

TO HOME SCHOOL OR NOT TO HOME SCHOOL:<sup>#b</sup>

SELECTED CHARACTERISTICS OF HOME  
SCHOOL FAMILIES IN THE BARTLES-  
VILLE, OKLAHOMA, AREA AND THE  
SIOUX FALLS, SOUTH DAKOTA,  
AREA

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## CHAPTER I

### INTRODUCTION

#### Background

For the last decade there has been a changing emphasis within some segments of society that have supported the home school movement. A small, growing minority of parents have decided to teach their children at home rather than have the children attend public or private schools. The law in many states has provided parents with the opportunity to home school their children; and there has been mounting evidence that more and more parents have become involved in this type of educational program (Lines, 1985, 24).

Parents who home school their children are often people who either believe the public school curriculum does not meet their children's needs or does not match their own values, or both. They believe the public schools have detracted from the parents' values and lifestyle. Some have attributed the recent growth of the home school movement to the religious fundamentalists (Feinstein 1). Furthermore, Sue Welch stated in an article, "Danger Seen in Public Schools," that sincere Christians should be concerned with what is going on in the public schools. Welch further suggested that parents should teach their children at home rather than allow them to face the pressures of public education (1, 13).

The literature indicated that the home school movement is a growing movement. News and information publications such as the Wall Street Journal,

U.S. News & World Report, Changing Times, Woman's Day and numerous newspaper articles and reports have carried items about the growth of the movement complete with reasons why and how children are home schooled.

The home school movement is an issue that deserves the attention of educators. Educators need to research the home school movement and determine the reasons for the current upsurge in the home school movement. The reasons educators should be interested and involved in data from the home school movement are varied. Some of these reasons include a need for accountability of an educated citizenry, educational funding and planning, quality of education, the First Amendment issue of freedom of religion, and the fundamental issue of the state's role in education.

### Problem

1. Because the home school movement has been a growing movement, and it deserves the attention of educators, a systematic collection of data regarding the characteristics of parents who home school their children would enlighten educators.

2. The home school movement has some impact on education in general, and, therefore, the reason some parents home school their children should be of interest to educators.

3. The balance between the state's responsibility to insure that the youth of their state are educated and parents' responsibility to choose how their children will be educated is a problem not resolved in all states. For those states with vague or implicit laws, the problem is how the state determines whether a child receives an adequate education when the child is home schooled. For example, the Oklahoma laws and regulations regarding home

schools are implied rather than specifically stated. Because the home school laws and regulations are not explicit, and thus are potentially ambiguous and subject to interpretation, how can the state fulfill its requirement of an educated citizenry?

### Purpose

Oklahoma and South Dakota have different types of home school laws. The Oklahoma Statutes state that children between ages 7 and 18 should "attend and comply with the rules of some public, private or other school, unless other means of education are provided" (Oklahoma Statutes 1981 70 10-105 5170). Home schools are not specifically mentioned in the Oklahoma Statutes. However, an Attorney General's opinion stated that

Attendance of a school age child at public school is not compulsory if the child is receiving equivalent instruction by correspondence . . . and if the instruction by correspondence is not for the purpose of evading the proper education of the child (School Laws of Oklahoma Sec. 192, 160).

This opinion coupled with additional opinions of the Attorney General and state court cases have become the basis for the legal framework of the "implicit" home school laws in Oklahoma.

Oklahoma allowed home schooling under the "implied equivalency" category. That was, a child may receive "other means of education" which would allow for home schooling under the Oklahoma Statutes. Since the Oklahoma Department of Education does not collect data about the existence and types of home schools, there are no state-wide statistics on the home

school movement. Ron R. Roblyer of the Oklahoma Department of Education noted in a February 17, 1987, letter to the researcher that the Oklahoma Department of Education does not maintain statistics regarding home school students (Roblyer).

In contrast, South Dakota has more explicit laws and regulations for home schools. For example, state statistics on home schoolers are maintained by the South Dakota Department of Education. Also, parents that home school must complete an application for "public school exemption" and receive permission for home instruction from the local school board. State and/or local school officials may visit a home school on an annual basis. Further, "Failure to provide instruction by a competent person shall be grounds for the school board, upon thirty days notice, to revoke the excuse from attendance" (South Dakota Statutes 13-27-3 48).

The purpose of this paper was to study home schools in the Bartlesville area of Oklahoma and the Sioux Falls area of South Dakota. South Dakota represented a state that has clearly defined home school laws in contrast to Oklahoma's less clearly defined laws and regulations for home schools.

### Research Questions

To date, there has been limited research conducted on home schooling, and this research effort will provide information on a segment of the home school population. Oklahoma and South Dakota have different legal structures for home school operations. Based on the respective legal structures, the researcher had an opportunity to compare and contrast the reasons for home schooling, the operation of the home schools and the home school families.

A preliminary study conducted by the researcher identified some of the issues that are stated in the research questions listed below. The preliminary study involved a ten-item questionnaire that was sent to 126 school superintendents and principals in Northeastern Oklahoma. The results are noted in their entirety in Chapter IV. The school superintendents and principals were asked to identify reasons parents gave for home schooling their children, the financial impact of home schools on their districts, cooperative programs for home schoolers, religious preference of home school families and any district plan for assimilating home school children into their school districts.

The following research questions were formulated for an overview of selected home school families based upon the above background and introductory information.

1. Are there similar or different reasons why parents home school their children in the Bartlesville, Oklahoma, area and the Sioux Falls, South Dakota, area?
2. Are home schools organized and operated in a different manner in the Bartlesville, Oklahoma, area compared to the Sioux Falls, South Dakota, area?
3. Are there demographic differences between parents who home school their children in the Bartlesville, Oklahoma, area and the Sioux Falls, South Dakota, area?

### Procedure

This was a descriptive study; hence, simple frequency distributions and percentages were used to compare and/or contrast the opinions and viewpoints of the families that home school their children in the Bartlesville, Oklahoma,

area with the families that home school their children in the Sioux Falls, South Dakota, area.

Assumption 1: Home school families in the Bartlesville, Oklahoma, area and home school families in the Sioux Falls, South Dakota, area will be mailed or given a questionnaire. The researcher made an effort to identify all home school families in both areas.

Assumption 2: It was assumed that the answers the respondents gave are honest and accurate reflections of their viewpoints and opinions.

### Definitions

Home School. A home school was defined as a one-family unit that provides education during any or all of the years from kindergarten through grade 12 in the home for their child(ren) rather than sending their child(ren) to a public, private or parochial school.

Synonymous Terms. The terms home school, home education, home instruction, and home-based education used in this paper comply with the definition give above for home school.

Private School. "A school that does not have public support and that is not under public control" (Dictionary of Education 438).

Parochial School. "A school conducted by some church or religious group, usually without tax support" (Dictionary of Education 409).

Socialization. "The process of bringing the individual, particularly the child, to understand and accept the customs, standards, traditions, and cultures of the group of which he is a member and to cooperate actively with that group" (Dictionary of Education 542).



Fundamentalism. "A movement that arose in the United States during and immediately after the First World War in order to reaffirm orthodox Protestant Christianity and to defend it militantly against the challenges of liberal theology, German higher criticism, Darwinism, and other isms regarded as harmful to American Christianity" (McIntire 433).

Fundamentalist. A person who adheres to the tenets and beliefs of fundamentalism.

North Central Association of Colleges and Schools. To provide a broader geographical background for consideration of the educational, legal and social issues of home schools, the North Central Association of Colleges and Schools region was selected since both Oklahoma and South Dakota are included in the North Central region. The North Central Association of Colleges and Schools is a regional accrediting association that is comprised of the following nineteen states: Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin and Wyoming.

## CHAPTER II

### REVIEW OF LITERATURE

#### Growth of the Home School Movement

It was difficult to determine how many families home school their children. Surveys have indicated a wide variance in the number of families and children in the home school movement. In the September 20, 1980, issue of U. S. News & World Report, a report estimated that there were between a quarter and a half million children being home schooled ("When Parents Ask" 47). However, an article in the same publication, August 19, 1985, noted that there were 30,000 families home schooling their children (Solorzano 59). In the late 1970s and early 1980s, most estimates of the number of home school families varied from 10,000 to 15,000 families. In 1986, the reported number of families involved in home schooling ranged upward toward 20,000 or more families (Feinstein 1).

Cheryl Gorder in Home Schools: An Alternative estimated that the home school movement had been growing by "leaps and bounds." She indicated that in 1980 there were approximately 27,000 families home schooling their children, and in 1986 over 75,000 families were involved in a home school program (Gorder 11).

Brian Ray noted that, "A renaissance of the home as a center of learning for youth is occurring in the United States. Estimates of home schooling families range from 10,000 to 50,000 upward to one million" (24). In Mega-

trends, a recent best seller, Naisbitt stated that in 1982 one million families were involved in home schooling (159). Naisbitt also stated that, "There have been a variety of self-help responses to the continued disillusionment with the school system" (157). His conclusion was that the disillusionment with the public schools coincided with the growth of home schools (157).

An indication of the growth of the home school movement can be found in the increase in the number of students and families involved in home schooling. This increase can be documented by those states that keep state-wide statistics. For example, in 1982-83 the Wisconsin Department of Public Instruction reported that 125 children were home schooled, and in the 1986-87 school year, 2,589 children were involved in home instruction (Berg). Colorado's increase was not as dramatic as Wisconsin's, but during the same five year reporting period the increase was significant. In 1982-83, 113 children were reportedly home schooled, while in 1986-87, 568 were involved in home instruction (Duffy). Indiana also noted steady growth of its home school population; from 93 in 1983-84 to 140 in 1984-85. There was a dramatic increase in 1985-86 when 433 children were home schooled. Statistics for 1986-87 were not available to the researcher ("Indiana Home School Statistics"). Other states within the North Central Association area either do not report statistical information to the state or have not maintained information on home school trends and conditions for the past five years.

The information above pointed to the growth of home schooling from the three selected states. Many home school advocates believe the numbers that various state agencies report do not reflect the true number of how many children are home schooled. A Minnesota paper stated that, "Many of them run 'underground' schools because they fear that their home school could not meet requirements of the state's compulsory attendance laws" (Gonzalez A3).

In Kansas, the Wichita Eagle reported that many home school families met in secret for fear of persecution, since home schooling was illegal in Kansas (Ginsberg A12). The Cleveland Plain Dealer stated that, "Firm figures on the number of children being home-schooled are difficult to obtain because in many cases parents are educating their children illegally" (Mirow G5). The Milwaukee Journal stated that, "The number of home schools may be much larger . . . some parents who run them don't ask for state approval" (Bednarek C5).

The conflict in terms of numbers was highlighted in a Chicago Tribune article when a researcher for the Illinois State Board of Education stated that, "More people certainly are talking about it, but we don't know if its growing" (Papajohn E2). The article further noted that it was estimated that 6,000 to 20,000 children are being home schooled in Illinois but that the State Board of Education estimated that the number of children who were home schooled was less than 500 (Papajohn E2).

On the national level, other estimates placed the number of home schoolers from 10,000 to 250,000 (Peddie, "Officials" A8), and another article estimated the range from 10,000 to one million (Evans A14). The Christian Science Monitor estimated that the home school movement has grown from 15,000 in the early 1970s to as many as a quarter of a million today (Rowe B1). Also, on June 7, 1987, the Enid Morning News [Oklahoma] carried a Washington Post article which quoted Patricia Lines on the growth of the home school movement, "Number-wise, home schooling accounts for probably less than one percent of school age children." Lines said her "reasoned guess" is there are more than 120,000 "who are home schooled. It is an interesting movement . . . but this isn't sweeping the Earth" (Simmons B1).

Raymond Moore, an educator, child psychologist and home school advocate stated,

Some of the top family seminar people in the country like Bill Gothard estimate a million to three million. . . . I factored out census figures, Labor Department figures and arrived at an estimate of about five million children who for various reasons were not attending school regularly. . . . I figured that if there were a minimum of 5 to 10 per cent being taught at home, there must be a quarter to half million being taught at home (1984, "Home Schooling" 824).

The literature was replete with estimates of the number of home schooling families in America; however, there is no national clearinghouse to keep records of the number of families that home school their children. Most states do not keep records of home school children; therefore, the literature, at best, provided educated guesses as to the number of home school families. The literature indicated that there has been consistent growth in the home school movement, especially since 1980. James C. Dobson noted that home school families will continue to grow and flourish since the movement, "Is the wave of the future" (Dobson 1,12).

### The Influence of John Holt

A leading spokesperson for home schools was John Holt, a well-known educator. He did not advocate home schools for religious reasons but rather for educational reasons. According to Holt (1981), children learn better at home,

taught by a parent or tutor. Holt (1981) suggested taking children out of public or private schools since the schools are incompetent. He stated:

One reason people take their children out of school is that they think they aren't learning anything. . . . I pointed out that with a few exceptions, schools are appallingly incompetent at their work, even as they define it having found it easier to blame all their failures on their students (1).

Holt also cited additional reasons for teaching children at home. These include preserving civil liberties of children and parents, developing responsibility in children and protecting children from physical and emotional harm (1981 26).

Many considered Holt the guru of the home schooling movement. He wrote numerous books and articles supporting the cause of home schoolers. He also published a newsletter, Growing Without Schooling, which has approximately 5,000 subscribers (Solorzano, 1985). Growing Without Schooling has the largest circulation of three national home schooling magazines. This magazine and other regional magazines and newsletters provide a useful network for home school communication and support (Holt, February 1983 394). Other books by Holt which support the idea of home schooling include Teaching Your Own, Instead of Education: Ways to Help People Do Things Better and Freedom and Beyond. Holt noted that his anti-public school position was clearly stated when he advised parents that they had three options for their children in regard to the children's education. He said parents could (1) help the children cope with school, (2) help the children escape school, or (3) give the child an alternative to public school. He further suggested that parents

could help their children escape public schools through either legal or illegal means (Holt, 1981).

