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THE DEVELOPMENT OF A HOME SCHOOL

Brigham Young University

Ed.D. 1981

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THE DEVELOPMENT OF
A HOME SCHOOL

A Dissertation
Presented to the
Department of Secondary and Higher Education and Foundations
Brigham Young University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

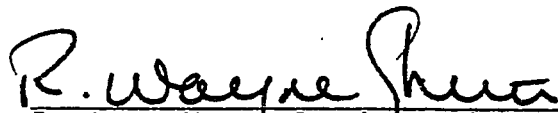
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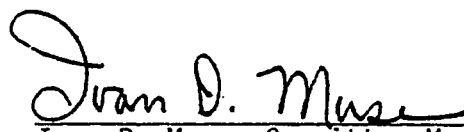
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Reed Amussen Benson

April 1981

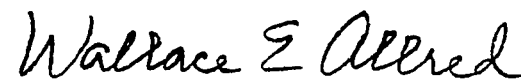
This Dissertation, by Reed A. Benson, is accepted in its present form by the Department of Secondary and Higher Education and Foundations of Brigham Young University as satisfying the dissertation requirement for the degree of Doctor of Education.


R. Wayne Shute, Committee Chairman


Ivan D. Muse, Committee Member


Wallace A. Allred, Committee Member

March 16, 1981
Date


Wallace E. Allred, Department Chairman

To
my mother
FLORA SMITH AMUSSEN BENSON
my first and finest
teacher.

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Chapter 1

INTRODUCTION

There has been concern on the part of an increasing number of parents, professional educators, legislators and others that the public schools and some private schools are not adequately educating their children academically. In addition, some parents have expressed anxiety over the environment of these schools, which has led their children in a direction contrary to the parents' personal values.

In response to this problem, a growing number of independent private schools are being established throughout the country. Concurrent with the growth of these schools, some parents and others are entertaining the idea that educating children is indeed a parental responsibility and that this responsibility can best be met by teaching children at home, particularly during the early years.

Statement of the Problem

An increasing amount of information is available in scattered sources relative to the establishment of home schools, but very few single sources address the crucial issues related to the movement.

Statement of the Purpose

The purpose of this study was twofold:

1. To determine the basic issues related to the home school movement and to present a rationale for the establishment of a home school.
2. To report on the Benson experiment (Rocky Mountain Academy)--a personal report on the establishment of a home school.

Delimitations

The following delimitations were set for this study:

1. Only a one-family home school was considered, not multi-family home schools where parents or children of two or more families are involved.
2. No in-depth survey was made of the various correspondence courses which may be taken at home.

Definitions

For the purpose of this study:

1. A one-family "home school" is defined as a school where: Supervision was done by the parent(s) of the child(ren), instruction in academic subjects was given primarily within the home, and teaching was performed by the parent and/or tutors whom the parent uses.
2. A "home schooler" was either a parent (parents) and/or a child (children) involved in home school.

3. "Compulsory education" was where by state statute one is required to attend school for a certain period of time until a certain age.

Methods and Procedures

The following steps were taken in order to resolve the problem:

1. A comprehensive study was made to (a) identify the crucial issues related to the home school movement, and (b) to resolve these issues, thus establishing a rationale for the home school movement.

Included in the rationale (Chapter 2) is a review of recent literature which primarily supported the home school concept. Whereas an effort was made on the part of the writer to obtain opposing arguments to home schools, little or no literature was found. Because of this Chapter 2 was devoted to a rationale of the home school concept rather than a strict review of literature

The writer felt inclined to objectively raise questions about the home school concept by including a section in Chapter 2 entitled disadvantages. In this section five important objections to the home school movement were considered which were matters of concern to people interested in establishing home schools.

2. A report was made of the eighteen-month continuing experiment of the Rocky Mountain Academy--a personal home school project of the researcher. This report provided a personal view of some of the issues reviewed in the study but care has been taken to avoid extensive repetition. The style this author chose to follow

was very personal in an effort not to lose the value of this first-hand account. The report was divided into two sections, year one and year two.

Organization of the Remainder of the Study

Chapter 2: Home School Rationale.

Chapter 3: Report of the Rocky Mountain Academy--a personal experiment of the researcher.

Chapter 4: Summary of the findings, conclusions and recommendations.

Chapter 2

HOME SCHOOL RATIONALE

Legal Questions

The first matter considered was whether home schools were legal.

Basically three approaches were taken by home schoolers to establish a legal footing:

1. Deal with the "compulsory" requirement of schooling.
2. Make the home school an acceptable alternative to the public schools.
3. Appeal on religious grounds for the right to teach one's own.

These three approaches will now be considered as follows:

Compulsory Requirements

In researching many court decisions, practically no cases exist in which the compulsory aspect has been successfully challenged. Only Mississippi does not require school attendance. A recent case in Louisiana (State v. Sadler, 383 So. 2nd 787, 1980) involved the unsuccessful challenge, based on the Bill of Rights, of the Constitutionality of compulsory education.

The Twelve Year Sentence, edited by William F. Rickenbacker (1974), contains two bibliographies, one of which was devoted to court cases that related to compulsory schooling, with annotations by the compiler.

Acceptable Alternative

The home schoolers have found their greatest success in the acceptable alternative approach. The Massachusetts Center for Public Interest Law, Inc., has concentrated much of its work in the area of law and education. Pursuant to a research grant of the National Institute of Education, U.S. Department of Health, Education and Welfare (Grant No. NEG-00-3-016), May 17, 1976, the center issued their Final Report: Legal Implication of Compulsory Education (Aikman and Kotin). This comprehensive report discussed the state statutes regarding compulsory school attendance, alternatives to the public schools, and the major court cases involving this concern.

In a "summary of some of the principal general conclusions we have reached," they state:

Most state statutes compel attendance at either public school or private school but are very ambiguous with respect to allowing attendance at other types of educational programs. In those few states where these statutes have been interpreted by state courts, however, the courts have generally been liberal in interpreting compulsory attendance laws to allow attendance at such other types of educational programs. In general, the compulsory attendance laws, themselves, are not a major obstacle to the development of alternative educational programs (Aikman and Kotin, 1976, p. 6)

Perhaps the landmark case which gave private schools the right to exist and gave parents the right through them to discharge their obligation of compulsory school attendance was *Pierce v.*

Society of Sisters, (268 U.S. 510, 1925). In this case the Supreme Court stated:

The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the state to standardize its children by forcing them to accept instruction from public teachers only. The child is not the creature of the State.

As of the time of this writing the court cases which revolve around home schooling as an acceptable alternative usually have to do with whether this kind of education is "equivalent" to the public schools, whether the students attend at the proper age for the required number of hours a day and/or days a year, and whether they are taught by "competent" teachers. The above requirements are the most consistently mentioned in the state statutes.

Many who teach their own children at home incorporate their home school as a private non-profit educational corporation in order to be considered a "private school" and fit within the statutes which allow for the private school alternative to the public school. (See Appendix A, pp. 157-163 for the corporation documents of the Rocky Mountain Academy.)

While the Final Report (May 17, 1976) covered the various state statutes and state constitutional provisions that may relate to compulsory education and the alternatives to public schools at that time, a more easily accessible and simplified version can be found for each state in a recent book entitled School at Home (Wade, Moore and Bumstead, 1980).

While states statutes vary and case law evolves, the recent trend of court decisions has been quite favorable toward home school as an alternative. The recent case of *Perchemlides v.*

Frizzle was publicized in such national news media as the April 16, 1979 issue of Newsweek magazine (Seligmann with Zabarsky). The October 1979 Phi Delta Kappan carried an article entitled "Educating Your Child at Home: The Perchemlides Case" by Richard A. Bumstead. This article is reprinted in the previously mentioned book School at Home in a separate chapter entitled "A Landmark Decision in Home Education."

This case arose in Hampshire County of the Commonwealth of Massachusetts as a Superior Court Civil Action No. 16641 from a dispute between a home schooler, Peter Perchemlides, and the Amherst School Superintendent, Donald Frizzle. Mr. and Mrs. Perchemlides sought to educate their eight-year-old son at home pursuant to a statute that exempts from public school attendance requirements a child who is "being otherwise instructed in a manner approved in advance by the superintendent or the school committee." The Perchemlides presented two successive proposals for their home school to Superintendent Frizzle, each of which was disapproved.

John M. Greaney, Justice of the Superior Court, entered the decision November 13, 1978. While a Superior Court doesn't constitute a statewide precedent, the General Counsel of the Massachusetts Department of Education, Rhoda E. Schneider, sent out an "Advisory Opinion on Home Education" January 4, 1980, to School Committee Chairpersons and Superintendents of Schools. In her opinion, reference was made to the Perchemlides decision as "the most thorough and well-reasoned decision on the issue to date in Massachusetts or any other state," which "offers substantial guidance for school officials as well as parents" (p. 2).

In his decision, the judge quoted several Supreme Court decisions supportive of the constitutional and statutory protection of the right to home education.

Under the caption "Scope of the State's Regulatory Powers," he stated that the state "may not . . . set standards that are so difficult to satisfy that they effectively eviscerate the home education alternative" (p. 11) and "may not use regulations or standards as a means of discouraging alternatives which are not identical to the public schools" (p. 12). He continued:

The school committee or the superintendent must be satisfied that a home-educated child is receiving at least the same number of hours of instruction in each required subject as the public school students . . . and must be satisfied that the parents are competent to teach their children and that they are doing so diligently, consistently and in good faith (p. 12).

On the matter of testing, the judge specified that:

The superintendent and committee may require that the child be periodically tested, although the method of testing must logically be related to the type of educational program that the parents have chosen to follow (p. 12).

Home schoolers have been concerned about testing because they often differ with public school leaders on both timing of testing and the material to be covered. The judge stated:

If it turns out that a child does not test as well as might have been hoped, however, it makes sense to remember that we do not remove our children from public school when they fail tests. The testing process should be viewed, at least initially in any case, as an opportunity to remedy any shortcomings that may be uncovered, unless the shortcomings are so significant as to reflect serious defects in the methodology of the home education program and substantial failure on the part of the child to make reasonable educational progress (p. 12).

On socialization:

Despite a sincerely held belief on the part of the authorities that the social interaction provided in the public schools is very important to a child's development, to impose a requirement of equivalency in social contacts would make home education impossible in almost every case. . . . Under our system, the parents must be allowed to decide whether public school education, including its socialization aspects, is desirable or undesirable for their children (p. 13).

On equivalency:

There are certain ways in which individualized home instruction can never be the "equivalent" of any in-school education, public or private. At home there are no other students, no classrooms, no pre-existing schedules. Parents stand in a very different relationship to their children than do teachers to a class full of other people's children. In view of these differences, to require congruent "equivalency" is self-defeating because it might foreclose the use of teaching methods less formalized but in the home setting more effective than those used in the classroom. . . . Institutional standards in a non-institutional setting cannot be literally insisted upon (p. 17).

The judge declared that:

Some of the reasons cited for the rejection of the Perchemlides' plan such as lack of group experience, improper motive, and bad precedent, clearly intrude too far on the parents' right to direct their child's education (p. 20).

I conclude that although it is the right and duty of the superintendent or the school committee to inquire into and either approve or disapprove home education plans, the parents' constitutional right to decide how their own children shall be educated places reasonable limitations on that inquiry and thus circumscribes the discretion of the local authorities (pp. 6-7).

Religious Grounds

Another general conclusion of the Final Report (Aikman and Kotin, 1976) read:

The Supreme Court has taken a restrictive view from the scope of Constitutionally-mandated exemptions from compulsory attendance, by trying to limit those exemptions to claims under the free exercise clause of the first amendment and by interpreting that clause in a very restrictive manner (p. 7).

The free exercise clause pertained to those who felt their religious liberties were infringed through compulsory attendance. The most noteworthy court cases of this nature have involved the people of the Amish faith in such Supreme Court decisions as *Wisconsin v. Yoder* (406 U.S. 205, 1972), and *State v. Garber* (389 U.S. 51, 1967).

Ways to Insure Legality

1. Other nearby home schoolers could be contacted to ascertain what steps they have taken to legally establish their home school. State statutes vary and so does the position of State Departments of Education and local school boards.

2. One can write to the state or United State representative or senator for help. This also puts the elected official on notice of the inquirer's interest in home schooling. One home school advocate, John Holt, suggested the following type letter:

Dear Legislator:

I am a parent of school age children, and am seriously thinking about teaching them at home. I fear, with good reason, that in the schools they will be exposed to and tempted by all kinds of drugs, sex, and violence, and many kinds of peculiar ideas. I also fear that they may not learn anything, may indeed pick up from their peer group a contempt for learning, and in any case, that because of the large classes, they will not be able to get the kinds of individual attention and help that I can give them at home.

I would therefore like to have the full text of all the laws in this state relating to school attendance, to

alternative possibilities such as tutoring at home, and to the possibility of parents making their own home a school. I have written to you instead of the State Department of Education because I fear that, since their interest is in keeping my child in the schools, they may give me a somewhat biased version of the laws.

I would also like to know anything you may be able to tell me about court decisions in this state interpreting these laws. Thank you very much in advance for your attention and help ("Letter to a Legislator," issue 1, p. 3)

3. The Educational Secretary of the local Seventh Day Adventist conference should be consulted regarding compulsory attendance laws and teacher qualification requirements. The Adventists have a large national enrollment in correspondent courses.

4. A public library could be helpful in locating information regarding state statutes. Under the topic of "Education" or "Schools" there will usually be subsections such as "Home Study," "Private Schools," "Tutoring," "Correspondence Courses," etc. Often education laws are bound in a separate book. A commentary on the state laws entitled (state name) Jurisprudence will give an overview of the statutes and related court cases. For actual court cases, a law school library or a lawyer might have the volumes in his office.

5. A local lawyer can research the school law for the area and, if desired, can draft the papers of incorporation for a home school.

6. John Holt, one of the leaders in the "unschooling" movement, has suggested that the home schoolers would do well to know the pertinent case law so they will be able to defend their position should the need arise. To that end he has made available

through his headquarters at Holt Associates, Inc., 308 Boylston Street, Boston, Massachusetts 02116, a photo copy of Judge Greaney's decision in *Perchemlides v. Frizzle* and also a photo copy of the memo written by the legal counsel for the Massachusetts Department of Education, both of which have been quoted earlier.

The Center for Independent Education, Box 2256, Wichita, Kansas 67201, has an article by Stephen Arons reprinted as a pamphlet entitled The Separation of School and State: Pierce Reconsidered, (1976) which sells for \$1.00. The same center also has available for the same price a pamphlet entitled Litigation in Education: In Defense of Freedom (1977) by William B. Ball, council for the defense in *Wisconsin v. Yoder* (406 U.S. 205, 1972) and in Ohio's recent *State v. Whisner* (47 Ohio St. 2nd 181, 1976).

7. Two periodicals report to their readers the latest court cases involving home schooling:

Growing Without Schooling (bi-monthly; 6 issues \$15)

John Holt
308 Boylston Street
Boston, Massachusetts 02116

Tidbits (4 issues \$10)

Ed Nage1
P. O. Box 2823
Santa Fe, New Mexico 87501

Tidbits is published by the National Association for the Legal Support of Alternative Schools (NALSAS). They describe themselves as follows:

NALSAS is a national information and legal service center designed to research, coordinate and support legal actions involving nonpublic educational alternatives. Challenging compulsory attendance laws--as violative of 1st Amendment rights--and other state controls on non-compulsory learning arrangements. NALSAS helps interested

persons/organizations locate/evaluate/create viable alternatives to traditional schooling approaches (Tidbits, Winter 1980, p. 1).

8. A lawyer may be a necessity if litigation appears to be the only alternative. Ofttimes a letter from him to school authorities will preclude prosecutions. Such a lawyer may arrange for a pre-trial conference with the district attorney, who may dispose of the case with a writ of nolle prosequi.

Most lawyers are initially unacquainted with the statutes affecting home schools or the court precedents. Whatever preliminary homework on the subject may have been done by the litigant, it should be brought to the attention of the lawyer to save research time and additional legal fees.

An increasing number of lawyers are knowledgeable about the home school movement and have successfully defended alternative schools before the bar. A review of the periodicals previously mentioned Growing Without Schooling and Tidbits should help locate one. Most prominent among these lawyers is William B. Ball, 127 State Street, Harrisburg, Pennsylvania 17101. Mr. Ball might direct a person to a local lawyer with experience in this field.

Advantages Considered

For a parent to take their child out of a community school and assume more fully the responsibility for the child's education suggests a degree of dedication and some strong reasons on their part. The advantages to parents and the child of setting up a home school vary, but these can basically be grouped into ten general categories.

Leadership and Love at Home

A prime advantage of school at home is the fact that it honors both state edict and religious conviction wherein the responsibility for bringing up a child rests with the parents.

The U.S. Supreme Court in 1923 held that "it is the natural duty of the parent to give his children education" (Meyer v. Nebraska, 262 U.S. 390). In 1944 the Court held that "custody, care and nurture of the child reside first in the parents" (Prince v. Massachusetts, 321 U.S. 158). In 1972 it reaffirmed that the "primary role of the parents in the upbringing of their child is now established beyond debate as an enduring American tradition" (Wisconsin v. Yoder, 406 U.S. 205).

The Reverend Paul D. Lindstrom, founder of the Christian Liberty Academy, in its Home Study Journal December 1977 in an article captioned "The Real and the Counterfeit" stated:

Our children belong to God, not to the state. Education is primarily a responsibility of the parents. It belongs in the home or in the school of the parents choosing. It does not belong in the unconstitutional, degenerate, tax-fed, socialistic, anti-God government schools (p. 4).

December 12, 1979, in the case of State v. Nobel, the 57th District Court for the County of Allegan (state of Michigan) decided in favor of the home-schooling parents on the grounds of their religious beliefs. The court stated:

Mrs. Nobel refuses to obtain a teaching certificate because of her religious beliefs. Mrs. Nobel testified that her daily life was governed by her understanding of the word of God as contained in the Bible and it is her firmly held religious belief that parents are responsible for the education and religious training of their children and that the parents must not deligate [sic] that role and authority to the government or any State, that for her to

accept State certification would, according to her religious beliefs, be placing her responsibilities for education of her children in a position subserviant to that of the State in violation of her religious beliefs (p. 2).

Parents who assume responsibility for the education of their children through home schooling give their children the advantage of being taught by those who have their welfare most at heart-- their parents. Home schoolers argue that a home setting could result in building in the child love, self-concept, and self-confidence in a manner not to be matched by any outside school.

In the Radcliffe Quarterly March 1978, John Holt, a leader in the school at home movement, reported:

A mother, teaching her children at home, wrote recently about her 12-year-old daughter; 'With C, I can see the encrusted layers of school rigidity falling away; several times a lesson with her has dissolved into a conversation about her real worth as a loving, responsible human being versus the graded, classified, surely stupid person she sometimes felt herself to be in school.' No one in my own high-powered schooling ever had such a conversation with me, or tried in any way to deal with my growing conviction of my own worthlessness. Later, most of the children I taught or knew, high-IQ upper-class students in "good" schools, felt themselves to be largely stupid or worthless. Over the years, many people have written to me to say that their children were learning in school to feel this way about themselves, and to ask what they could do. I used to say, 'reform the schools.' Now I suggest that they do something that they really can do if they really want to and that will make an immediate difference in their children's lives (p. 10).

In his bimonthly periodical Growing Without Schooling, Holt carries many letters from parents who testify to the resurgence of both spirit and body that occurs in their children when they are brought home for schooling (see especially issues numbers 5 and 10).

The question arises, "What is wrong with sending a child to nursery for two or three hours daily, several days a week?" To this Raymond S. and Dorothy N. Moore, in their book Better Late Than Early (1975) respond "that in general not even the 'best' schools compare favorably with a good home" (p. 27). Another seeming advantage then of home school is that it centers the learning activity in the home, not out of the home.

Shawn and David Kendrick expressed this feeling in their September 20, 1979 letter to their local Superintendent of Schools:

We have not felt right about sending our children out of our home to be influenced in their formative years by people whom we do not know personally and whose morals, values, and political and religious beliefs may differ from ours. Once a child starts school, the home becomes school centered, not family centered. The hour before school getting ready, the six hours of school, the hour or two unwinding afterwards and the hour or more of homework later in the evening leave little time for parents and children to communicate and involve themselves jointly in activities not directly related to school (Kendrick and Kendrick, "Letter to Schools," issue 12, p. 4).

Some parents seem to appreciate the fact that they have the opportunity to be with their child during his/her best hours of the day. As one home schooler, Margaret A. Johnson, put it: "Sending our children away for the better part of their waking hours deprives the family of some of the most joyful and enriching experiences it can have" (Johnson, untitled xerox paper, p. 2).

In the Prime Showcase edition of the Ladies Home Journal December 1979, the article "Home Schooling Makes a Comeback" by Lesley Burnell reported that "families say they spend more time together, learning and sharing, and that a happy and contented child is more receptive to learning when the influence comes from loving

and dedicated parents" (p. 29). For some families these home schooling hours spent together become what Holt refers to as "a family-saving movement" ("The Plowboy Interview," July/August, 1980, p. 13).

"There's a lot of joy in teaching children," she said, 'so why shouldn't I have that joy!'" This quote of a home school parent appeared in the Deseret News (9 January 1979, p. A7) in an article by Kathleen Bradford entitled "Perry Couple Educating Children at Home" points out yet another advantage.

On page 93 of her book American Home Academy--the Journal of a Private Home School, Joyce Kinmont stressed this theme:

I cannot imagine, at this point, what it would be like to be rattling around in an empty house while someone else was having the joy of being with my children. I like the way my children are developing. I like the strength our family is building. No matter how good the public school system might become, I would still continue to teach my children at home.

On page 30 of this same journal, Mrs. Kinmont quoted Gandhi as saying, "There is no school equal to a decent home and no teacher equal to a virtuous parent."

School Can Wait

Another advantage for educating a child at home, at least during the early years, is the result of careful evaluation by Raymond S. and Dorothy N. Moore of extensive research on early childhood education. As a result of a \$257,000.00 federal grant, the Moores and their associates analyzed more than 7,000 studies made of young children by neurophysiologists, pediatricians, psychiatrists, ophthalmologists, psychologists, sociologists, and educators. They also made an analysis of the 1970 National

Elementary School study data on 80,000 children and 3,500 schools. Out of this comprehensive research came the theories of the "integrated maturity level" and "positive and negative sociability."

Their research revealed that all the senses and abilities of the young child's brain to reason do not come together at the same time to have the child ready for formal instruction until the ages of eight to ten. The Moores called this chronological confluence of all the child's learning factors the "integrated maturity level" and conclude from the studies of a great variety of aspects of human development that children would generally be better off if they would remain at home with their parents until at least eight to ten years of age. According to the authors, some psychologists at Stanford and the Universities of California and Rochester even suggest that twelve to fourteen years of age would even be a better time to enter school if a good home could be provided.

Some of the harmful effects of early schooling the Moores found are the feelings of failure and frustration that come to a child who is not mature enough for certain school tasks. Their research has shown that the earlier children go to school, the worse their attitude is toward schooling. Many of the so-called "learning disabilities" can be traced to too much pressure on the unready brain. Young children do not function as well in groups and criticism, rivalry and ridicule by some of their peers damage their self-concept. Those who enter school later out-perform the others in behavior and social skills as well as academically.

The above findings lead to the "positive and negative sociability" theory, which included the tendency of the school child

to lock into a value system of his age group. Little children are not the best examples of proper social values. The young child finds difficulty in sorting out acceptable from unacceptable behavior and he may be confused by the differences between his family values and those of his school peers. Often a young child may be carried along by the peer group's thinking and activity. He becomes peer dependent. The combination of failure and frustration from entering school too soon, allied with the negative aspects of peer influence, may be two reasons for many school dropouts and juvenile delinquency.

Thorough documentation of the above material is contained in the book School Can Wait (Moore and Moore, 1979). A condensation of their findings, which have been liberally drawn upon for this section, can be found in the previously mentioned book School at Home (Wade, Moore and Bumstead, 1980).

Avoid the Pitfalls

Professional educators frequently have a tendency to claim credit when learning takes place in the school, but when learning does not take place they blame the student. "More and more parents are becoming disenchanted with . . . the reluctance of teachers to accept responsibility for students failure to learn," according to a 4 December 1978 Time magazine article entitled "Teaching Children at Home" (p. 78).

A May 1979 article by Connie Bruck in McCall's magazine entitled "Are Teachers Failing our Children" reported that the New Jersey Educational Association teachers said that they want to be

evaluated not by how well their students do but by how well they teach (p. 177). As John Holt said,

It is hard to think of any other human work, certainly not one that (in the U.S.) spends close to a hundred and fifty billion dollars a year, in which the workers all say that how well they work has nothing to do with what kinds of results they get. (Holt, "Good Teaching," issue 10, p. 6).

The foremost pitfall of a public and some private schools so far as a Christian is concerned is that their religion is secular humanism. By Supreme Court definition, a religion, to be a religion, does not have to believe in the existence of God, and "secular humanism" is listed among those that fall in that category.

David O. McKay, the late president of the Church of Jesus Christ of Latter-day Saints (hereinafter called the LDS Church), stated after the Supreme Court's landmark school prayer decision that "the Supreme Court of the United States severs the connecting cord between the public schools of the United States and the source of divine intelligence, the Creator himself." (McKay, December 1962, p. 877). With that cord severed, it could be argued that humanism runs roughshod today through the public school system. John Dewey, the educator who probably has had the greatest influence on the public schools during this century, was one of the original signers of Humanist Manifesto I.

Battle for the Mind by Tim LaHaye (1980), Secular Humanism: The Most Dangerous Religion in America by Homer Duncan (1979), and Change Agents in the Schools by Barbara M. Morris (1979) are three books which warn of the disastrous consequences of humanism. A study of both Humanist Manifesto I and II will show how widespread these principles prevail in the public schools today.

Closely allied to the pitfall of humanism is the teaching of conflicting values. As Margaret A. Johnson explained, "We were unconditionally opposed to the value clarification, situation ethics, and behavioral control and modification practiced on children in schools." She added, "we could perhaps undo most of the other problems, but the subtle attack on our Christian values and heritage could not be so easily countered from the home" (Johnson, "Sunrise Christian School, pp. 3-4). Time magazine reported that "in Washington state, a Mormon mother keeps her two daughters out of public schools because she fears they will be taught Darwinean concepts of evolution." ("Teaching Children at Home," December 4, 1979, p. 78). One mother stated that "vacations were just long enough to get the kids civilized, and then they'd go back to school and be savages again" ("A Reader's Memories," issue 13, p. 3).

The spread of immorality and drugs in schools is another pitfall. The June 6, 1980 Lawrence, Kansas, Journal-World newspaper quoted a mother who took her 15-year-old daughter out of school: "It's better than having her around all the sex and drugs at the high school. Four of her girlfriends who are only 14 years old have already had babies" ("News From Kansas," issue 16, p. 2).

In a recent Gallup Poll survey of the 10 chief problems facing public schools, the populace listed the lack of discipline and drug abuse as being most critical (Wellborn, September 8, 1980, p. 47).

Violence in the schools is still another pitfall which home schoolers may avoid. "School Violence and Vandalism" is the title of a report issued by the Subcommittee to Investigate Juvenile Delinquency, United States Senate Judiciary Committee. (This report can be purchased from the Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402 for \$4.95.)

A recent issue of Family Circle magazine summarized the problem:

Few schools today are the havens of safety most older adults probably remember from their childhoods. Your children's chances of encountering crime are greatest when they're enroute to, at, or coming home from school.

According to one Government study, at least 282,000 of the nation's 21 million secondary-school students are physically attacked each month, and 2.4 million have something stolen. A quarter of the nation's grammar-school children report being afraid that 'somebody might hurt them,' and one-third of seventh graders surveyed at a typical metropolitan school say they are fearful of being hurt or bothered in school ("Crime in Schools," issue 16, p. 4).

Incarceration is another pitfall. In his book, Education and Ecstasy (1969) chapter 6 entitled "No School?" George B. Leonard stated that the average school is no fit place to learn. "It is basically a lock-up, a jail. . . . The child," he said, "is worn down by the fatigue of sitting in one position for inordinate lengths of time. . . . Even the worst ghetto home can be a better learning environment than most schools" (Leonard, 1969, p. 102).

