is with the passenger (not ourselves) they will not refund the cost to us. We shall inform parents what has happened and take the cost from pocket money. The airline will then reimburse the parent who will, we hope, have topped up the pocket money.

### Excess Baggage

The economy class limit is 20 kilos. Airlines insist that luggage over 24 kilos is put in a second suitcase (which must be bought) and then there will be an additional charge of £100. Students must, therefore, bring less than 20 kilos of luggage.

### Vacstuds DVD

'VacStuds 2011 All Over Again' has been edited from footage I shot during the Course and sent to those requesting it. Eventually everyone sees the Courses through my eyes. For those students wishing to relive the summer and for those parents trying to find out what made it 'the best summer of my life', here is an instant walk down Memory Lane. Parents of 2012 students who would like a preview can request a copy. I have commissioned a film producer to make a brief encapsulation of Vacational Studies. Filmmakers were around this summer capturing various moments which will be distilled into brief film clips for our website.

### Before and during the Course

Parents are welcome to contact me on any matter. In July and August I can be anywhere. For practical reasons, therefore, it is best to make contact with me during the Courses on my mobile phone +44 7717 007 007 or, if it is to find out how a child is, the Course Manager is best placed to give this information on +44 1635 244 221.

### Staff Helpers

If possible, we like to have a male and/or a female former student on the Course as unpaid helpers, providing a link between staff and students. They tend to be 18-21 and to have left a gap of one summer after being a student. SHs are chosen on 31 March. Potential SHs should contact me before 1 March. If 'leadership potential' or an equivalent phrase is mentioned in my letter accompanying the final report, this suggests that a SH application would be considered favourably.

### Apprentices

The previous year's UK Reps occasionally visit for a few days to gain experience helping with the Course before they apply for Sports jobs. I have decided to formalise this arrangement by giving them a title 'Apprentices'. They will be invited by me for varying periods to work with 'The Crew'.



### After the course

Please feel you can contact me about anything connected with Britain. For example, parents ask for my advice on continuing their children's education in Britain. I am happy to help. No charge! I see this as a natural extension of my work with young people. Students ask for information, sometimes ten or twenty years later or more.

### Vacational Studies trade mark

Our logo and the words Vacational Studies and the names of some of the schools we have used have been registered as trade marks. We have no connection with any other organisation - whether with a similar or dissimilar name and programme.

### The Jörg Weise Association

This exists to encourage international understanding. Every year, we have students who make an exceptional contribution to the international aims of the Course or who are internationally-minded. These may like to consider joining the Association.

Details are at [www.vacstuds.com/charitable\\_trusts.htm#Jorg\\_Weise](http://www.vacstuds.com/charitable_trusts.htm#Jorg_Weise)

### Giotto

This enables our students to keep in touch with friends from when they were students with us and to make new contacts for social or professional purposes. Details are on [www.vacstuds.com/GIOTTO](http://www.vacstuds.com/GIOTTO).

### Vacational Studies Foundation

The Vacational Studies Foundation was registered as a Charity under English Law in January 2000 to assist talented young people. Details are on [www.vacstuds.com/FOUNDATION](http://www.vacstuds.com/FOUNDATION).

### H.T.W. Mucklejohn

My father, who was Company Secretary from the founding of Vacational Studies until his death in 2003, was a great support to me. In his memory, the Jörg Weise Association has donated in perpetuity a full Scholarship which I am able to award when I come across a young person who would benefit from our Courses, but cannot apply for financial reasons. If you know one, tell me.

### Vacstuds on Facebook

is for those connected with Vacational Studies to continue to relate to us and to each other.

### Vacstuds on Twitter

exists because it can exist, but I have yet to be convinced of its worth for us.

### Vacstuds.com in a virtual world

Vacstuds.com is our 'shopwindow' and main medium of communication. All our 'literature' is there. There is no point now in our printing anything on paper, especially as information can be updated in seconds. We expect all parents to have internet access and to check the 'Latest News' section at [vacstuds.com](http://vacstuds.com) for the latest news and links to the information we produce. We occasionally send e-mails to everyone and ask that [vacstuds.com](http://vacstuds.com) is included as an allowed address so that messages from us are not seen as spam.

### My thanks

...to all those who trusted with the care of their children this summer. It is a privilege for me to meet some of the most personable, intelligent and charming young people in the world. and to know that, since 1973, those who have been through the Vacational Studies experience can say that these are 'days I'll remember all my life.'

### And finally...

For those who are interested, my second book about my adventures ('And Then There Were Three - Expanded Edition' (ISBN 1903933730)) was published in June 2006 and is available inter alia via [www.amazon.com](http://www.amazon.com). I have put the entire text on [www.andthentherewerethree.co.uk](http://www.andthentherewerethree.co.uk). A third book will appear when I have finished writing it.

### Biographical note

Ian Mucklejohn - who, as the Director, co-ordinates the School - was born in London. He is a graduate of the University of London with an Honours Degree in English Language and Literature, is an Associate of the College of Preceptors and a Fellow of the Royal Society of Arts. He has had many years experience in teaching. He is a published writer. His book 'And Then There Were Three' (Expanded Edition ISBN 1903933730) is also on the internet at [andthentherewerethree.co.uk](http://andthentherewerethree.co.uk). He is the founder of Vacational Studies and has three 11 year-old sons of his own.



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