Holt's (1972) position on public schools was quite clear from his early writings on education in which he stated, "Schools have the power to cause children mental and physical pain, to threaten, frighten and humiliate them and destroy their future life" (265). In his book, Instead of Education, he noted that "Education, compulsory schooling, compulsory learning--is a tyranny and a crime against the human mind and spirit. Let all those escape it who can, any way they can" (222). This was a strong statement as were many of Holt's assertions in which he condemned public education. However, these were the types of statements and positions that some parents needed in order to help them justify their decision to home school their children. Holt made, and was still making, a tremendous impact on the home schooling movement until his death in September, 1985.

Religious fundamentalists who did not agree with all of Holt's rationale for home schooling children, considered him a friend and strong proponent of the home school movement. In The Teaching Home, a religious fundamentalist periodical, an October/November 1985, news article stated, Holt's humanistic premise, that if you leave a child alone he "will learn what he needs to know, is not consistent with God's command for parents to train their children in His ways. However, much of Holt's writings are beneficial to the Christian home educator" ("John Holt Dies" 7).

Holt made a significant contribution to the early home school movement of the 1970's and early 1980s. Since his death in 1985, his writings continue to be distributed by his staff.

## Reasons for Home Schooling

Franzosa stated that, "The home is the only institution that can be genuinely concerned with the individual's welfare" (236). Implied in this statement was that home schooling was a positive good that can only enhance the educational process while public schools had only a limited impact on the educational process.

The literature was replete with accounts of parents and advocates of home schooling who praised and pushed for home schooling for various reasons. For example, an Esparto, California, mother noted that she wanted to home school her children because as she stated, "I got wise and realized that the school is not our friend, that those people really don't care about us and our children" (Divoky 396). The September 2, 1983, issue of Christianity Today gave more general reasons for home schooling than the examples noted above. Merrill noted that parents are discontented with public schools for various reasons such as low test scores, less discipline, ungodly peers, and teachers with different and unstable value systems (16). The September 20, 1980, issue of U. S. News & World Report cited the widespread use of drugs as an additional reason why parents were concerned with the public schools ("When Parents Ask" 47).

Some of the literature focused on the issue of "secular humanism" as a reason for parents to home school their children. Many parents saw secular humanism as a threat to their child's moral and religious values. For example, Raymond Moore, a strong advocate for home schools, voiced his opinion that parents should control the moral and religious training of their children (Moore, 15 Sept 1984 824). As early as 1972, in Wright vs. Houston Independent School District, parents were concerned with the teaching of secular humanism



in the schools. The courts ruled that secular humanism was not a religion, and the parents who brought suit did not have legal grounds to do so (Yudof et. al. 134).

In 1984, a home school survey was conducted in the State of Washington by the Teaching Parents Association. A portion of the survey involved the home school parents' reasons for home schooling their children. The parents were asked to list the two most important reasons why they chose to home school their children. The results from the "Survey of Home Schooling Families Related to Proposed Changes in Legislation in Washington State" are noted below.

- |    |  |       |
|----|--|-------|
| A. | <u>Academic</u> - child can learn better   | 24.5% |
| B. | <u>Religion</u> - better way to foster religious values  | 21.6% |
| C. | <u>Social/Moral</u> - ability to avoid drugs, bad companions and to reinforce family values                                    | 20.1% |
| D. | <u>Intuitive</u> - the family offers a more natural and nurturing environment  | 20.8% |
| E. | <u>Philosophical</u> - avoid undesired philosophical base of other schools (e.g. Humanism vs. Christian, Capitalism, etc. (15) | 13.0% |

Other sources verified the results of this survey as to the reasons parents home school their children. One listing came from a report in the December 1987, publication of "Educational Trends and the Church" by Art Criscoe. The factors, noted below, were not prioritized.

Factors in the rise of at-home schools include:

- Discontent with public schools
- Uncertainty about ability to afford private Christian schooling
- Enthusiastic testimonials from many who are using the approach
- A growing number of curriculum publishers providing materials
- Scholarly endorsement from secular as well as Christian sources
- Parents who have experience as public or private school teachers
- Life in a rural environment
- Desire of parents for self-sufficiency in a society they perceive as too technological and too institutionalized
- Desire to teach religious beliefs and values
- Desire of parents to have some control over their children's learning and development
- Desire of parents for their children to be "free spirits," discovering for themselves what they need to know (21).

Michael Farris, President of the Home School Legal Defense Association, provided an overview of the major reasons why parents home school their children. He stated,

The majority chooses it [a home school] primarily for religious reasons. The predominant group is Christian, from Catholics to hard-core Fundamentalist Baptists and everything in between. There are not too many liberal Protestants, but you will find just about every other Christian stripe. . . . The second main reason

families choose to home school is to develop their child's character. The third is to provide an excellent education (Farris 5).

South Dakota parents stated that home schooling provided a better basis for educational and moral training. One source asserted, "The 3 to 1 ratio . . . with the boys allows for more interaction than would be possible in a large classroom with one teacher" (Fester D10). The personal contact in home school was praised as a positive educational technique. The public schools with high teacher/student ratios cannot give the students positive reinforcement that can take place in a school. Raymond and Dorothy Moore articulated this position when they stated,

A UCLA study of 1,016 public schools found that teachers averaged about seven minutes daily in personal exchanges with their students. This would allow for no more than one or two personal responses for each student. In contrast, our counts of daily responses in typical home schools ranged from about 100 to more than 300 (Moore and Moore, 1986 73).

The St. Louis Globe Democrat reported in an article entitled "Three R's Served Up At Home" that the reason some parents home schooled their children was, "the mediocre quality of so many schools" (Goldkamp A5). Further, the Topeka Capitol Journal, in an October 12, 1986, article, stated, "Home-education advocates said the growth in home schools parallels dissatisfaction with the public school system and was largely founded upon religious, academic and philosophical grounds." (Beck D7). The article further asserted, "Home schooling . . . often means a better education than one pro-

vided by the public school system because children receive more attention and guidance" (Beck D7). Finally, another home school family charged that the quality of education was poor in public schools. The parents stated that, "They [public school values] are conformity, anti-intellectualism, passivity, alienation, classism and hierarchy" (Aarons 20). According to the statements cited above, many home school parents are opposed to the public schools because of a perceived inferior quality of education.

Many parents were disgruntled with the public schools and, therefore, opted for home schools. The recent surge of the home school movement had been led by religious fundamentalists. The following were examples from the literature which attempted to show the growth of the home school movement as it related to religious fundamentalists. Zirkel and Gluckman stated, "Bobby and Esther Riddle are 'Biblical Christians' who . . . perceive public school, life, television as a pernicious influence on the young inculcating the heresies of secular humanism. They decided to educate their two children at home" (37). While this was only one example of the religious issue and home schools, there are other similar examples in the literature (Lines 3 Jan. 1983, 1). Diana Divoky noted, "Probably a majority of home schoolers are religious fundamentalists, unhappy with the failure of the public schools to teach religious and spiritual tenets and with what they sometimes describe as secular humanism" (346).

The U. S. News & World Report, in an August 19, 1985, article, noted the following in regard to the religious issue of the home schooling movement, "The most recent push for home schooling comes from Fundamentalist Christians who want to give their children a God-centered education at home" (Solorzano 59).

Finally, an article in the October 6, 1986, Wall Street Journal stated:

But religious motives are behind much of the recent surge in home schooling. It is no accident that the growth parallels theories of Christian fundamentalism which decries a perceived "Godlessness" in the public schools and which includes belief in literal interpretation of the Bible (Feinstein 1).

Through the examples noted above, the reader can realize the recent development and surge of the home school movement, particularly within the last decade through the religious fundamentalist movement.

To this point, a fundamentalist position or fundamentalism doctrine has not been completely defined. The November 1985, Christian College News provided a definition of fundamentalism. According to this publication, fundamentalists do not differ from mainstream evangelicals in regard to their main tenets. Both groups believed in:

1. The inspiration and infallibility of the Bible
2. The deity of Christ
3. The forgiveness of sins through Christ's death
4. The bodily resurrection of Christ
5. Christ's bodily return in the Second Coming ("What's the Difference" 3)

Where many fundamentalists differ, however, is in the area of political and social involvement which impact their view of home schools. According to the Christian College News,

In general, fundamentalists hold that democracy and capitalism are Biblically-mandated systems that must be reclaimed from the

destructive influence of intellectual "secular humanism" elites. In short, they want to re-Christianize America ("What's the Difference?" 3).

A more complete definition of fundamentalism can be found in dictionaries of religious terms. The fundamentalism movement was a reaction to the liberal theology of the early twentieth century. One source stated, "conservative Christian teachers stressed certain fundamentals . . . particularly the virgin birth of Christ, the substituting atonement, inspired Scripture, physical resurrection, and the physical second coming of Christ" (Hynson 230). Additional clarification of fundamentalism can be noted in the Evangelical Dictionary of Theology, which stated, fundamentalism

identified a new and more pervasive enemy, secular humanism, which they believe was responsible for eroding churches, schools, universities, the government and above all families. They fought all enemies which they considered to be offspring of secular humanism--evolutionism, political and theological liberalism, loose personal morality, sexual perversion, socialism, communism, and any lessening of the absolute inerrant authority of the Bible (McIntire 435).

Out of this type of religious background, many fundamentalists would feel compelled to remove their children from the evils of public schools and teach them at home.

In more specific terms, fundamentalists use Biblical grounds to home school their children. The following are excerpts from "God's Presuppositions for Successful Education" published by the Bill Gothard Institute, a funda-

mentalist organization which publishes home school curriculum. The complete document is presented in Appendix A. There are fifteen major presuppositions supported by Scripture which underpin the home school movement from the religious point of view. The major presuppositions that merit consideration in the body of this paper are:

1. God charges parents and grandparents, not teachers, with the responsibility to train their sons and daughters. Deut 6:7; Prov. 17:6; Titus 1:6.
2. God established the home, not the school, as the primary learning center; and the school and the church must be recognized as extensions of it. Deut 6:7; I Tim. 3:5; I Tim. 5:1-2 (Gothard 1).

Further, Feinstein stated the position of a specific fundamentalist family that home schooled their children for religious reasons.

The book of Deuteronomy, for example, directs parents to teach their children "when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up" (Deut 6:7). That is why the Green family of Poughkeepsie, Alaska, teach their children at home (24).

According to Beidel, religious home schoolers trace their roots to ancient Jewish history where, "Normally Jewish parents provided both academic and religious education for their own children" (596). The statements have provided the Biblical and spiritual justification for religious fundamentalists to engage in home schooling. Many believed that home schooling was the best form of education. The director of the Hewitt Institute, Raymond Moore, suggested that

the success of home schools should not be surprising when parents and educators look objectively at the following statements.

1. Home schools are characterized by parents who have enough concern for their children to take on the task of systematically teaching them.
2. Parents provide a partiality that young children need, but schools cannot allow.
3. Children thrive on routines that involve a few children who share the same family values.
4. The child in the home school daily experiences from ten to a hundred times as many personal adult-to-child responses as he would in a formal school; such responses--along with adult example--mean educational power far more than do books.
5. Without the all-day regimentation of the classroom the child becomes more of a free explorer and thinker than a restricted regurgitater of books, which to him are often more barriers than facilitators of learning.
6. Parents who bring their children with them into the responsibilities of the home turn out independent, self-directed children (Moore, 1982, "Research and Common Sense" 372).

In summary, the reasons given in the literature for home schooling are both religious and academic. Many of the recent participants in home schooling are primarily persons who may be described as religious fundamentalists. However, not all home school parents, whether new or recent, can be classified as religious fundamentalists. Home school families span the political and religious spectrum. The other major reasons for home schooling were the per-



ceived level of quality of public school education and the negative peer pressure present in the public schools.

### Socialization

The home school issue intensified over the principle of children's interaction with other children and adults. The common term used to denote this interaction was socialization. Those opposed to home schooling pointed to the lack of socialization as the major weakness of home instruction. One journalist reported, "Opponents say isolation is detrimental to the social development of children" (Edwards E6). Another newspaper source noted that when they are home schooled, "Children are not given a regular opportunity to interact with other children their own age, and are given a narrow perspective when their teaching is confined to one or two parents" (Whiteside C9). In addition to these comments on socialization, a South Dakota educator noted that the school environment was a "life" type laboratory in which a child will better learn how to live with other people; school is a place where "a child will learn to cope with everything he'll be asked to deal with later" (O'Connor D1). Finally, in Oklahoma, Karen Leveridge, past president of the Oklahoma Parent-Teacher Association, stated, "I cannot in my wildest imagination believe that home schooling could possibly prepare children for the world ahead of them" (Killackey B6).

On the other side of the issue were the home school advocates who position themselves with the idea that the type of socialization that was going on in the public schools was not the type of socialization that was desirable for their children (Edwards E6). According to one home school family, "Home schooling makes parents the primary socializers of children; it gives them an influence that

works the opposite of peer pressure" (Fester D10). Other advocates of home schools countered the critics on the socialization issue and indicated that the children are not educated and raised in a cocoon because the children are involved in such activities as 4-H, Little League, church groups, family groups, Boy Scouts, etc (Peddie "Home Schooling" A10).

Also, John Holt not only had a bleak view of public schools, but, "He is also critical of the role they play in socializing them . . . children learn to be "mean-spirited, competitive, exclusive, status seeking, snobbish" (Ferrick D7).

A home school authority and noted educator, Raymond Moore, took the position that parents should take a greater role in the socialization of their children and that when children enter formal schooling, it should be at a later age than generally accepted by many educators. Following are two statements that clarify and outline the position of Moore and others that advocate home schooling. First, in the book, School Can Wait, Moore, et. al. stated that

An abiding need exists for developing in the young necessary values and self-worth for social competence. Yet early socialization in the family context is being undermined by younger and ever younger out-of-home care, with the result that children are left socially and morally to rear each other and to randomly gain their values and a sense of worth from their ever younger and more insecure peer group (1982, 50).