Leonard listed five of the ten essential principles of the Nuremberg Code which govern experimental research involving human subjects. He showed how these principles were violated by the public school experiment, not the least of which was infringement on the individual's freedom (Leonard, 1969, pp. 113-114).

"Surely there was a better way for the children to learn other than by being confined to a large building all day," said one home schooler. "Most schools," she continued, "were boring, lifeless places at their best, and dehumanizing, grim institutions at their worst." (Heidenry, October 19, 1975, p. 70).

In their letter of September 20, 1979 to the local superintendent of Schools, Shawn and David Kendrick wrote:

The idea of grouping large numbers of children all the same age with one adult figure in a room for six hours a day, nine months a year, is certainly not based on any natural or traditional way of learning or living. Schooling as we know it today is a social experiment founded not on proven psychological, sociological, or scientific grounds, but rather on politics and economic need (Kendrick and Kendrick, "Letter to Schools," issue 12, p. 4).

"When I tell school people, as I believe," says John Holt, "that the social life of most schoolrooms is mean-spirited, competitive, status-oriented, snobbish and destructive, I am not challenged on this view" (Bumstead, October 1979, p. 98). The September 22, 1980 U.S. News and World Report story "When Parents Ask: 'Who Needs School?'" carried a similar quote:

Parental complaints are reflected by John Holt, a former educator and editor of a monthly newsletter, Growing Without Schooling, who says: 'Schools are not only destructive of intellect but character. With very few exceptions, the social life of our schools is meanspirited, competitive, status seeking, snobbish, cruel, often violent and full of talk about who went to whose party and who did not.' Many parents agree (p. 47).

Closely akin to the social pitfall mentioned above that is claimed to be avoided by home school is the emotional pitfall. The Perchemlides taught their son Richard at home for his first grade and put him into the public school for the second. The Perchemlides parents were appalled when Richard, "a free, confident child upon

entering second grade, became in their word, 'shy, unsure, self-conscious, and discouraged over academic achievement by the end of the year'" (Bumstead, October 1979, p. 98).

The following quote from the book Education and Ecstasy (1969) by the previously quoted author George B. Leonard, seems appropriate:

The world is filled with wrongs--war, disease, famine, racial degradations and all the slaveries man has invented for his own kind. But none is deeper or more poignant than the systematic, innocent destruction of the human spirit that, all too often, is the hidden function of every school. And do not think that your child can escape unscathed. There has been a lot of speculation lately about LSD's permanently altering the brain structure.

. . . It must be said that the typical first-grade experience probably alters the brain of your child even more than would many LSD trips, doing untold violence to his potential as a lifelong learner (pp. 109-110).

"Most young people," says John Holt, "come out of high school today with feelings of alienation, self-hatred, bottled-up anger, and the sense that life is useless" ("The Plowboy Interview, July/August 1980, p. 16).

Charles Silberman's book Crisis in the Classroom (1971) is a general indictment of America's schools. In it he said that:

Because adults take the schools so much for granted, they fail to appreciate what grim, joyless places most American schools are, how oppressive and petty are the rules by which they are governed, how intellectually sterile and esthetically barren the atmosphere, what an appalling lack of civility obtains on the part of teachers and principals, what contempt they unconsciously display for children as children (Heidenry, October 19, 1975, p. 76).

The emotions, the spirit, the mind can all affect the body. Stress takes a toll that is often reflected in physical problems, including learning disabilities. This then is another pitfall the

home schooler can avoid. In fact, many testify of the improved health of their children once they switched over to home school. One mother told how her son "was depressed, had nightmares, headaches, upset stomach and was somewhat withdrawn." Then she added that all these reversed after involving him in a home study program (Chapman, "At Home in California," issue 14, p.4).

The children (13, 9, and 7) are literally becoming smarter, funnier, happier, and healthier before our eyes since they left school. They are showing interests and initiatives we never knew they had. When at school they came home so tired, drained and upset, all they could do was fight together or conk out in front of the TV (Hilligan, "At Home in Illinois," issue 15, p.2).

Much has been written about the inferior education which children receive in public schools. Parents are presently bringing suits against the schools for failing to teach their children (Bruck, May 1979, p.113).

"As costs escalate . . . results worsen" reported the September 8, 1980 U.S. News and World Report in the article "Drive to Rescue America's Battered High Schools" (Wellborn, p.46).

In his book The Literary Hoax (1978) Paul Copperman showed that the average high school student took 35 percent less world history, government, and civics, 29 percent less geography, 25 percent less English and 19 percent less science in 1972 than a comparable student in 1960.

The December 4, 1979 Time magazine article, "Teaching Children at Home" (p. 78) reported that a Navy commander, an Annapolis graduate, "yanked his four children from their Annapolis, MD, school because 'the system clamps down on any originality or

creativity'" (p. 78). Said Albert Einstein, "It is in fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry" (Kinmont, American Home Academy--The Journal of a Private Home School, p. 11).

The last of the ten pitfalls noted here is the waste of time, including wasted hours in being bused across town to achieve racial balance.

In the article "Home Is Where the School Is" by home schooler Patricia Heidenry, New York Times Magazine, October 19, 1975, she told of her own concern:

My desire to educate the children at home is based essentially on my belief that it is almost immoral for the children to spend a large portion of their youth in one building with more than a thousand other children and teachers in an environment that is lifeless and not life-giving. I use the word "immoral" to emphasize how strongly I feel about the time that is wasted by children at school (p. 80).

In summary, an advantage of home school as substantiated by home school advocates is that such pitfalls may be avoided as secular humanism, wrong value, immorality and drugs, violence, incarceration, social crippling, emotional stress, degenerating health, inferior academics, and waste of time.

Teach the Truth

Home school parents can choose their own texts and obtain those which have for their values the most salient truths and least error. Many of the history textbooks used in public schools in recent years have dropped a number of patriotic statements which inspired our forefathers. This Week magazine conducted a survey of history books issued before 1920 and since 1920, discovering, for

example, that Patrick Henry's words "Give me liberty or give me death" appeared in twelve of the fourteen earlier texts but in only two of the forty-five recent texts (Benson, 1975, p. 236).

After one Supreme Court decision, President David O. McKay of the LDS Church felt compelled to observe that "evidently the Supreme Court misinterprets the true meaning of the First Amendment and are now leading a Christian nation down the road to atheism" ("President McKay Comments on Ruling," June 22, 1963, p. 2). As some people suggest it is impossible to have a Godly nation with Godless education.

Home schoolers believe that this is a great advantage to those of the Christian/Judaic faith in the home school movement for they can put God in the guidelines--Christ in the curriculum. This feeling is reflected in an article quoting a home schooler in the February 31, 1978 San Francisco Chronicle:

'I found that the public schools were encroaching on my religious beliefs. . . . I believe in a supreme being . . . And the religion I was teaching at home was being aborted in the classroom,' said the quiet-spoken woman.

Mrs. Smith, a Mormon, said "You know, you don't have to be a Bible thumper or a fanatic, to want to mix religious training with education" ("News Item," issue 6, p. 5).

The Lord, speaking in the Old Testament, said:

And these words, which I command thee this day, shall be in thy heart. And thou shalt teach them diligently unto thy children and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up (Deut, 6:6-7).

Commenting on those words, in his article "The Real and the Counterfeit" the Reverend Paul Lindstrom of the Christian Liberty Academy wrote:

Parents are to teach them to their children and talk about them when they are at home or out for a walk, at bedtime and the first thing in the morning. This, you see, is real education. And let us not forget that the principles and instructions of God pertain to all areas of life: science, history, math, English, government, activities, etc. Education involves bringing everything under the dominion of Jesus Christ. Such cannot be accomplished by sending children to the government schools for six or seven hours a day and attempting to instruct them and correct government school errors in few minutes of family devotions at night and an hour or two of church instruction on Sunday (Lindstrom, December 1977, p. 4).

"The real purpose of the school is to develop character," said David O. McKay, President of the LDS Church ("Freedom of Choice is Most Audacious Experiment in Creation," August 24, 1963, p. 13). A child, therefore, it is reasoned, should be taught sound spiritual principles and build his character. Spiritual principles and character building virtues to many home schoolers must be taught and can best be taught in the home.

Why Not the Best

An advantage to school at home is that the sky is the limit in learning. A home schooler has the opportunity to garner the best from wherever he can find it, lifting his sights, expanding his visions, heightening his reach, quickening his pace, lengthening his stride. If he wants to devise a curriculum based on his selection of great books, as St. Johns College in Annapolis, Maryland, devised theirs, that is his privilege. If he wants to apprentice to a master, he can. If he wants to go out into the school of experience to earn his stripes, he is free to do so.

In his book Travels Around America, Harrison Salisbury gave a vision of what some men did in an age when they were not

compelled to be formally educated in a school. He described one of his ancestors:

He [Hiram Salisbury] was a man of his time [1815] . . . I scan the journal for clues and reconstruct the post-Revolutionary American. I list his skills, one sheet of scratch paper after another. He knew every farm chore. He milked cows and attended the calves in birth. He physicked his horse. He plowed, he planted, he cultivated, hayed, picked apples, grafted fruit trees, cut wheat with a scythe, cradled oats, threshed grain with a flail on a clay floor. He chopped the corn and put down his vegetables for winter. He made cider and built cider mills. He made cheese and fashioned cheese tongs. He butchered the hogs and sheared the sheep. He churned butter and salted it. He made soap and candles, thatched barns and built smokehouses. He butchered oxen and constructed ox sledges. He fought forest fires and marked out the land. He repaired the crane at Smith's mill and forged a crane for his own fireplace to hang the kettle on. He collected iron in the countryside and smelted it. He tapped (mended) his children's shoes and his own. He built trundle beds, oxcarts, sleighs, wagons, wagon wheels and wheel spokes. He turned logs into boards and cut locust wood for picket fences. He made house frames, beams mortised and pegged. With six men's help he raised the frames and built the houses. He made a neat cherry stand with a drawer for a cousin, fixed clocks and went fishing. He carved his own board measures (yardsticks) and sold them for a dollar apiece. He fitted window cases, mended locks, and fixed compasses. He hewed timber, surveyed the forest, wrote deeds and shaved shingles. He inspected the town records and audited the books of the Friendship Lodge, the oldest freshwater Masonic lodge in the country (still running). He chipped plows, constructed carding machines, carved gunstocks and built looms. He set gravestones and fashioned wagon hubs. He ran a bookstore and could make a fine coffin in half a day. He was a member of the state's General Assembly, overseer of the poor, appraiser of property and fellow of the town council. He made hoops by the thousand and also pewter faucets. For many years he collected the town taxes. . . .

I have not listed all of Hiram's skills but enough. I do not think he was an unusual man. Put me in Hiram's world and I would not last long. Put Hiram down in our world. He might have a little trouble with a computer but he'd get the hang of it faster than I could cradle a bushel of oats (pp. 14-15).

John Holt recounted how he learned from Ivan Illich the fact that before schools were very widespread among the multi-language

culture of Southeast Asia, the very poor, humble ordinary people would, in the daily experience of their life, learn to speak many languages.

But among the younger people who grew up going to school, and so learned--even if they learned nothing else--that important things can only be learned in school, and then only when they are taught, very few learn more than one language (Holt, "Learning a Language," issue 8, p. 4).

This in essence is what we are fighting for," said one home school mother, "our children's right to grow as their individual natures move them" ("And in Canada," issue 10, p. 3).

Individualized Instruction

There is no satisfactory substitute for a student spending time alone with the teacher, one on one--tailormade teaching--especially for the gifted student and the slow learner. This kind of individualized instruction is one of the greatest advantages of home school according to its advocates.

The article "What Do Teachers Do All Day" by Eaton H. Conant contained in the SR/World magazine June 1, 1974, reported on the "first comprehensive measurement of the work that elementary school teachers do in the course of a school day." They found "that teachers only spend about 30 percent of their time in activities that are even remotely related to academic instruction and learning--100 minutes out of the five-and-a-half-hour school day." Of that time "less than an hour--an average of 59 minutes a day is spent in individual or small-group teaching, an average of about two minutes per child in a class of 25" (p. 55).

In Raymond and Dorothy Moore's book Better Late Than Early (1975) they state that "in a preschool an intimate relationship with an adult is virtually impossible for every child, especially in terms of the loving, personal responses every small child needs" (p. 28). This could be remedied with individualized attention.

Individualized instruction at home may be advantageous for the slow learner and the one who needs remedial help. Without this kind of attention, the student may drop farther behind in his progress or drop out completely from a learning program.

E. Paul Torrance is the author of Guiding Creative Talent (1962) and 25 other books dealing with the problems of educating gifted and creative youth. In an interview in the December 15, 1980 issue of U.S. News and World Report in an article captioned "For Many Being Gifted Brings Lifelong Struggle" he stated that the gifted "get little attention in many public schools." He believed that "originality and unusual questions should be encouraged--as well as verbal expression, reading and discussion of ideas" (p. 67).

In their previously quoted letter of September 20, 1979 to their Superintendent of Schools, Shawn and David Kendrick stated:

Mrs. Marie Friedel, executive director of the National Foundation for Gifted and Creative Children, has documented hundreds of case histories which support her contention that gifted and creative children especially suffer under the inflexibility of the traditional classroom and the 'tyranny of the group.' (letter on file, p. 5).

"Finding time for family togetherness was also a concern underlying the Owens decision to pull out of public schools" reported the Herald Journal of Logan, Utah November 23, 1980 (Williams, p. 25). The Deseret News of May 30, 1979 in a story by Christopher

Hicks captioned "Personal Attention, the Key" stated:

Parents offered varied reasons for teaching their children at home--but generally it comes down to a matter of personal attention, attention which simply cannot be offered in a classroom with one teacher and 30 children (p. B1)

Individualized instruction offers the opportunity of setting a personal pace for each child with less of competitiveness and comparison. The curriculum is more freely chosen, assignments more easily followed up, and weaknesses in the child's education more quickly detected.

To Learn--Teach Another

Repetition has often been referred to as a key of learning, or at least of remembering. This is especially effective when one strives to teach another that which he has learned.

This principle was often used by the teacher in the one-room school with its several grades. Those who knew the subject helped the teacher teach those who did not know. Sometimes the students could teach the subject more effectively to their contemporaries than even the teacher--a fact which wise teachers realized and utilized. The experience of teaching another not only helped the learner but also helped the instructor by reinforcing his own learning.

Walter Gong, a professor at San Jose State University, is one whose learning theories are attracting widespread consideration. "I want to restore education back to the way it was before, which is like the home," he said. In his four fold framework of learning,

his third step "involves teaching another person what the learner has experienced" (Gurney, July 10, 1979, p. 4).

As noted above, another advantage to school at home is the opportunity of one child teaching another.

Flexibility

The home school curriculum can include whatever is desired, including many subjects which may not be offered in the public schools, or at least not offered to the child at his age. Such curriculum shaping can be of help to the gifted child as well as to the one who needs remedial help and the one who has special interests. Tutors, correspondence courses, special classes, weeks in the library--can become part of the curriculum.

Schedules can be set to fit needs. School sessions can be adjusted around the father's employment so he can be part of the action. Children can be available for some part-time on-the-job training or employment and can adjust the school schedule to best accommodate their employer. If the family wants to take a short or long trip at any time, they are free to do so. If the child gets absorbed in one subject and wants to explore it as far as he can go, then he can do so without interference of a class bell. A sick child can be taught at home, and school can be in operation through the summer if so desired. If the curriculum includes a big family project, such as building or renovating a home or planting a garden, this can be included in the schedule. Field trips are taken when convenient, and nothing of an educational

nature of importance, such as visiting the legislature, need escape the children.

The article by Kathleen Bradford "Perry Couple Educating Children at Home" in the January 9, 1979 Deseret News stated:

She was delighted with the learning experience her children, excluding the baby, recently had performing in the Christmas musical "Mary" at Perry's Heritage Theatre. Since the school hours are flexible, the children could handle the late-night hours by sleeping longer in the mornings. The parents also felt that associations with cast members were helpful in the children's social development (p. A7).

The Ladies Home Journal (Prime Showcase edition) December 1979 article "Home Schooling Makes a Comeback" by Leslie Burnell reported:

His mother believes he is doing well because he has the freedom to learn as much as he wants when he wants. He can pursue a subject for months without the regimentation of the school system, which moves all children from subject to subject at the same time whether or not they are ready. Home-schooling's success lies in this flexibility. 'I don't see the value in dividing up life into hourly academic segments,' says Mr. Sessions, whose husband is an assistant professor of philosophy at Iowa's Luthern College. 'Everything Erik does is a learning experience. If he wants to run through the woods and explore nature, or if he wants to read a book all day, that's fine' (p. 26).

Parents Also Learn

One of the advantages which directly accrues to parents whose children learn at home is the growth the parents seem to experience in their own learning. The maxim, "Help your brother's boat across, and lo your own has reached the shore" has been realized in the lives of many parents who in trying to educate their children have become better educated themselves.

Karleen Carsey, President of the Association for Family Centered Education, claimed that she now learns things she would not have normally learned, so she can teach them to her children (personal conversation to the writer).

"Home schooling," said one mother, "has given me an excuse to continue my education, and I am enjoying math more than anything (except music and maybe French) and by the time I'm 40 I should be pretty good" (Wallace, "Exchange on Math," issue 14, p. 6).

Pursuit of Excellence

Home school parents vary as to what they consider to be the greatest advantages gained from home schooling--stronger family bonds, children moving closer to their potential, greater character development, etc. The area that most other parents would consider to be prima facie evidence of the effectiveness of home school is the academic achievement of its students.

Harold G. McCurdy, professor of psychology at the University of North Carolina, published an article in the May 1960 Horizon magazine entitled "The Childhood Pattern of Genius." This article was based on a paper first published in the Journal of the Elisha Mitchell Scientific Society and later in a report of the Smithsonian Institution. McCurdy explained his pattern of selection:

On the opposite page are portraits of the twenty geniuses chosen for this study. To explain the principle of selection, I must go back to the list of one thousand compiled in 1903 by J. McKeen Cattell on the theory that the amount of space allotted in biographical dictionaries could be taken as an objective measure of true eminence. In 1926, Catharine M. Cox, in her monumental study of genius culled from this list a smaller list of 282, her requirements being (1) that the attained eminence should clearly depend on notable personal achievement, and (2)

that the biographical material available should be sufficient to permit a reliable estimate of early mental ability. Men born before 1450 were eliminated. By studying the childhood records of the 282 men in the light of modern intelligence--testing experience, Miss Cox arrived at estimates of their IQs. From her list I chose the twenty-seven whose IQ in childhood was rated at 160 or better, and after dropping out seven whose biographical information was not easily available, I arrived at the present list of twenty (p. 33).

McCurdy briefly mentioned the factor of heredity and says, "It is upon a groundwork of inherited ability that I see environmental influences operating." He considered the chronological position of the child in the family and the great degree of parental attention, affection, and intellectual stimulation which the child received. He noted also that the child had intimate and constant association with adults but was to a significant degree cut off from the society of other children.

He then observed:

The reality and nature of the pattern to which I am pointing--the great dominance of adults in the lives of these children, and their isolation from contemporaries outside and, sometimes, within the family--can be appreciated only through a more detailed statement about each individual (p. 34).

Then follows a very brief one paragraph childhood biography of each of the twenty geniuses (pp. 34-37). Of particular relevance and support to the home school movement are these excerpts:

John Stuart Mill. From a very early age, he was given the responsibility of acting as tutor to his brothers and sisters . . . his father kept him apart from other boys. 'He was earnestly bent upon my escaping not only the ordinary corrupting influence which boys exercise over boys, but the contagion of vulgar modes of thought and feeling; and for this he was willing that I should pay the price of inferiority in the accomplishments which schoolboys in all countries chiefly cultivate.

Johann Wolfgang Von Goethe. Throughout his childhood he was carefully and energetically supervised in his varied studies by his father.

Gottfried Wilhelm Von Leibniz. He lived at home, free from 'the doubtful liberties, the numerous temptations, the barbarous follies of student life.' Before he was ten his father's carefully guarded library was opened to him, and he plunged into its treasures eagerly.

Blaise Pascal. The father could not bear the thought of leaving his education to others and accordingly became and remained his only teacher--He was frequently in the company of the learned men surrounding his father.

Jeremy Bentham. His father kept him to a rigorous schedule of instruction in everything from dancing and military drill to Greek from a very early age.

Voltaire. His education at home proceeded under the guidance of three distinguished and learned men.

Giacomo Leopardi. Had no teachers except for the Just rudiments, which he learned under tutors kept expressly in the house of his father. But had the prize of a rich library collected by his father, a great lover of literature.

Thomas Chatterton. He had been dismissed from his first school as a dullard.

Barthold Georg Niebuhr. His father . . . concentrated particularly on the instruction of his son, for whom he also provided tutors.

John Quincy Adams. His education began at home under a tutor, and it continued in Europe in the company of his father and other men notable in the governmental service. It was not until he entered Harvard that he attended a regular school for any length of time.

Christoph Martin Wieland. He was educated at home under the eyes of his father.

Alexander Pope. Most of his education was accomplished at home, with some help from a family priest and his father, who corrected his early rhymes.

William Pitt. The boy was brought up at home under the instruction of his father and a tutor. His father concentrated upon developing his sons oratorical powers.

Following these sketches McCurdy stated:

These brief sketches tend, I believe, to confirm the rule that children of genius are exposed to significantly great amounts of intellectual stimulation by adults and experience very restricted contacts with other children of their own age. Nor should we overlook the fact that books themselves, to which these children were so much attached, are representatives of the adult world (McCurdy, May 1960, p. 37).

Finally McCurdy came to his concluding and summarizing paragraph. The editor of Horizon magazine commented on his conclusion as follows: "What kind of early life fosters exceptional mental growth?" And then he answered, "A study of twenty great minds points to two prime conditions--and leads to a startling conclusion in the last sentence of this article." The summarizing paragraph, including the "startling conclusion in the last sentence," is noted below:

In summary, the present survey of biographical information on a sample of twenty men of genius suggests that the typical developmental pattern includes as important aspects: (1) a high degree of attention focused upon the child by parents and other adults, expressed in the intensive educational measures and, usually, abundant love; (2) isolation from other children, especially outside the family; and (3) a rich efflorescence of fantasy as a reaction to the preceding conditions. It might be remarked that the mass education of our public school system is, in its way, a vast experiment on the effect of reducing all three factors to a minimum; accordingly, it should tend to suppress the occurrence of genius (McCurdy, May 1960, p. 38).

A historical perspective on the effects of home schooling into this century requires a look at the study done by Victor and Mildred G. Goertzel published in 1962 in the book Cradles of Eminence. They described how they made the selection of over 400 eminent twentieth-century men and women for a provocative study of their childhoods:

Include each person who has at least two books about him in the biography section of the Montclair, New Jersey, Public Library if he was born in the United States and all persons who have at least one book about them if they were born outside the United States. Include only those who lived into the twentieth century and are described in a standard reference work (p. viii).

Chapter 10 is entitled "Dislike of School and Schoolteachers" and began:

Three out of five of the Four Hundred had serious school problems. In order of importance, their dissatisfactions were: with the curriculum; with dull, irrational or cruel teachers; with other students who bullied, ignored, or bored them; and with school failure. In general, it is the totality of the school situation with which they are concerned, and they seldom have one clearcut, isolated complaint.

Tutors are accepted with better grace than is the classroom teacher, for the tutor has good personal communication with the student and can adapt to his varying levels of attainment in a more realistic fashion. Boys and girls who are tutored by parents are usually grateful and responsive. Grandparents, friends of the family, and literate men and women of the community who develop a special interest in an inquiring youngster are well accepted (p. 241).

. . . Rejection of the classroom is an international phenomenon and has little to do with whether the schools are public or private, secular or clerical, or with the philosophy of teaching employed in the various schools (p. 242).

Here are other conclusions found in the chapter:

Three out of Five of the Four Hundred disliked schools, yet four out of five of the Four Hundred boys and girls showed evidences of being unusually intelligent or exceptionally talented. . . . (p. 244).

There are frequent references to a "time out," or period when the normal activities of life are suspended and the boy or girl has a free period in which to think, to plan, to read unrestrainedly or to meet an entirely new group of people. . . . (p. 254).

There is an acute need in the Four Hundred for direct and frequent communication with intelligent adults. When this need is met to a reasonable degree in the school, the school rebellion is much lessened. The tutor, who is after all a teacher, does not draw upon himself the venom which the classroom teacher often elicits from the Four Hundred. Although the tutor often lacks the proper qualifications for teaching in a well-accredited school, he is valued by

his pupil with whom he can work in a one-to-one relationship. . . . (p. 257).

There is no parent-tutored boy or girl among the Four Hundred who was not grateful for the experience. (Goertzel and Goertzel, 1962, p. 258).

Both the findings of McCurdy and of the Goertzels seem to be strong vindicators of the philosophy behind the home school movement and the benefits which come therefrom.

Among those who never completed formal grade school are Thomas Edison, Andrew Carnegie, John Phillip Sousa and Mark Twain. Among those who never completed high school are Henry Ford and Orville and Wilbur Wright. Four Chief Justices of the U.S. Supreme Court never went to law school (Wallenchinsky, Wallace and Wallace, 1975). Among these few names listed are America's greatest inventor, America's first billionaire, and probably America's greatest judge.

Home schoolers involved in court cases where evidence is submitted of the results of their being tested show their scores to be consistently above grade level. This item in the Louisville, Kentucky, Times June 6, 1980, was typical:

But Mrs. Thiel follows a careful curriculum. She and her husband, Raymond, depend on their own knowledge, the family's library of several thousand books, a new set of encyclopedias, and dozens of textbooks.

Apparently they're doing something right. Shanti, 9 years old, should be in the fourth grade. But her skills, according to the tests given by the Bowling Green school system are far above her age group. Her skills compare favorably with those of an eighth grader in the third month of school ("A Religious Home School," issue 17, p. 13).

Mary Bergman is considered to be the mother of the modern home education movement in Utah, having taught her children at home for several years. In The News of Morgan County dated May 24,

1974, p. 1, appeared a story captioned "Cathy Bergman Youngest at 15 to Enter College." This report tells how Cathy, the Bergman's oldest child, rated very high on all her entrance exams and was approved for acceptance at the University of Utah and Westminster. Cathy went on to graduate from Weber and is now on the faculty at Idaho State College. (Bergman, 1978, p. 1). A more recent news story on Mary Bergman stated: "Two of her children entered college at age 15 (Hicks, May 20, 1979, p. B1).

In his national ABC Radio News Broadcast of September 22, 1979 Paul Harvey concluded by saying:

Already the University of California is getting half a dozen applicants for admission every year who were 'home educated, and they are generally 'very good students" (mimeographed copy, p. 3).

Disadvantages

Many of the disadvantages which have been raised concerning home school have been answered by listing the previous advantages. For example, some feel that the socialization missed by not attending public school is a disadvantage. Yet most home schoolers respond that they want their children to miss this.

The major objections to home school seem to fall within five categories, with socialization heading the list. Breaking socialization into two categories, life adjustment and friends, the remaining three are household management, emotionality, and costs.

Each of these objections viewed by some to be disadvantages, are briefly stated and considered in their turn. Following each objection is the home schoolers reasoning as to how that disadvantage or question may be resolved.

Life Adjustment

"A large portion of school is preparing for life and how to cope with it" stated one county School Superintendent in his objection to home schools (Hicks, May 31, 1979, p. 4B).

To this objection the home schoolers have many answers. Listed below are some of their typical responses.

1. Most of life is spent in a home. If one wants to adjust to life, then he needs to properly adjust to the homefront. After the early years, how often does one sit for nine months, five days a week for six hours a day, in a concrete building with people of his same age. That is a temporary, compulsive, artificial situation. The real adult world where most time is spent is in rearing a family and earning a living.

2. To meet the outside world, the home schoolers want their children brought up in the ways of the parents--not their peers, according to the parents' standards--not the schools'. "I see our children as young tender plants put into a hot house, given expert attention and care by a florist, until the plant is ready to be exposed to the wind, rain, and hail," said the Reverend Paul Lindstrom of the Christian Liberty Academy (quoted in Kinmont, American Home Academy--The Journal of a Private Home School, p. 31).

In other words, a young Joseph nurtured by an old Jacob can make it in a heathen Egypt.

3. There are a lot of things in the "real world," to which home school parents do not want their children to adjust. "Parents must decide which corner of the 'real world' they want their children to be comfortable in and then prepare them for that life." said the Kinmonts in their two-page flyer "Home Schools--Why?" "The skid-row alcoholic, for example, would be just as uncomfortable in the temple as the prophet would be in the bar."

4. Some of the pitfalls one may encounter in public schools and, to some degree, in private schools have already been pointed out. These include secular humanism, wrong values, immorality and drugs, violence, incarceration, social crippling, emotional stress, degenerating health, inferior academics, and waste of time.

In his publication Growing Without Schooling, issue 14, page 4 under "Q. & A." John Holt posed a typical question and then answered it:

Q. I don't want to feel I'm sheltering my children or running away from adversity.

A. Why not? It is your right, and your proper business, as parents, to shelter your children and protect them from adversity, at least as much as you can. Many of the world's children are starved or malnourished, but you would not starve your children so that they would know what this was like. You would not let your children play in the middle of a street full of high-speed traffic. Your business is, as far as you can, to help them realize that human potential, and to that end you put as much as you can of good into their lives, and keep out as much as you can of bad. If you think--as you do--that school is bad, then it is clear what you should do.

"The best preparation for a bad experience is good" stated John Holt in the December 4, 1979, Time magazine article "Teaching Children at Home" (p. 78).

George B. Leonard agrees. In his book Education and Ecstasy (1969) he quoted the educational programmer M.W. Sullivan, who told about the Marines of World War II who went through the worst campaigns of the war. The ones who stood up under it all were the ones who had a fortunate childhood. The ones who broke were the ones who had "been up against tough conditions" in their childhood (p. 105).

To put it in the words of a home schooler:

People tell me that I am protecting my children from the cold, cruel world, and think children should have to take bad treatment in schools in order to cope with the real world. By that logic we should be putting the child's head in a vise every day to prepare them for the headaches they will suffer as adults ("Unschooled Children," Growing Without Schooling, issue 12, p. 2).

Friends

Another county Superintendent is quoted in the May 31, 1979, Deseret News article "Some Fight Utah School Rule" by Christopher Hicks as saying, "Those who stay home are denied the close friendships which develop in day-to-day camaraderie" (p. B4).

In a two-page flyer, "Home Schools--Why?" Dick and Joyce Kinmont of the American Home Academy responded to the question "What about socialization?" as follows:

The idea that children must spend great quantities of time in large groups of children their own age is a theory of man and has no basis in fact or in scripture. Actually, large groups of undirected children tend to become trivia-oriented and mean. Children in home schools are not.

isolated; they merely have their socializing within the family and within the social group chosen by the family.

There are many ways to meet people and select friends-- in the neighborhood, at church, in community activities, association with other home schoolers, among relatives, etc.

In the book Will It Grow in a Classroom? (1974) edited by Beatrice and Ronald Gross, home schooler Arthur S. Harris, Jr., responded as follows to the inquiry whether his children are missing a social life:

Our house, filled with animals, records, tapes, work benches, photographic equipment, plants, and so on is envied by every kid in the neighborhood and is a magnet for them all. Sometimes we wish there were fewer children around on winter afternoons after 2:30 p.m.! (p. 274).

Household Management

"How will I ever manage with the children home all day during the week?" is a common question.

Perhaps the best and most succinct answer that home schoolers have to that question is that you can "manage to manage."

In the Home Educators Newsletter April 1980, Norma Luce devoted her Editorial Comment to the subject of housekeeping. Here are some selections:

I believe that order engenders creativity . . . it reflects more accurately an attitude, that of self-respect and self-discipline. If you don't have it your home school will be a failure. . . . There are those who tell me they can't teach their children and keep house too--I tell them "can't" is a ridiculous word and merely signifies a person's unwillingness to make the necessary sacrifice. . . . I tell them that if they kept their housework current they would have more time than they ever thought possible. . . . The whole family messes the place up, the whole family can clean it up. . . . I insist that all my children and my husband help. . . . Don't let them indiscriminately drag toys out

over four states. Keep toys confined to one part of the house. Make it a habit to have the children put all their toys away before you go anywhere as a family, and always before they go outside to play. . . . After awhile the children will start picking up after themselves automatically. I also let the children help out as much as I can stand while they're teeny. . . . And don't let a kid that's five fool you into accepting sloppy work because he's 'little.' . . . Older children should be carrying the major burden of the household chores . . . the children and I take one day a week and devote it to housecleaning. . . . Get that housework under control. Free yourself from that physical and emotional clutter (p. 6).

A popular book on home management is the book The Art of Homemaking (1967) by Daryl Hoole.

Emotionality

"I'm not sure my nerves could take it with the children around all day and I need some freedom" is a thought that runs through some mothers' minds.

The following list may ease the tension of parents whose children are taught at home.

1. Parents are not concerned about physical violence at school.
2. Parents know their standards are not being undermined at school.
3. Parents know exactly what their children are being taught and of their progress.
4. Parents know better with whom their children are associating.
5. Parents are not wondering if their child's self-esteem and creativity is being crushed.

The list goes on and on. Most home schoolers' nerves are more at ease with their children at home than away at school.

In his book Education and Ecstasy (1969), George B. Leonard raised what he considered "the most powerful objection of all" to his associate Mr. Sullivan. "Whatever you say," he tells Sullivan, "the mothers won't buy it. They just don't want their kids around the house, under their feet all day." To which Sullivan responded:

You're probably right. It's strange. They're so anxious to have the kids, then they seem to want to get them out of sight as quickly as possible. We'd have to teach the mothers a different attitude toward their children, not so much goddess and slave as playmates. We'd have to relieve their nervousness about the whole area of book learning. We'd have to show them how to reinforce their children's exploratory behavior whenever possible. Most of all, we'd have to teach them to spend a lot more time just leaving them alone--and perhaps enjoying them.

The trouble is that the parents have been to school, too. If we could just get the kids out of school for one generation, we'd solve the whole problem (p. 106).

An excellent response to "my nerves couldn't take it," was provided by a mother of four in issue 12, p. 2 of Growing Without Schooling, captioned "Unschooling Children."

Another myth brought up on the show is the 'kids drive me crazy having them around all day' retort. It just ain't necessarily so! I have four, ages three to ten, and most of the time we enjoy each other and get along very well. We have our off days but that in no way overshadows the good times. In my 'experiment' of never sending any of mine to school, I have had the opportunity to compare my experiences with women sharing my philosophy of child-rearing who send theirs to school. I notice a syndrome which causes them to feel sorry for me for being stuck all year with FOUR. It comes from their having three or four at home all day during three months' summer vacation with 'nothing to do' (that is, nothing scheduled by some authority) and bickering constantly (because they don't know one another as well as they know their cronies at school). These mothers think that is what I put up with daily, but mine who have had the responsibility for most of their own time, who interact constantly with family with little interruption, I find behave quite differently.

There are many ways a mother can see that she gets a break when she needs it. Some mothers nap in the afternoon with their smallest ones while the older children have free time to do creative projects.

In her pamphlet Legal Papers and Letters Used for Establishing Pioneer Trails Academy, A Private Home School (1978) Mary Bergman said that after meals she likes to have a few quiet moments to herself to collect her thoughts for the next session of class.

These moments of quiet solitude are called 'gatherings of energy'. Once I have dissipated all my energies with the children, I must gather enough together to begin again. The children have a deep respect for my needs in this area and there is total silence for long periods of time . . . an occasional night out for Mom and Dad should suffice for social life outside the home (pp. 33-34).

Some parents place their personal freedom above their child's welfare. Other parents, realizing that in the local school their child's freedom is being more abridged than theirs, bring them home.

In their book Better Late Than Early (1975) Raymond and Dorothy Moore told of parents who fail to properly rear their children--who grant them privileges:

But do not help them learn responsibility, order, industry, honesty, and similar values. When they can no longer control their children, many parents punish them, in effect, by sending them away to school instead of enjoying them and working daily with them to build their values (p. 30).

The Moores go on to respond to those who feel bound by a city apartment by suggesting an "imaginative use of nearby parks, zoos, museums, stores, pet shops, and even waterfronts" (p. 31).

Joyce Kinmont in Her American Home Academy: The Journal of a Private Home School, told how in her first year of home school she felt "a great need to get away often":

But now I resent anything that takes me away from my children during school hours. I am happiest at home and never feel that old drive to get out. Funny how we grow! That doesn't mean that I'm not involved with anything outside of my home. I am. But I am no longer dependent upon anyone or anything or anyplace outside of my home and family for my happiness. That is true freedom (p. 21).

Costs

"How will I pay for all the equipment I'll need to set up my home school?"

This question will be covered in more detail in an upcoming section on "Textbooks and Other Supplies."

Actually there may be a savings of money with a child in home school compared to the "nickel-and-dime-you-to-death" fees that seem to be increasing in many schools.

One may invest a little or a lot in equipment and, in either case, give a child an excellent home school education. What is available in the community is also available to the home schooler.

Mary Bergman stated in her Pioneer Trails Academy (1978) pamphlet that after years of working with her own children she found that books and equipment are not the ingredients for a successful home school. Though she used both, she said that:

A beautiful program can be put together using a few sheets of poster board, several colors of magic markers, index cards, crayons, pencils, various sizes of paper (some for spelling, some for composition, drawing, practice, etc." p. 45).

Planning Considerations for a Home School

It must be assumed that the legal requirements to set up a home school will be studied and complied with as considered in the first section of this chapter entitled "The Legal Questions."

These requirements vary from one location to another. Of the other many factors to be considered in setting up a home school, eight of the most essential are discussed below.

Sources of Information

Some significant books, periodicals, and organizations provide insights in setting up a home school. Probably the leader in what he considers the "unschooling" movement is John Holt. He is the editor of the bimonthly periodical Growing Without Schooling, headquartered at 308 Boylston Street, Boston, Massachusetts 02116. GWS, as the publication is abbreviated, is the most comprehensive newsletter on home schooling and carries Holt's views on home schooling and many letters from its readers. It provides current information on developments in the home school movement and from time to time publishes a state-by-state directory of those of its subscribers and their children who would like to be listed. As of this date, eighteen issues have been published, and many readers have apparently gleaned from its pages the information needed to launch their home school. (Back issues are available.)

John Holt has written several books which are appealing to home schoolers, especially those inclined to an unstructured approach. The Underachieving School, What Do I Do Monday?, Freedom and Beyond, and the best-selling books How Children Fail and How

Children Learn are available in paperback editions from Dell Publishing Company, Inc. Holt is also the author of Escape From Childhood, and his most recent book is Instead of Education. Mr. Holt is planning to publish a new book in the near future entitled Teach Your Own.

Mary Bergman, previously referred to as the mother of the modern home education movement in Utah, publishes a national monthly periodical called the Home Educators Newsletter (Star Route, Smithton, Missouri 65350). This publication is informational in nature and contains observations of one of the most experienced home school mothers.

Earlier Mary Bergman published a pamphlet entitled Legal Papers and Letters Used for Establishing Pioneer Trails Academy, a Private Home School (1978). This pamphlet not only covers legal matters but also discusses how the Bergmans set up and operate their school and the method Mary Bergman uses in teaching.

Dick and Joyce Kinmont are home school parents who have been teaching their own children for several years. They have written, among other things, a diary of their experiences in a publication entitled American Home Academy--the Journal of a Private Home School. Included are several daily accounts of their home school experiences through a single school year with much practical advice. It can be directly obtained from the Kinmont's, Route 2, Box 106-C, Brigham City, Utah 84302.

School at Home--How Parents Can Teach Their Own Children (1980) by Theodore E. Wade, Jr., Dorothy H. Moore, and Richard A. Bumstead is the most recently published book on the subject.

It is written more from a professional educator's point of view.

The Home Education Resource Center, 377 Down Street, Ridgewood, New Jersey 07450, lists information sources of value to home schoolers. It is run by Margaret A. Johnson, a home schooler and author of the pamphlet A Preliminary Guide for Preparing to Teach Children at Home (1980).

Any or all of the several sources listed above will be helpful in setting up a home school.

Several other books are written on how to establish a community private school. Two which contain selections which would be helpful to a home schooler, are How to Start Your Own Private School--and Why You Need One by Samuel L. Blumenfeld (1972), and How to Start Your Own School by Robert Love (1973).

The Reverend Robert Thoburn is founder of the Fairfax Christian School in Virginia. In his widely used extensive and expensive manual How to Establish and Operate a Successful Christian School (1974) is a 40-page detailed chapter on curriculum. It covers kindergarten through high school and includes a list of textbooks and publishers and suppliers. It may be ordered through the school at 11121 Popes Head Road, Fairfax, Virginia 22030.

The Rod and Staff Publishers, Inc., of Crocket, Kentucky 41413, publish a Catalog and Curriculum for the Christian School.

Structured Format

The structured format applies to a schedule or to a curriculum or to both. Most correspondence courses have a

structured curriculum and may be accomplished on a structured schedule.

The following is the structured format of a middle grade schedule for a 30-hour week, taken from the book School at Home (Wade, Moore, and Bumstead, 1980).

Monday through Thursday		Friday
8:00 - 8:45	opening period	opening period
8:45-9:30	math	math
9:30-9:45	recess	recess
9:45-10:15	Language arts (composition, grammar, etc.)	language arts
10:15-11:00	reading	reading
11:00-11:30	supervised study	social studies
11:30-12:00		supervised study
12:00-12:30	lunch	lunch
12:30-1:00	social studies	science & health
1:00-1:15	handwriting (Mon., Wed.), spelling (Tues., Thurs.)	recess
1:15-1:30	physical education	art
1:30-2:00	science and health	
2:00-3:00	home skills	
3:00-3:15	music/music practice	

There is as much variety in structured schedules and curriculum as there are home schoolers who use them. Parents have their own style and emphasis, a sign of individualized instruction and flexibility. New York Times Magazine October 19, 1975, in an article "Home is Where the School Is" by Patricia Heidenry printed the

schedule of the "Seaview Academy"--a home school. Of this, her home school, she said that:

During the morning reading hour, John and Mary read alone in separate rooms, while James and I read together. At 9:45, we all gather, usually in the kitchen, and the children take turns telling what each of them has read (p. 76).

Of Joyce Kinmont's reading program, the Deseret News in a January 9, 1979, article "Perry Couple Educating Children at Home" by Kathleen Bradford reported that "for one hour a day, all the children read together something of special interest to the group" (p. A7).

In the article "Personal Attention the Key" by Christopher Hicks, in the May 30, 1979, Deseret News stated: "Of her own teaching method, Mrs. Bergman said she teaches 200 pages of reading per child per month [sic. week]" (p. B1).

Often those who are new in the home school movement inquire of the local public school as to what courses are being offered at their child's grade level, and then they try and set up a similar program at home.

Some build their curriculum around a set of "great books." Great books became the foundation for a four-year college curriculum offered by St. Johns College in Annapolis, Maryland.

A father's extensive library served as the curriculum for a few home-taught geniuses mentioned in a previous section. Parents who do not have such a personal library could readily devise such a curriculum around books in a community library.

One home schooler said his curriculum was built around the four R's--reading, writing, arithmetic, and religion. A

curriculum could be built around the four areas of Jesus' growth before his public ministry as recorded in the Gospel of St. Luke 2:52. "And Jesus increased in wisdom [mental] and stature [physical], and in favor with God [spiritual] and man [social]."

Blended Format

Many home schoolers opt for a blend between total structure and laissez-faire. They have an overall objective to pursue with enough latitude in their program to accommodate flexibility.

"We wanted our children to be taught as Jesus was by his Mother," said John and Anna Andrew. "He was educated, not by the world but from four books--the book of Scripture, the book of Nature, the book of Works (He was a carpenter), and the book of Life's Experiences" (Andrew and Andrew, May 1980, p. 3).

In her Pioneer Trails Academy pamphlet mentioned earlier, Mary Bergman revealed what she plans to accomplish with her home-schooled children:

By the time I graduate a student at fifteen or sixteen they are familiar with the classics, have developed an individual philosophy of life, know how to earn a living, how to cook and tend a home, how to live a self sufficient existence, how to survive in the wilderness, how to have a serious and intelligent conversation, and how to decide for themselves what goals they will set for themselves, as well as what they have to contribute. Most important, however, they know their God and understand the purpose for which He created this earth (Bergman, 1978, p. 36).

To accomplish this objective, Mary Bergman uses a "blend" approach as she described the beginning of a school day:

My method for teaching in a private home school environment reflects the simplicity of life that I espouse. Children arise in the morning and eat their breakfast at their own leisure. There is not set time that school begins. It strictly is left open. I tried the heavily scheduled

route and found that children do not learn on schedule. It is completely alien to their nature. I curl up in my favorite chair with a cup of herb tea and begin to talk to various children and get their ideas in order to decide what we will do that day. Once everyone is up we move upstairs to the master bedroom for morning devotional. This consists of prayers, scriptures, and discussion which lasts anywhere from half an hour to an hour and a half (Bergman, 1978, p. 30).

Unstructured Format

The feeling of those who favor an unstructured atmosphere was voiced by Ann Sullivan from her letters printed in the back of Helen Keller's The Story of My Life (1955).

No, I don't want any more kindergarten materials. I used my little stock of beads, cards, and straws at first because I didn't know what else to do; but the need for them is past, for the present at any rate.

I am beginning to suspect all elaborate and special systems of education. They seem to me to be built upon the supposition that every child is an idiot who must be taught to think. Whereas, if the child is left to himself, he will think more and better, if less showily. Let him come and go freely, let him touch real things and combine his impressions for himself, instead of sitting indoors at a little round table, while a sweet-voiced teacher suggests that he build a stone wall with his wooden blocks, or make a rainbow out of strips of colored paper, or plant straw trees in bead flower-pots. . . . Such teaching fills the mind with artificial associations that must be got rid of, before the child can develop independent ideas out of actual experience (p. 260).

The normal pattern for a new home schooler is to be very structured, but that seems to change with experience. John Holt commented on this in the Plowboy Interview in the July/August 1980 Mother Earth News.

HOLT: In some instances, the parents have rather old-fashioned ideas and end up scheduling their programs sort of like miniature schools. On the whole though, people soon tend to get away from such restrictive approaches . . . because they find--from experience that children learn better if they direct their own educations.

PLOWBOY: Can you expand on your concept of what home schooling should be?

HOLT: I think that learning is not the result of teaching, but of the curiosity and activity of the learner. A teacher's intervention in this process should be mostly to provide the learner with access to the various kinds of places, people, experiences, tools, and books that will correspond with that student's interests . . . answer questions when they're asked . . . and demonstrate physical skills (p. 13).

The above mentioned different position of a teacher's role elicited this comment from Mary Bergman, the mother of two home-schooled children who entered college at age 15:

This puts an entirely new slant on the position of teacher. We have to supply tools and guidance and the room to grow, where we used to have to confine, restrict and instruct. In the past few years I have found very little of my time is taken with instruction. Mostly, it is taken up with meaningful discussions, exploring some new found thought with a child and showing him where it might lead, helping him make wise decisions, and standing back to allow the child his own innate abilities to blossom forth. This is harder in some ways than the old teacher-student relationship, because it is the reverse of all I have been taught. But it works. It is successful. I have proven it . . . or should I say, the children have proven it (Bergman, May 1980, p. 1).

In the book Will It Grow in a Classroom (1974), Arthur S. Harris, Jr., commented on his own home school approach:

First, who does the teaching? Frankly, we don't have much teaching. We believe that children learn best what they want to learn when they want to learn it. Taken to its infinite end, one could wonder whether schools with all those instructional hours don't sometimes hinder learning (p. 268).

Curriculum: The word is anathema to us. If we laid out a course of study for our sons, they'd surely feel they were back in school again with those narrow subject areas of history, English, geography, and math. Sometimes I get the idea that the mere defining of a subject is the first step toward robbing it of its mystique. When Kevin is reading about some archaeological discovery in Mexico, he isn't consciously thinking, 'Now this is archaeology.' In the truest sense, subjects all fuse with one another (p. 270).

"Angry at Schools, More Parents Try Teaching at Home" was the caption of a Wall Street Journal article September 13, 1979 by Charles W. Stevens. The Journal quoted home schooler Mr. Turano, who stated "We have another classroom. It's called the world. And they spend more time in that classroom than they do in the one with four walls" (p. 1).

The unstructured format is, as one home schooler said, "life based," with the vitality of children coming and going as their abilities and interests lead them.

Teaching Time

The thought of having to teach their children six hours a day alarms some parents.

In their two-page flyer, "Home Schools--Why?" the Kinmonts said they spend two and one half hours a day with her children: "the rest of the time they work on their own."

In his first issue of Growing Without Schooling, John Holt responded to the "six hours a day" fear:

When they first think of taking their child out of school, people often say to me, "How am I going to teach them six hours a day?"

I say, "Who's teaching him six hours a day?"

As a kid, I went to the "best" schools, some public, most private. I was a good student, the kind that teachers like to talk to. And it was a rare day in my schooling when I got fifteen minutes of teaching, that is, of concerned and thoughtful adult talk about something that I found interesting, puzzling, or important. Over the whole of my schooling, the average was probably closer to fifteen minutes a week. For most kids in most schools, it is a lot less than that. Many poor, non-white, or unusual kids, in their entire schooling, never get any teaching at all. When teachers speak to them, it is only to command, correct, warn, threaten, or blame.

Anyway, your kids don't need, don't want, and couldn't stand six hours of your teaching a day, even if you wanted

to do that much. To help them find out about the world doesn't take that much adult input. Most of what they need, you have been giving them since they were born. As I have said, they need access. They need a chance, sometimes, for honest, serious, unhurried talk; or sometimes for joking, play and foolishness; or sometimes, for tenderness, sympathy, and comfort. They need, much of the time, to share your life, or at least, not to feel shut out of it, in short to go some of the places you go, see and do some of the things that interest you, get to know some of your friends, find out what you did when you were little and before they were born. They need to have their questions answered, or at least heard and attended to--if you don't know, say "I don't know." They need to get to know more and more adults whose main work in life is not taking care of kids. They need some friends their own age, but not dozens of them; two or three, at most half a dozen, is as many real friends as any child can have at one time. Perhaps above all, they need a lot of privacy, solitude, calm, times when there's nothing to do.

Schools do not provide any of these, and no matter how or how much we changed them, never could provide most of them. But the average parent, family, circle of friends, neighborhood, and community can and do provide all of these things, perhaps not as well as they once did or might again, but well enough. People do not need a Ph.D. or some kind of Certificate to help their children find their way into the world (Holt, "Six Hours A Day," issue 1, p. 3).

Field Trips

In the broadest sense, a field trip could include whatever is learned outside the home.

In The Autobiography of Benjamin Franklin (1909), Franklin told how his father took him to "see joiners, brick layers, turners, braziers, etc. at their work that he might observe my inclination, and endeavor to fix it on some trade" (p. 13). This can be one purpose of field trips--to help a child in his choice of a career. Often such exposure opens the door to part-time work and may lead to a chosen profession.

Another aspect of field trips is of a cultural nature-- symphonies, plays, lectures, museums, special classes, etc.

New York Times Magazine in an October 19, 1975 article "Home is Where the School Is" by Patricia Heidenry described the activities of her home schoolers:

During her 'kindergarten year,' Mary took a rhythm class at the Dalcroze School of Music one afternoon a week with two little friends. She and John took a crafts class together at our local Y.M.H.A. Mary also painted for one hour from 10 to 11 every Saturday morning at the Metropolitan Museum of Art, and in the spring she took a pottery course at Fordham University at Lincoln Center in the afternoon (pp. 72, 76).

Nature provides another avenue for learning on field trips-- from the planetarium and zoo to the bird walk and mineral search.

Historical sites are yet another venture.

Another place of particular interest should be where the father works and at least a cursory knowledge of what he does.

Melissa Heuertz, a home schooler, believed that "The most basic skill to learn is how to use resources" (Newman, November 7, 1979, p. 6). To this end, some home schoolers make it a regular practice to visit the largest library in their community and spend several hours there.

Working Parents

In the Mother Earth News, "Plowboy Interview" for July/August 1980, John Holt responded to the question of working parents:

PLOWBOY: Have you considered that, nowadays, few families can even afford to keep a parent at home all day?

HOLT: The question of how working parents can raise a home-schooled child is important, but you should realize that the problem is basically a custodial one . . . because the parents can easily provide enough adult help in the evenings to keep a child's learning progressing. When I

meet people who are disturbed by the "day care" dilemma, I say, 'If you have a very young child, you'll have to find someone--like one of your own parents, or a live-in babysitter--to be at home while you're both at work (p. 14).

Love Helps Learning

With love in the curriculum, learning may be enhanced.

"Non-pressuring but attentive, loving patience," wrote Valerie Hilligan, "is the number one prerequisite for educating one's own or anyone's children" ("At Home In Illinois," Growth Without Schooling, issue 15, p. 2).

I am of the opinion that reading aloud, you to your child, should take up the bulk of your child's education. One of the advantages of having a home school is the greater opportunity to draw closer to your children. Physical closeness engenders emotional closeness. The advantages of snuggling together with a book are so tremendous that it is impossible to catalogue them all. Naturally, the child learns from what you are reading to him, but the most important lessons he will get from this time together are what I call the Life Lessons. He will learn about love, he will learn about self-value, about trust, about spirituality (Luce, May 1980, p. 6).

Textbooks and Other Supplies

Many home schoolers believe that textbooks are the foundation of a good curriculum which may also be enhanced with other supplies.

Textbooks

As previously mentioned, a number of modern history textbooks have dropped many patriotic phrases which inspired our forefathers. Serious as this trend may seem, many parents are even more concerned about the falsehoods and undermining of traditional

moral values which have invaded textbooks. They feel it would be better if their children were uninformed than misinformed. There has apparently been both in many textbooks--an increasing lack of essential information and an increase in misinformation.

Mel and Norma Gabler sensed this two decades ago as they studied the textbooks their son brought home from his public school in Texas. The books were filled with unpatriotic, pornographic, anti-Christian teachings. Thus began the Gabler's crusade to clean up the textbooks. This crusade would have them eventually testifying before legislative committees, appearing on the Phil Donahue show, being reported in U.S. News and World Report ("Textbooks--Rising Profits, Criticism," December 3, 1979, p. 83), and receiving a special citation from the Texas senate.

The story of their battle to oust objectionable textbooks from public schools and to urge publishers to produce better ones was told in the book Textbooks on Trial (1976) by James C. Hefley. On the dust cover of the book are these words:

Most parents are too busy to check out their children's textbooks, not realizing that many of them advocate situation ethics and suggest that premarital sex is o.k., that bad four-letter words are fine, and that socialism isn't so bad after all.

The Gablers have established the Educational Research Analysts, P.O. Box 7518, Longview, Texas 75602, which rates textbooks and publishes a newsletter which covers this and other topics of interest to home schoolers.

America's Future, Inc., 542 Main Street, New Rochelle, New York 10801, has been evaluating textbooks for a number of years

in their Textbook Evaluation Reports. This firm also has a series of pamphlets on children's literature by Russell Kirk.

The Jasper Lee Company has published the book Have You Read 100 Great Books (1946), which contains the great book lists of various prominent individuals and educational institutions. Great Books of the Western World (Hutchins, ed., 1952) also distributes a set of Great Books for Children (1957, 1958).

Robert Welch was home educated. By the age of seven, he had read the nine-volume History of the World by Ridpath (1923). He entered college at the age of twelve and then went on to the Naval Academy and Harvard Law School. Out of the thousands of books he read, he listed and discussed in his book The Romance of Education (1973) the one hundred books which he either "liked most" or has been most glad to have read for what he "got out of them" (p.198).

The poet E. Merrill Root has published a list of recommended children's literature in his book America's Steadfast Dream (1971).

An encyclopedia is helpful for home schoolers. One that is popular with home schoolers is World Book (1972), the publishers of which also publish the set of Childcraft (1974) books.

Through trial and error, parents have abandoned many of the modern concepts in learning and found that basics are best. After buying--and rejecting--standard school textbooks, then turning to libraries for alternative books, Eileen and Spencer Trombly discovered an ideal source for a good, solid, educational foundation.

They are using textbooks found in the attic of Mrs. Trombly's mother, some of which date back to the 1800's. 'They're wonderful,' she says. 'They're the basics and the best' (Burnell, December 1979, p. 29).