In Better Late Than Early, the Moores stated that

Parents should make up their minds what kind of children they want and what sacrifices they are willing to make. They should be

aware of what they can do that teachers never can provide. They should consider carefully how much they risk when they place their children in environments over which they have little control. Children like to act "big." They want to be like "the big kids." This would be fine if they imitated the best qualities of their idols. Unfortunately, this is not so often the case. Children quickly pick up new tastes, mannerisms and speech, and too often the worst of these. This is less likely to happen if they remain in a reasonably good home until age 8 or 10 (1975, 24).

Furthermore, a South Dakota home school family decided to home school their children because of the negative socialization factors that they felt were perpetuated in the public schools. The father stated in an article that, "Urie Bronfenbrenner (Cornell University) suggests that the more children your youngsters are with at a time, the fewer will be their meaningful positive contacts" (Crabtree 6). Crabtree further contended that more aggressive acts happen in groups of children than happen in the home. He asserted, "Children are not best socialized by a lot of other kids" (6). The home school advocates strongly believed that their children received more proper socialization in the home school setting. For example, there were numerous opportunities outside the home for positive interaction. As Donna Richoux noted,

Home schoolers almost always find plenty of opportunity to be with other children--of all ages, not just their "peers"--and with other adults, too. . . . Furthermore, many strongly object to the cruelty and competition that is all too often the "socialization" the school offers (119).

Socialization was a part of the home school issue that should not dissipate in the near future since advocates and opponents on both sides have strong opinions on this issue. Many educators believed that the child who was home schooled was not given a good education, was too sheltered, and, therefore, was not ready to meet the challenges of a contemporary world. The World Herald stated, "In the long run, the parents do the child a vast disservice" by educating their children at home (Whiteside C9). James O'Hanlon, University of Nebraska at Lincoln Teachers College, was quoted in the same publication, "The children would not develop further than the parents have, and are limited to the parents' notion of what is good and right" (Whiteside C9) In Minnesota, the Assistant Commissioner of Education, Don Skoog, stated that, "There is a very real danger of kids having an inadequate education because of non-certified teachers" (Peddie "Home Schooling" A10). Finally,

Many believe that children taught at home will miss exposure to extracurricular activities which can be very educational. Schools also have resources that are either too expensive or impractical for a home school to acquire. The strongest objection to home education, however, is that it isolates the child and inhibits interaction with his peers, which critics contend could lead to a retarded social development (D. Peterson 275)

In Oklahoma, the Oklahoma City Public School Superintendent stated that he believed that education was a function of the state, and he had concerns over the quality of home education (Killackey B7). In the same article, John Folks, State Superintendent of Instruction, did not speak against home schooling as long as equivalent education was provided (Killackey B7).

However, the article stated, "But the State Superintendent warned that the school environment--learning to live with other people--is difficult to duplicate at home" (Killackey B7).

A strong statement supporting the public schools was issued by Jerry Mayer, an administrator in the Sioux Falls, South Dakota, school district. The Sioux Falls Argus Leader reported the following statement,

Mayer thinks home schooling is inferior. He said that although attending public school doesn't ensure a good education, children need to learn not only content, but also about life styles, socialization and social etiquette. Lay people can teach, but skills vary from individual to individual. All children taught ought to be taught in accredited schools by certified teachers (Fester D10).

Finally, other critics are concerned, "that many of the materials used in home education are woefully out-of-date. Such material often relies on rote memorization and 'regurgitating'--the very things home-schooling parents are fighting" (Garred 12). The issue of socialization was most often noted in the literature as the major criticism of home schools.

### Academic Success

There was no national information that addressed the quality or academic success of a home school. In all facets of the issue, there was limited information on the success of home schools. The quality varies from home to home. Donna Richoux stated that

So far, everything shows that home schooled students, on the average, do as well as or better than students in schools.

However . . . none of these studies have carefully matched the home schoolers against a control group with similar economic and educational backgrounds (119).

There has been some research in Alaska and Arizona that home school children performed at above average levels on nationally normed standardized tests (Lines 1985 24). Further, "Individual case studies and surveys of parents have repeatedly shown that the level of academic achievement of home learners is equivalent to or higher than that of their public school peers" (Henderson 84).

Other research would also give home schoolers high marks. A Hewitt study of home school children whose parents have been prosecuted for violating the compulsory school attendance laws revealed that the test scores of the children in question placed them at the 80th percentile on their standardized tests (Moore 1987 124). In 1984, Moore stated that, "It is also right that home schools across the country, in general, significantly outrank the institutions as measured by national norms regardless of the level of education of the parents" (Moore 1984 "The Cradle" 234).

The Hewitt Research Institute strongly implied that the home, not the public schools, was the best place for parents to develop the genius in their children when the "Hewitt Fact Sheet" quoted H. McCurdy of the Smithsonian Institution,

"the typical developmental pattern [of genius] includes... 1) a high degree of attention focused upon the child by parents and other adults, expressed in 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. [So] our...public school system is...a vast experiment...to suppress the occurrence of genius" (Moore "Fact Sheet").

As another example, in the Michigan v. Noble case, George Hopkins tested the five Noble children who were home schooled and concluded that they were academically ahead of other children of their chronological age (Michigan v. Noble 106)

A 1984 study by Brigham Young University revealed that the issue of academic success or the measurement of progress was a concern for home school parents.

Another concern parents have is how to know if they are succeeding and how to prove they are succeeding to outside judges. Clearly they can submit their children to traditional testing procedures in the schools; but most home school parents have other objectives for their children's learning which they believe are not measured by those tests. They are not sure how to measure that progress. This is not a concern only in response to outside critics; parents also wonder if they are succeeding, if progress is being made. They are often concerned that they do not have valid indicators of progress (Williams et al 27).

Farris contended that home school children scored well on standardized achievement tests when he noted, "Tennessee did a study recently where home schooled kids scored on the average 11 percentage points above their institutional counterparts. And Tennessee has good scores in their schools" (Farris 5).

School superintendent Joan Abrams stated,

We have found that children who are provided with home instruction tend to be students with better than average potential. . . . However, because of the spottiness of their tutors' (usually parents') preparation, their achievement is very uneven. Strong areas reflect their instructors' strong areas. Weak areas are hard to improve because of the limitations of the tutors and home resources (Tursman 24).

Other isolated data support the academic success of home schools. For example, a recent report by radio newscaster Paul Harvey in his news broadcast on 12 December 87, noted that three home schooled sons of a California family have been accepted to Harvard University because of their strong academic achievements.

Overall, the information on the academic success of home school children was limited. Additional research must be conducted to provide a better picture of the academic success of home school children. Thus far, the information on academic success of home schools, much of it self-reported, has been positive.

### Legal Aspects

A major barrier for many home school families was the legal barrier of state compulsory education laws. The literature indicated a concern by many families regarding legal limitations of the home schools. The legal requirements for home schools vary from state to state with a wide degree of the application of the home school guidelines within a state.



For many parents who have an interest in home schooling, the question arises, "But is it legal?" Holt suggested that the state educators and parents should cooperate in the home school movement for the benefit of the children. His model suggested

1. Enroll home schoolers like other children so the school district could collect state aid.
2. Allow home schoolers to use the school facilities on a part-time basis.

Following these guidelines would allow cooperation between parents, school leaders and teachers. Holt further suggested that, "The schools have as much to gain by supporting home schoolers as they have to lose by opposing them. I hope they will hasten to set their feet on the path of cooperation" (1983 "How Schools Can Cooperate" 5). Most school districts have not followed these suggestions given by Holt. Rather, there has been considerable tension between educators and home school parents.

More and more states have changed their laws to provide for some type of home schooling. Ed Nagel, director of the National Association for the Legal Support of Alternative Schools, noted that legal decisions are going against the school systems. He further echoed the sentiment of Holt for cooperation between the schools and the home schools (Divoky 398). The Journal of Law and Education suggested that states should amend their laws to permit home schooling, but at the same time close loopholes that allow any parent to home school regardless of educational level or training of the parents. Also, some families attempt to cooperate together and provide home schooling with the joint efforts of the families. Most states do not allow for cooperative family efforts for home schools, but some states leave the question open to interpretation. Oklahoma law was not clear on this issue while South Dakota has stated

guidelines. The article advocated making home schooling a one-family operation rather than allowing a multiple-family operation (Lines 12 April 1983 217).

National court cases dealing directly with the issue of home schooling are non-existent, but there are numerous examples of case law at the state and district levels. The United States Supreme Court discussed and ruled on the issue of the importance of education and the role of the parent in choosing the form of education for a child but has not ruled directly on the issue of home schools. Three Supreme Court cases have merit for inclusion in this paper. An early case quoted in numerous Supreme Court decisions dealing with education was Oregon v. Society of Sisters (1925). This case tested the State of Oregon's power to require all normal children between the ages of 8 and 16 years to attend only public schools (571).

In this case, the following statement outlined that the parents have a major role in the education of their children. It stated, "The bill . . . conflicts with the right of parents to choose schools where their children will receive appropriate mental and religious training" (572). Therefore, the state does not have absolute control over education; rather the parents have a voice in how their children will be educated. Furthermore, the United States Supreme Court stated that,

We think . . . the Act of 1922 unreasonably interferes with the liberty of parents and guardians to direct the upbringing and education of children under control. . . . The child is not the mere creature of the state, those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations (Oregon v. Society of Sisters 573).

Another Supreme Court case, Brown v. Board of Education (1954) dealt with the issue of education and the social and political issues of school desegregation (686). The interest of this case for this paper was the court's statement concerning the significance of education and the role of the state to carry out its educational function. It stated,

Today, education is perhaps the most important function of the state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education in our democratic society (691).

The Supreme Court noted further that, "In these days, it is doubtful that any child may reasonably be expected to succeed in life if denied the opportunity of an education" (Brown v. Bd. of Ed. 691). The focal point of the case was school desegregation, but education, in general, was stressed as being of primary importance for a person (student) to function in the American society. Without the opportunity for an education, a person could become a second-class citizen.

The Wisconsin v. Yoder Supreme Court case was also noteworthy for this study. Again, this case does not deal with home instruction but the responsibility that the state has in producing an educated citizenry and the responsibility of parents to have relief from the state's compulsory education attendance laws (1526). The court attempted to balance the free exercise of rights clause of the First Amendment with the right of the state to have an educated citizenry (Wisconsin v. Yoder 1532). The State of Wisconsin noted that the position of universal compulsory education was so compelling that the

religious traditions and values of the Amish would have to adjust to the state's position. However, the parents contended that their religious rights were infringed upon by the state compulsory education laws (Wisconsin v. Yoder 1536).

This Supreme Court decision was an important statement on education, parents' rights and the application of the free exercise clause of the First Amendment. The following statement noted that the role of the state in the area of educational authority must be reasonable:

There is no doubt as to the power of a state, having a high responsibility for education of its citizens, to impose reasonable regulations for the control and duration of basic education. See e.g. Pierce v. Society of Sisters.

As that case suggests, the values of parental direction of the religious upbringing and education of their children in their early and formative years have a high place in our society.

Thus, a state's interest in universal education, however highly we rank it, is not totally free from a balancing process when it impinges on fundamental rights and interests, such as those specifically protected by the Free Exercise Clause of the First Amendment, and the traditional interest of parents with respect to the religious upbringing of their children (Wisconsin v. Yoder 1536).

In this case, the religious views and values of the Amish prevailed over the educational compulsory attendance laws of the State of Wisconsin. A state has

a role in the education of its children, but that role was found not to be all pervasive.

The Supreme Court cases noted above indicated that both the state and parents have rights and responsibilities in regard to the education of their children. The responsibilities of parents and the rights of the state are part of the tension of the current home school movement. Stocklin-Enright stated, "Parents undoubtedly have a liberty interest in directing the intellectual and moral upbringing of their offspring. Less certain are the boundaries of that interest" (568). Neal Devins stated more directly the tension between the state and parents who home school for religious reasons, "Home instruction is becoming a great source of conflict between religious sectors and the state" (443). Devins further stated that John W. Whitehead, a co-author of Home Education and Constitutional Liberties, predicted that "home instruction will be the most significant contemporary legal issue facing the Christian community" (443). The courts have placed a high value on education with the state having the authority and power to place reasonable regulations to see that the state has an educated citizenry. But both the Pierce v. Society of Sisters case and the Wisconsin v. Yoder case indicated the state's authority in education was strong, but not absolute. Parents had some control in the education of their children.

The state has the right to regulate education, including home schools. According to Kirk Wood, "The state's authority to regulate education is well established" (188). However, "Home instruction is one of the subjects that illustrates the degree to which the education of children is still recognized by the law to be a societal as well as a parental concern" (Zirkel and Gluckman 38). Because of the dual responsibilities, both the state and the parents have a voice in the education of children. A key issue in the tension between parents and

state concerned what constituted "reasonable regulations" a state may impose on home school parents. In 1960, this tension was recognized by Henry P. Rheinberger when he stated, "In conclusion it seems that the only limitation on the state's power to regulate the child's education is that it be a 'reasonable' regulation, necessary for the protection of society. It is the application of the principle that creates difficulties" (434). Litigation usually occurred in states in which parents have few allowances to home school their children or in which the parents violate the state home school laws (Lines 206). For example, Michigan, Iowa and North Dakota home school laws require that a home school teacher have a teaching certificate. The courts have, for the most part, upheld these guidelines (Lines 12 Apr. 1983 206, 208).

Farris noted that a good home school law would have the following elements,

One that requires you to give notice that you are going to home school--the notice includes things like the name and age of the child and a short description of the curriculum--and one that requires some indication of progress. . . . I think that is the best approach--to require notice and proof of progress (Farris 5).

### Oklahoma Home School Regulations

There are basically three types of compulsory education statutes which impact home school regulations. These three types are stated below:

1. State laws that provide for no exception to the alternatives beyond public or private school

- 2 State laws that provide "implicit" home instruction. The language of the law stated such language as "other means of education" or "equivalent instruction elsewhere."
3. State laws that provide for explicit provisions for home instruction (Tobak, 22).