An increasing number of old textbooks are being reprinted by such companies as The School Supply, P. O. Box 660, Belton,

Texas 76513. Probably The McGuffey Readers are the favorites of the old texts, the latest edition of which was in 1879. These readers were used for decades in this country and 120,000,000 were sold. They are now available through many bookstores, and the Fairfax Christian Bookstore, 11121 Popes Head Road, Fairfax, VA, 22030, has published the set in an economical kivar cover.

Today there are firms which publish textbooks with a Christian perspective on almost every subject, grades one through twelve. Two of the most prominent of these publishers are A Beka Book Publications, 5409 Rawson Lane, Pensacola, Florida 32503, and Alpha Omega Publications, P.O. Box 3153, Tempe, Arizona 85281. Both of these publishers will provide a free catalog of their offerings upon request.

The Home Education Resource Center, 337 Downs Street, Ridgewood, New Jersey 07450, provides some pages of "Sources of Materials and Books for Home Schoolers." Appendix B in the book School at Home (Wade, Moore and Bumstead, 1980) lists "publishers of learning materials."

The Kinmonts' American Home Academy--the Journal of a Private Home School has twelve pages devoted to commentary on various books and publishers and sources for materials (pp. 39-50).

The Reverend Robert L. Thoburn's book How To Establish and Operate a Successful Christian School (1975) includes an extensive list of publishers and suppliers and their addresses. For every grade and every subject, Reverend Thoburn gives the name and usually a commentary on all the texts used at the Fairfax Christian School from kindergarten through the twelfth grade.

Other Supplies

Many churches publish magazines and newspapers for those of their faith. Other periodicals often recommended in home school publications are U.S. News and World Report, Reader's Digest and National Geographic.

Dorothy Rich is the founder of the Home and School Institute. She believes that children can be taught practical knowledge while doing everyday family chores. The September 22, 1980 U.S. News and World Report article "When Parents Ask: Who Needs School?" quoted her as saying "All of us are sitting in a gold mine of learning. There's math in the bathroom and science in the sink? The article stated that "the institute publishes 'Home Learning Recipes' to guide parents in teaching everything from the three R's to health and safety habits" (p. 47).

"For years," said the New York Times April 8, 1980 article "Advocating the Parent as Teacher," by Barbara Gamarekian, "Dr. Rich . . . has been waging a campaign to involve parents in their children's education by making the home a learning place." The Times went on to state:

The result of that work and research is now available in a paperback handbook. Families Learning Together, which was published last month. It offers 48 activities aimed at children in kindergarten through sixth grade that help build basic skills in reading and mathematics by using the supermarket, the kitchen and the neighborhood as daily learning tools. . . .

The book Families Learning Together, is an attempt to reach families directly. It can be obtained by sending \$12 to The Home and School Institute Inc., c/o/ Trinity College, Washington, D.C. 20017. It is tax-deductible. A selection of sample "recipes for learning" can be obtained by sending \$2 and a stamped, self-addressed business-sized envelope to the same address (p. B12).

In his periodical Growing Without Schooling, John Holt listed several firms which supply items of interest to home schoolers.

Here is a sampling:

Selective Educational Equipment, 3 Bridge St., Newton, Massachusetts 02195 (Most of their materials are about math, but some are about other kinds of science.)
Publishers Central Bureau: Dept. 516, One Champion Ave., Avenel, New Jersey 07131 (Supplies a catalog of books sold by mail at prices much lower than original cost.)
Hubbard, P.O. Box 104, Northbrook, Illinois 60062 (sells relief maps.)
Edmunds Scientific Co., 101 E. Gloucester Pike, Barrington, New Jersey, 08007 (Sells many kinds of scientific equipment, much of it cheaper than available elsewhere.)

Many other supplies could be used if need and finances so dictate, such as records, tapes, filmstrips, equipment to run them, globe of the world, microscope, telescope, etc. Numerous educational toys and games are also available, but none of the above is essential to a sound education although, of course, they would be helpful.

Television has some educational value, specially when it is equipped with a video tape. The "T.V.'s 'Disastrous' Impact on Children," as U.S. News and World Report captioned their interview with Neil Postman in their January 19, 1981 issue, pp. 43-45, gives cause to pause and contemplate its proper use to be educationally advantageous. Mr. Postman, a professor of communication arts and sciences at New York University, felt that a high degree of visual stimulation distracts attention away from language. He refers to some studies which show that the more illustrations there are in readers, the less well the students learn the words. Similar studies of an educational television

series showed that the visual impact was so dramatic that little was remembered of the important words.

Correspondence Courses, Tutors, and Other Outside Help

For those home schoolers who may desire it, additional help is available through correspondence courses, tutors, and the many resources in the community.

Correspondence Courses

Other parents take a traditional approach, subscribing to home-study programs prepared by institutions such as the Calvert School of Baltimore, MD., which has 4,500 correspondence students.

ACADEMIC RELIGION. An even more popular alternative is a fundamentalist religious curriculum. The Christian Liberty Academy in Prospect Heights, Ill., and the Home Study Institute of Takoma Park, Md., sold home-study curricula to more than 12,000 students last year, compared with 9,000 the year before.

Thus, the September 22, 1980, U.S. News and World Report article "When Parents Ask: Who Needs School?" (p. 47), introduced three of the most popular correspondence schools utilized by home schoolers.

The Calvert School, Tuscany Road, Baltimore, Maryland, is probably the veteran of correspondence schools, having been in operation for several decades and having graduated tens of thousands of students. This school offers a traditional curriculum from kindergarten through the eighth grade. Because of its reputation, including its use of many standard public school texts, Calvert is often acceptable to local school authorities who may otherwise raise questions concerning home school.

The Christian Liberty Academy, 203 East Camp McDonald Road, Prospects Heights, Illinois 60070, offers a conservative Christian program with courses from kindergarten through twelfth grade. Offering a comparable program is the Pensacola Christian Correspondence School, 125 Saint John Street, Pensacola, Florida 32503. They are a part of the largest private Christian elementary school in America, which produces the A Beka Books used in many private schools.

Home Study Institute, Takoma Park, Maryland 20012, is an accredited correspondence school offering a standard academic and Christian education from kindergarten through college. They are sponsored by the Seventh Day Adventist Church.

For those of the Catholic persuasion, a traditional conservative education using Catholic texts from kindergarten through twelfth grade is offered by Our Lady of Victory School, P.O. Box 5181, Room 11, Mission Hills, California 91345.

The Santa Fe Community School, P.O. Box 2241, Santa Fe, New Mexico 87501, offers an individualized independent study program which can be designed by parents with the help of the school, if they so desire. While records are kept, they do not prepare courses nor grade them. They basically provide the means for home schoolers to be affiliated with an outside school.

Appendix A in the Book School Can Wait (Wade, Moore, and Bumstead, 1980) is captioned "Elementary and Secondary Schools for Home Study" and lists and describes several elementary home study schools. A much longer list follows of secondary correspondence schools which are either accredited by the National Home Study

Council, 1601 18th Street, N.W., Washington D.C., or are members of the National University Extension Association, One Dupont Circle, Suite 360, Washington D.C. 20036. A chart is also included which lists several schools which are marked according to "twelve characteristics of secondary correspondence schools." On that chart is the American School and Brigham Young University and twenty-six state universities, including the University of Nebraska, which has a well known program.

Home schoolers may enroll in a correspondence school in order that it can provide a standardized curriculum with selected texts, a monitored program, and an outside evaluation.

Tutors

If and when the children reach a point in their studies where I am incapable of helping them, I will seek out tutors--college students, for instance. However, my instinct tells me that if the children develop a special interest in a subject (if John becomes a science-happy 12-year-old), that very interest and natural ability to learn will compensate for any lack of knowledge on my part. In fact, there are public and private schools whose modus operandi revolves around independent study by students. Teachers are not the sole repositories of knowledge.

. . . I never studied trigonometry and my education has not suffered, nor do I plan to study trigonometry in order to teach it to my children. But if the children are exceedingly interested in math and want to learn trigonometry, I would naturally find someone to tutor them. Beyond that, it is more important for the children to avoid mediocre schools and to learn on their own than it is for them to learn trigonometry (Heidenry, October 19, 1975, p. 80).

So spoke one home schooler on her use of tutors.

Usually a home school parent who feels inadequate to teach a particular subject can find tutoring assistance in the community. It is done frequently for piano lessons. Generally local high

school or college teachers can provide names of students for various disciplines who know their subject well and can communicate it effectively. There are retired teachers, who for little or no compensation, can be recruited to once again use their skills.

One need not be confined to typical school personnel or school subjects. There are many amateur authorities on diverse subjects from gardening and geneology, to home repair and history. Almost everyone is an authority on something, even if it is only their own job. From these authorities the Boy Scouts get their volunteer merit badge counselors. Most of these same authorities would probably be available to help tutor--gratuitously or for some remuneration.

Other Outside Help

There are many kinds of classes available in the community. These may be sponsored by free enterprise or be offered by a government extension service, continuing or adult education, or evening school. Even the local library often sponsors classes.

The Kinmonts eldest child is a ninth grader and has been taught at home by her parents during nearly all of her school years. Her home education is now being supplemented with private dance and vocal instruction.

A younger brother is learning about computers at a private school. (Bradford, October 15, 1980, p. E1).

Within the community many opportunities can be found to grow physically, mentally, socially, and spiritually. Consider the following: Church activities, little league sports, Boy Scouts and Girl Scouts, YMCA and YWCA, 4-H clubs, theatre and musical groups, dance studios, art associations, etc.

Selected day classes and facilities at the local public school are used by some home schoolers. These classes usually involve a specialized skill or equipment not always found at home or an activity which depends on a group such as choir or an athletic team. John Holt had the following suggestions for local school authorities:

Holt suggests that school superintendents or school committees might do well to approve applications for home education, exercising reasonable supervision over such programs, because a public row over the rights of the family versus the rights of the school usually damages the school system and its officials.

'The media invariably side with the family, and the schools end up looking like bullies,' says Holt. 'If you win or lose, you still lose.'

Besides, he argues, if one grants an application for home education, there is an opportunity to be seized. Welcome the student back for sports, music, language, or whatever he wants that the home education program cannot easily provide. 'These will be serious, motivated students--volunteers, not draftees,' says Holt. 'I can foresee the day when superintendents boast of the number of volunteer students in their schools (Bumstead, October 1979, pp. 98-99).

Nine months later in The Plowboy Interview published in the July/August 1980 Mother Earth News, John Holt sensed that more public schools were opening their doors to home schoolers:

We're beginning to see evidence of such a trend now. For example, I know of several school districts in Massachusetts that are saying to home schooling parents. 'If your children want to come to school and use the library and gym, or take part in a play . . . why, they're welcome to do so.'

And why not? Home schooling is not a threat that's going to overturn the whole school system. Most people are never going to try it . . . they don't like their children enough to want them around all the time!

The truth is the home-schooling movement is good for the schools. We provide, among other things, extremely important educational research. Besides that, if--in the long run--schools are going to have a future, they will eventually have to function as learning and activity centers which more and more people come to voluntarily . . . and the

sooner our institutions begin to move in such a direction, and some community schools already are moving that way, the better off they'll be (p. 16).

Additional outside help comes to the home schooler as he associates with other home schoolers. Not only have home schoolers joined each other for field trips and recreational activities, but they have formed more formal associations. John Holt has promoted this acquaintance not only by listing home schoolers state by state with their addresses in his Growing Without Schooling, but he also lists an increasing number of home school organizations which are emerging. Mary Bergman, through her Home Educators Newsletter and her National Association of Home Educators, is now promoting local chapters.

Margaret A. Johnson's Home Education Resource Center has a two page flyer entitled "Information Source," which lists some of these home education groups such as FLASH--Florida Association for School at Home. She also has a seven page pamphlet entitled "How to Establish a Home Schooling Support Group," which details the function and financing of associations and how they can work with the press.

Typical of this growth nationwide is the growth that has occurred in Utah. In Utah County, scores of families belong to the Association for Family-Centered Education, P.O. Box 194, Pleasant Grove, Utah 84062. In the Brigham City area is the Family Education Association, 575 South Fifth West, Brigham City, Utah 84302. In the Logan area is the broader-based "Cache Valley Private School Association," 232 North 500 West, Logan, Utah 84321. Each one of these associations publishes its own newsletter.

In the Salt Lake City area there is the John Holt Learning Center, 8446 Harrison Street, Midvale, Utah 84047. The Mt. Vernon Academy, 184 Vine Street, Murray, Utah 84107, is a private community school which provides home schoolers a curriculum guide, seminars, testing, and materials which can be purchased.

Through correspondence courses, local tutors, and all the other available help, the home schoolers have a smorgasbord of alternatives from which to choose.

Teaching With Confidence

One of the biggest hurdles for some would-be home school parents is gaining the confidence that they can teach their own. There follows a list of the "ten commandments for teaching with confidence." Whereas the commandments were designed by the writer, the support data is taken from the literature.

Everyone is a Student and a a Teacher and the World is the Classroom

You say that the need to pass on human knowledge is a 'social problem.' That's like saying that the need to get oxygen in the bloodstream is a physical problem, which we 'solve' by breathing. You and I don't breathe to 'solve' the problem of getting oxygen in our bloodstream, we breathe because it's natural. A healthy society transmits knowledge without thinking about it, as it lives and does its work. When it begins to think about the 'problem' of transmitting knowledge, it's already a sign that something is seriously wrong.

. . . A healthy community wouldn't have anybody in it who did nothing else but 'teach.' All human beings are teachers. Teaching, like learning, is an integral part of all human life, and when we make of it a special and separate kind of activity, we instantly and inevitably corrupt it (Holt, "To a Reader," Growing Without Schooling, issue 5, p. 7).

Holt asserted, again, that parents are capable of teaching their own.

I think we have to say that people ought to be judged capable of teaching their own children unless someone can show, beyond reasonable doubt, that they are not capable. The burden of proof ought to be on the state to show that people cannot teach their own children, rather than the other way around ("To a Dean," issue 4, p. 3).

It is apparent, according to the following, that no one person has a corner on knowledge,

Schools like to say they create and spread knowledge. No; people do that. What schools try to do is corner the market on knowledge, so that they can sell it at a fancy price. That's why they want us to think that only what is learned in school is worth anything. But we don't have to believe it (Holt, "Politics of Schooling," issue 4 p. 7).

When children are taught at home, they are "in" school--
in school at home:

In saying that our children, who are learning at home, are 'in school,' we are not just tricking people--though we may be doing that. We are also putting into their minds the important and very true idea that children (like everyone else) are always learning, no matter where they are or what they are doing, that the whole world is a learning place for them, that "school" does not have to mean only that big brick building with the cyclone fence and "usually" padlocked gates, but could mean any place at all. It will be much easier for such people, unless they are real Blue Meanies, to understand and accept later that some of the time--perhaps very little or none--our children may be in the red brick building, but that most of the time they will be 'in school' somewhere else (Holt, "The World at Two (cont.)", issue 7, p. 7).

In a letter to the editor published in the Box Elder News and Journal November 1980 (quoted in the Family Education Association Newsletter, December 1980, p. 2), Joyce Kinmont referred to an independent study correspondent course offered by Brigham Young University entitled "Tutoring Your Child" Reading Skills 1 or

Reading Skills 2 (Family Living 75, 76)" This course is designed to help parents teach their children fundamental phonetic reading skills. Mrs. Kinmont observed, "Statistically, parents tutoring their own children with this program appear to have done just as well or better than, the federal employees in the state schools."

Joyce Kinmont has taught her own children at home for several year. In the article about the Kinmonts, "Perry Couple Educating Children at Home" by Kathleen Bradford in the January 9, 1975 Deseret News stated:

Having attended only one year of college herself, Mrs. Kinmont says, 'Teaching isn't as difficult as it sounds. I think almost any mother could be a successful teacher if she really tried!' (p. A7).

Home-schooling is not a new concept. Educational theorist John Holt points out that people have been educating their children at home for thousands of years. The idea that nobody could learn anything except in a school is less than 100 years old, he says (Burnell, December 1979, p. 26).

Ability to Care Counts More Than Ability to Teach

In the summary chapter of the book School Can Wait (Moore and Moore, 1979), there is reported the following:

An alarming number of parents appear to have little confidence in their ability to 'teach' their children. Research suggests that their ability to care, rather than to teach, is the criterion of parenthood during the early years, regardless of educational background. Sound care automatically provides sound teaching at this time (p. 229).

Norma Luce, a home schooler, made a similar observation in her "Editorial Comment" in the Home Educators Newsletter of February 1980:

A good teacher feels love for the children, and love is pure communication. When love is present, not only does the ear hear what the voice is saying, but mind perceives mind and the separate hearts understand each other.

. . . My point: who, in this whole wide world, could possibly be better entrusted to the education of a child than his parents! The Lord God Almighty believes it, else why are children born to parents instead of to public schools? (p. 4).

Parents may have to make the hard decisions that are best for the child even if the child objects:

We did not give C (12), M (9), S (7), and K (5) a choice between school and school-at-home. As the excitement in the neighborhood mounted during the week before school started, the boys were disturbed about our decision. But we felt that they had been so completely indoctrinated by our society's trust in schooling that they would never decide 'in our favor' if we gave them a choice. If after two or three years of this experiment they are still determined, we will discuss it. Living as we do in the heart of our school-going, career-pursuing, achievement-oriented culture, we had to operate this way. We justify it by the fact that we are their parents and, we think, of all the people on earth, wisest when it comes to their upbringing ("Life at Home," issue 2, p. 2).

Backing Comes from the Courts and Authorities

We have previously referred to court decisions favoring home schoolers. The number of those favorable decisions has increased, with the courts not only protecting the legal rights of the home schooling parent but in certain cases commenting on the virtues of home school.

Research also continues to verify the advantages of home school. In the closing chapter of School Can Wait (Moore and Moore, 1979) the point is made that "even the best school or care center is seldom, if ever, as effective as a relatively ordinary home" (p. 223).

In his book Education and Ecstasy (1969), George B. Leonard stated that "practically everything that is presently being accomplished in the schools can be accomplished more effectively and with less pain in the average child's home and neighborhood playground (p. 102).

Leonard quotes M. W. Sullivan, who developed some of the earliest programmed instruction and who wondered why we "ship the bodies of our children through crowded streets to overstuffed schools . . . when we can much more easily ship instructional materials to their homes":

Even the worst ghetto home can be a better learning environment than most schools. At least in the ghetto home, the child can get up and run around when he wants to. If he can just be kept out of school, he won't be taught that learning is dull, unpleasant work. He'll just assume it's what it is: the greatest pleasure in human life. There'll be no guilt and fear. He'll play with his learning materials when he feels like it. And if it's only a half hour a day, he'll be far ahead of school learning in all the basic subjects (p. 104).

One Can Hardly do Worse Than the Public School System

One consolation that has raised the hopes of some budding home schooling parents is the thought that no matter how poorly they do on the job, they probably won't do worse than what would happen to their child in the socialized school system.

Earlier the ten pitfalls associated with the public school system were noted. The January 1981 Reader's Digest added another with its article "Help! Teacher Can't Teach!" (p. 88).

One Need Not Be a Professional
or Wealthy to Teach Well

PLOWBOY: But aren't a lot of parents nervous about trying to educate their youngsters themselves? I can imagine someone thinking, 'I don't know how to teach!'

HOLT: I run across that fear all the time, and in people with Ph.D.'s just as often as in Joe Blow from Kokomo. I tell such folks that teaching is not a mystery . . . anybody who knows something can help anybody else who wants to learn it. In fact, what passes for official 'teacher training' often makes people much less effective educators than they would have been if they hadn't had it ("The Plowboy Interview," July/August 1980, p. 13).

"What this world needs is a return of the age of the amateur," exclaimed Hugh Nibley. Nibley, a distinguished scholar at Brigham Young University, authored the article "The Day of the Amateur" (New Era, January 1971), in which he stated:

Rashdall has shown how the medieval universities, beginning with wild elan and spontaneity in the days when anyone could get into the act, 'quickly hardened into the model of the university system' as administration took over.

Official credentials, a foolproof shield against criticism and scrutiny, were naturally coveted most by those who needed them most: it was the poorly qualified who clamored for the status symbol of the degree. . . .

Learning, forgotten in the universities, was revived in academies, salons, societies, courts and coffee houses where amateurs came together to revel in things of the spirit and make the seventeenth and eighteenth centuries the high point of western civilization. It was the Age of the Amateur (pp. 42-43).

Dr. Nibley pointed out that Emerson, who was called "the wisest American," "was banned from the campus of Harvard for his famous 'American Scholar' address, which proclaimed that one did not have to be a professional to be a true thinker and scholar" (p. 44).

The schools, in teaching the poor (and the rich, too) that no one can teach a child anything except a "trained" teacher, have done them (and all of us) a great and crippling injury and wrong (Holt, "Angry ASPS," issue 2, p. 1)

Like all pseudo-sciences, the pseudo-science of 'education' has all the trappings of real science, including mysterious big words, plenty of measurement, plenty of numbers. But this is as far from reality, and its precision is just as spurious, as medieval arguments about how many angels could stand on the head of a pin (326,734 angels). The alchemists tried to measure what did not exist; the educators say something even stupider, that nothing exists except what they can measure (Holt, "Reading Chicago Style," issue 2, p. 2)

I think with sorrow and horror of an article I read, in which two college-graduate parents said that they were looking for a school for their four-year-old because 'we were not competent to teach him ourselves.' The schools work hard to make them, and everyone, think this way. But it is not true (Holt, "Home," issue 2, p. 3).

And this may be the place to note that 'trained' teachers are not trained in teaching, but in classroom management, i.e., in controlling, manipulating, measuring, and classifying large numbers of children. These may be useful skills for schools, or people working in schools. But they have nothing whatever to do with teaching--helping others to learn things (Holt, "Angry ASPS," issue 2, p. 1).

The role of a good teacher includes pointing the direction for the child, helping him on his way, offering counsel where needed and letting him/her soar. It is not required that the parent "know all." The New York Times Magazine, October 19, 1975, in an article entitled "Home Is Where The School Is" by Patricia Heidenry, quoted this home school mother as saying, "I am not teaching the children--I am permitting them to learn. Facilitator and resource person would be more descriptive terms for me" (p. 78).

One's income is not a deterrent to successful teaching. The concluding chapter of School Can Wait (Moore and Moore, 1979) states, "Successful parenting, however, is not limited to middle

upper income groups. Some of the best parents are found among the economically disadvantaged" (pp. 231-232).

Help is Available

There is a tendency among new home school parents to attempt too much. The task is sizable enough without attempting too much too soon. In their flyer "Home Schools--Why?" the Kinmonts raised the question, "Where do I go for help?" Their answer, "To you knees of course. You have accepted a stewardship over your children, and the answers to their problems will be given you. Beyond that, we will be happy to help in any way we can."

It is Harder at First, But Comes Easier Later

Mrs. Bergman has occasionally traveled around the state to lecture on how to start a home school, telling people it takes at least three months to get over the strain of adding a heavy burden to parental responsibilities (Hicks, May 30, 1979, p. 81).

In the December 4, 1979 Time magazine article "Teaching Children at Home" John Holt told of the seasoning that takes place to home-schooling parents.

For parents who fret about not being trained teachers, John Holt has this advice: 'It's like cooking--anybody can learn it. You can do a passable job by following a recipe book, and once you get some confidence in yourself, you take your nose out of the book and experiment on your own ("Teaching Children at Home," p. 81).

In issue 18, page 6 of Growing Without Schooling (GWS), under the caption "We Need You," one of its readers told of her two-year transformation.

When my daughter first left public school my anxiety level was so high that I would literally grab GWS from the mailbox and read it from beginning to end before I went to bed that night. That was almost two years ago-- and it's all been so easy, so smooth, so satisfying that I can't imagine why I worried so much. Now I scan GWS over a week's time.

"People have been transmitting knowledge and skills for years" noted Holt. "Not everyone does it equally well, but it is an accessible skill" ("Teaching Children at Home," December 4, 1979, p. 81).

The Rewards are Worth The Effort

Home-schooling calls for sacrifice and dedication on the part of the parent. But those who have tried it are adamant: 'Our children will never go back into the public school system' (Burnell, December 1979, p. 29).

"We had mixed feelings about keeping her home," said Julie, "but once you start doing it, it seems so right" (Herald, Rutland, Vermont, March 30, 1980, as quoted in "VT Home Schoolers," issue 15, p. 11).

In the Home Educators Newsletter January 1980, Norma Luce gave an account of "Year One Home Education":

The first year August '78 to May '79 was my first year of home teaching.

Academically, it was a smashing success.

Physically, I have never been so exhausted in my life. Mentally, I have never been so exhausted in my life. Emotionally, I have never been so exhausted in my life. Spiritually, I was completely rejuvenated and began an upward spiral that will not stop until I have become the person I was meant to be. This past year has been one of absolutely monumental growth for me. Having a home school has taught me as no other single thing ever has before that there is nothing that I can't do. I just have to pay the price. And believe me, home school exacts a mean one. I stretched and strained, bawled and complained, balked, worked my fanny to the bone, and worried a lot. And why? It was either sink or swim.

People were watching. Certainly not the most noble reason, but nevertheless, the reason. My vanity made sure I brought every resources, every talent, every brain in my head, and then some, to bear upon the success of this project.

As I think back I believe my ego was probably the only thing big enough to force me to push myself to do home teaching with a complete commitment. Was this fun? Of course not. Do you think I'm dumb? But something incredible happened along the way. Self-discovery. Perhaps what I'm trying to say can best be illustrated with an example. Sports offer opportunities to certain individuals that make it possible for them to 'perform' as they never believed they could. They stretch their physical capacities to the absolute limit, but upon arriving, discover that the 'limit' is nothing more than a preconceived notion. One more mighty effort pushes them over and beyond into Never-Never Land. Sports is only a facet of life. There are those who have experienced this enlargement not only of physical capacities, but of all capacities within the context of life as a whole. A person with a severe handicap who leads a happy fulfilled life will understand what I'm talking about when I speak of this enlargement of capacities.

Before I established the home school I was mediocre and limited and my life and the influence I had on my family reflected it. The good Lord presented me with this "sport" of home teaching. I met the challenge and shattered the preconceived notion. My capacities were enlarged. . . .

But most importantly of all my family has drawn closer in love. I have a better understanding of my children because of the contact I had with them in teaching, and I love and appreciate my husband the more because of the support and help he's given me in this endeavor. Home teaching. There were times I thought the price too miserably high, but in the final analysis, as I sit here in the middle of the benefits of my efforts, I realize that a man will pay the price if he wants the prize (Luce, January 1980, p. 2).

It is a Wave of the Future

Arranged in chronological order are four selections from the news media which show the growing momentum of the home school movement.

New Image on Home School. Most parents are concerned about the education their children receive--but a special concern is felt by some parents who feel public schools are inadequate.

Many Utah parents have taken the matter into their own hands and have begun teaching their children themselves--at home.

Contrary to popular belief, these people are not polygamists or wild-eyed radicals. They are simply parents who think they can do a better job, many of them professionals with fine homes.

. . . Private schools have sprouted throughout the state with an uncommon fervor (Hicks, May 29, 1979, p. B2).

Could We Go to School--at Home? . . . The dean of the school of education, University of Massachusetts, Mario Fantini, knows of 500 instances where parents have sought and got legal permission to educate their children at home.

John Holt, author of the book, How Children Fail, believes there are ten thousand families now teaching their children at home--and that number is doubling every two years.

A spokesman for HEW confirms that an increasing number of families are educating their children at home.

There is nothing either new or unAmerican about the practice. In the 17th and 18th centuries most all families which could afford it educated their children at home--either with parental instruction or with professional tutors.

Even after public education was instituted, many parents kept their children at home to avoid exposing them to 'alien religious beliefs.'

Other families kept their children at home to help with farm work or shop work or chores; they got a 'practical' education rather than 'book-learning.'

Home education may have some disadvantages--absence of peer contacts--but an increasing number of Americans believe the advantages outweigh those considerations. . . .

Perhaps the classroom of tomorrow will be the family living room (Paul Harvey News, September 22, 1979 pp. 1-3).

Educating Your Child at Home: The Perchemlides Case. There is little doubt that more and more parents are turning to the alternative of educating their children at home.

. . . 'This movement--if you can call it that--has odd bedfellows,' Holt says. 'It has fundamentalist Christians, some of whom don't have much schooling themselves. It has back-to-the-landers, college-educated people who grow their own food and have babies at home. It has people representing all classes and all sections of the country.

'They have in common old-fashioned independence, a skepticism of experts, and a willingness to trust themselves.

'What's more, they like their children and believe in their capacity to learn' (Bumstead, October 1979, p. 98).

When Parents Ask: "Who Needs School?" Thousands of children are getting all their education at home. It's a trend that has stirred considerable controversy in many states.

As schools reopened this fall, there were notable classroom absences in a growing number of communities; between a quarter and a half-million children stayed home to get instruction from their parents.

Among them not only the traditionally home-educated--the handicapped, children of migrant workers and those with learning or personality disorders--but also a burgeoning number whose families have decided they can teach better than the public schools. Estimates are that the number has doubled or tripled in the past decade (U.S. News and World Report, September 22, 1980, p. 47).

It Takes Faith to Begin

Now, after all assurances are given about home school, one must still exercise that final factor of faith. John Holt spoke to the importance of the faith factor in "The Plowboy Interview," Mother Earth News, July/August 1980:

PLOWBOY: But surely some people are apprehensive about educating their children despite such assurances.

HOLT: Yes, they are, and I try to help them as much as I can by publishing advice from--and the experiences of--other home schoolers in GWS. At some point, though, a parent has to take a leap of faith and get started in spite of her or his lack of confidence. Those who do so discover that teaching is a lot easier and more fun than they thought (p. 14).

Learning With Competence

Home schoolers feel that academic progress is only one way to measure growth. While as a group they seem to score well on standardized tests they do not want the government to set standards for them. For those who want to go on for formal degrees there is help available.

Home Schoolers Do Well on
Tests, But Object to Them

As previously noted, home education is a seedbed for genius and eminence, and in court cases where home schoolers were required to take standardized tests, they consistently scored above their grade level.

The question then arises, If the home-taught children do well on standardized tests, why are their parents seemingly opposed to the testing of their children? On the surface it would appear that opposition to testing would come from those who do poorly at its hands. The paradox seems to be that those who resist do best.

Growth, to the home schooler, occurs in many areas and at sundry times. Not all of it is easily measurable nor is all of it of equal value. "I have no idea if the year at home has been 'good' or 'bad' for the children," wrote one home school mother. "I know of no 'standardized' test to measure the strength of one's spirit or the integrity of a self, yet these would be the only measurement that would interest me ("A Time of Our Own," issue 5, p. 3).

Another home school mother, Patricia Heidenry, gave her definition of a good school:

Each person has his own definition of a good school. For me, a good school has come to mean one that encourages children to learn and to love learning in a happy, relaxed atmosphere. A good school is not one that maintains strict discipline, is not one that boasts a high reading score on all grade levels, is not one that sends a high percentage of its students on to bigger and better schools. A good school is a community of teachers and students engaged in an exhilarating search for knowledge and self-awareness. Whether or not a school is good has nothing to do with

I.Q.'s, test scores or the number of degrees shared by the faculty. It has to do with the teachers' attitudes toward students and their perception of what education is all about. I would send my children to a school that fostered a family feeling. However, I have not been in one American public school that comes close to my definition (Heidenry, October 19, 1975, p. 70).

Shawn and David Kendrick of Rehobath, Massachusetts emphasized that same close family relationship in their letter to their local superintendent of schools as they were explaining why they were teaching their children at home:

It is the close and continuing relationship we have with our children which enables us to observe their growth in skills and comprehension without the use of standardized, routine testing. . . . Although quantitative testing may be the most practical method of charting students' progress in school where a high teacher-student ratio exists, it is not necessary in our own situation (Kendrick and Kendrick, "Letter to Schools," issue 12, p. 3).

Judge John H. Greaney agreed. He ruled that in a home where there is constant communication between parent and child with an individualized monitoring of his or her progress, that standardized tests might be precluded:

There are certain ways in which individualized home instruction can never be the 'equivalent' of any in-school education, public or private. At home, there are no pre-existing schedules. The parents stand in a very different relationship to their children than do teachers in a class full of other people's children. In view of these differences, to require congruent 'equivalency' is self-defeating because it might foreclose the use of teaching methods less formalized, but in the home setting more effective than those used in the classroom. For example, certain step-by-step programs of graded instruction, involving the use of standardized texts and tests periodically administered, might be unnecessary when the parent-teacher enjoys a constant communication with the child, and so is able to monitor his or her comprehension and progress on an individualized level impossible in a school setting (Perchemlides v. Fizzle, p. 17).

Mary Bergman never tests her home-school children, yet two of them have entered college at the age of 15. "If they feel good about where they are and if they are progressing, we are O.K." (Hicks, May 30, 1979, p. B1).

New York Times Magazine in its October 19, 1975 article "Home Is Where the School Is" by Patricia Heidenry, gave her reaction as a home school mother to testing:

Several people have asked me if I have had the children tested. The question makes me cringe. I do not like the idea of testing children and classifying them as good, better, best. I would never go out and have the children tested. A test score will not tell me what my children know.

However, a year ago, Mary with the rest of her class took the Iowa Test, which was administered by the school she attended. She was in the third grade and received a score of fifth grade, ninth month. We joke that she would probably have received a higher score if she had not spent that year in school (p. 80).

As noted in the following, when home schoolers oppose testing, it is not because they are afraid they will not do well when tested. It is for other reasons.

Raymond Moore, author of School Can Wait, maintains that on standard tests, home-schooled children outperform students educated traditionally. He says they also get better grades when they go back to school. He believes nearly all go on to college and credits parental tutelage with their success ("When Parents Ask" Who Needs School? September 22, 1980, p. 47).

Eileen and Spencer Trombly took two of their daughters out of school because they "weren't satisfied with their progress." When Lorraine, their oldest daughter, returned to another school after having been home taught, she skipped three grades at high school (Burnell, December 1979, p. 26).

Though they may oppose home schooling, "nearly all the superintendents" of the public schools "interviewed by the Deseret

News said they felt the [home school] children are probably receiving adequate academic instruction." (Hicks, May 31, 1979, p. B4).

University admissions officers confirm that a home education needn't be a deficient education. Each year the University of California at Berkeley gets a half dozen or so applicants who are home educated and don't have the traditional credentials, says Robert L. Bailey, director of admissions and records. 'We give them proficiency tests, and if they pass them, we go ahead and take a chance on them,' he says. 'They usually do very well' (Stevens, September 13, 1979, p. 33).

A legitimate question must be raised as follows: what if a home-schooled child doesn't test very well. What then? Mary Bergman "contends a child's mental capabilities are measured by his attention span, 'and home taught children have longer attention spans'" (Hicks, May 30, 1979, p. B1).

Other considerations were--

The individual differences between people, the fact that many children are not ready to learn certain things by a certain age, and that children have the capacity to learn independently. The fact that a child does not know a particular math skill or history date by age 7 or 8 does not mean that he or she will never know it. Conversely, that a child does know that skill or date at age 7 or 8 does not mean that he or she will retain that knowledge into adulthood. Indeed, when a child is especially motivated to learn something, the material that would normally take years to cover repetitiously in public or private schools can be assimilated in a matter of days or hours (Kendrick and Kendrick, "Letter to Schools," issue 12, p. 4).

John Holt told of a home school "late bloomer":

I think of a boy I know now twelve, who never went to school until he was eleven. When he first went, largely so that he could meet other children in a new town, he was given school tests, and tested at 12th grade in reading! But he didn't even start reading until he was about 8! Now, after not much more than a year of school, he has recently won a city-wide competition (in a large city) for elocution in Spanish, a language he never studied until the last year or so. Yet obviously, if people had given him standardized

tests at age 7, they would have said on the basis of these that his home education was deficient and that he should be returned to school ("To a Dean," issue 4, p. 3).

Home schooler, Joyce Kinmont in her American Home Academy--the Journal of a Private School expressed her feelings on testing:

Testing is grossly inaccurate, it labels children, and it creates a competitive atmosphere. Competition is the world's game, not the Lord's. The Lord's plan works differently. He has set the minimum requirements and anyone who keeps the commandments may enter His presence, not just the first three. Parents need to measure their children against their potentials, not against each other (p. 69).

Government Should Not Impose
Academic Standards on Home
Schools

John Holt makes the following point in a quote from his 1980 testimony before the Education Committee of the Minnesota House of Representatives:

When parents in San Francisco, in 1972, sued the schools because, after 13 years of school their son was reading only on a fifth grade level, the California State Court of Appeals dismissed the suit saying, 'Unlike the activity of the highway, or the marketplace, classroom methodology affords no readily acceptable standards of care, or cause, or injury. The science of pedagogy itself is fraught with different and conflicting theories of how or what a child should be taught. . .' and concluded that it was impossible for anyone to set guidelines for 'proper' academic procedures which must be followed by all schools and all teachers. How can the schools, when charged with negligence, defend themselves as they did in this case by saying that no one really knows how children should be taught, and in the next breath say that they are the only ones who know?

The point is that if the legislature tries to prevent or even unduly circumscribe the right of parents to teach their own children, such laws will surely be challenged in the already overburdened courts, and will not stand up (Unpublished document).

Ofttimes the effort to put home schools under government control comes under the state's setting "minimum standards" for

home schools. This has proven difficult because the state itself will not set "minimum standards" for its own public schools.

The Jurisdiction Journal of August 15, 1980, reported on a public meeting called by the Public Education Subcommittee #2 of the Education Committee of the Utah State Legislature. The purpose of the meeting was to hear discussion on the following questions:

- A. Should the legislature provide for regulation of private schools? If so, by whom? How should a private school be defined?
- B. Should the legislature establish minimum standards of requirements for private schools?
- C. Should the legislature provide for licensing or certification of private schools? (p. 1).

Following is testimony given by Glenna Peterson, principle of the American Heritage School, a private school in Pleasant Grove, Utah:

Thank you Senator Barlow. I appreciate this opportunity. I appreciate the good actions, and open-mindedness of the legislature in past years. I have been up here fighting similar proposals, it seems to me almost yearly, in one guise or another, for over 11 years and I do want to express the cooperation we have had from you in the past. . . .

Speaking on the question of minimum standards, we would like to see your investigation, as a subcommittee of the education committee, begin with the public schools. I am not saying any of this in a spirit of malice or contention. But, I would like to tell you of my effort in trying to find out what the minimum standards for the public school were. I called the State Board of Education and they said, 'Oh yes, we have them.' They referred me to the curriculum department, who referred me to the circulation department, who referred me to Dr. Boyd Eldred, who referred me to Dr. Van Wagoner, and all of them were sure they had them, but none of them could find them. None of them could read me any of the requirements. I said, 'What educational and academic attainments must a first grade student have in order to be advanced to second grade, and a second grader to third grade, and so on? I would like to have the minimum requirements for every grade level.' They were sure they had them, but no one could find them so I checked with the elementary school. None of them had any standard of any kind that had come down to them from the State Board of Education or the Legislature.

So, it seems to me that since you fund the public schools and do not fund the private schools, your proper interest should lie in establishing standards for your own operation, first. In discussing this with my attorney, he said that a minimum standard would be unenforceable. He said, 'What would you do if a child didn't meet the standards? You can't beat them. You can't kick them out of school, because of the compulsory attendance law. The only thing you could do is to hold them back. And suppose they didn't meet the minimum standards of the next year. How many years would they have to be held back before you would move them on?'

In talking with the elementary principals in my area, they indicated that in their experience it had largely been a failure to hold a child back and repeat a year, and for that reason they just keep moving them on. And so you have a problem of enforcement. It would establish lower standards, it would reduce us all to trying to meet the lowest common denominator, because every child would have to be able to meet this standard in order to keep in the public school system. My attorney's statement was, 'We would like to see what minimum standards the State Board of Education would establish for the public schools, how they would enforce them, and what they would do with the students who could not meet them?'

Private schools must have far higher standards than the public schools or they couldn't exist. Which one of you on this committee, as a parent, would pay out hundreds of dollars a year, go to the trouble, expense and the time of transporting your children from 70 miles a day to 1 block a day, with the average being around 30 miles per day in our particular school, in order to give them an education that would be inferior to one that you could have free with no problems and no transportation involved? It's obvious on the face of it, that we have to offer a superior product or we would be out of business. The greatest control of the private school is parent control. If we fail to satisfy the parent, whether we satisfy any state requirement or not, we won't be in business.

I feel that in view of the higher standards the private schools have, that private schools should set the standards for the public schools.

I would like to approach the tax savings which can accrue to the people of this state if the State Board of Education could in fact encourage private schools. There was a man affiliated with the Nebo School District who contacted me a year ago to find out the average cost of educating a child in our school, because he was doing a cost comparison study, this having been triggered, I suppose, by Proposition 13, in California. He got the current figures for the Nebo School District for that year, 1979. He deducted the cost of transportation and other special programs which he would not expect private schools to assume so that

it would be a fair comparison--an educational comparison only.

Their cost per pupil was \$1,120.00. Our cost per pupil was \$450.00, or a difference of \$670.00 per pupil. We were educating for 40 percent of the cost of the public schools. If you apply that savings to the number of students in the school, we save the State of Utah, every year, \$134,000.00. Taking the figures that were given this morning, that approximately 3,000 parents are educating their children with the approval and blessing of the State Board of Education or local Boards of Education, and multiplying that figure, using the Nebo School District costs, which I would assume would be fairly uniform, you find that the parents were saving the taxpayers of this State \$3,360,000.00 a year. And so, as legislators, I know you are concerned with the tax problem, the tax rebellion, the increasing costs of schools, the increasing numbers of children to be educated, and the increasing costs of building these schools. My recommendation is that you encourage private schools, and that you let them take the responsibility for pleasing those parents whom they serve, and meeting their own standards, which will of necessity have to be higher than the public schools. Thank you (Jensen, August 15, 1980, pp. 1-3).

In the Family Education Association Newsletter, December 1980, Joyce Kinmont, a home schooler, included an attachment of summary of remarks made to the legislative sub-committee on education . . . May 21, 1980." In response to the question "Would you allow one of your boys to be tested along with his age group at the local [public] Perry School, she stated:

Suppose that I did allow you to test one of my boys and his score was the same as the lowest boy in the same grade in the Perry school? What are you then going to do? Will you take my boy away from me? Will you take the other boy away from his mother? Or from his teacher? Will you close down my school? Will you close down the Perry school? Where, then would you send the other boy?

In reality there is nothing you could do. Remedial programs have proven ineffective. Furthermore, the testing itself is devastating to slow learners. (It is interesting that when a child in the public school system fails to learn it is assumed that the cause is the child's lack of ability, problems in the home, television, or the lack of money. If a child fails to learn in a private school, the school is at fault.) (p. 5).

Using the state's yardstick for measuring with standardized tests, home schoolers have demonstrated that, on the whole, they have learned with greater competence than their public school peers by consistently outscoring them. Why then, home schoolers ask, should government schools, which offer an inferior education and will not set minimum standards for themselves, impose guidelines on private home schools?

Home-schooling parents who would like their children to be tested can go to their local school and make such arrangements.

Educational Degrees

Some home schoolers "do not put a premium on a college degree" (Heidenry, October 19, 1975, p. 80). Of "diplomas, certificates, regent exams, report cards, college boards," home schooler Arthur S. Harris, Jr., stated:

We have successfully weaned our children away from all these tons of paper. When we feel they've 'finished high school,' we'll get our friend Kari, an artist, to make them up diplomas with more scrolls, ribbons, and fancy printing than anything the high school offers (1974, pp. 271-272).

Other home schoolers are concerned about official diplomas and degrees. John Holt commented on this in his Mother Earth News, "The Plowboy Interview," of July/August 1980.

PLOWBOY: What other worries do parents express about the consequences of home schooling?

HOLT: Some are concerned about whether their children will be able to get into college or land a good job without an 'official' diploma. However, anyone can take the high school equivalency exam to earn a secondary diploma . . . and anyone can get into college--a good college--if she or he scores well on the Scholastic Aptitude Test (p. 14).

Several books are available on the subject of test preparation which can be purchased at a local bookstore, particularly a college bookstore. A few suggestions will follow.

The Complete Guide to Taking Tests by Bernard Feder. John Holt considered this "very interesting, important and useful" and thinks "many children from ten on up would enjoy it" (Holt, "A Book on Tests," issue 10, p. 7).

One can earn the equivalent of a high school diploma by passing the GED exam. In Growing Without Schooling, issue 17, p. 15 "Preparing for the GED," John Holt stated:

The current catalog of McGraw-Hill Paperbacks (1121 Ave. of the Americas, New York NY 10020) lists How to Prepare for the NEW High School Equivalency Examination (GED), \$5.95. The book is divided into the five major areas covered by the GED Exam, and includes a pre-test and a post-test.

McGraw-Hill also publishes five GED in-depth study books, each with many hundreds of questions, and each with its own pre- and post-test. These are The Mathematics Test, The Writing Skills Test, The Reading Skills Test, The Social Studies Test, and The Science Test, each \$4.95.

Home schooling parents might find these useful in many ways. They could use them to reassure themselves, and if need be the local schools, or perhaps even a college, that their children were learning or had learned enough of the material ordinarily covered in high school. If these children were younger than most high school seniors, but could still easily pass these sample tests, this would be a convincing argument for letting them learn at home. And if the schools pushed matters to the courts, few judges would hold that these children were being 'neglected' or 'abused.'

Colleges rely heavily on standardized tests in accepting applicants, probably even more so than on high school grade transcripts that vary in value from school to school. John Holt listed three sources for help in preparing for these tests.

McGraw-Hill Publishing Co., 1221 Avenue of the Americas, New York, NY, lists a number of books designed to help students prepare to take certain standardized examinations.

Among their titles are How to Prepare for the Scholastic Aptitude Test (SAT); How to Prepare for the American College Test (ACT); How to Prepare for the Miller Analogies Test (used by most graduate schools); and others. Worth reading, for any who may be getting ready to take such tests. And younger children might find them interesting to browse through--another slice of the Big World. Some of them might be interested in making up some test questions of their own (Holt, "And Test Info," issue 12, p. 11).

College credit can be earned through the National College Level Examination Program (CLEP). John Holt's Growing Without Schooling, issue 14, p. 9 "College By Exams" carried the following Associated Press story from Bloomington, Indiana:

A 7-Month Zoom Through College. Less than seven months after his high school graduation, Anthony L. May, 18, is about to become a college senior.

The 1979 co-valedictorian of Blue River Valley High School in central Indiana has made the three-year jump by testing out in 71 credit hours through the national College Level Examination Program (CLEP), the College Board's Advanced Placement program, and departmental examinations here at Indiana University.

'I'm not smarter than the other students,' May said modestly. 'It's just that many of them are unaware of the opportunities and the many different ways to earn college credit through testing.'

He will have 91 credit hours--only 31 less than he needs to graduate--when he goes home for semester break on Dec. 22. Seventeen credit hours were earned in regular classroom courses since he arrived here last September.

May started accumulating his credits by earning three hours between his junior and senior years in high school through the university's collegiate credit program for high school students.

Then he began taking a battery of tests in English, history, political science, humanities, biology, economics, psychology, Latin, and English composition.

Pamphlets containing information about CLEP exams may be obtained from the College Entrance Examination Board, Box 1822, Princeton, New Jersey, 08541.

Mary Bergman provided the following information about admission to college without a high school diploma and/or advance testing:

Some small colleges and junior colleges will readily accept any student without an entrance exam because they need to keep enough students at all times. I called one in particular and found that they required nothing except a high school transcript and money on registration day. The credits earned in such a small college or junior college can then be transferred into a larger college or university. There might be some that will not be accepted and this would be worth checking out in advance to make sure that the right courses are taken. One large university, for instance, will accept transfer students from other colleges who have completed 24 hours of credit without either a high school diploma or an entrance exam of any kind. It would take approximately two quarters to gain the necessary 24 credit hours and this would give the student sufficient time to adjust to the rigors of a college schedule. There would be no time lost in going this route and the break-in period might be a little less painful. . . .

One college in the State of Utah sent their admissions director to talk with us and told us that they administer the A.C.T. any morning of the week and can tell by lunch if the student can meet their qualifications. They will admit any student who scores high enough regardless of their former education or age.

Another route to follow might be admitting the student to an out of state college for the first quarter and then transferring them into an in state institution. Wyoming and Colorado have several colleges that are very eager for students and have very minimum admissions requirements.

So, it can be easily seen that there are methods for accomplishing the admission of a home taught student other than the conventional high school diploma route. Also, keep in mind, that state supported colleges are required to award a high school diploma to any student who completes one year of academic study with them with the minimum of 45 hours.

Our next student is planning to go to a small junior college and bone up on a few necessary subjects, earn the 24 required hours in order to be a transfer student without high school credentials and then request admission to a major university (Bergman, 1978, pp38-40).

Based on the previous literature references, it has been shown that home school children can learn with competence.

Chapter 3

ROCKY MOUNTAIN ACADEMY--A PERSONAL REPORT OF THE BENSON HOME SCHOOL

The following account is a personal subjective report of the Benson family home school. It is written in first person form in an effort to capture most vividly one family's first hand account of their involvement in the home school movement.

The format is question and answer. The questions were raised prior to and during the family involvement in the project. The answers were primarily formulated during and after the project.

Year One

The year one report covers the 1979-80 school year.

What is Our Background That Led Us Into The Home School Movement?

Along with the bard, I too believe there is "a divinity which shapes our ends," and I believe there was a series of events in our lives which shaped our interest in the home school movement.

Broadly speaking, we moved from the public (government) schools into the private and private Christian school movement and then into home school.

Both my wife and I are graduates of a public high school--East High in Salt Lake City. My wife was active in studentbody

affairs in high school, where she held elective offices and was runner-up in the girls' singles tennis championship. Her high grade average allowed her to enter the University of Utah during her senior year. She obtained additional college credits at the University of Maryland and Cornell University. (Her father, Rulon T. Hinckley, served for at least two terms as chairman of the Utah State Board of Education.) At Cornell she was vice-president of the Law Wives Association.

I entered Brigham Young University on a scholarship and eventually received my B.S. and M.S. degrees from that institution. I also entered George Washington University Law School on a scholarship and obtained additional college credits from Trinity College (Catholic) in San Antonio, Texas, the University of Utah, and Cornell University.

Part of my high school days were spent at Bethesda-Chevy Chase High School in Bethesda, Maryland. Years later I was invited back to address the graduating class of which Senator Hubert Humphrey's daughter was a member.

Both in high school and college I was active in studentbody affairs. At Brigham Young University, I was elected class president, voted the "Friendliest Man on Campus," and won the school's extemporaneous speech contest.

I mention these activities simply to indicate that both my wife and I had a rather broad educational background and, to some extent were honored by both the school administration and studentbody. Too often those engaged in home school are represented as odd and reclusive.

When Holly, the first of our nine children, came into our home as a babe, we immediately began to make plans to bless her life with a good education. As of this moment, this has meant tens of thousands of dollars expended in tuition at six private schools, establishing a home library of several thousand volumes, extensive educational travel, and purchase of many learning devices.

We made an early commitment to provide the best possible educational opportunities for our children. We knew that much of our time would be devoted to finding that education, but we felt there was no better way we could spend our time than on a child's learning. This commitment resulted in heavy financial demands. Since we were not affluent, part of our tuition was paid by several members of the family doing custodial work at the school. For years we went without carpet on our front room floor, feeling that the money could best be invested in our children's heads rather than at their feet.

During Holly's early childhood, we carefully considered the Montessori method. We heard Maria Montessori's son lecture, visited some of their schools, and obtained the pamphlets The Montessori Method and the Kindergarten (R. Calvert Orem and Genevieve T. Alexander, eds, 1964) and Twenty Seven Major Elements in Dr. Maria Montessori's Philosophy and Practice (R. Calvert Orem and Genevieve T. Alexander, 1963). My wife purchased and read the books The Absorbent Mind (Montessori, 1963) and The Discovery of the Child (Montessori, 1948). It was therefore an exciting day when we met the boat at dockside in Baltimore, Maryland, and accepted

delivery on hundreds of dollars worth of Montessori teaching devices which my father had ordered for us while he was in Holland.

We enrolled Holly, at the age of two and a half, in the St. Thomas Aquinas Montessori School near Mt. Vernon, Virginia. Twice each day my wife drove an hour and one-half round trip so that our daughter could attend half-day classes.

As Holly approached kindergarten age, we received increasingly favorable reports about the Fairfax Christian School in Fairfax, Virginia. We met the school's founder and director, Reverend Robert Thoburn, and then studied the texts, observed classes, reviewed the curriculum, and visited with parents who had children in the school. At this juncture we had to decide between public school, a fine private school (Montessori), or an excellent private Christian school (Fairfax). After careful and prayerful consideration, we felt it would be best to send Holly to the Fairfax Christian School.

Our primary consideration was where our daughter could get the best education, both in character development and in intellect. Not only was Fairfax strong in academics, but, even more important, as a Christian school it focused on character development and teaching of religious ideals. This was consistent with the message of one of the first poems I ever recited as a child:

Men are blind until they see that in the human plan
Nothing is worth the building if it does not build the man.
Why build these cities glorious if man unbuilt goes?
In vain we build the world unless the builder also grows.
(Author unknown)

I believe that character penetrates and goes beyond intellect. When a child is away from home many hours each day

during the crucial clay-shaping years, the homefront efforts must be strengthened rather than weakened by the schoolfront. Of the three schools, I felt the Fairfax Christian School was best suited to help me discharge my patriarchal responsibility to my children.

So pleased were we with what we found at the Fairfax Christian School that we moved to Fairfax County in order that our children would not have to travel so far to school. I co-authored an article about the Fairfax school entitled "How to Stop Heir Pollution" (see Appendix B, pp.164-172), which appeared in a national news magazine and was subsequently reprinted and distributed rather widely. This school would more than likely be classified as a private, Christian, Americanist, fundamentalist or traditionalist-oriented school.

Holly entered Fairfax Christian School in the fall as a half-day kindergarten student, and by Christmas time she was reading phonetically out of McGuffey's readers. We were pleased with her progress and each of our children, as they came of age, entered this school.

Both my wife and I spent many hours attending programs at the school, listening to guest lecturers, talking with teachers, and conversing with Reverend Thoburn and his wife. They introduced us to a number of what we considered to be sound educational principles and their advocates. Virginia has a long tradition of private schools, and this was a great introduction for us into the private school movement, particularly Christian private schools.

In due time I was invited to speak at the school founded by Robert Love, author of the book How To Start Your Own School (1973).

I was also acquainted with Sam Blumenfeld, author of How to Start Your Own Private School and Why You Need One (1972). It was my personal privilege to visit on various occasions with Rousas J. Rushdoony, one of the nation's outstanding scholars in the field of private education and author of the acclaimed book The Messianic Character of American Education (1968). (I have received his newsletter for many years).

When we moved from Virginia to return to BYU to pursue studies for my master's degree, we settled in Pleasant Grove so that our children could enroll in the American Heritage School. (In fact, I taught a religion course there to help pay for their tuition.) The founder of this school was H. Verlan Andersen, a Brigham Young University professor, lawyer, and certified public accountant, and author of the books Many are Called But Few Are Chosen (1967) and The Great and Abominable Church of the Devil (1972). The latter publication points out the early opposition to tax-supported schools in Utah as voiced by leaders of the LDS Church.

In 1975 we were called to preside over the Kentucky-Louisville Mission of the Church of Jesus Christ of Latter-day Saints. We arrived in Louisville just about the time that Judge Gordon issued his forced busing decree which resulted in riots and many people seeking to enroll their children in private schools rather than having them bused.

By the time we attempted to enroll our children in a good private school, there were long waiting lists. I spent days pleading my cause to various principals, and in due time our two

oldest children were enrolled in an excellent, although non-Christian, private school.

In searching for suitable private schools, two truths bore down on me: 1) the fact that a school is private does not necessarily mean that it is as good or better than the local public school. We found several private schools which were of inferior quality, and in some we found texts and programs to which we objected in public schools; and 2) Christian schools may require students to submit to certain religious oaths to which we could not subscribe. (We had to remove our children from one such school when we could not reach a satisfactory compromise in this regard.)

With the best private schools filled to capacity or requiring religious oaths to which we could not subscribe, and the remaining private schools of poor quality, we were left with only one choice. Since the state of Kentucky would not countenance our taking correspondence courses in lieu of class attendance, our sole alternative was to enroll some of our children in public school.