Oklahoma home instruction laws fall under the "implicit" category in that there are no specific statutes that regulate home instruction in the state. For example

A. It shall be unlawful for a parent, guardian, custodian or other person having control of a child who is over the age of seven (7) years and under the age of eighteen (18) years, and either has not finished four (4) years of high school work, to neglect or refuse to cause or compel such child to attend and comply with the rules of some public, private or other school, unless other means of education are provided for the full term the schools of the district are in session; . . . (emphasis added) (Oklahoma Statutes 1970 70§10-105 5170).

Home instruction in Oklahoma was regulated by previous state court cases and attorney general opinions. In Wright v. State (1922), Mr. and Mrs. Wright were convicted of violating the state's compulsory education laws by teaching their eight year old daughter at home (179). The trial court decision was overruled and the following statements were noted by the court which upheld the parents' right to provide home instruction under the general provisions of equivalent education and contended that the parents acted in

good faith in not attempting to evade the state compulsory laws. The court stated:

The parents were members of the religious sect known as Seventh Day Adventists, and testified that they were desirous of training their children to become missionaries and ministers, and claimed that the training and moral influences in the public school there were not favorable to that end. . . . So long as the child's education was not neglected, we think these parents, under the Constitution and laws of this state, had a right to manage and supervise the education of their child, if done in a fitting and a proficient manner. The proof is not at all convincing that the education of this child was being in any way neglected. It seems to us that the state misconstrued the scope and spirit of the statute upon which this prosecution was based (Wright v. State 180).

Furthermore, the court stated that

Under the terms of the statute and under the Constitution, a parent may have his children instructed by a competent private tutor or educated in a sectarian or other accredited school, without a strict adherence to the standard fixed for teachers in the public schools of the state. The statute makes no provision fixing the qualifications of private teachers, or teachers in private schools or academies, or to prescribe definite courses of study in such cases. Of course, if such schools or instruction were manifestly inadequate, or such instruction was furnished for the sole purpose of evading the proper education of a child, the statute could then be



properly invoked. Whether such independent facilities for education, outside of the public schools, are supplied in good faith and whether they are equivalent to those afforded by the state, is a question of fact for a jury and not a question of law for the court (Wright v. State 180-181).

A good summary of the Wright case was given by Robert Caput

In reversing the conviction, the Oklahoma Court of Criminal Appeals held that as long as the child's education was not neglected, the parents had a constitutional right to manage and supervise the child's education. As long as this education was done in a fitting and proficient manner, the parents would be in compliance with the statute (747).

A later Oklahoma case was Sheppard v. State (1957). In this case the issue of home instruction was again raised. Mr. and Mrs. Sheppard were convicted in a trial court that they violated the compulsory education laws (Sheppard v. State 348). Three major points were noted by the court. The first point was that "the state's legislative agencies are without authority to require parents to send their children to public schools if other means of education are furnished" (Sheppard v. State 353). Second, the state failed to provide proof that the Sheppard children were not provided "other means of education." The burden of proof was on the State of Oklahoma to provide evidence that the Sheppard children were not receiving an equivalent education. Finally, the state failed to provide the evidence that the Oklahoma compulsory education laws were violated by the Sheppard family (Sheppard v. State 348).

The two Oklahoma cases cited above deal directly with home instruction. These two cases are the legal basis for later attorney general opinions. In 1972, the following question was presented to the Attorney General's office. The question and its answer had direct implications on Oklahoma home instruction,. The question was, "In reference to school compulsory attendance, is it possible for a private tutor who has been certified by the Oklahoma Education Association as a teacher to tutor 20 students and satisfy the compulsory school attendance?" (Derryberry No. 72-155, 90). The Attorney General answered the question in the affirmative, but noted that if the arrangement was challenged, a court would decide the issue of the merits of a particular home tutor arrangement or home instruction. Further,

The requirements of 70 O.S. 1971, 10-105 may be met by the providing of means of education other than public or private school, but if challenged, the adequacy and sufficiency of such education is a question of fact to be determined by a jury within the confines of a court of competent jurisdiction (Derryberry 72-155 91).

A 1973 Attorney General's opinion further clarified the status of home instruction in Oklahoma and stated that parents that teach their children at home do not have to be certified teachers.

The Oklahoma Compulsory Attendance Statute does not require that a private school be accredited by the State Department of Education or that a private tutor hold an Oklahoma teaching certificate so long as the private instruction is supplied in good faith and is equivalent in fact to that afforded by the State. While a

board of education has discretion to classify students as it deems appropriate and require examinations relative thereto, credit for private instruction may not be denied solely because the private instructor did not hold an Oklahoma teaching certificate (Derryberry No. 73-129 53).

In summary, home instruction in Oklahoma was clearly legal with limited guidelines from the State Board of Education or the state legislature. The implied expectations are that children home schooled in Oklahoma are provided an "equivalent education" and the education be given in "good faith."

#### South Dakota Home School Regulations

The South Dakota Statutes indicated that the state had "explicit" laws governing home instruction. The South Dakota laws were found in Section 13-27-3 of the South Dakota Statutes. They were broken into various sections by the researcher for study and clarification.

Application: A child shall be excused from school attendance pursuant to S 13-27-2, because the child is otherwise provided with competent alternative instruction for a like period of time as in the public schools, in the basic skills of language arts and mathematics.

Restrictions: The parents or guardian of the child shall identify in the application the place where the child shall be instructed and the individual or individuals who shall so instruct the child. Individuals so instructing shall not be required to be certified. No single individual so instructing shall instruct more than twenty-two

children. All such instruction shall be given so as to lead to a mastery of the English language.

Testing: The child so instructed shall annually take a nationally standardized achievement test of the basic skills, such test to be the same as the test designated to be used in the public school district where the child is instructed.

Visitation: The superintendent of elementary and secondary education or his designee may exercise the right of visitation twice in any school year to observe the child's alternative instruction.

When a visitation by the superintendent of elementary and secondary education or his designee takes place, a standard form is used to evaluate the home instruction program to insure that Statute 13-27-3 has been properly carried out. (See Appendix B for the form that is used in the visitation.)

Return to Public School: Should it become necessary for the child to return to public school, the school board where the child resides may give an achievement test to determine the child's level of accomplishment. Placement in the public school shall be at the child's level of demonstrated proficiency (South Dakota Statutes 13-27-3 48).

Section 13-27-7 of the South Dakota Statutes provided additional guidelines for home schools. The following guidelines dealt with the issues of application, local school board responsibilities and the annual testing for home school students.

Application for excuse from attendance-Certificate issued by board president--Revocation--Grounds. All applications for excuses from school attendance shall be on a standard form acknowledged before a notary or two witnesses. The form shall be provided by the state superintendent of education. If the application is granted a certificate of excuse, also provided by the superintendent of education, shall be issued by the president of the school board having jurisdiction over the district in which the child has school residence, stating the reason for the excuse and for a period not to exceed one year. Upon a showing by the superintendent of education that a child excused from school attendance pursuant to 13-27 is not being instructed in compliance with 13-27-2, the school may immediately revoke the child's certificate of excuse.

All test scores required by 13-27-3 shall be kept on file in the public school of the district where the child has school residence. If subsequent achievement test results reveal less than satisfactory academic progress in the child's level of achievement, the school board may refuse to renew the child's certificate of excuse (South Dakota Statutes 13-27-7).

See Appendix C for the forms that parents must complete to be excused from the South Dakota compulsory education laws.

To date, the State v. Williams case is the only South Dakota Supreme Court case to deal with the issue of home schools. The case clearly noted that a parent had the right to educate his or her child in public schools, private school or by private instruction (State v. Williams 471). The court stated,

What the state has right to demand and all that is demanded by the South Dakota law is that normal children of school age attend some school, or that he be instructed by a competent instructor. . . . The South Dakota law is well within this doctrine (State v. Williams 471).

The current South Dakota law was built upon this court interpretation with specific guidelines that define and prescribe what private instruction or home schooling should follow.

### Comparison of Oklahoma and South Dakota Laws

In comparing the laws that govern home instruction in Oklahoma and South Dakota, the difference between "implicit" and "explicit" becomes apparent.

1. There is a formal application process that South Dakota parents are required to complete to acquire permission to home school. On the other hand, there are no formal applications or procedures for parents who choose to home school their children in Oklahoma to follow. In Oklahoma, local officials may or may not be aware that a child is being home schooled in a particular school district. Parents in Oklahoma are not required to inform school officials of their intent to home school their children.
2. The application process in South Dakota allows the state to maintain attendance records on home instruction. In February 1987, the South Dakota Department of Education reported that there were 187 home schools with a total enrollment of 362 stu-

dents (Powell). The researcher noted earlier that Oklahoma does not maintain official records or progress of home school students (Roblyer).

3. The South Dakota laws provide for annual testing, while Oklahoma laws do not provide for annual testing. In South Dakota, if a child's test scores show less than "satisfactory progress," the school board may refuse to approve an additional "certificate of excuse" (South Dakota Statutes 13-27-7).
4. Certified teachers are not required in either Oklahoma or South Dakota home schools. However, South Dakota Statutes note that competent alternative instruction be provided. An Oklahoma Attorney General opinion noted in 1972 that certified teachers are not required for home instruction; only an equivalent education is to be provided in good faith (Derryberry 72-155 90). Both states require equivalent or competent instruction for home education.
5. Designated members of the local school district or the State Department may visit families that home school their children in South Dakota twice a year, while Oklahoma makes no provision for inspecting a home school.

The general categories and comparisons cited above illustrate the difference between "implicit" and "explicit" laws governing compulsory education and home instruction.

According to Robert B. Caput, the Oklahoma laws dealing with home instruction are vague and general, therefore, confusing to the general public (742). He noted that Oklahoma law does not provide adequate definitions of what constitutes a private school, "other school" or "means of education." Also,

according to Caput, there are no guidelines or criteria to determine if a student that is home schooled has received an equivalent education. Caput stated:

A series of vague rules are laid out, but no guidelines are provided for determining whether the rules are being complied with. In a prosecution under the statute, the burden of proof is upon the prosecution to show either that the child was provided with no education at all, or that the education was not equivalent to that provided by the state. . . . no guidelines are provided to help the prosecution and the jury to determine whether the burden of proof has been met (749-750).

#### North Central Association of Colleges and Schools

A part of this study was not only to review and compare the legal framework of home schools in Oklahoma with home schools in South Dakota but to provide a regional view of the current laws and court cases that govern home instruction in the states which comprise the North Central Association of Colleges and Schools. The following is not an exhaustive study of the region but, rather, an overview of selected states and selected cases within those states to give a "feel" or "flavor" for the legal guidelines or regulations of home schools in the North Central region. Both Oklahoma and South Dakota are located in the North Central region.

Illinois. Home instruction in Illinois can be lawfully carried out if the home school meets the state criteria for a private school. In State of Illinois v. Levisen (1950), the state contended that the Levisen family violated the state compulsory law by teaching their child at home. The Levisens believed that their home was a private school within the meaning of the Illinois state



compulsory law (State v. Levisen 215). The Levisens were Seventh Day Adventists, and the courts ruled in their favor. The Illinois Supreme Court stated

that a school in the ordinary meaning of the word, is a place where instruction is imparted to the young, that the number of persons being taught does not determine whether the place is a school, and that by receiving instruction in her home in the manner shown by the evidence the child was attending a private school (State v. Levisen 215).

The Illinois Supreme Court stated that, "The object is that all children shall be educated, not that they shall be educated in any particular manner or place" (State v. Levisen 215). Illinois compulsory school laws provided for children to be educated in public or private schools. Therefore, "the court ruled that home instruction is a 'private school' under certain conditions, and are, thus, exempted from compulsory laws" (Helmich). Home schooling in Illinois was legal when the parents met the general guidelines established by the state for a private school.

Edith Helmich of the Illinois State Board of Education Research and Statistics Section further stated the procedures of Illinois home instruction. Parents are to notify the state that they plan to teach their children at home, and they are to provide information that will allow the state to ascertain if the child received an education as prescribed by law (Helmich).

Furthermore, in the Levisen case, the court stated, "The law is not made to punish those who provide their children with instruction . . . It is made for the parent who fails or refuses to properly educate this child" (State v. Levisen

215). The key issue in Illinois was to insure that equivalent education was provided with home instruction.

Indiana. A 1904 case, State v. Peterman, was similar in language to the Illinois case (State v. Levisen) cited earlier, in that the court decided in favor of the home schooling efforts of the Peterman family. The court stated that it was not important how many students were in a school or where the instruction took place (State v. Peterman 551). The court stated that the compulsory education laws were made for the parents who failed to have their children educated, not for those parents who provided an education for their children in the public, private or home school (State v. Peterman 552). Also, the court noted, "One of the most important natural duties of the parent is his obligation to educate his child. . . . If he neglects to perform it, or willfully refuses to do so, he may be coerced by law to execute such civil obligations" (State v. Peterman 552). Home schooling was legal in Indiana with limited involvement from the state.

Iowa. The Iowa state compulsory laws provided exceptions for students attending school by having equivalent education provided elsewhere. In a home school, the teacher must have a valid Iowa teaching certificate (Iowa Statutes, Chapter 63, 2). In 1981, the Moorhead family operated a home school. They were charged with violating the compulsory school laws and the Equivalent Instruction Standards (State v. Moorhead 61). The major issue was whether or not the Moorhead children received an equivalent education from a certified teacher. This case looked at two major issues, vagueness of the law and the certification of teachers in home schools (State v. Moorhead 63-64). The conclusion of the court regarding these issues was that equivalent education was not vaguely defined in the Iowa statutes, "'equivalent instruction' is instruction which is equal in kind and amount to that provided in the public schools" (State v. Moorhead 64). The Moorheads further argued that they were

unclear about the term "certified teacher." The court noted that, "The term should cause no difficulty for citizens who desire to obey the statute" (State v. Moorhead 64).

The Iowa Supreme Court ruled that the Moorhead family did not provide equivalent instruction because a certified teacher did not provide the home instruction for the Moorhead children; therefore, they were in violation of the Iowa compulsory education laws and the Equivalent Instruction Standards (State v. Moorhead 65).