It seemed a cold day when, for the first time in their lives we turned some of our children over to the public system of education, where in one year they would witness:

1. A teacher strike combined with winter weather which resulted in only four days of school between Thanksgiving and January 28.
2. Textbooks filled with objectionable material.
3. Lyrics in music classes which we would not allow our children to sing.

4. Social activists teaching social study classes.
5. Drugs among the students.

At the close of the school year, the experience of those attending public schools was not as positive as their years in private schools.

Our two oldest children attended an outstanding private school which carefully screened its numerous applicants, with many graduates entering Ivy League schools. (Our two children entered late and were accepted without taking the screening tests, and the school was very generous in granting them free tuition.)

It appeared to be the philosophy of this school to look good--and they were good! Since only the best students were accepted, they were expected to do well. If they failed, however, there were others eagerly awaiting the opportunity to take their places. Our son had a struggle with math and found little remedial help. Probably because of the preoccupation with image and excellence, we sensed some indifference to the student in need.

During the summer of 1976, I wrote a letter to the Department of Education of the Commonwealth of Kentucky relative to correspondence courses. In response I received a letter dated September 20, 1976 from Don C. Bale, Assistant Superintendent for Instruction, in which he stated:

A student currently enrolled in a private or public high school may be permitted to earn upon the recommendation and approval of the school principal a maximum of three units by correspondence providing that no more than two units are earned in any one calendar year. One of these units may be earned while enrolled in the regular school term. The correspondence credit shall be earned from a regularly accredited college or university.

A student enrolled in grades one through eight would not be permitted to use correspondence courses in lieu of school attendance and could not receive school credit for these courses.

It therefore appeared that correspondence courses were not an alternative--at least for the time being.

Enroute home after completing our mission in the summer of 1978, we spent a day and a night visiting the Christian Liberty Academy in Prospect Heights, Illinois. This academy, founded and directed by Reverend Paul Lindstrom, had received very favorable publicity in the nearby Chicago area for its academic program and student success. We were particularly interested in their correspondence courses which were being used by hundreds of families across the nation. We purchased several of their textbooks and spent considerable time in discussion with Reverend Lindstrom.

During that summer I was personally introduced to the home school movement in Utah. Just prior to our return from our mission, Tom and Mary Bergman presented a series of lectures in the Provo area regarding home schools, relating their experiences in setting up the Pioneer Trails Academy, their home school, in Morgan, Utah. We obtained tapes of their lectures and listened intently to this couple whom we had visited some years earlier in the old renovated chapel they had turned into their Morgan home. I also had read their book Survival Family (Bergman and Bergman, 1977), the account of their living for a year independent of "the world" in food, job, and education.

When the Bergman's daughter Cathy sought admission to college, they called Weber State and inquired whether a home school

graduate would be accepted at that institution and were told, "no." A few days later she inquired whether the college would accept a private school graduate, and the response was "yes." In both cases reference was to the same student and the same school.

Cathy was also approved for acceptance at both the University of Utah and Westminster, but she chose to go to Weber. May 24, 1974, The Morgan County News published an article reporting that at age fifteen Cathy was "possibly the youngest college entrant in Morgan County educational history" (p. 1). Cathy was later selected by her Weber classmates as the outstanding student in the arts, and after graduation she became an assistant professor at Idaho State College (Bergman, 1978, p. 1).

In addition to the Bergmans' experience, I learned somewhat of the impact home schools could have since I had worked for a man who had been taught at home during his elementary years. By the age of seven he had read the nine-volume History of the World by Ridpath, and at age twelve he entered college and subsequently attended the Naval Academy and Harvard Law School.

In the meantime I continued investigating other private schools in hopes they would be suitable. I also spent time consulting with an old friend, Mrs. Anna Lou Jeffs, head of the Carden School in Salt Lake City.

Inasmuch as the American Heritage School did not have upper grades, four of our children, to our disappointment, were entered again into the public schools in the fall of 1978. At this time we also learned that two of the children who could attend a particular grade opening at American Heritage School had available to them a

superior teacher in the same grade at the local public school. So they also went to a public school, while we enrolled our two youngest school agers at American Heritage. This was a strange mix--four were required to go to public school, two we chose to place in a public school over a private school, and two went to a private school.

During the 1978-79 school year, I read the Bergmans' booklet concerning their home school entitled Legal Papers and Letters Used for Establishing Pioneer Trails Academy, a Private Home School. I also purchased the book Cradles of Eminence which discusses many prominent Americans educated at home (Goertzel and Goertzel, 1962). In addition, I read a book published by BYU Press entitled School Can Wait, which argues for leaving children at home until at least eight to ten years of age (Moore and Moore, 1979).

January 9, 1979, the Deseret News published an account captioned "Perry Couple Educating Children at Home," reporting the experiences of Dick and Joyce Kinmont and their home school. The Kinmonts visited us personally, and I became acquainted with their booklet American Home Academy--the Journal of a Private Home School.

I took increased interest in the home school movement when the May 29, 30, and 31, 1979 Deseret News ran a series of articles captioned "New Image on Home School."

The 1978-79 school year for our children was a "mixed bag." I had attended a number of the children's classes, and my wife had been in frequent contact with their teachers and school

administrators. We were trying to "hold the line" and even advance, but we felt slippage in some areas:

1. Our two youngest school agers were in first grade at American Heritage School. Our daughter managed well, but our son became increasingly miserable as the year progressed. He was extremely competitive, but kept coming out near the bottom of his class. He did not learn to read.

2. Our two fifth graders had an excellent year in the public schools with a "top flight" teacher.

3. Our older children attended the public junior high schools and consistent vigilance was required on our part to offset the poor social influence and the teaching of some values contrary to ours. Our son's language class was practically worthless, and in his geography class films were presented glamorizing Red China and Soviet Russia. When my wife told one of our daughters that she could not see a certain Hollywood film at the school, the teacher advised our daughter to see it anyway and not tell her mother.

In the summer of 1979, my wife and our twelve- and thirteen-year-old daughters, Heather and Heidi, attended a Romalda Bishop Spalding course in reading and writing in Salt Lake City using her text The Writing Road to Reading (1969). There my wife met several women who were teaching their children at home. (The course is being offered again this year and one may obtain three hours of BYU credit for participating.)

In the middle of the summer the opportunity was made available for me to enter the Intern Doctorate Program in education at BYU. When I learned that I would need a Professional Education

Project, I felt the moment had arrived for a grand experiment--our own home school for the upcoming year.

At first my wife, who would assume the major burden of working with our nine children in this project, thought that home school would be devastating to her both physically, mentally, and emotionally. In fact, Mary Bergman, a proponent of the home school movement, after discussing this matter with my wife, said she had never met anyone with less self-confidence in tackling a home school. But my wife felt she could not do much worse than some of the instruction our children had previously received. Aside from this, she initially took some consolation in the thought that she could always bail out and send them back to the community schools if she failed. She finally threw caution to the wind and embarked upon this endeavor whole heartedly.

At the close of my summer IDP program, my wife took the two oldest children to Lake Tahoe to attend a week-long school on Americanism. There she spent time reading and pondering and planning in preparation for the school year. She outlined a curriculum and developed an individualized program for each child.

All of our past experiences, both good and bad, in both private and public schools, provided a background for us to better understand and appreciate the increasing importance and blessing of the home school movement.

What follows is a series of questions and answers designed to present from our own experience essential information regarding this project, representing literally thousands of hours which my

wife and I have devoted to our home school professional education project.

What Do We See as the Basic
Advantages and/or Disadvantages
of Teaching Our Children at
Home?

We could list many advantages, but the following observations seem most pertinent:

1. Who is more concerned about a child's welfare than conscientious parents who are aware of his problems and willing to sacrifice the most for his development? No one should have greater motivation to see that a child is properly instructed than these kinds of parents.

2. Home school allows for individualized instruction--tailormade for each child so he can learn at his own pace with less competitiveness and comparisons between children. Selections can be made more freely as to curriculum--one young child learned cooking skills, another worked with animals, another did sculpturing, and all were introduced to speed reading. These subjects would not have been introduced to them at their ages in community schools. Follow through on children's assignments is easier, and weaknesses in your child's education can be more readily identified. One of our sons had been touted for his mathematical skills in the community schools, but, compared to others, we observed some deficiencies in his training; another son had a

speech problem which we were able to address in our home school without the social stigma which might have affected him in his previous school settings.

3. Home school provides an opportunity to teach the truth without parental worry that their child may be subverted in another school away from their presence. Positive programs can be set forth without spending excessive time in repairing the continuing damage of false teaching.

4. Greater flexibility is possible in scheduling since hours can be set and varied to accommodate special events. For instance, with my wife by their side giving her insights, our children were able to watch the daytime Phil Donahue show where representatives of the LDS Church spoke in opposition to ERA. Anything considered to be of value can occur. (We have sponsored eleven refugees and our children have been included in this great experience.) The school program can be carried into the summer, using those "vacation" days more wisely to augment education. Our children have been involved in part-time educational work such as appearing in a film for Sun Classics. The filming took only a few days, but it was during normal school hours when most children would not be available. They learned many details about filming and took their school work with them to study during breaks. Two of our daughters taught one morning each week at a nursery school, a valuable experience they might have otherwise missed except for the flexibility in hours of home school. Travel is facilitated with the flexibility of home

school. To some extent the "sky is the limit" in what can be done with your own family. A father can be involved to whatever extent he desired by adjusting school hours to his schedule. More opportunities are provided for discovery and creative ventures.

5. The quality of educational materials and procedures can be upgraded. Determination can be made to pause and go into depth on a subject rather than giving it only surface treatment. Learning can therefore be more effectively directed and controlled.

6. Increased family cooperation can result. Mother and father are actively involved in the learning process, participating more directly in the joy of the children's success. Brothers and sisters can help each other.

7. The pace can be slowed considerably to take into account sickness without excessive "catch up" required in an outside school.

The following may be considered disadvantages of home schools:

1. Sometimes the laundry piles up. (This can be solved with good time management.

2. Different teaching approaches from several good teachers might be missed. (In addition to my wife, our children had different teachers in algebra, piano, seminary, athletics, and choir.)

3. Daily contacts with large numbers of people are minimized. (Some people may consider this an advantage; however, in addition to neighborhood and church contacts, our children participated in league sports and other community offerings where contact was provided with large numbers of people.

Is it Legal in Utah to
Have a Home School?

In Chapter 24, Section 53-24-1 of the Utah Code it states in part:

Every parent, guardian or other person having control of any minor between six and eighteen years of age shall be required to send such minor to a public or regularly established private school during the regularly established school year of the district in which he resides.

To that end, on August, 24, 1979, we incorporated our home school under the laws of the state of Utah as the Rocky Mountain Academy. (A copy of the Articles of Incorporation are included in Appendix A, pp. 157-163.)

In a letter dated December 1, 1975, to Richard C. Kinmont, the State Superintendent of Public Instruction, Walter D. Talbot, stated that "there is no specific law or regulation governing the establishment of a private school in Utah except for incorporation."

Our school is maintained at least 180 days per year for at least five and a half hours per day in order to fill the requirements of a school year as mandated by State statutes.

One month after our incorporation, the September 14, 1979 issue of the Utah business newspaper The Enterprise published the following item by Vance Wilson in his column "Fresh Inc."

Rocky Mountain Academy is a non-profit home school organized by Reed A. Benson, son of LDS General Authority Ezra Taft Benson; Benson says home schools are growing fast in the state and that he would like to use his school in a descriptive study of the fundamentalist fad in his doctoral dissertation at BYU (p. 7).

Who Were the Students in
Our Home School and What
Grades Were They In?

The students, of course, were our own children. (An Indian Placement boy lived with us for the last two months of the school year. Although home school, with its individualized program, could be a blessing to an Indian, we were counseled to let him finish his year in the public school.) Our children and their grade level during the 1979-80 school year were as follows:

Holly	12th grade
Taft	10th grade
Heidi	8th grade
Heather	8th grade
Lucilla	5th grade
Moroni	5th grade
Joshua	2nd grade
Lynna	2nd grade
Sara	(three years old)

What Curriculum Did We Use
and Why Did We Select It?

We first contacted the public schools to gain insight into what they offer on various grade levels. We found them considerate and helpful in this effort.

We also had access to the curricula of several outstanding schools, including the Christian Liberty Academy and the Fairfax

Christian School. Reverend Robert Thoburn of the latter school has written a book entitled How to Establish and Operate a Successful Christian School (1975), which may be purchased by writing to the school at 11121 Popes Head Road, Fairfax Virginia 22030. Also, the Rod and Staff Publishers, Inc., of Crockett, Kentucky 41413, published a Catalog and Curriculum for the Christian School.

Basically the curricula for each grade were as follows:

<u>2nd Grade</u>	<u>5th Grade</u>	<u>8th Grade</u>	<u>10th Grade</u>
Art	Art	Algebra	Algebra
English	English	Art	Art/Sculpture
Health	Health	English	English
History	History	Health	Health
Literature	Literature	History	History
Math	Math	Home Economics	Literature
Music	Music	Literature	Math
Penmanship	Reading	Math	Music
Reading	Science	Music	Reading
Science	Social Studies	Reading	Science
Social Studies	Spelling	Science	Social Studies
Spelling	Theology	Social Studies	Theology
Theology		Theology	

12th Grade

Special Readings¹

Each evening my wife would grade papers and prepare assignment sheets for each child for the following day. The last half of the year each child was allowed to prepare his own assignment sheets, keeping in mind the material that had to be covered by the end of the school year.

The three-year-old was read to by others, used the Montessori equipment and educational games, and participated in

¹Holly was admitted to BYU two months after school began because of her high ACT score.

other activities commensurate with her age. The older children were assigned time throughout the day to work with this little one.

Each child was required to keep a daily journal, and five of them took piano lessons.

The four oldest children attended with us the Freeman Institute course on the Constitution and received completion certificates.

I conducted lessons in home school theology and character guidance, concentrating on daily reading of the Book of Mormon and general conference addresses of the LDS Church leaders. The 10th grader attended seminary. During morning and evening meals we consistently tried to "feed their spirits." Over the years we have read at least forty church books at mealtimes.

One of the blessing of home school is that God can be included in the curriculum at any time according to the desires of the parents. (This has not been the case in the public schools because of the Supreme Court edict.) A single standard of conduct expected from the child by the parents avoids teacher inconsistency sometimes found in the world's schools.

The physical fitness portion of the curriculum included use of the trampoline, bikes, basketball, and table tennis, in addition to a morning jogging program for the entire family. Joshua participated in a soccer league, Moroni in his basketball became the forth highest scorer in the league. Taft played on the sophomore basketball team and church team and won third place in table tennis at the Varsity Scout Conference at Weber College, and Heidi and Heather each played on the girl's ward basketball team.

My wife was in a much better position through home school to ensure that our children ate nutritious meals prepared to accommodate allergies and individual needs.

Each Friday we set time aside for field trips. We would arrange special tours, such as our visit to Ivie Electronics, Cambelt International (inventors and designers of machinery for heavy industry), Bromley Eggs, BYU Food Services, Osmond Studio, a mortuary, mink farm, bakery, BYU Career Education Center, Deseret Industries (manufacturing, repairs, and sales), meat cutting, etc. We also visited exhibits at the Utah State Fair and Hogle Zoo.

The curriculum also included cultural and recreational activities. By selective use of television, our family participated in symphonies, ballets, and operas. We had four season tickets to the football and basketball games at the BYU and each child attended at least once. We had fun at home and spent an evening at the residence of Alma Heaton, a recreational expert, playing his games. We held a class on Hamlet and then took the older children to the performance of this drama at BYU. We attended a Mormon Youth Chorus concert as well as the Broadway musical "Music Man."

The foregoing curriculum was selected because we felt it built a well-balanced child and was structured to meet the individual needs of each child. We tried to cover the areas which are the most important and where we felt our children could grow commensurate with their age.

How Did We Handle Subjects
That We Were Not Proficient
in Teaching

At one time Henry Ford said that the next best thing to knowing something is to know where to find it. Specialists can be invited into the home or children can go to them. We did not know algebra very well, and so we hired a high school student who was proficient in the subject to teach our older children. Our children went to the home of the teacher for piano instruction.

Did Any of Our Children
Teach Each Other

Yes, they taught each other as often happened in the old one room school house. To teach someone something is one of the best ways to know it yourself. Heidi and Heather, who had taken the course in reading and writing, assisted the younger ones in this area. Heidi conducted the spelling lessons for Lucilla, Moroni, Joshua, and Lynna. So it went in other areas--those who knew helped those who did not know when help was necessary. Such cooperation bound us closer together as a family.

How Did We Select Our
Textbooks and Which Ones
Did We Choose?

Once again we sought information from the strong private Christian schools to see what they were using--Fairfax Christian School, Christian Liberty Academy, Pensacola Christian School. We also consulted lists of outstanding books by authors whom we admired. These resources included the poet E. Merrill Root's

book America's Steadfast Dream (1971) and Robert Welch's The Romance of Education (1973).

Over the years I have been an advocate of the "great books." I once visited, in company with my father, St. Johns College in Annapolis, Maryland, whose four-year curriculum is basically built around one hundred great books. When we bought our set of the Great Books of the Western World (1952) I also purchased the set of Great Books for Children (1957). In my library I have a book published by Jasper Lee Company entitled Have You Read 100 Great Books? (1946). This book contains many lists of great books recommended by various people and educational institutions. My wife also checked with local school librarians for suitable children's literature and obtained the list of the Newberry Award winners. Finally she developed a list of sixty books she felt would be excellent literature, in addition to school subject textbooks, for our children to read. This list appears in Appendix C, p. 173). The children read about one-fourth of the sixty selections this year, and the balance will be completed in the future. They also read additional books by authors represented in the list of the sixty selections.

The textbooks on various subjects were another matter. Here, too, we were most selective because in many cases the textbooks of today tend to promote philosophic humanism which is contrary to our beliefs. Textbook Evaluation Reports, which I receive from America's Future, Inc., 542 Main Street, New Rochelle, New York, New York 10801, has been helpful.

In recent years I have developed a friendship with Mel and Norma Gabler, who have been fighting the textbook battle in Texas. So successful have they been in exposing the insidious nature of some of these texts that some companies now publish a Texas edition--a cleaned-up version. The Gablers have received increased publicity lately in the December 3, 1979, issue of U.S. News and World Report (p. 83) as well as a recent appearance on the Phil Donahue show.

The Gablers rate textbooks and put out a newsletter entitled "Educational Research Analysts," P.O. Box 7518, Longview, Texas 75602. Victor Books has published the Gabler story in a book authored by James C. Hefley entitled Textbooks on Trial (1976). This couple has been very helpful to me in this matter.

At least two firms publish their own texts oriented to traditional and fundamental education with a patriotic and Christian flavor: A Beka Book Publications, 125 St. John Street, Pensacola, Florida 32403, and Alpha Omega Publications, P.O. Box 3153, Tempe, Arizona 85281. The Fairfax Christian School and the School Supply, P.O. Box 660, Bolton, Texas 76513, have reprinted and distributed many of the older books such as the McGuffey's readers, that we feel have great value.

In Appendix D, pp. 177-184 are listed the various school books which our children have gone through this year.

What Other Supplies Did
We Have For Our School and
Where Did We Get Them?

We actually did not have to purchase many additional supplies. We have a library of several thousand volumes that is available to our children, including the complete set of Harvard Classics and a number of other series of books. While our library covers many fields, it is particularly strong in theology, civics, literature, (especially biographies), and health. We have the World Book Encyclopedia (1972) with its Child Craft series (1974) and many children's books. In addition, our children regularly obtain books from the local library as well as from the BYU library.

Our magazines include Ranger Rick, Boys Life, National Geographic, Reader's Digest, U.S. News and World Report, Guideposts, Prevention, Review of the News, The Freeman, American Opinion, This People, Ensign, New Era, and Friend.

We have several hundred records and tapes of symphonies, operas, dramas, speeches, scriptures, church history, Americanism, phonics, multiplication tables, etc. Combined with our large assortment of Montessori toys, leggos, a globe of the earth, flim-strips, projector, and many other things these make our home a repository of educational tools.

Nevertheless, my wife went to the Utah-Idaho School Supply and obtained additional materials, including a microscope for science experiments, and a printer to print math drills. Many stores carry supplies that may be useful to a home school.

What Kind of a Schedule
Did We Follow?

The normal school day ran from 8:30 a.m. to 3:30 or 4:00 p.m., depending on whether the work was completed. Time was altered so that our older boy could take part-time farm work and then make up his school work at another hour.

Algebra classes for our three oldest were held at 6:00 a.m. in the morning in order that our student tutor could get to school on time. U.S. history was generally read to everyone during lunch-time at the table. We also had stand-up oral reports at that time on current events and other subjects.

If naps were taken, these were usually in the early afternoon. Later in the afternoon our children could play with their friends after 4:00 p.m. if chores and schoolwork were completed. If they finished before that time, they could do extra reading or arts and crafts.

Did We Make Use of Any
of the Public School or
Community Programs or
Facilities?

We were interested in certain programs which we could not provide for our children such as team sports and chorus. These were actually available to us on a smaller scale through the church and our children participated in the church choir and in church athletics.

We have already mentioned that our oldest son got the "best of both worlds" with school at home and team athletics at school. He also attended seminary adjacent to the school.

We viewed the school and community programs or facilities as resource centers. The public school administrators were kind enough to make available to our children any class offered on the junior high or high school level.

In the community our children participated in league soccer and basketball, attended the Freeman Institute course, and participated fully in the LDS Church programs and activities.

What Use, if Any, Did We
Make of Correspondence
Courses?

We did not use any correspondence courses this year. We may try these for some children in the future in order to evaluate the effectiveness of such an approach.

The Christian Liberty Academy has an excellent program with taped responses from the teacher. The Calvert Day School in Baltimore, Maryland, has been helping mothers teach their own children for nearly seventy-five years. I have not yet investigated their rather prestigious correspondence course. In addition, BYU has its own Independent Study courses for high school and college age students.

One disadvantage of home school discussed earlier was the lack of flavor occasioned by exposure to more than one good teacher. This could be partially offset by reading many good authors. But correspondence courses would also provide input of several teachers.

Did Home School Satisfy
The Social Needs of our
Children?

The lack of social contacts is one of the strongest arguments used against home schools. Since the environment and contacts at some schools are a part of the problem, however, many people feel this is a blessing. In many respects the school classroom setting is rather artificial compared to the family setting. Nothing requires a person to be among large groups of people for a large amount of time. Sometimes such involvement can be very detrimental if the groups are not highly moral and motivated.

Home school children do not have to lack for social life. They can have it within the family and among those with whom they choose to associate. In other words, they have the privilege of cutting out the negative school social life while still developing personal friendships among whomever they desire.

They can associate in the neighborhood social system as they see fit as well as in church activities. Six of our children sing in the ward choir. Some hold LDS Church positions. Community activities include little leagues. At least five of our children were involved in team sports.

We have made field trips with other home school families. A Home School Science Fair was held this past year. Home schoolers are not necessarily pulling out of life--they are just trying to make a different use of it by providing better choices.

We believe that families are forever and that we would do well to first cultivate the friendship and companionship of those

with whom we will have the closest company in the eternities to come.

Were the Emotional Needs
of the Children and Mother
Met?

In home school there should be less stress, perhaps more work, but less tension. Parents have less anxiety wondering how and what their children are doing. The mother knows more about how her children are progressing than she would at the conclusion of a parent-teacher conference. If a child is learning bad things at school, it is an emotional stress on good parents. With home school, parents know exactly where their children are both physically and mentally. There is less competitiveness. We allowed our children to have break times, alone times, nap times, and times for friends.

Our oldest son has improved his self-confidence since he has been in home school by improving his math skills. Prior to home school, he had not done well in math and there was little help available.

In the close and loving atmosphere of home school, our youngest son, a second grader, has learned to read, developed self-confidence, and eliminated his super competitiveness that made him feel a failure. In the first grade he attended a private school. He started well but by the end of the year he was fighting, crying, and feigning sickness. He had not learned to read. My wife believes that his growth alone was worth the whole year's effort in home school.

My wife's emotional needs were met by the success of her children and her increasing confidence that she could teach her own. There is a certain satisfaction and bond that develops between a child being taught at home and the parent. G. Homer Durham, past president of one of the large state universities and now a member of the First Quorum of the Seventy of the LDS Church, wrote in the January 1980 issue of the Friend:

I hope that you will have the experience of being taught to read by your parents. Since my father was busy at the New England Conservatory of Music all day, my mother taught me to read when I was about four years old (p. 6).

What Was the Neighbor-
hood Response to Our Home
School

Some cheered us on, others did not know what to think; a very few criticized. Actually the support for what we have done has increased as one neighbor has started in the program, and the telephone keeps ringing as many seek more information. Several have called my wife who are either doing home school now or soon plan to. One of our neighbors asked that our children tutor two of her children this summer.

Heather and Heidi have opened a nursery school this summer at our home on Tuesdays, Thursdays and Fridays from 9:30 a.m. to noon. They charge \$1.50 per day, and several mothers avail themselves of this free enterprise operation.

We are not shunned. Our driveway is busy with neighborhood children. My wife was recently elected vice-chairwoman of our voting district. Our family is included, not excluded, from the

neighborhood. More people are talking to us in a positive manner about the home school.

Where Did We, and Where Might
Others, Look for Help in
Establishing a Home School

We have already mentioned two booklets or manuals--American Home Academy--the Journal of a Private Home School by Dick and Joyce Kinmont. This may be ordered through the American Home Academy, Route 2 Box 106-C, Brigham City, Utah 84302 for \$5.00 plus \$.50 postage. Also, Legal Papers and Letters Used for Establishing Pioneer Trails Academy, a Private Home School (Bergman, 1978). (This may be ordered by writing Mary Bergman, Star Route, Smithton, Missouri 65350; no price is given.)

Mary Bergman, the mother of the current Utah Home School movement, is also the managing editor of the monthly Home Educators Newsletter. (It sells for \$17.50 a year and may be purchased from her or Norma Luce, 180 West 600 South, Logan, Utah 84321.)

The Home Study Journal is a monthly publication which sells for \$12.00 a year and is published by Reverend Paul D. Lindstrom of the Christian Liberty Academy. (It can be ordered by writing to 203 East Camp McDonald Road, Prospect Heights, Illinois 60070.)

For those who would like the help of a correspondence course as a part of their home study school, the Christian Liberty Academy would be a good place to consider.

John Holt, a rather prominent national author, puts out a newsletter Growing Without Schooling. (This may be ordered by

writing to Holt Associates, 308 Boylston Street, Boston, Massachusetts 02116.)

In Utah various organizations provide assistance or materials for home schoolers. One is the Association for Family Centered Education. (Write Karleen Carsey, 1149 East 2620 North, Provo, Utah 84601.)

April 26, 1980, a Home School Convention was held in the Newhouse Hotel in Salt Lake City under the direction of Mary Bergman and Norma Luce. The agenda included curriculum, phonics, exposure of secular humanism, teaching time organization, music, Utah law, teaching teenagers, and motivational learning. My wife, daughter Heidi, and I attended this enlightening convention, and another is planned for the near future. (Norma Luce or Mary Bergman have further details.)

Do We Consider School at Home
to be a Wave of the Future?

The Lord organized the family unit in the beginning. He intended that the home be the center of learning--that the father and mother be teachers. . . .

As prophetic events unfold, one thing is certain: we will need to be more self reliant. We will all need to teach more within the walls of our own homes
(A Theodore Tuttle, Ensign, November 1979, p. 28).

The basic purpose of life is to receive a body, gain experience, and particularly to prove ourselves to see if we "will do all things whatsoever the Lord . . . shall command." (Pearl of Great Price, 1949, Abraham 3:25). Therefore it is of greatest importance that we learn the will of the Lord and then do it. Not all truth is of the same value--the saving truths of the gospel are

the most valuable. No man is truly educated who does not know the answers to life's most basic questions: "Where did I come from? Why am I here? Where am I going?" These answers can only be supplied by revealed religion. Therefore we must become theologians.

There are a great many branches of education! Some go to college to learn language, some to study law, some to study physics, and some to study astronomy, and various other branches of science. . . . But our favorite study is that branch which particularly belongs to the Elders of Israel--namely, theology. Every Elder should become a profound theologian--should understand this branch better than all the world (Young, 1852, vol. 6, p. 317).

"I have commanded you," says the Lord, "to bring up your children in light and truth" (Doctrine and Covenants 93:40).

If we educate men without these spiritual principles, we will simply make them clever devils. The Book of Mormon points out the price of this kind of education when the brethren of Amulon, who were selected to teach the people, did not "teach them anything concerning the Lord their God." As a result, the people "began to be a cunning and a wise people as to the wisdom of the world, yea, a very cunning people, delighting in all manner of wickedness and plunders" (Mosiah 24:5-7, pp. 180-181). LDS Church President Spencer W. Kimball stated:

The Seminary courses should be given even preferential attention over the high school subjects; the institute over the college courses; the study of the scriptures ahead of the study of the man-written texts (Kimball, 1962, p. 190).

H. Verlan Andersen, author of The Great and Abominable Church of the Devil stated:

If there be two sets of truths, one of which, set "A" is indispensable to salvation while the other, set "B" is not, but if by learning set "B" first, it becomes virtually

impossible to learn set "A" later, it is blind folly to acquire knowledge in that sequence. Or if, by studying set "B" without being fully grounded in set "A" one thereby destroys his ability to continue to believe in those truths which alone can save him, wisdom would dictate that he either place greater emphasis on learning set "A", or defer his learning of set "B" until such a loss of faith becomes unlikely.

On the other hand, if, by learning set "A" first and by continuing to study and accept it, he can then learn set "B" with safety, this alone is the wise course to follow for, as Jacob also said:

'But to be learned is good if they hearken unto the counsels of God' (2 Nephi 9:29) (Anderson, 1972, pp. 139-140).

"I think the real purpose of the school," said LDS Church President David O. McKay, "is to develop character!" (Church News August 24, 1963, p. 13). If character is higher than intellect, who is most responsible to supply this kind of education and where can it best be taught? Said the late LDS Church President Joseph F. Smith in speaking to parents:

Feed your spiritual selves at home, as well in public places. . . . Do not let your children out to specialists in these things, but teach them by your own precept and example, by your own fireside. Be a specialist yourself in the truth. Let our meetings, school organizations, instead of being our only leading teachers, be supplements to our teachings and training in the home (Smith, 1919, p. 302).

The education of children in the truth is the prime responsibility of parents. This is most effectively done in the home.

The home is the first and most effective place for children to learn the lessons of life: truth, honor, virtue, self control; the value of education, honest work, and the purpose and privilege of life. Nothing can take the place of home in rearing and teaching children, and no other success can compensate for failure in the home (McKay, 1968-69, p. iii).

In summary, the essential truths need to be taught by the parents in the home.

It is well for us to understand that our socialized system of national popular education, known as public (government) schools cannot measure up to the patriarchal program previously described for the following reasons:

1. It cannot teach the saving truths of the gospel.

It is capable of exact demonstration that if every party in the state has the right of excluding from public schools whatever he does not believe to be true, then he that believes most must give way to him that believes least, and then he that believes least must give way to him that believes absolutely nothing, no matter in how small a minority the atheists or agnostics may be. It is self-evident that on this scheme, if it is consistently and persistently carried out in all parts of the country, the United States system of national popular education will be the most efficient and widespread instrument for the propagation of atheism which the world has ever seen (A. A. Hodge, quoted by Benson, 1975, p. 226).

2. It does not "teach them anything concerning the Lord their God."

The Supreme Court of the United States severs the connecting cord between the public schools of the United States and the source of divine intelligence, the Creator himself, 'in whom we live and move and have our being' (McKay, December 1962, p. 877).

3. Usually parents are not allowed to come and teach their children in the schools.

And also trust no one to be your teacher nor your minister except he be a man of God, walking in his ways and keeping his commandments (Book of Mormon, Mosiah 23:14, p. 179).

To follow this counsel, a parent must be able to determine who will teach his child in all subjects. This is not the pattern under public education.

4. The teaching is generally done in the school, not in the home.

It is veritably true that there is no principle of the Communist Manifesto more essential to the success of Satan's plan than that of socialized education. If all children can be forcibly taken from their homes where the Lord intended they be trained, and during the innocence of youth their unsuspecting and defenseless minds are indoctrinated with a belief in organic evolution, atheism, materialism, and socialism, the perpetuation of these satanic doctrines is systematized and imposed uniformly upon each succeeding generation (Andersen, 1972, p. 122).

What then measures up most closely to the patriarchal program described at the beginning? Home school. Many of America's great citizens were schooled at home. The book Cradles of Eminence (Goertzel and Goertzel, 1962) told of some of them in this century. The following three items give us a glimpse of the future wave of school at home.

John Holt, author of the book, How Children Fail, believes there are ten thousand families now teaching their children at home--and that number is doubling every two years.

A spokesman for HEW confirms that an increasing number of families are educating their children at home.

There is nothing new or un-American about the practice. In the 17th and 18th centuries most all families which could afford it educated their children at home--either with parental instruction or with professional tutors . . . perhaps the classroom of tomorrow will be the family living room (Paul Harvey News, ABC Radio Broadcast, September 22, 1979).

Perhaps as many as 20,000 parents in this country, believing that the schools are not properly educating their children, have taken on the task of teaching them at home (Diamond, September 1979, p. 48).

'New image on home school.' Editor's note: This is the first in a series about parents who teach their children at home in lieu of public school (Hicks, May 29, 1979, p. 1B).

I believe school at home, or home school as it is called, can help fill these crying needs:

1. Teaching children essential truths as revealed by God.
2. Avoiding more of the false teachings, teachers, and techniques while embracing more correct concepts.
3. Developing a closeness between parent and child which comes with sufficient time and study of truth.
4. Strengthening the home by putting parents in charge of children's education (with all the prayer and preparation which that entails) and putting the child in a position where he takes instruction from the hands of those who love him most and are most concerned about his welfare.

Yes, from our own experience in running a home school this past school year, we consider school at home to be a wave of the future.

I close with these remarks by A. Theodore Tuttle:

'I, Nephi, having been born of goodly parents, therefore I was taught somewhat in all the learning of my father.' (1 Nephi 1:1). No doubt Nephi was taught the things of the Spirit--his writings reveal that. He probably was taught practical matters as well, for he was a very resourceful man. Today that son is fortunate whose father teaches him somewhat in all his learning.

Enos, son of Jacob, was another who esteemed his father: "I, Enos, knowing my father that he was a just man--for he taught me . . . ' (Tuttle, November 1979, p. 28).

Year Two

The year two report covers the 1980-81 school year through February 1981.

After the First Year, How Has
the Community Accepted Our
Home School Efforts?

Very well, our neighbor and friend, Dan Fugal, was recently elected chairman of the school board. He has been sympathetic and helpful.

We have received numerous telephone calls from those who want to know more.

We were interviewed by the Provo Daily Herald newspaper and a rather extensive article and picture followed (see Appendix E, p. 185).

Channel 4 in Salt Lake City interviewed us as part of their "Crossfire" program.

The night Eldridge Clever spoke to several hundred people of the Freeman Institute in Salt Lake City, it was announced that I would be the speaker in April on the theme of private and home schools.

How Has My Role as a Father
Evolved?

In our home school, the father presides but the mother conducts. I handle the formal character guidance and the theological instruction with periodic personal interviews with each child to note the goals and progress of each. I also handle most of the "out-of-the-home activities." I arrange for the scheduling of cultural events. We have season tickets to all BYU plays and the Distinguished Artists Series.

I try to bring each child individually or in pairs to BYU each semester to attend classes I teach and have a meal together.

During my recent speaking engagements in the "Know Your Religion" series in Southern California, I took four of the youngest children, one at a time, with me. Combining all their experiences, we visited Disneyland, Knotts Berry Farm, Queen Mary, Sea World, Animal Safari, Universal Studios, Forest Lawn Cemetery, etc.

My son earns money from muskrat pelts, and I have been with him several times in this trap setting. In the future I expect to be more involved in the children's projects and take over complete responsibility for Friday field trips.

How Has the Role of the Mother Evolved?

As John Holt predicted, my wife's role has moved from a structured to a more unstructured approach. The initial design and principles of our home school have remained the same, but we now have a broader and more flexible program. It is more holistic and individualized.

We have learned that there is much more to education than set subjects at certain hours in a particular place. We are always on the lookout for learning experiences for our children as we increasingly feel the weight of responsibility we have assumed in directing their education.

But we realize that weight must be shared, for ultimately the child must be charged with his own learning. To that end my wife has improved her managerial skills. More and more she has

freed herself up so that she can more effectively serve as a resource center and as a facilitator for each child. The children prepare practically all the meals now, allowing their mother more time to help each child find his mission in life.

My wife's knowledge has soared as she has attempted to stay abreast and ahead of the children. She carefully checks out their reading material and is on constant lookout for that which would improve their minds and strengthen their spirits.

How Have These Past Eighteen
Months of School at Home
Affected our Children?

They are beginning to catch the vision of the great possibilities that it opens. They are daring to be different in a right sense. They are seeking to fulfill their personal destiny and so are less crowd conscious and peer dependent. Our youngest boy, who had such a struggle in his first year of formal school, is being referred to as a "genius" by his Cub Scout den mother. The shackles of competitiveness are starting to fall. They realize they can pursue any proper interest--not just what is listed in a structured curriculum. Our older son now works part-time for a veterinarian. Our daughters have volunteered to spell off a mother in the afternoons who has just had a new set of twin babies. The chance for service has broadened as well as the opportunity for personal growth. Family solidarity has improved.

What of the Future?

Sometimes the future is staggering to think about. "Born Free" is a theme song for home schoolers, and with that freedom they

can soar to new heights with each child. The socialist shackles of school are sheared and, knowing the truth, children and parents become free--free to be what God, not the state, would have them be. I have determined the title for my forthcoming address: "Home School--Seedbed for Greatness."

Chapter 4

SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS

Introduction

There has been concern on the part of an increasing number of parents, professional educators, legislators, and others, that the public schools and some private schools are not adequately educating their children academically. In addition, some parents have expressed anxiety over the environment of these schools, which has led their children in a direction contrary to the parents' personal.

In response to this problem, a growing number of independent private schools are being established across the country. Concurrent with the growth of these schools, some parents and others are entertaining the idea that educating children is indeed a parental responsibility and that this responsibility can best be met by teaching children at home, particularly during the early years.

Statement of the Problem

An increasing amount of information is available in scattered sources relative to the establishment of home schools, but very few single resources address the crucial issues related to the movement.

Statement of the Purpose

The purpose of this study was twofold:

1. To determine the basic issues related to the home school movement and to present a rationale for the establishment of a home school.
2. To report on the Benson experiment (Rocky Mountain Academy)--a personal report on the establishment of a home school.

Methods and Procedures

The following steps were taken in order to resolve the problem:

First, a comprehensive study was made in order to not only identify the crucial issues related to the home school movement but to also resolve the issues thus establishing a rationale for the home school movement. The following issues were reviewed:

1. Legal questions.
2. Advantages considered and disadvantages.
3. Planning considerations for a home school.
4. Textbooks and other supplies.
5. Correspondence courses, tutors and other outside help.
6. Teaching with confidence and learning with competence.

Second, a report was made of the eighteen month continuing experiment of the Rocky Mountain Academy--a personal home school project of the researcher. This chapter report gave a personal view of some of the issues reviewed in the study but care was taken to avoid extensive repetition. The style this author chose to follow was very personal in an effort to not lose the value of its first hand account. The report was divided into two sections: year one and year two.

Summary of Important Findings

Based on the extensive study, the following important findings were reached:

1. While the compulsory requirement for school attendance is still enforced by the courts, the courts recognize the parents' responsibility for the upbringing of their children and are, therefore, increasingly deciding in favor of alternative but acceptable forms of education such as home schools. The courts honor the "free exercise" clause of the first amendment and so hesitate to interfere with those who desire, for religious reasons, alternative forms of education.

2. There are many distinct advantages to both parent and child in having school at home and the few seeming disadvantages can be resolved.

3. There are sources available which give insight into establishing home schools and one will find that home schools are adaptable to most environments and their flexibility allows parents to choose a format which best suits individual needs.

4. A wide variety of books and supplies is available which parents are free to choose to use in their home school which reflect family values.

5. A vast selection of resources (including correspondence courses and personal tutors) are available to home schoolers in their local communities and indeed throughout the world.

6. Parents through study and experience gain confidence in their ability to teach their own children and prepare them for future formal academic study. Evidence is mounting that home school children test well in all academic areas when compared to public school children.

Conclusions

Based on the findings of the study the following conclusions may be drawn:

1. The reason courts have generally ruled in favor of home schools is because it is an American tradition based on constitutional mandate that parents have the first line responsibility to raise their children as they desire and when they, the parents, act responsibly in educating their children they truly can meet the highest expectations of an educated citizenry.

2. The home is the child's natural environment and the parents are the ones who have the child's greatest interest at heart, therefore, the home is the ideal learning center with many advantages and few disadvantages.

3. Parents have a greater sense of a child's individuality than anyone else and can, therefore, adapt the home school

curriculum to meet the individual needs of the child at any given time.

4. The home school setting provides a freedom to expound family values which are in the best interest of the child according to the dictates of the parents' conscience. This freedom to choose is not usually a reality in state or private schools.

5. Once parents see the potential of the "world is our campus" concept, unlimited opportunities are within the grasp of learning.

6. When parents realize they have the ability to teach and when given experience in teaching the results are evident in the positive performance and achievement of their children.

Recommendations

Based on the conclusions of this study, the following recommendations were made:

1. Parents who desire to establish a home school should learn and use the legal means of doing so.

2. Conscientious parents should seriously consider the advantages of school at home as an educational alternative.

3. Home schools should be established to meet the individual needs of the child.

4. Parents should take advantage of their freedom to choose from many resources, materials for use of their children which reflect family values.

5. Parents should have the vision of "the world is our campus" concept and provide unlimited opportunities for their children.

6. Every parent needs to realize that they have the capacity to teach their own children and bring them to new levels of growth.

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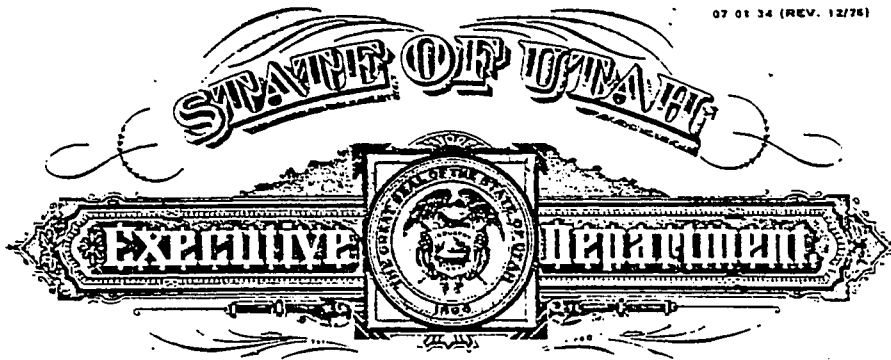
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APPENDICES

APPENDIX A

ARTICLES OF INCORPORATION FOR ROCKY MOUNTAIN
ACADEMY



07 01 34 (REV. 12/76)

Office of Lt. Governor/Secretary of State

CERTIFICATE OF INCORPORATION

OF

-----ROCKY MOUNTAIN ACADEMY-----

I, DAVID S. MONSON, Lt. Governor/Secretary of State of the State of Utah, hereby certify that duplicate originals of Articles of Incorporation for the incorporation of

ROCKY MOUNTAIN ACADEMY

duly signed and verified pursuant to the provisions of the Utah Non-Profit Corporation and Cooperative Association Act, have been received in my office and are found to conform to law.

Accordingly, by virtue of the authority vested in me by law, I hereby issue this Certificate of Incorporation of

ROCKY MOUNTAIN ACADEMY

and attach hereto a duplicate original of the Articles of Incorporation.
File # 083329

IN TESTIMONY WHEREOF, I have
hereunto set my hand and affixed the
Great Seal of the State of Utah at Salt
Lake City, Utah, this24th... day of
.....August..... A.D. 1979....

David S. Monson

LT. GOVERNOR/SECRETARY OF STATE

By -----
AUTHORIZED PERSON

ARTICLES OF INCORPORATION
OF

ROCKY MOUNTAIN ACADEMY

August 24th 77 A Utah Non Profit Corporation

135 5.00
We, the undersigned, all being of legal age, acting as
incorporators of a corporation under the Non-Profit Corp-
orations Laws of the State of Utah, voluntarily adopt the
following Articles of Incorporation for such corporation;

ARTICLE I

The name of the corporation shall be ROCKY MOUNTAIN
ACADEMY.

ARTICLE II

The corporation shall have perpetual existence, unless
dissolved and disincorporated as provided by law.

ARTICLE III

The Corporation is organized as a non-profit entity
for the following purposes:

To establish, maintain, and operate recreational and
educational institutions. To own, maintain, and operate
land, facilities, and equipment for use in connection with
such institutions for the purpose of learning, whether
theoretical or practical. To disseminate knowledge in all
areas whether academic, physical or vocational.

To engage in any other business or enterprise, whether
similar to the foregoing or otherwise, which the board of
trustees deems advisable. The corporation shall have the
right to do and accomplish all things and engage in all
other lawful transactions which a corporation organized
under the Non-Profit Corporation Laws of Utah might do,
accomplish, or engage in, whether similar to the foregoing
or otherwise.

The foregoing enumeration of specific purposes and
objects shall not be held to limit or restrict in any man-
ner the objects, purposes, or powers of the corporation,
but shall be in furtherance of and in addition to and not
in limitation of the general powers conferred by the Non-

Profit Corporation Laws of Utah, all of which powers this corporation shall have.

ARTICLE IV

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article III above.

ARTICLE V

The corporation may dissolve and wind up its affairs when at a special meeting called for the purpose of considering dissolution, two thirds of the board of trustees vote in favor of such action. Upon the adoption of such resolution, the corporation shall cease to conduct its affairs except insofar as may be necessary for the winding up thereof, shall immediately cause a notice of the proposed dissolution to be mailed to each known creditor of the corporation and to the Secretary of State, and shall proceed to collect its assets and apply and distribute them as provided in Article VI hereof and in the Non-Profit Corporation Laws of Utah.

ARTICLE VI

Upon dissolution the assets of the corporation shall be applied and distributed as follows:

(1) All liabilities and obligations of the corporation shall be paid, satisfied, and discharged, or adequate provision shall be made therefore;

(2) Assets held by the corporation upon condition requiring return, transfer, or conveyance, which condition accrues by reason of dissolution, shall be returned, transferred, or conveyed in accordance with such requirement:

(3) Assets received and held by the corporation subject to limitations permitting their use only for charitable, religious, eleemosynary, benevolent, educational or other purposes for which a corporation may be formed hereunder,

but not held upon a condition requiring return, transfer, or conveyance by reason of the dissolution shall be transferred or conveyed to one or more domestic or foreign corporations, societies or organizations engaged in activities substantially similar to those of this corporation, pursuant to a plan of distribution adopted by the Board of Trustees as Authorized by the Non-Profit Corporation Laws of Utah.

ARTICLE VII

The officers of this corporation shall consist of the officers hereinafter designated and a board of three or more trustees to be elected and the number to be designated as hereinafter provided. The Board of Trustees at any meeting thereof may designate the number of trustees, and at said meeting, or at any subsequent meeting, may elect the persons to fill any vacancy created by an increase in number. Each person so elected shall hold office until the next annual election of trustees.

One-fourth of the entire number of trustees shall be necessary to form a quorum and shall be authorized to exercise the corporate powers of the corporation.

The Board of Trustees shall elect from their own number the following, who shall be officers of this corporation: A President, who shall be president of this corporation thereof, and all of its facilities.

A Chairman of the Board of Trustees who shall preside at all meetings of the Board of Trustees.

A Secretary and a Treasurer, who shall be appointed by the President and who shall likewise be officers in the Corporation.

Each such officer shall hold his respective office during the pleasure of the Board of Trustees or for such time as may be fixed in the By-Laws of the Corporation from time to time adopted by the Board of Trustees.

The duties of such officers shall be such as are usually pertinent to their respective offices and such other duties as prescribed by the By-Laws. Each Board member may exercise one vote on any board matter.

ARTICLE VIII

This Corporation is formed for educational purposes. The private property of its incorporators and members shall not be liable for its debts; but shall have the power to hold the real and personal property which may be acquired either by gifts, device, or otherwise, and may invest, use and manage the same in such a manner as to afford revenue to be applied to the proper uses of the Corporation, and exchange or convey the same in accordance with the conditions of the gift of the same and the terms of these Articles.

ARTICLE IX

The principal office of the corporation until such time as the Board of Trustees may otherwise designate shall be 880 West 1100 North, Pleasant Grove, Utah 84062. And the name of the initial registering agent shall be Reed A. Benson.

ARTICLE X

The Corporation shall have members.

ARTICLE XI

That the names and addresses of the initial trustees and incorporators of this corporation are as follows;

Reed A. Benson	880 West 1100 North, Pleasant Grove, Utah 84062
May H. Benson	880 West 1100 North, Pleasant Grove, Utah 84062
Mark A. Benson	7717 Applecross, Dallas, Texas 75248

STATE OF UTAH)
COUNTY OF _____) ss.

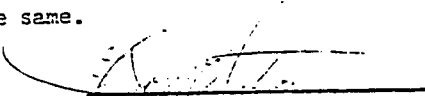
Reed A. Benson, May H. Benson, and Mark A. Benson,

being first duly sworn each deposes and says: That he is one of the incorporators of Rocky Mountain Academy, and one of the parties whose name and address are shown in Article XI above.

Reed A. Benson
May H. Benson
Mark A. Benson

On the 24th day of August, 19 79,
personally appeared before me, A notary Public in and for
the State of Utah, Reed A. Benson, May H. Benson, & Mark A.
Benson,

The signers of the above instrument, who duly acknowledged
to me that they executed the same.


Frank M. Watson

My Commission Expires: June 12, 1983

APPENDIX B

HOW TO STOP HEIR POLLUTION

Reed Benson & Robert Lee

HOW TO STOP HEIR POLLUTION

■ HAVE YOU ever considered placing your children in a private school? Or perhaps even starting a private school of your own?

One of the most encouraging developments on the American scene in recent years has been the proliferation and growth of such private schools in all parts of the country. There are numerous and compelling reasons why parents are turning in increasing numbers to private education as an alternative to government schools. Not the least of these is the threat posed to the moral and intellectual development of children subjected to the destructive methods and philosophies of the sort of "progressive" education now being used in most government schools. Parents are rebelling at the use to which their children are being put as guinea pigs by Leftist educators.

It is not, however, our purpose to either list or summarize the arguments favoring private education. What follows is simply a brief case history of

one private school, how it began, how it has grown, and what it has accomplished. It is an interesting example of what can be done when parents decide to re-assume the responsibility of providing education for their children.

The campus of the Fairfax Christian School is located approximately eighteen miles southwest of Washington, D.C., in Fairfax, Virginia. Its well-manicured grounds, surrounded by groves of oak trees, project that pleasant image often associated with the Virginia countryside.

The school's Director is Mr. Robert L. Thoburn, an ordained minister. He was graduated from Muskingum College in Ohio, and later earned two theological degrees from Westminster Seminary in Philadelphia. In 1959, Mr. Thoburn and his family moved to Virginia, and he accepted a teaching assignment in a private school. Thoburn soon developed an interest in founding a school of his own, and was encouraged to undertake the project by a number of other parents in the

area whose educational interests were similar to his own.

Robert Thoburn began operating his new school in January of 1961. The cellar of a building in Arlington, Virginia, served as the first classroom for his six students, but within one month he was able to rent a hundred-year-old building on two acres of land in Fairfax and transfer the school to more dignified quarters. The Thoburn family lived upstairs while classes were conducted on the ground floor.

Since the Thoburns had no capital to invest in the enterprise (their net worth at the time was approximately two thousand dollars), arrangements were made to have some of the parents of children attending the school pay tuition six months in advance. This helped to pay the rent and provide school supplies, and in return Thoburn and his wife taught all classes, drove the bus, did custodial chores, and handled all bookkeeping and administrative details.

The school's first full year of operation began in the fall of 1961 with thirty-two students, and ended the following June with an enrollment of forty. Two additional teachers were hired for the second year, and eighty students were enrolled. For the third year, it became necessary to rent another house when the enrollment climbed to 166.

With the school attracting increasing attention — and enrollment — Mr. Thoburn decided to purchase a tract of land and construct a four-classroom building* in order to accom-

modate the 276 students enrolled during the fourth year. Shortly thereafter, another eight acres of land were acquired, to support an additional ten-classroom building, and enrollment during the fifth year increased to 450. During the 1967-1968 school year, with 650 students attending the school, the demand for classroom space became so acute that it was necessary once again to use the old house which had first been rented in 1961. A third building was constructed on the campus itself the following year, and when enrollment began to level-off at between five hundred and six hundred students, the pressure for classroom space was finally eased.

Robert Thoburn told us that he is "interested in seeing more of these schools started, rather than just seeing how large I can get this one." † He has been active in helping others to start such schools, both in Virginia and

*It is significant to note that the per-pupil cost of buildings for Fairfax Christian School, despite the great amount of site work involved with each, has been about one-third that incurred by the local county for government school buildings. The reason for the disparity, Mr. Thoburn explains, is that "Mine is private enterprise. I am the sole owner of the school. I have responsibility for paying off these mortgages, and I am not going to waste money. So I am trying to look at it from the standpoint of the most economical way to provide this education, whereas the county is not that concerned about it because it is the taxpayers' money."

†Within the last three years, former employees of Fairfax Christian School have founded three highly successful private schools in the Northern Virginia area.

elsewhere throughout the nation. During the first part of May this year, for example, he received a telephone call from an educator in a Western state who was having difficulty attracting students for a private school he wished to open later in the year. During their conversation, Mr. Thoburn offered a number of suggestions, and within weeks received a letter from the caller expressing thanks and reporting that he anticipated an enrollment of perhaps one hundred students for his school's opening day.

Looking to the future, and anticipating a growing need for qualified teachers to staff private schools, Mr. Thoburn has contracted the purchase of thirteen acres of land near the present campus, on which he intends to build a college which will train teachers for service in schools similar to his own. The problem of finding and keeping good teachers is a crucial one for any school, but particularly so for a private school.

The largest single expense in a school's budget is teachers' salaries, and since private education must be *sold* to parents, rather than forced upon them by government, the quality of the faculty must be high. Therefore, Mr. Thoburn pays his teachers strictly on the basis of merit and competition. Contracts are on an annual basis. Last year, he received over two hundred inquiries from persons seeking teaching positions at the school.

It is of interest to note, in this regard, that some of the teachers most enthused about Fairfax Christian

School are those who have had prior experience in the government schools. Mr. Thoburn mentioned one example:

This teacher kept telling me I didn't realize how well off we were here, and how much more interested the children are and how much better behaved they are, and all this sort of thing. I think she was quite surprised at how much difference there was. I think that the teachers who come from the government schools consider ours a better situation for them. In some cases they receive a better salary. They have a freer hand in developing the kind of program that they are in agreement with. There are many teachers in the government-controlled schools who really are not sympathetic with what is being taught there, and the methods used, and they much prefer a private school. It is more in keeping with their educational philosophy. And I think, too, that discipline is better.

The minimum qualification required for teachers at the school is a college degree (though not necessarily in education). Also taken into account are the college or university attended, what sort of grades they made, their ideas on discipline, their experience and ability to communicate — and the accuracy and tone with which they teach their subjects. In the matter of history, for instance, Mr. Thoburn stressed, "We don't just look at a teacher's credentials and say, well, this

teacher majored in history and has two years of experience — therefore, she is qualified. It goes beyond that. We want teachers who are accurate in their history, and therefore impart patriotism as well as knowledge to their students."

Discipline, of course, is one of the most vexing problems now confronting government schools, and an increasing number of such schools are being turned into blackboard jungles for young revolutionaries, unsafe for teachers and students alike. Yet, Mr. Thoburn says of his school, "If I have to spend five minutes a day on discipline, I have had a bad day." He mentioned a few of the factors which he believes have minimized discipline problems at Fairfax Christian:

First, the school has an excellent and challenging curriculum for the students. "I think a lot of children get into problems these days because they are bored."