Kansas. The case law in Kansas has a legal history similar to that of Illinois which has a broad definition of a private school. In the latter state, home instruction falls under the category of private education. The following court cases indicated that Kansas has a more narrow definition of private school than Illinois. The Kansas Supreme Court has ruled consistently that Kansas Statutes Annotated 72-2111 required children to attend public school. The court had not found attempts by parents to provide home instruction as a means to comply with the compulsory attendance laws (Bieker).

Three cases related to home instruction in Kansas are important: State v. Lowery (1963), State v. Garber 1966), and In Re Sawyer (1983). In State v. Lowery, the Lowerys "became dissatisfied with the quality of instruction in the public school" (State v. Lowery 963) and provided for instruction of their children at home. The Lowerys maintained they operated a private school as provided by state statutes (State v. Lowery, 963). The Kansas Supreme Court conclusion was,

When all the facts and circumstances are considered together, the only conclusion that can be reached is that this was not a private school conceived or promoted for the purpose of educating

anyone desiring to attend, but is really only scheduled home instruction (State v. Lowery 964).

Further, "There is no longer an excuse for nonattendance in the schools of the types prescribed in the Act" (State v. Lowery 965). The Kansas compulsory education laws were upheld and the Lowerys were instructed to have their children return to public or private school.

In 1966, another challenge to the Kansas compulsory education laws came from the Garber family. The Garbers were members of the old order Amish Mennonite Church (State v. Garber 898). They opposed their daughter attending the local public high school because, "Eventually this exposure of their children to that secular influence will erode the Amish way of life" (State v. Garber 898). The defendant challenged the Kansas law as a violation of his First Amendment rights of freedom of religion (State v. Garber 900). The courts concluded that the police powers of the state to provide an educated citizenry did not abridge the religious freedom of the Garber family (State v. Garber 901). Finally, the courts stated that

Applying the foregoing, we are unable to perceive from the record before us how religious freedom is abridged in this. There is no infringement upon the right to worship or to believe insofar as either defendant or his daughter is concerned. Their freedoms to worship and to believe remain absolute and are not affected by our compulsory school attendance law. Defendant may instruct his daughter in religious beliefs as he desires. It can scarcely be doubted that the defendant is sincere when he says his religious convictions are violated if his daughter receives a secular type of

education found in the secondary public schools, but it is apparent he does not object to secular education per se since his daughter has attended the elementary public school eight years. We are not called upon to attempt to prescribe any permissible degree of secularity in education beyond which religious freedom is infringed. The question of how long a child should attend is not a religious one. No matter how sincere he may be the individual cannot be permitted upon religious grounds to be the judge of his duty to obey laws enacted in the public interest. . . . We think the particular law at issue here is valid as applied to defendant and his daughter and does not infringe upon constitutionally guaranteed religious freedoms (State v. Garber 902).

The Garbers were not successful in using the free exercise clause of the First Amendment in their attempt to home educate their child.

The most recent challenge to the compulsory education laws developed in the Kansas Supreme Court deals with the In Re Sawyer (1983) case. In this case, the Sawyers were concerned and dissatisfied with their children's progress in the public schools, and, therefore, organized a private school with their children as the only students (In Re Sawyer 437). By organizing a private school, the Sawyers were in violation of the compulsory education laws. The court concluded that

the Sawyers plan, though well intentioned, [was] a thinly veiled subterfuge attacking compulsory school attendance. If such a family arrangement will serve as a substitute for school, there is no compulsory school attendance. Clearly the legislature intended to

maintain compulsory education. We find appellants' argument is without merit (442).

The three Kansas cases noted above were all decided in favor of Kansas compulsory attendance laws. Home schooling is permitted in Kansas if the home school is designated as a private school. The Kansas Assistant Attorney General stated that,

Kansas does not have a statute which specifically authorizes "home schools." K.S.A. 72-111, the compulsory education statute, provides that children must attend either public or private school. "Home schools," then are seen as private schools under state law (Stephen).

Two of the cases mentioned above did not challenge First Amendment violations but, rather, stemmed from dissatisfaction by parents with the public school instruction. Only one, the Garber case, raised the issue of First Amendment rights.

In recent years the Kansas legislature has reassessed its position on home schooling. There had been some inconsistency in the Kansas court decisions on that issue prior to the Sawyer case. Prior to the In Re Sawyer case, a Kansas District Court ruled in favor of a home school family, and following the In Re Sawyer case, another Kansas District Court, "held that parents who taught their children at home had established a private school within the meaning of the statute" (State v. Peterson 295). In the In Re White case prior to the In Re Sawyer case, the Kansas District Court ruled that the White's home school qualified as a private school. Therefore, at the district court level, there have

been some varied decisions in regard to the home school issue in Kansas (D. Peterson 295).

Michigan. Michigan home school laws are consistent with the public and private school regulations. The major issue for home school families in Michigan was the teacher certification requirement. Michigan guidelines required that home instruction be given by certified teachers. The most recent Attorney General's opinion on home schools was issued in 1979, when a Michigan State Senator asked the Attorney General's office the following question. ". . . whether a parent may provide for his or her child's education at home without having a certified teacher present" (Kelley 416). The opinion was noteworthy for the strong position that was taken on education and teacher certification.

The purposes of the Michigan compulsory education statutes are plain. Parents are required to provide an education for their children. . . Where the parent or parents are properly certificated as teachers by the State of Michigan or provide a tutor possessed of a certificate from the state of Michigan to educate their child or children in courses that are comparable to the education received in the public school, it would appear that the parents are fulfilling the obligation imposed by law of educating their children (Kelley 418).

Further, the Michigan Attorney General came to the conclusion that since private schools must use certified teachers, "that a parent may not provide his or her child's education without having a certified teacher providing instruction" (Kelley 419).

A 1979 Allegan County case focused on the issue of teacher certification and sincerely-held religious beliefs. Peter and Ruth Noble were arrested for violating the Michigan compulsory attendance laws. They home schooled their children, and although Ruth, the children's mother, was qualified to hold a Michigan teaching certificate she refused to apply for one because she believed the certification process was in conflict with her religious beliefs. Donald Erickson, a witness for the defendants, testified that, "There was no evidence whatsoever that a teaching certificate proved teacher competence or that it has been empirically shown that a teacher's certificate enhances the quality of the educational process received by the students" (Michigan v. Noble 107). The court ruled in the Nobles' behalf and stated,

The Nobles have a documented and sincere religious belief and this court won't . . . interfere with the free exercise of a religious belief on the facts of this case. The intent of the State in requiring certification on the facts as contained in this particular case must give way to the free exercise of religious belief (Michigan v. Noble 115).

The State of Michigan has not changed the home school guidelines in light of the Noble case. Currently, home school teachers are required to hold a valid state teaching certificate. The Noble case was a narrow decision which did not impact Michigan home school laws.

Minnesota. Minnesota laws allow for home instruction. A 1985 Minnesota Supreme Court Case, State v. Newstrom (1985), dealt with the issue of home school teachers. The requirements for teacher candidates to be certified by the State of Minnesota required a baccalaureate degree and the completion



of a plan of study approved by the Minnesota Board of Teaching. Mrs. Newstrom, who taught her two children at home, did not meet these criteria (State v. Newstrom 526-527).

Mrs. Newstrom raised the issue of the vagueness of the certification criteria (State v. Newstrom 526). The statute in question was, ". . . and teachers whose qualifications are essentially equivalent to the minimum standards for public school teachers of the same grades or subjects . . ." (State v. Newstrom 526).

The court held that the Minnesota statute was unconstitutionally vague. The court presented a good summary of the merits of education and the use of certified teachers in the public schools so that the state's educational interests were protected while noting that the vagueness issue raised in the case was unconstitutional.

We do not mean to suggest that under no circumstances could parents' interest in directing their child's education ever outweigh the state's interest in enforcing the compulsory attendance laws or other regulations, or that "home" schooling is not an option that the legislature could or should make more available to children and their parents under certain conditions. The legislature has determined, at this time, that the legitimate and important goals promoted by education are met when teachers in such home schools as exist under the present statute have qualifications "essentially equivalent" to qualifications of certified teachers in the same grade or subject. When the state imposes criminal penalties, however, citizens are constitutionally guaranteed that the offense be defined in the statute with sufficient clarity to permit

them to understand the nature of the conduct prohibited (State v. Newstrom 532).

Missouri. The Missouri Circuit Court of Appeals had handed down two decisions dealing with the issue of home instruction. The Missouri statutes provide for "equivalent" education when a child was home schooled. In State v. Davis (1980), the Davis family was charged with violating the state's compulsory education laws. The decision stated,

The State presented evidence that David Davis did not attend a day school but did not present evidence that the parents failed to provide their sons with home instruction that was substantially equivalent to the instruction given children in the day schools of the locality (State v. Davis 190).

The courts ruled that since the State failed to provide evidence that equivalent education was not provided, the Davis trial court conviction was overturned (State v. Davis 191). The important principle of this decision was that the burden of proof was on the State, not the defendants, to prove that equivalent education was not provided.

Another Missouri Court of Appeals case dealing with the issue of home instruction was handled in 1982 in the In Re Monnig case. The parents neglected to provide their child with equivalent education in lieu of the children's removal from the public schools (In Re Monnig 782). The Missouri Statutes stated:

. . . or shall provide the child a home with regular daily instruction during the usual school hours which shall, in the judgment of a

court of competent jurisdiction, be at least substantially equivalent to the instruction given children of like age in the day schools in the locality in which the child resides (In Re Monnig 783).

The Missouri court ruled that the Monnigs failed or neglected to educate the children as outlined under the State Statutes (167.031), but the State was not able to determine that the education the children received was not "substantially equivalent to day school study" (In Re Monnig 788). The State, not the parents, would have the responsibility to provide the evidence of the equivalence of home instruction. Again, the two Missouri cases cited above were similar in that the burden of proof was on the state, not the parents, to provide evidence that equivalent education was not provided.

North Dakota. In North Dakota, the Supreme Court ruled in State v. Shaver (1983) that the state compulsory education laws did not infringe upon the parents' First Amendment free exercise rights. The parents used the Wisconsin v. Yoder (1972) decision to base their non-compliance with the North Dakota compulsory education laws (State v. Shaver 888). The major argument by the defendant was that the North Dakota laws infringed upon his religious rights. The Shaver family did not meet the requirements to home educate their child (State v. Shaver 884). Regarding the parents' First Amendment arguments, the North Dakota Court stated, "The burden of the parents' free exercise of religion in the present case is minimal, and is far outweighed by the State's interest in providing an education for its people" (State v. Shaver 897)

The North Dakota Supreme Court further concluded that

Although North Dakota's minimal requirement for State approval of a private or parochial school may be imperfect, without the

regulations the state would have no reasonable assurance that its recognized interest in providing an education for its youth is being protected (State v. Shaver 900).

Additional information on the legal status of North Dakota's home schools was provided by the North Dakota Solicitor General.

In State v. Rivinius, 328 N.W.2d 220 (N.D. 1982), the court again upheld the teacher certification requirement over parents' objection that it violated their religious beliefs. The court noted remedies should be fashioned by the Legislature not the courts.

In State v. Patzer, 382 N.W.2d 639 (N.D. 1986), the court said: Teacher certification appears to us to be among the least personally intrusive methods now available to satisfy the state's prime interest in seeing that its children are taught by capable persons.

In each of the above cases, parents were fined and placed on probation for violating North Dakota's compulsory attendance laws. The United States Supreme Court refused to hear appeals in the Rivinius and Patzer cases

In recent months, home schooling parents were convicted in Morton County and Bottineau County. Parents in Stutsman County and Dickey County have been tried but no decision has been given by the courts as to their guilt or innocence (Vukelie).

North Dakota has some of the most restrictive laws relating to home instruction. These strict guidelines have been upheld by the North Dakota courts.

West Virginia. In a West Virginia case, State v. Riddle (1981), the defendants also used the free exercise clause of the First Amendment to challenge the state's compulsory education laws. The case stated, "The parents had sincere religious conviction which they thought would be endangered by sending their children to public schools" (State v. Riddle 361). The Riddles used the Wisconsin v. Yoder case as a precedent case to provide them with judicial relief from the compulsory education laws. However, the Riddles did not follow the state guidelines which allowed for home instruction. The State Supreme Court affirmed that

Consequently, notwithstanding the strong language of Yoder, since that case arose out of an entirely different factual context, this court holds that sincerely held religious convictions are never a defense to total non-compliance with compulsory attendance law. . . . Home Exemption provisions provide a constitutionally sound vehicle for balancing and reconciling all divergent constitutional interests (State v. Riddle 365).

West Virginia provided for explicit home instruction. However, the Riddles did not follow the guidelines and chose to challenge the compulsory education laws on the basis of the First Amendment. Their rationale for home schooling their children was not accepted by the West Virginia high court.

Wisconsin. There are two Wisconsin cases included in this research. The first was State v. White (1982). The Whites removed their children from the public school for religious reasons. The Whites contended that their home school was operated as a private school under Wisconsin laws, and, therefore, they did not violate the Wisconsin compulsory education laws. The State

asserted that White's home school was not a private school and that the White family was in violation of the law (State v. White 78).

The issue before the court was the issue of the statutes defining a private school. The Whites' position was that the State definition of a private school was vague, and, therefore, their one-child home school should qualify as a private school. The court ruled that

When all statutory provisions relating to private schools are read together and harmonized, they supply a definition of "private school" in sec. 118.15(11)(a) such that persons of ordinary intelligence need not guess the statute's meaning. Section 118.15(1)(1) is therefore sufficiently definite to afford proper notice of what conduct may fall within the purview of its prohibitions. Because we conclude that the statute is facially constitutional, the trial court properly denied the Whites' motion to dismiss (State v. White 81).

A Wisconsin Supreme Court case, State v. Popanz (1983), which dealt with the same issue as the State v. White case was also noted. State v. White was overturned by this case (State v. Popanz 751). The court stated that

The persons who must obey the law should not have to guess at what the phrase "private school" means. . . . We conclude that the statute fails to provide fair notice to those who would seek to obey it and also lack sufficient standards for proper enforcement (State v. Popanz 756).

Because of the Popanz case, the White case was reexamined, and the decision was reversed to comply with the more recent Popanz decision.

### Summary

These selected cases provided an overview of the legal status of home schools in the North Central region. The legal framework for home schools in this region varies in degree from state to state. For example, in Michigan, Iowa and North Dakota, home school teachers are required to hold a valid teaching certificate, while in Indiana, West Virginia, Oklahoma and South Dakota, a teaching certificate is not a prerequisite to provide home instruction.

The First Amendment issue of freedom of religion had been used by some home school families as an argument against meeting the state compulsory attendance requirements. The state courts have given mixed decisions on this issue. In Kansas, North Dakota and West Virginia the courts have upheld the state's compulsory attendance laws when the parents argued for relief on religious grounds from the compulsory attendance laws. In some states, relief from compulsory attendance laws has been granted to parents on the basis of their First Amendment rights.

Finally, "Numerous court decisions have noted that the state interest is only that 'all the children shall be educated in any particular way.' The state interest, if any, is only in the educated product, not in the means" (Whitehead and Bird 88).

## CHAPTER III

### RESEARCH PROCEDURES

#### Research Questions

The following research questions were formulated for an overview of selected home school families.

1. Are there similar or different reasons why parents home school their children in the Bartlesville, Oklahoma, area and the Sioux Falls, South Dakota area?
2. Are home schools organized and operated in a different manner in the Bartlesville, Oklahoma, area compared to the Sioux Falls, South Dakota area?
3. Are there demographic differences between parents who home school their children in the Bartlesville, Oklahoma area and the Sioux Falls, South Dakota area?

#### Population

The study centered on two home school populations: home school families in the Bartlesville, Oklahoma, area and home school families in the Sioux Falls, South Dakota, area. In the Sioux Falls area, the Sioux Falls Area Home School Association cooperated by having a member of the association either personally hand out a questionnaire to members and non-members or mail questionnaires to members or non-members of the association. An attempt



was made by the association to locate all home school families in the area. The researcher also sent a letter to the Sioux Falls Superintendent of Schools requesting information about home school families in the Sioux Falls school district. The letter did not produce additional names of home school families in the Sioux Falls area.

In the Bartlesville, Oklahoma, area the procedure in locating home school families was different because this area did not have an active home school association. In the early 1980s, a Bartlesville area home school association was formed. However, the association became inactive by 1984. A list from the defunct Bartlesville area home school association was located, and that list provided additional names. Therefore, the researcher began in February 1987, to acquire names by contacting known home school families to see if they could provide additional names of home school families in the area. Selected school administrators and teachers in the four public school districts comprising the Bartlesville area (Bartlesville, Dewey, Caney Valley and Copan) were asked to provide names of home school families also. The final mailing for the Bartlesville area was limited to persons with postal zip codes that corresponded with the Bartlesville, Caney Valley, Copan and Dewey school districts.

An attempt was made in both areas to locate all the home school families in the area. The list of home school families that was used in Bartlesville and Sioux Falls may, however, be incomplete since the researcher had no way to establish that all home school families in the two areas were located.

Bartlesville, Oklahoma Area. Bartlesville, Oklahoma, is located in Washington County in Northeastern Oklahoma. Bartlesville is approximately 50 miles north of Tulsa and 20 miles south of the Kansas state line. As of 1986, Bartlesville had a population of 36,905, and Washington County had a

population of 48,388. Bartlesville is the corporate headquarters for the Phillips Petroleum Company which employs 5,100 ("Bartlesville Demographics," "Directory of Manufacturers and Products").

The Bartlesville Public School system consists of one senior high school, two mid high schools, two middle schools and seven elementary schools with 6,217 students enrolled. (Oklahoma Educational Directory 1987-1988, 102, 108; 1987-1988 State Almanac 368). There are also three private schools, St. John's Catholic (K-8), a state accredited school with 150 students; Wesleyan Christian School (K-8), a non-accredited school with 200 students; and a non-accredited Seventh Day Adventist school with approximately 25 students. To the researcher's knowledge, these are the only private schools in Washington County.

Other school district populations in Washington County include Caney Valley, 737 students; Copan, 412 students; and Dewey, 1,088 students (1987-1988 State Almanac 368).

Sioux Falls, South Dakota Area. Sioux Falls, South Dakota, is located in Minnehaha County in Southeastern South Dakota. It is the largest city in South Dakota with a population of 94,100 and a total area population of 121,800 ("Membership Directory" 25). The major employers are John Morrell and Company with 3,000 employees and Citibank (South Dakota) with a work force of 2,600 ("Sioux Falls Demographics," n.p.).

The Sioux Falls public schools consist of two senior high schools, four junior high schools and 23 elementary schools with a total enrollment of 14,847 for the 1986-87 school year. Sioux Falls has 12 state accredited private schools with an enrollment of 2,553 students and 5 non-accredited private schools with 204 students enrolled ("Accent on Sioux Falls," 11, "Newcomers Guide," 16).

## Instrument

For this type of descriptive study, a questionnaire survey was an appropriate instrument to use for data collection. The questionnaire asked the respondents to reply to sensitive and personal questions. Max McGhee noted in a paper on mail questionnaires that many times persons who have strong ideas and feelings on a particular subject will respond to a mail questionnaire. He further stated that, "It is possible to obtain useful and valid results from mail questionnaires" (3). The researcher believed that the issue of home schools was a strong issue and that the mail questionnaire would provide an adequate sample from the populations.

The development of the research questionnaire involved a number of stages. A portion of the questionnaire was developed by the researcher. The dissertation, "Selected Characteristics of Home Schools and Parents who Operate Them," by Gunnar Avid Gustavsen also provided a basis for additional questions used in the questionnaire (206-209). Questions which were used from Gustavsen's dissertation are noted with an asterisk on the researcher's questionnaire in Appendix D. In addition, this researcher's dissertation committee provided suggestions for the inclusion of questions.

When the questionnaire was developed, it was pre-tested with a pilot group of 14 home school families. Of the 14 questionnaires that were sent out, 11, or 78.5%, were completed and returned. The respondents on the pre-test made helpful suggestions in the wording and organization of the questionnaire. Two professional educators from Bartlesville Wesleyan College also provided insight into the organization and wording of the questionnaire. Based upon the

suggestions from those mentioned above, the final questionnaire was developed.

The questionnaire was broken into three major sections:

- I. The following questions and statements are related to the direct and indirect operation and organization of your home school
- II. The following questions and statements are related to your opinions about schools, your religious views, and why you home school your child/children.
- III. The following questions and statements provide demographic information about your home school family.

Because of the sensitive nature of the information to be provided in the research, a mailed questionnaire was believed the best research method to be used in the collection of the data. All responses were to be kept anonymous and held in strict confidence. Only collective data, not individual data, were to be reported. The questionnaire was a six-page document on 8 1/2" x 11" stock with the instructions at the top of the first page (See Appendix D).

## Procedures

### Bartlesville Area

On August 1, 1987, a letter was sent to the 45 identifiable home school families in the Bartlesville area (See Appendix E). The letter alerted the recipients that a home school questionnaire would soon arrive and their cooperation in completing and returning the questionnaire would be appreciated.

On August 8, 1987, the questionnaire was sent to the 45 home school families identified in the Bartlesville area. A cover letter (Appendix F) explaining

the project was included with a stamped, self-addressed envelope and a reply card on which the home school family could request a summary of the questionnaire results when the project was completed. The respondents were encouraged to send the reply card under separate cover in order to protect their anonymity. Respondents were asked to complete the questionnaire if they had home schooled their children within the last 18 months. If they had not home schooled within the last 18 months, they were asked to return the questionnaire uncompleted. The cut-off date for the researcher to receive questionnaires was September 30, 1987.

Two follow-up letters were sent to all the identifiable Bartlesville area home school families to thank them for returning the questionnaire and to encourage them to return the questionnaire if they had not already done so (See Appendixes G and H).

Of the 45 questionnaires that were sent out, 35 were returned.

45 Sent Out

35 Returned (correct and incorrect addresses)

77.7% Returned

### Sioux Falls Area

On August 2 and August 30, 1987, at Sioux Falls Area Home School Association meetings, questionnaires were distributed. Questionnaires were mailed to members of the association not in attendance at those meetings and to identifiable home school families who were not members of the association. For the Sioux Falls area, the questionnaire packet contained the pre-letter, a cover letter, the questionnaire, a stamped, self-addressed envelope and a reply card.

The follow-up procedures were different from those conducted in the Bartlesville area. A representative of the association made telephone reminders to members to encourage them to return the questionnaires. Sixteen questionnaires were handed out or mailed to home school families. Of the 16 questionnaires distributed, 14 were returned.

16	Sent Out
14	Returned (correct and incorrect addresses)
87.5%	Returned

### Summary

The overall response to the mailed questionnaire was excellent. Of the correct addresses, the Bartlesville area response was 30 of 40 (75%), and the Sioux Falls area was 14 of 16 (87.5%). The response would suggest that the questionnaire was acceptable to the home school families in the two areas.

## CHAPTER IV

### REPORT OF FINDINGS

#### Introduction

This chapter contains the report of the findings from the survey. The questionnaire was organized into three sections so that the respondents could more easily answer the questions. The report of the findings in this chapter will follow the format of the questionnaire. The sections are:

1. Questions or statements related to direct and indirect operation and organization of the home schools.
2. Questions or statements of the home school parents regarding their viewpoints about schools, religious issues and reasons for home schooling.
3. Demographic information and characteristics of the home school families.

To display the results better, bar graphs are used in this chapter. The Bartlesville area responses are denoted by a black bar, and the Sioux Falls area responses are noted by a clear, outlined bar. The percentages may not total 100% due to rounding errors.

## Operation of Home School

Questions 1 and 6. The following will give a general overview of the number of children per home school family and the average age of the home school children.

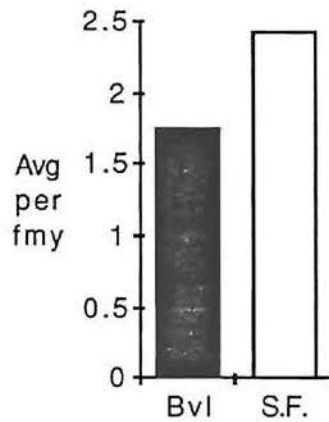


Figure 1. Number of Home School Children Per Family

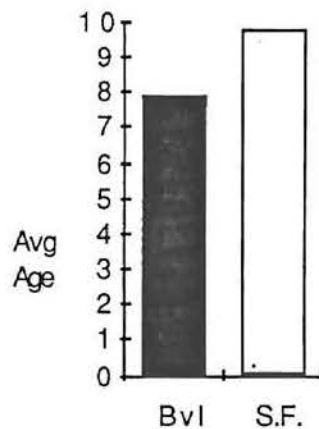


Figure 2. Average Age of Children

The Sioux Falls families home school slightly more children per family than the Bartlesville families. Sioux Falls families reported an average of 2.43 children, while the Bartlesville families reported an average of 1.76 children home schooled.



The average age of the home school child was 9.32 in the Sioux Falls area as compared with 7.93 in the Bartlesville area (Question 6). The Sioux Falls area respondents, on the average, have older home school children and more children who are home schooled. The larger number of children involved in home schooling in the Sioux Falls area can be attributed to the larger family size of the Sioux Falls area respondents. The Sioux Falls area reported a family size average of 5.28, while the Bartlesville area reported 4.34 (Question 11).

Question 2. How long have you operated a home school?

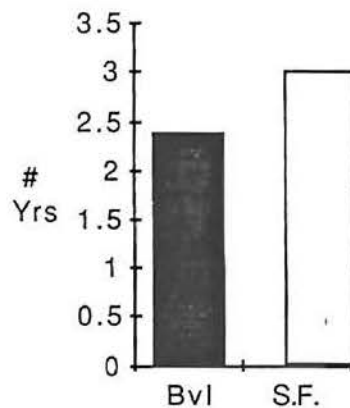


Figure 3. Years of Home School Operation

The average length of time that the Sioux Falls area families have operated a home school was 3.03 years; the Bartlesville area families reported 2.38 years of operation. The average for both areas did not indicate a long duration for the operation of the home schools. The families in both areas would primarily reflect the attitudes and viewpoints of the new converts to the home school movement. The longest any family had home schooled in Sioux Falls area was seven years, while in the Bartlesville area, the longest any family reported they home schooled was ten years. The average time span for

operating a home school was higher in Sioux Falls since the Bartlesville area had ten families who had home schooled for only one year. The years of operating a home school in both areas seemed to reflect the same trend as the national home school movement. The literature indicated that recent growth of home schooling was from new, first-time participants.

Question 4. Up to what grade do you anticipate teaching your child/children at home?