Second, the school has a phonics-oriented reading program, beginning in kindergarten, which means that "The children learn to read well so that they have a basis for success in school work. I think many children get into trouble these days because they don't learn to read properly with that look-say method of reading, and they start clowning around in class. They can't succeed and they become delinquents."

Third, teachers must have a philosophy of discipline that can effectively maintain respect and order in the classroom, and discussions of discipline problems (including new meth-

ods of coping with them) are encouraged during teacher institutes.

Fourth, corporal punishment is used if necessary. "The very fact that we will use it is a deterrent. We don't have to use it very often, but we



Kindergartners learn a foreign language. believe that if you spare the rod you spoil the child. There is a proper way and a proper manner. It should be done in love, not in anger. I think the children respect you for it."

And finally, a procedure that would find little sympathy among fans of the present Supreme Court: "We start the school day with devotions, and I think it helps to set the tone for the day. We are constantly teaching the children their own responsibility to God, and that they are to obey their parents and teachers, and we are trying to build an

inner sense of responsibility to God so that when they are out from under the control of their parents and teachers they will have an inner discipline. I think this is all part of the reason we don't have the discipline problems that I hear so much about from other schools."

The curriculum is academically oriented with a religious emphasis. Subjects at the kindergarten level include phonics, reading, arithmetic, German, Bible, art, music, and printing. In studying the alphabet, the children memorize verses of Scripture which begin with each letter.

English, spelling, cursive writing, and science are added in the first grade. Second and third graders begin to learn history and geography, and Latin is added in the sixth grade. These basic subjects are taught up to the high school level.

In high school, economics is included as part of the history curriculum, and each student receives four years of mathematics, science, Bible, English, physical education, and a foreign language.

In addition to the regular curriculum, students are given an opportunity to hear outside speakers on a variety of topics. Within the past three months, for example, such nationally known speakers as Mrs. Julia Brown, the Reverend Rousas J. Rushdoony, and David Avery have been brought to the campus to speak on such subjects as the Communist threat, American history, and the dangers of narcotics.

Recently the school paper, *The*

Eagle, received the "Medalist" award from the Columbia Scholastic Press Association in New York for the third successive year. The C.S.P.A. is the largest journalism group in the world, and is sponsored by Columbia University. Its "Medalist" award is the highest that can be earned by a school publication, and *The Eagle* was the only newspaper in its group to receive the award this year.

Another honor was paid *The Eagle* last year when Professor Philip Crane delivered the commencement address at the school on June sixth, and allowed *The Eagle* to "scoop" all other papers in the country that day by being first to announce his candidacy as Republican candidate for Congress from the Thirteenth District of Illinois. Dr. Crane — now Congressman Crane — went on to win both the primary and final elections, and enrolled four children in the school after moving to Washington. (Congressman Delbert Latta (R.-Ohio) is another Member of Congress with children enrolled at Fairfax Christian.)

Five young men and women have thus far graduated from the school. The first alumnus was Miss Ada Miller, an attractive young lady who received her diploma and a \$1,000 college scholarship during the school's first commencement in June of 1968. Miss Miller was one of the first six students to meet for classes in that Arlington cellar in 1961, and her record since then has been one of which both she and the school can be justly proud. Upon completing first-year Latin, she

took an achievement test and scored higher than *any* of the 18,500 students on whom the test had been standardized. And, while a junior in high school, she took the college board examinations and did so well that it was not necessary to take them during her senior year. Following graduation at age sixteen, Ada Miller was accepted into the George Mason College of the University of Virginia (despite that University's long-standing policy of taking students only from accredited schools), and is presently doing "Straight A" work at the college.

Regarding this matter of accreditation, Mr. Thoburn told us that he believes in it as long as a private agency does the accrediting, but does not think the government should be involved in such accreditation. "I don't think the government should be in the field of education, and I don't think that it is the government's prerogative to determine educational standards," he said. "I don't see where it serves any useful purpose, except that it would make for control of the school. And I don't think that it necessarily means that standards are raised. In fact, I think it could very well mean that standards are lowered."

We asked if his own school could meet the state accrediting standards. He replied: "It would be a very simple matter to get accredited by the state, it is not that difficult. But I don't think it is a matter of just what they are requiring now; it's the principle of it, and it's what they might require later." Thoburn cited an instance in

California where a private kindergarten was closed because, among other things, its director refused to keep on hand an adequate supply of mud pies.

Mr. Thoburn also told of several parentally-operated private schools in Holland, Michigan, which were threatened with loss of accreditation a few years ago because they wouldn't offer shop and home economics in the high school curriculum. The parents, it seems, were mostly Dutchmen who felt their children should learn such things at home. "Some of the big magazines came to their aid," he said, "and then the National Education Association tried to boycott the magazines. This shows you to what lengths they will go, and I think accreditation is just a means of control."

"Frankly," Mr. Thoburn observed, "accreditation is a sort of boogie man that is used to scare people. They get the impression that if children don't go to accredited schools they can't get into the colleges, but that just isn't so. My own opinion of this is that if a student is a good student, and can do well on the college board examinations, a decent college is going to be interested in that student. And if the college won't so much as even consider what the student makes on the college boards, then I question whether it is a good school for the student to go to anyway."

A few years ago the Fairfax Christian School's regular fourth grade and advanced third grade students were given a series of achievement tests compiled by the Educational Testing Service in

Princeton, New Jersey. Norms for the tests had been standardized on fifty-three schools representing a national cross-section. The students of Fairfax Christian achieved a median score higher than that for any of the fifty-three schools on which the test had been standardized. In fact, when judged by fifth grade norms, the fourth grade students still scored higher than any of the other schools. As a whole, their *median* score ranked in the top eight percent of individual scores for the other schools, and only one student fell below the national median — and that one, barely below.

"I was very pleased," Mr. Thoburn remarked, adding the reminder that "This was the first test the students had taken, and these are children who have been raised on this phonetic system of reading — the McGuffey Readers and the Beacon Readers and the Open Court Readers."

How could an all-private school system provide education for everyone desiring it? It is Mr. Thoburn's contention that "people could better afford it if you didn't have the government schools, because the government schools are extremely expensive." He referred, as an illustration, to a study made in his own county a few years ago which revealed that maintenance costs for government schools were *double* those for private schools. "If we didn't have the burden of supporting government-controlled schools," he explained, "free enterprise would do it cheaper and better. And therefore there would be more money around

that could be used on a charitable basis [i.e., *for scholarships*] for people who really couldn't afford it."

He cited transportation as an example of a financial burden that could be greatly reduced under an all-private school system. "We could save a tremendous amount of money if we had enough demand right here in this immediate area to run a community school," he said. "We could set up schools where most, if not all, of the children could walk to school. It would save a tremendous amount of money in transportation, which could be made available for scholarships." As things stand now, of course, everyone is compelled to support government schools (through compulsory taxation) whether they want them or not, and those parents who choose to send their children to private schools must therefore carry a double financial burden. At present, relatively few parents are able or willing to accept this burden, and private schools are therefore often compelled to maintain an expensive fleet of buses which must travel long distances to transport those students whose parents *are* willing to make the financial sacrifice.

"If we had a complete system of private schools," Mr. Thoburn declares, "I believe that free enterprise would come up with all sorts of ways to cut the costs of education, and would make it possible for those who want it to get it." It should be noted that despite having to partially subsidize the competing government schools through taxation, Fairfax Christian School is entirely self-sup-

porting from tuition paid by the parents, and has each year shown a profit.

There are obviously many problems connected with running a private school, but there are many satisfactions as well. We asked Mr. Thoburn what his main rewards had been over the years. Here is his reply:

I think the growth of the school has been very satisfying to me, because I think it indicates that people have been pleased with it. My own theory is that you don't grow and you don't make a profit if people don't like it. We receive many letters every year from people saying how much they have appreciated the school. I certainly have been able to see the growth and development of my own children and other children and see how well they have learned, how well they do on their national achievement tests, how they do when they transfer into other schools, and to see their behavior compared to the other children, their interest in our country, and their interest in the Bible and moral principles. All of these things have been gratifying to me. And another thing that has been gratifying to me is

to see that other persons have started to imitate the school and have started other schools around the country. I feel that this sort of thing is very much needed if our country is going to get back to its traditional principles.

When Karl Marx wrote *The Communist Manifesto*, he began the tenth plank of his program for the destruction of capitalism with a plea for "Free education for all children in public schools." He obviously realized the importance to the world revolutionary movement of controlling the education of children, and regarded government schools as a means of effecting such control. One indication that his analysis was justified is the anti-American revolution taking place on so many college campuses and in a growing number of high schools across the nation. The graduates of Fairfax Christian School are *not* a part of that anti-American revolution.

Yet, Fairfax Christian is only one of many excellent private schools across the nation which could have been selected for this brief profile. We hope its story will stir enthusiasm among our readers to look more deeply into the possibilities and potential of the private school movement.*

Parents must reassert their responsibility for, and control over, the education of their children. Private schools offer an effective means of doing so. ■ ■

*Mr. Thoburn will send additional information about the creation of private schools, including a recommended reading list, to those who request it by writing to: Fairfax Christian School, 11121 Pope's Head Road, Fairfax, Virginia 22030.

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APPENDIX C

LITERATURE--SELECTION OF SIXTY

LITERATURE--SELECTION OF SIXTY

1. Alcott, Louisa May--Little Women
2. Andersen--Hans Christian Andersen Tales
3. Arabian Nights, The
4. Bassett, John Spencer--A Short History of the U.S.
5. Bell, E. T.--Men of Mathematics
6. Branford, Sheila--The Incredible Journey
7. Bronte--Jane Eyre
8. Buck, Pearl--The Good Earth
9. Bunyan--Pilgrims Progress
10. Carroll--Alice in Wonderland
11. Chekov--The Three Sisters
12. Cicero--Orations of Marcus Tillius Cicero
14. Cooper--Deerslayer
15. Defoe--Robinson Crusoe
16. Dickens, Charles--David Copperfield
17. Dickens, Charles--A Tale of Two Cities
18. Doyle--Adventures of Sherlock Holmes
19. Dumas, Alexander--The Count of Monte Christo
20. Dumas, Alexander--The Three Musketeers
21. Emerson--Essays, First Series
22. Durrant, Will--Cesar and Christ
23. Durrant, Will--The Life of Greece
24. Durrant, Will--Our Oriental Heritage
25. Durrant, Will--The Story of Philosophy

26. Graham, Kenneth--Wind in the Willows
27. Grimms--Grimms Fairy Tales
28. Herodotus--Herodotus History
29. Hudson, W. H.--Green Mansions
30. Hugo, Victor--Les Miserables
31. Irving, Washington--The Skeleton Book
32. Jay, Hamilton, Madison--The Federalist Papers
33. Johnston, Mary--Prisoners of Hope
34. Kipling, Rudyard--Kiplings Collected Poems
35. Kipling, Rudyard--Jungle Tales
36. Kipling, Rudyard--Just So Stories
37. Kipling, Rudyard--Kim
38. Maughn, Somerset--Of Human Bondage
39. Milton--Paradise Lost and Poems
40. Mother Goose Rhymes
41. O'Henry--The Four Million
42. O'Henry--Strictly Business
43. Polo, March--Marco Polo Travels
44. Ridpath, John Clark--History of the World
45. Robinson, Cyril E.--England
46. Rostand--Cyrano de Bergerac
47. Scott, Sir Walter--Ivanhoe
48. Shakespeare, William--Shakespeare Plays
49. Smith, Adam--The Wealth of Nations
50. Stevenson, Robert Louis--Child's Garden of Verses
51. Stevenson, Robert Louis--Treasure Island
52. Stowe--Uncle Tom's Cabin

53. Swift, Jonathan--Gullivers Travels
54. Twain, Mark--Connecticut Yankee
55. Twain, Mark--Innocents Abroad
56. Twain, Mark--Prince and the Pauper
57. Twain, Mark--Tom Sawyer
58. Verne--Twenty Thousand Leagues Under the Sea
59. Wilder, Thornton--The Bridge of San Luis Rey
60. Wolfe, Thomas--Look Homeward Angel

APPENDIX D

ROCKY MOUNTAIN ACADEMY BOOKS READ DURING
1979-80 SCHOOL YEAR

ROCKY MOUNTAIN ACADEMY BOOKS READ DURING THE
1979-80 SCHOOL YEAR

Second Grade Books

(Combined list for both students)

English

Keys to Good Language--Elizabeth Price Culp, The Economy Co.
Letters and Sounds--#2, A Beka Book

Health

About Me--Childcraft, Field Enterprises Educational Corp.

History

Utah, the Story of Her People--Milton R. Hunter, Deseret News
Press

Literature

Andersen's Fairy Tales--Hans Christian Andersen, John C. Winston
Co.

Math

Continental Practice Exercises in Arithmetic--#2, Schlegel,
Eberly, Stiles. The Continental Press.
Arithmetic Workbook--Grade III, Clifford B. Upton, A Beka Book

Reading

Meet Abraham Lincoln--Barbara Cary, Random House
Meet Thomas Jefferson--Step-Up Books, Random House
Meet George Washington--Joan Heilbronner, Random House
Our Country--Carus, Anderson, Webber, Open Court Publishing Co.
Reading is Fun--Carus, Anderson, Webber, Open Court Publishing
Co.
Magic World--Carus, Anderson, Webber, Open Court Publishing Co.
A Trip Through Wonderland--Carus, Anderson, Webber, Open Court
Publishing Co.

McGuffey's Primer--American Book Co.
McGuffey's First Electric Reader--American Book Co.
McGuffey's Second Electric Reader--American Book Co.

Science

The Green Kingdom--Childcraft, Field Enterprises Educational Corp.
About Animals--Childcraft, Field Enterprises Educational Corp.
How Things Work--Childcraft, Field Enterprises Educational Corp.

Social Studies

Holidays and Customs--Childcraft, Field Enterprises Educational Corp.

Spelling

The Writing Road to Reading--Romalda Bishop Spalding, William Morrow and Co.

Fifth Grade Books

(Combined for both students)

English

English Workshop--First Course, Harcourt Brace
Language-Grammar Work-Text for Christian School--#3, A Beka Book Publications, a division of Pensacola Christian College

Health

About Me--Childcraft, Field Enterprises Educational Corp.

History

The Frontiersman--Allen W. Eckert, Little Brown
Quest of a Hemisphere--Donzella Cross Boyle, Pro Patria Series, Western Island.

Literature

The Prince and the Pauper--Samuel Clemens, Grosset and Dunlap
Robinson Crusoe--Daniel Defoe, Airmont Publishing Co., Inc.
Just So Stories--Rudyard Kipling

Math

Lenne's Essentials of Arithmetic, #5 and #6--H.J. Lenne's and L.R. Traver, Laidlaw Brothers, Publishers, a division of Doubleday and Co., Inc.

Reading

Little House on the Prairie--Laura Ingalls Wilder, Harper and Row
Little House in the Big Woods--Laura Ingalls Wilder, Harper and Row
Farmer Boy--Laura Ingalls Wilder, Harper and Row
On the Banks of Plum Creek--Laura Ingalls Wilder, Harper and Row
By the Shores of Silver Lake--Laura Ingalls Wilder, Harper and Row
The Long Winter--Laura Ingalls Wilder, Harper and Row
Little Town on the Prairie--Laura Ingalls Wilder, Harper and Row
These Happy Golden Years--Laura Ingalls Wilder, Harper and Row
The First Four Years--Laura Ingalls Wilder, Harper and Row
Milly Pitcher--Augusta Stevens, Childhood of Famous Americans Series, Bobbs-Merrill Co.
Patrick Henry--Thomas Frank Barton, Childhood of Famous American Series, Bobbs-Merrill Co.
Martha Washington--Jean Brown Wagner, Childhood of Famous American Series, Bobbs-Merrill Co.
Nathan Hale--Stevenson, Childhood of Famous American Series, Bobbs-Merrill Co.
Betsy Ross--Ann Weil, Childhood of Famous American Series, Bobbs-Merrill Co.
John Marshall--Helen Monse'll, Childhood of Famous American Series, Bobbs-Merrill Co.
Teddy Roosevelt--Edd Windfield Parks, Childhood of Famous American Series, Bobbs-Merrill Co.
Robert E. Lee--Helen Monse'll, Childhood of Famous American Series, Bobbs-Merrill Co.
Meet George Washington--Joan Heilbroner, Random House
The Love Bug--Mel Cebulash, Walt Disney, Scholastic Book Services
Huckleberry Finn--Mark Twain, Airmont Publishing Co., Inc.
Where the Red Fern Grows--Wilson Rawls
Christopher Columbus--Bennie Rhodes, Mott Media

Science

World and Space--Childcraft, Field Enterprises Educational Corp.
The Green Kingdom--Childcraft, Field Enterprises Educational Corp.

About Animals--Childcraft, Field Enterprises Educational Corp.
How Things Work--Childcraft, Field Enterprises Educational Corp.
Crusty Problems--Probing the Natural World--#3, Intermediate Science Curriculum Study--General Learning Corp.

Social Studies

Lands Overseas--Man and His World--Geography Series, Bowden, Hoffman, Kennamer, Steck; Vaugh Co.
Holidays and Customs--Childcraft, Field Enterprises Educational Corp.
Places to Know--Childcraft, Field Enterprises Educational Corp.

Spelling

The Writing Road to Reading--Romaldo Bishop Spalding, William Morrow and Co.

Eighth Grade BooksAlgebra

Modern Algebra, Structure and Method--Dolciani and Wooton, Houghton Mifflin Co.

English

English Workshop #3--Harcourt Brace
Grammar and Composition #1--James A. Chapman, A Beka Book

Health

Reader's Digest--"I am Joe's Body," series

History

The Conquerors--Allan W. Eckert, Little Brown
The Frontiersman--Allan W. Eckert, Little Brown
Quest of a Hemisphere--Boyle, Wester Islands

Lenne's Essentials of Arithmetic--N.J. Lenne's and L. R. Traver,
Laidlaw Brothers
Arithmetic Traditional Math Series--Grade 8--Clifford Upton
and Kenneth Fuller, A Beka Book
Arithmetic Workbook--Grade VII--Clifford Upton, A Beka Book

Literature

Arabian Nights--Publisher John C. Winston
The Four Million--O'Henry, Doubleday Page Co.
Uncle Tom's Cabin--Harriet Beecher Stowe, Harper & Row
Strictly Business--O'Henry, Doubleday Page Co.
Pilgrims Progress--John Bunyan, Edward Arnold Co.
Treasure Island--Robert Louis Stevenson, John C. Winston
Publishers
Robinson Crusoe--Daniel Defoe, Airmont Publishing Co, Inc.
Little Women--Louisa May Alcott, Little Brown Co.
Gullivers Travels--Jonathan Swift, Grosset and Dunlap
Tom Sawyer--Mark Twain, John C. Winston Co.

Reading

The Book of Three--Lloyd Alexander, Dell Publishing
Arundel--Kenneth Roberts, Doubleday
Strawberry Girl--Louis Lenski, Dell Publishing
Heidi--Johanna Spyri, John C. Winston Publishers
King Arthur--Elizabeth Loder Merchant, John C. Winston
Tales from Shakespeare--Charles and Mary Lamb, John C.
Winston publishers
Robin Hood--John C. Winston Publishers
Wind in the Willows--Kenneth Crahm, Grosset and Dunlap
Nathan Hale--Stevenson, Childhood of Famous Americans,
Bobbs-Merrill Co.
John Marshall--Monseil, Childhood of Famous Americans, Bobbs-
Merrill Co.
Teddy Roosevelt--Edd Winfield Parks, Childhood of Famous
Americans, Bobbs-Merrill Co.
Last of the Mohicans--James Fenimore Cooper, Dodd Mead Co.
The Swamp Fox--Marion Marsh Brown, Westminster Press
Robert E. Lee, The Christian--William J. Johnson, Mott Media
Chronicles of Narnia--C.S. Lewis, Collier Books
The Lion, the Witch and the Wardrobe
Prince Caspian
The Voyage of the Dawn Treader
The Silver Chair
The Horse and His Boy
The Magicians Nephew
The Last Battle

Science

God's Orderly World--Lester E. Showalter, Rod and Staff Publications

Social Studies

Basic Geography Skills--Barbara Nesbit, Milliken Publishing Co.
Communities Abroad--Man and His World Geography Series--Bowden, Hoffman, Kennamer, Steck; Vaughn Co.

Tenth Grade BooksAlgebra

Modern Algebra, Structure and Method--Dolciana and Wooton, Houghton Mifflin Co.

English

English Workshop #3--Harcourt Brace

Health

Reader's Digest--"I am Joe's Body," series

History

Quest of a Hemisphere--Boyle, Western Islands
The Conquerers--Allan W. Eckert, Little Brown Co.
The Frontiersman--Allan W. Eckert, Little Brown Co.
Middle Ages--The Story of Man #3--National Geographic

Literature

The Count of Monte Christo--Dumas, Thomas Nelson and Co.

Math

Arithmetic Workbook--Grade VIII--Clifford B. Upton, A Beka Book
The Lennes Essentials of Arithmetic--N.J. Lennes and L. F. Traver, Laidlaw Brothers
American Traditional Math Series--Grade 8--Clifford Upton and Kenneth Fuller, A Beka Book

Reading

O Jerusalem--Larry Collins and Dominique Lapierre, Publisher
 Pocketbooks
Animal Farm--George Orwell, New Library Inc.
Under the Same Stars--Dean Hughes, Deseret Books
Decathlon Challenge--Bruce Jenner and Phillip Finch, Prentice
 Hall
Kidnapped--Robert Louis Stevenson, Scribners
The Cruise of the Essex--Irving Werstein, Macrae Smith Co.
Cattle Dog--Montgomery M. Atwater, Random House
King of the Royal Mounted--Zane Gret, Whitman Publisher
And Miles to Go--Linnel Smith, Little Brown Co.

Science

God's Orderly World--Lester E. Showalter, Rodd and Staff
 Publishers.

Social Studies

Communities Abroad--Man and His World Geography Series--Bowden,
 Hoffman, Kennamer, Steck; Vaughn Co.
Lands Overseas--Man and His World, Geography Series--Bowden,
 Hoffman, Kennamer, Stick; Vaughn Co.
Basic Geography Skills--Barbara Nesbit--Milliken Publishing
 Co.

APPENDIX E

HOME EDUCATION THRIVING AMONG UTAH
COUNTY FAMILIES

Home Education Thriving Among Utah County Families

By JOHN C. SPEER
Herald Staff Reporter

"Schools at home are only the beginning — this is no passing fad," says Reed Benson of Pleasant Grove. Benson is the son of LDS Apostle Ezra Taft Benson.

Benson and his wife, May, and eight other parents gathered in The Daily Herald conference room recently to discuss teaching children at home — a subject that conjures pictures of John Singer's being shot to death for that very right.

"That's the myth we want to dispel," the parents declared. "Singer was not in trouble for teaching his children at home, but for contempt of court."

The parents are correct. It is legal to teach your children at home.

The Bensons are into their second year of teaching their eight children at home. May said she reluctantly started just to help her husband do his Ph.D. dissertation on the subject. She has since become one of home education's most enthusiastic advocates.

Reed says he has found six advantages in home education:

1. It puts in charge of a child's education the ones that have his welfare most at heart — his parents.
2. It allows for individualized instruction — you can shape the curriculum to fit the need.
3. You can teach your child your own values, not the government's.
4. It allows you great flexibility in scheduling.
5. You can upgrade the quality of your child's education.
6. It increases family cooperation, solidarity and respect.

Also participating in the discussion were Karlen Carney, also of Pleasant Grove; Cynthia and Warren Davidson of Payson; Mrs. Shirley Casper of Mapleton; David and Pat Lawrence and Stephen and DeeAnn Stone, all of Provo.

Warren Davidson may have an advantage over some fathers in the home situation: he taught English in the public schools for nine years.

The Stones believe the home educa-

tion idea is normal, not revolutionary or backward looking. But what about the social ramifications of teaching children at home rather than at school with children other than their brothers and sisters? Cynthia Davidson says that's the first question people ask her.

"I tell them, 'That's why I took my children out of the public schools,' she answered.

The parents agreed with Cynthia that home is the best place to teach social values such as love, respect, tolerance.



Reed and May Benson express views on home education.

The courts are finding in favor of parents who have taken their children out of the schools and started teaching them at home, he continued.

"Schools at home are only the beginning. This is no passing fad," he concluded. He said parents are frustrated at sending their children to schools that teach them "modern principles" and having them come back to them as nothing more than "clever devils."

Boyd Goodrich, assistant superintendent of Nebo Schools, disagrees with Benson's assessment of the school systems.

He says professional teachers are more qualified to teach than the average parent. Even though he sees no real need for home schools, he says his district is willing to help those parents who insist on the idea.

"We're in business for the benefit of the child, and we'll do everything we can to help that child get a good education," Goodrich promised.

"We're striving to do the best we can, but we keep working with principals and teachers to make better programs. We solicit the help of parents through the Parent Teacher Association."

Addressing his remarks to the home school advocates, he said, "Why not come and work with us to provide better programs?"

The Stones say that isn't the point. "Even if the public schools were spectacular, we would still want to teach our children at home because it is our responsibility," Stephen said. "I can see where the government has an interest in my children's education but I don't see that it should be the means."

Some of the parents said they have sent their children back to the public schools periodically for certain classes such as band, science, or others too difficult for the parents.

"Why not let their children have the whole program while they're there?" Goodrich asks.

"Because we want to spend more time with our children," the parents answer.

Cynthia said before they started their home school it was "rush out to school, rush home, rush out to play and go to bed," for their children.

She said they hardly ever saw them now they can lie with them more and get to know them better, she says.

With the exception of Mrs. Casper, each of the pairs of parents has pulled their children out of the public and private school systems and started teaching them at home.

Mrs. Casper said she and her husband, guitar Billy Casper, have been very happy with Mapleton Elementary School, but said they decided not to send their junior-high age children to the public schools. She said they are trying to decide on private schools or teaching them at home.

She said she is afraid her husband's heavy traveling schedule during the golf season would make it impossible to teach her kids at home.

All of the parents emphasized they are not against the public school teachers — just the system.

The Bensons said their children had the finest school teachers they had ever had just one year before they launched their home school.

"The public schools are basically good," said David Lawrence, "but I like the quality of one-on-one. I think the home school is a positive alternative."

Steve and DeeAnn Stone call their home school a "practical learning center."

"They say their school is a cooperative effort with other families. The effort," says Steve, "is first together with a philosophy and a common goal."

The philosophy says that education should be integrated with all aspects of life — social, intellectual, physical, religious, etc.

Warren and Cynthia Davidson had been considering starting a home school for their children for several years. This last fall they finally started it.

The Davidsons recently reported to the Nebo School Board that their children were now learning 26 subjects including the "three R's," foreign languages, creative writing, current events and faith in God.

THE DEVELOPMENT OF A HOME SCHOOL

Reed Amussen Benson

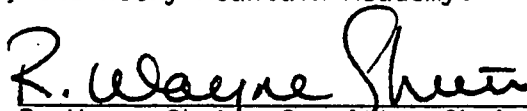
Department of Secondary and Higher Education and Foundations

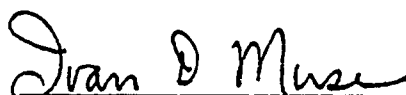
Ed.D Degree, April 1981

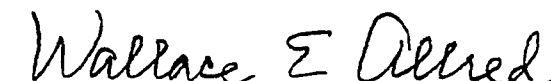
ABSTRACT

Parents are concerned about the decline in academics and behavior in the public schools. The courts are increasingly finding in favor of school at home as an acceptable alternative. One of the many advantages of home school is that it puts the responsibility for the child's education in the hands of those who have the greatest concern for his welfare, his parents. There are sources available to help parents in establishing and operating their own school at home. Textbooks, correspondence courses, tutors and community facilities are part of the useful resources. Through study and experience parents gain confidence to teach their children. Home school is growing in popularity and its students outscore their peers in the public schools. This dissertation brings together from many scattered sources the main issues involved in the home school movement and the information necessary to set up and conduct a school at home. It also reports on an eighteen month experiment of the author in teaching eight of his children at home through their own incorporated home school, the Rocky Mountain Academy.

COMMITTEE APPROVAL:


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