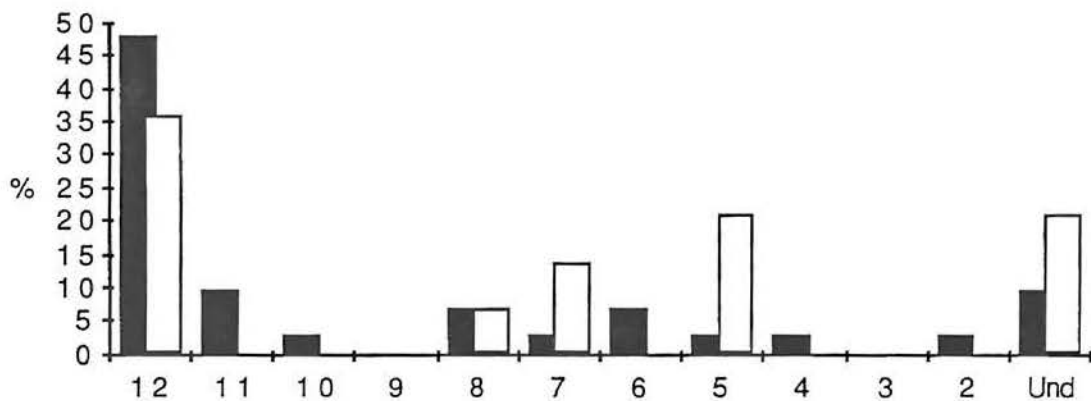
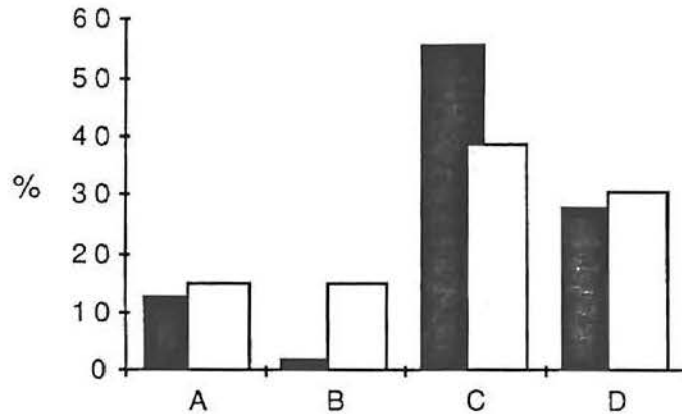


Figure 4. Highest Grade Anticipated for Home School

It was reported in both areas that many of the families would be involved in home schooling through the 12th grade. Bartlesville area reported almost half (48%) of the families would educate their children at home through the 12th grade. The Sioux Falls area reported 36% would educate through the 12th grade. This finding seemed to indicate that a portion of the families in both areas plan to be involved in home schooling over a long period of time.

Question 5. Which of the following statements characterize the nature of instruction materials you use?



- A. I prepare most of the materials myself.
- B. I use materials developed by the public schools.
- C. I use commercial materials prepared especially for home schools.
- D. Other

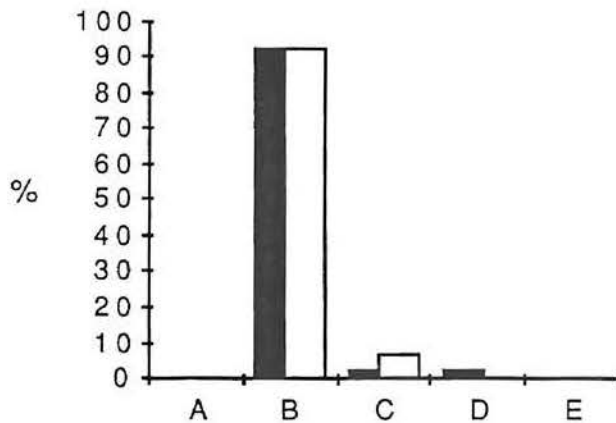
Figure 5. Instructional Materials Used in Home Schools

Both areas reported that commercial curriculum materials were used more often than other types of curriculum material. In the Sioux Falls area, 39% indicated that they used commercial material, and 56% gave the same reply in the Bartlesville area. The home school families in both areas checked the "Other" category almost evenly, with the Sioux Falls area reporting "Other" 31% and the Bartlesville area 28%. The largest response in both areas was the reported use of commercial materials

Question 5a was answered by those respondents who used commercial materials. The respondents could report more than one source of commercial materials.

There were 28% of the Sioux Falls area families that reported they used ABEKA curriculum materials. In the Bartlesville area, the most popular curriculum materials were published by Bob Jones University (21%). In the Sioux Falls area, there was not a clear preference of curriculum material used by the remainder of the home school families. In the Bartlesville area, Alpha-Omega was a strong second choice with 21% of the families using that curriculum material. Overall, the commercial material used was published by a variety of home school curriculum publishers. However, most of the curriculum material used was published by religious organizations (See appendix I).

Question 7. Which person listed below does the majority of the teaching in your home school?



- A. Father
- B. Mother
- C. Both
- D. Tutor
- E. Other

Figure 6. Person Doing Majority of Teaching

Both areas reported that the mother had the primary responsibility to teach the children. This response was not surprising since the mother would be at home in most cases, and, therefore, available for the teaching of the children. One Bartlesville area respondent reported that a tutor did the home school teaching.

Question 7a. Does this person have a state teaching certificate?

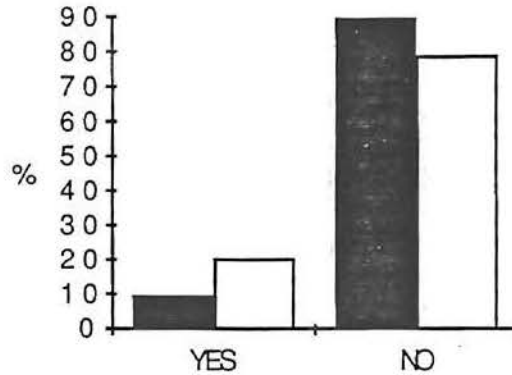


Figure 7. Percentage of Certified Teachers in Home Schools

Both areas reported that the majority of the home school teachers do not have a teaching certificate. In the Sioux Falls area, 79% of the respondents reported that the home school teacher did not have a teaching certificate, and in Bartlesville, 90% reported that the teacher did not hold a teaching certificate.

Question 8. How many hours do you instruct your child/children.

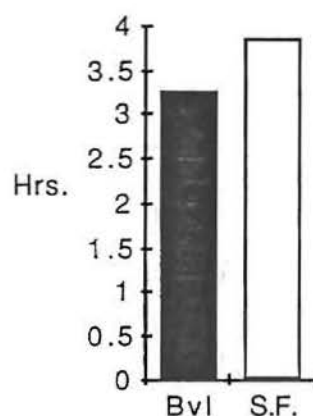


Figure 8. Hours of Instruction for Children

There was some consistency in the average hours per day of home instruction. Sioux Falls reported 3.85 hours per day, and Bartlesville reported 3.28 hours per day. While these figures are lower than the time of instruction in a public or private classroom, the home school instruction would be primarily one-to-one instruction and might, therefore, be assumed to require less instructional time. Small group or one-to-one instruction makes the home school learning environment attractive.

Question 9. How many hours of homework per day do your children do in addition to your regular instruction?

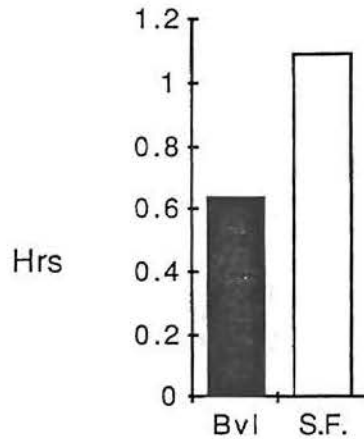
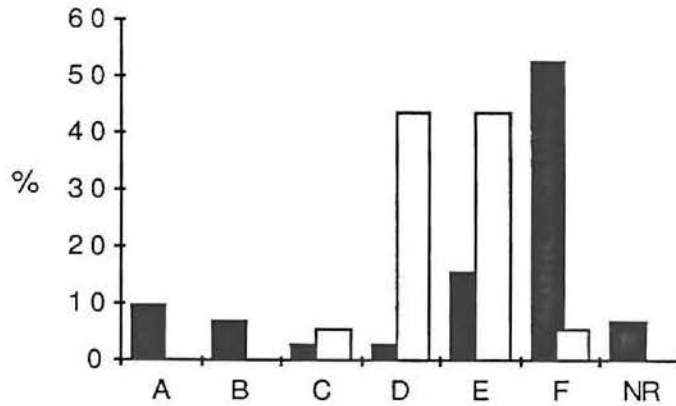


Figure 9. Hours of Homework for Children

The Sioux Falls area families reported more time spent on homework than the Bartlesville area families. The Sioux Falls area reported 1.10 hours while the Bartlesville area reported less than one hour (.64). Seventeen Bartlesville area families reported that no time was spent on homework.



Question 10. Which of the following achievement tests, if any, do you use in your home school?



- A. California
- B. Metropolitan
- C. Other
- D. Stanford Application
- E. Iowa
- F. None

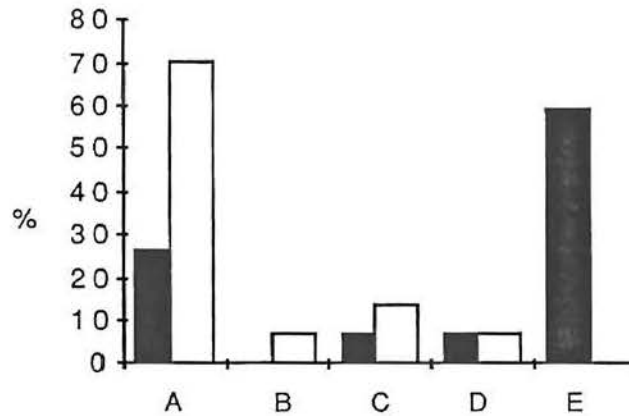
Figure 10. Achievement Tests Used by Home Schools

South Dakota home school families are required to have their children tested annually with a nationally normed achievement test. That requirement was reflected in their responses, as 94% reported that their children took the Stanford, Iowa or another achievement test. Only one family reported that their child was not tested, and that family has home schooled for a year or less.

Oklahoma home school guidelines do not require annual achievement tests; therefore, it was no surprise that 53% of the respondents reported that they did not test their children. Of the 47% who reported that they tested their children, the most popular test was the Iowa Achievement Test with 17% of the Bartlesville area families indicating that they used that test. Even without a state

mandate, a large minority (47%) of the Bartlesville area families reported that they had their children tested.

Question 10a. If your child/children has/have taken one of the achievement tests listed above, how do the scores compare to the national norms or averages?



- A. Higher
- B. Lower
- C. No Difference
- D. No Response
- E. No Test Given

Figure 11. Achievement Test Results

In the Sioux Falls area, 71% of the families reported that their children scored higher than the national norms or averages. In the Bartlesville area, 67% of those who did not test reported that their children scored higher on the achievement test. Overall, this type of self-reported evaluation rated the home school instruction as successful based upon the achievement tests.

Question 12. Is there a particular book, person or organization which/who inspired you to start your home school?

In both areas, Raymond Moore was identified as the person who most inspired the parents to start a home school. In the Sioux Falls area, Raymond Moore was identified by 46% of the respondents, and he received the largest percentage (40%) in the Bartlesville area as well. Moore heads the Hewitt Institute which promotes home school. He has been cited in numerous newspaper articles in the secular as well as religious world as a home school authority. Other significant persons cited were James Dobson and the late John Holt (See Appendix J).

Question 13. Do you have to register with the local school officials in order to operate your home school?

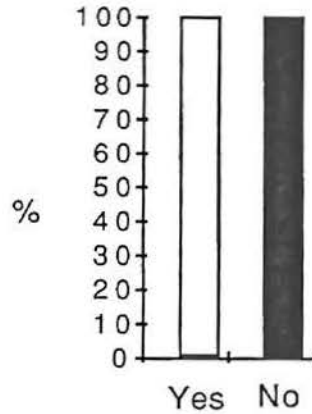
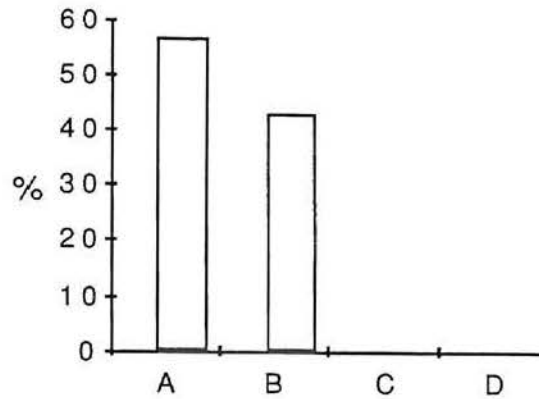


Figure 12. Home School Registration

The question was included to see if the parents understood the home school laws in their respective states. The answers were consistent with the state laws. Sioux Falls reported "Yes" 100% that they were required to register their home school with local school officials. Bartlesville reported "No" 100%, which was consistent with Oklahoma law that does not require parents to register with local school officials. In both areas, the parents were aware of their responsibilities.

Question 13a. If so, how cooperative have public school officials been with your efforts to home school your child/children?

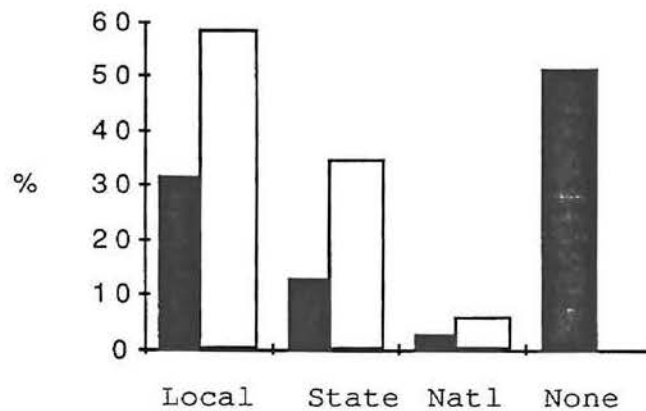


- A. Very Cooperative
- B. Somewhat Cooperative
- C. Not very cooperative
- D. Not at all cooperative

Figure 13. Level of Cooperation With Public Schools

Since the Bartlesville area parents were not required to register with local school officials, they did not respond to item 13a. Fifty-seven percent of the Sioux Falls area families reported that local school officials were very cooperative. The second largest response was 43% of the parents who felt that the local school officials were somewhat cooperative. None of the respondents reported that school officials were "not very cooperative" or "not at all cooperative." Therefore, the Sioux Falls area school officials were rated as cooperative by all of the home school parents.

Question 14. Do you belong to a home school organization?



- A. Local
- B. State
- C. National
- D. None

Figure 14. Home School Organizations

The Sioux Falls area home school families belong to home school organizations both at the local and state level more often than the Bartlesville area parents. This would be consistent with the observations of the researcher. The Sioux Falls area had an active home school organization while the Bartlesville area did not.

Question 15. Have you had any special training, workshops, seminars or classes to help you prepare as a home school teacher?

The Sioux Falls area families reported a higher involvement in special training, workshops, etc. to help them as home school teachers. The Sioux Falls area reported 71% involvement in some type of training; whereas in the Bartlesville area, only 41% indicated some type of special training. The Sioux Falls parents tended to be involved in more home school training. This could relate to question 7a to which the Sioux Falls area parents indicated they held

more teaching certificates than the Bartlesville area parents. Overall, the Sioux Falls area parents seemed to have a greater involvement in formal and informal training. This could also be related to the level of organizational involvement. The Sioux Falls area parents were active in home school organizations. Therefore, there may be more opportunity for corporate and cooperative training.

Question 16. Has/Have your child/children been previously educated in a private religious school?

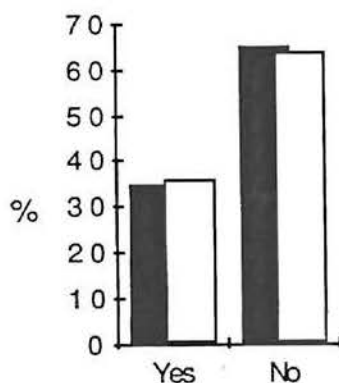


Figure 15. Prior Religious Education of Home Schoolers

Both areas gave similar responses to the education of their children in private schools. Sioux Falls reported 36% of the children have attended private schools, and Bartlesville reported 34%. Therefore, some of the children in both areas will not only be a product of the home school education but also private, religious education.

Question 17. Has/Have your child/children been previously educated in a public school?

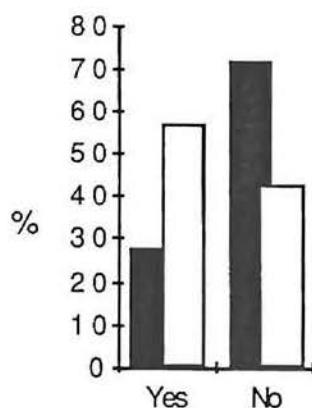


Figure 16. Prior Public Education of Home Schoolers

There was a difference in the response regarding public education. The results indicated that 43% of the Sioux Falls children have not been educated in the public schools. In the Bartlesville area, 72% of the children have not been involved in public education. In the Sioux Falls area, a greater percentage (57%) of the children have been in the public schools at one time in their educational life prior to home schooling than was reported in the Bartlesville area. Overall, the Sioux Falls area children had more involvement in public school than the Bartlesville area home schooled children.

Summary: Operation of Home Schools. The findings from the survey indicated that the Sioux Falls area families had slightly larger family sizes, had operated a home school for a longer period of time and had children who were slightly older. Parents in both areas appeared to understand the home school law as it related to their responsibility to register or not register with local school officials. Both groups showed a tendency to use commercial curriculum materials. Both groups reported spending about the same amount of time on



home school instruction and homework for the students. The majority of home instruction in both areas was provided by non-certified teachers. Raymond Moore, educator and home school advocate, was cited most often by parents in both areas as the person who inspired them to become involved in a home school program. The South Dakota area parents tended to have more training, either formal or informal, and belong to more home school associations. The Sioux Falls area home schoolers were more likely to have attended a public school prior to their home school experience.

## Home School Instruction

Question 18. The respondents were asked to express their level of agreement or disagreement regarding the instruction provided in their home school. Their choices were: Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); or Strongly Disagree (SD).

Question 18a. Our home school is subject-centered.

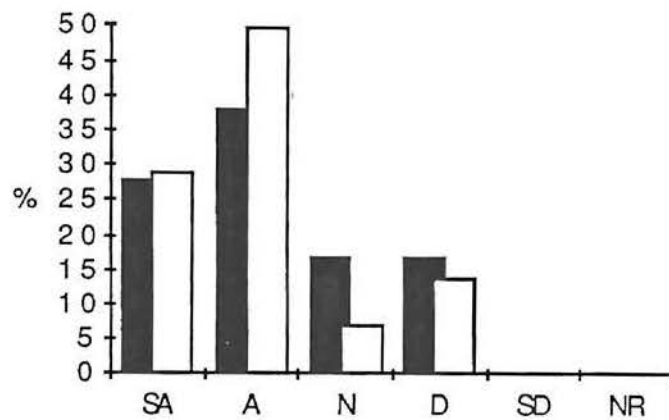


Figure 17. Subject-Centered Curriculum in Home School

Both areas had a majority of respondents who either strongly agreed or agreed that their home school was subject-centered. This could be attributed to the "back to basics" movement which advocated that children should learn how to read, write and compute mathematics. Some of the criticism of home school advocates was that basic education was not being taught in the schools. Therefore, home school education may be more subject centered than child centered.

Question 18b. The teaching time is structured.

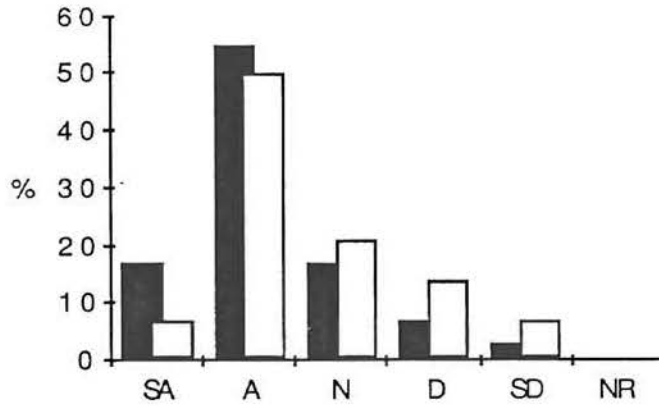


Figure 18. Teaching Time in Home School is Structured

A majority in both areas either strongly agreed or agreed that their teaching time was structured.

Question 18c. Our home school is effective.

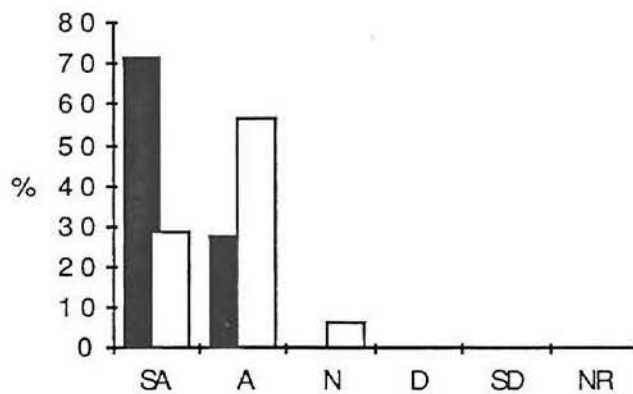


Figure 19. Effectiveness of Home School

The home school families were asked to evaluate or rate the effectiveness of their home school. Both areas rated their home school as effective. In the Bartlesville area, 72% of the parents strongly agreed and 28% agreed that their home school was effective. In the Sioux Falls area, 29% strongly agreed and

57% agreed that they had an effective home school. The difficulty with this question was that "effective" was not defined. Implied in the term effective could be, "How well do your children rate or compare to other children?" Perhaps the Sioux Falls area families could better answer the question since they are required to have their children tested annually; whereas, Bartlesville area families are not required to test their children. The Sioux Falls area parents would have more measurable information from which to analyze the effectiveness of their home school.

Question 18d. I am flexible in my teaching.

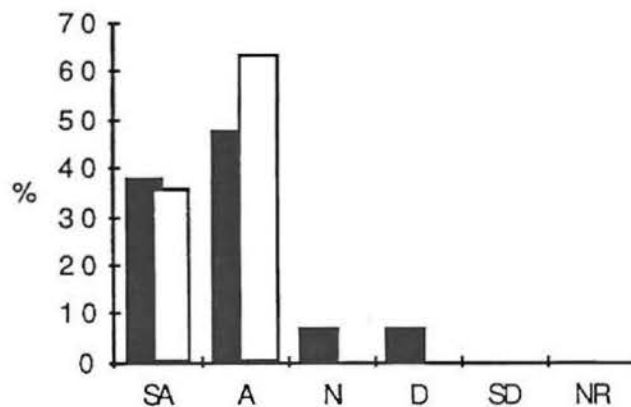


Figure 20. Flexibility of Home School Instruction

In both areas a majority of parents reported that they were flexible in their teaching. In Sioux Falls, 100% of the parents either strongly agreed or agreed that they were flexible. In the Bartlesville area, 86% either agreed or strongly agreed with the statement. The respondents indicated that they operated a flexible home school. Therefore, they may have perceived that their school was not rigid.

Question 18e. Our time schedule for class is consistent.

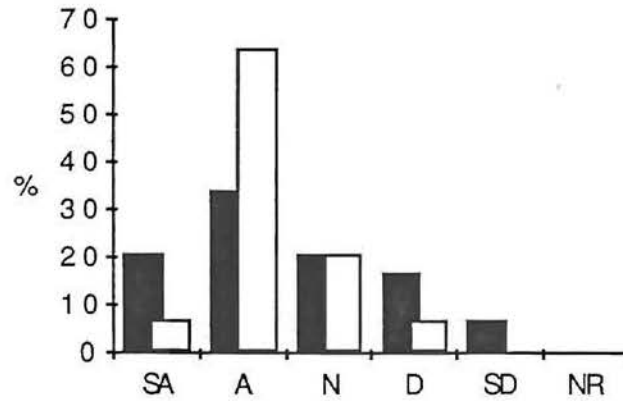


Figure 21. Consistency of Time Schedule

A majority of parents in both areas either strongly agreed or agreed that their time schedule was consistent. Even though a majority agreed that they were consistent, a large minority in both areas answered with neutral, disagreed or strongly disagreed with responses. A minority of parents in both areas do not have a consistent time schedule for their classes.

Question 18f. I use formal "school type" discipline in my home school.

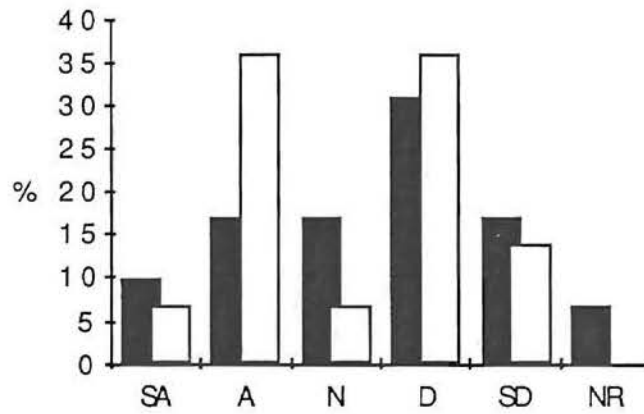


Figure 22. Use of Formal Discipline

A minority in both areas reported that they did not use formal "school type" discipline. Formal school type discipline may include sending a student to the principal's office or having him or her remain after school, corporal punishment, etc.

Question 18g. Our home school is interesting.

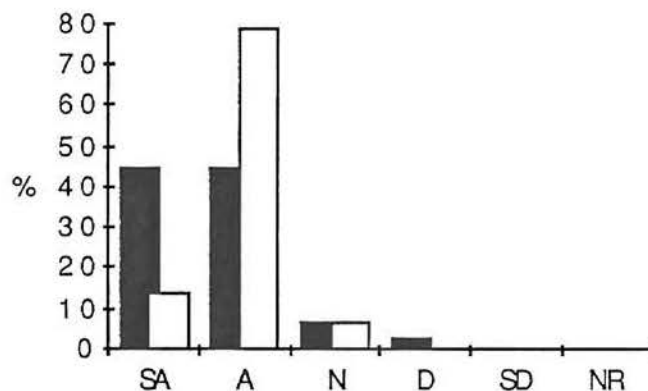


Figure 23. Home School is Interesting

This general question resulted in a positive response. A large majority in both areas reported that their home school was interesting. In the Bartlesville area, 90% agreed or strongly agreed, and 93% in the Sioux Falls area responded in a positive manner.

Question 18h. I use visual aids in my teaching.

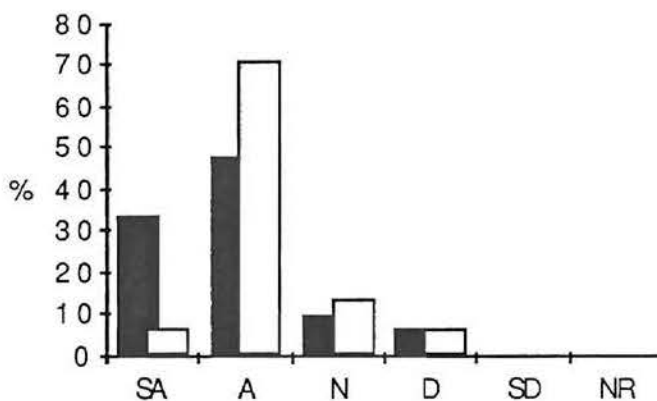


Figure 24. Use of Visual Aids in the Home School

Both areas either strongly agreed or agreed that they used visual aids in their home school.

Question 18i. We take field trips when appropriate.

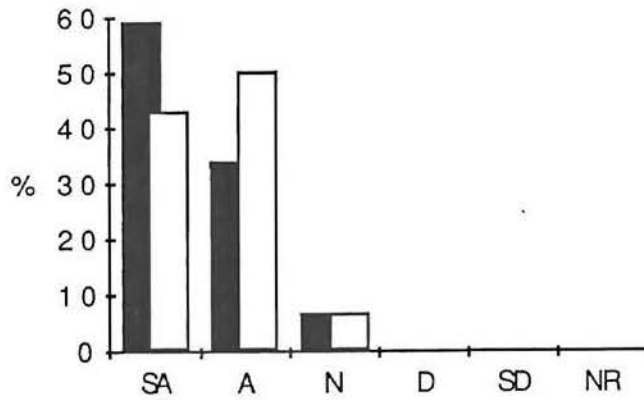


Figure 25. Use of Field Trips in the Home School

In both areas, 93% either strongly agreed or agreed that they take field trips when appropriate.

Question 18j. I have high expectations of my children as students.

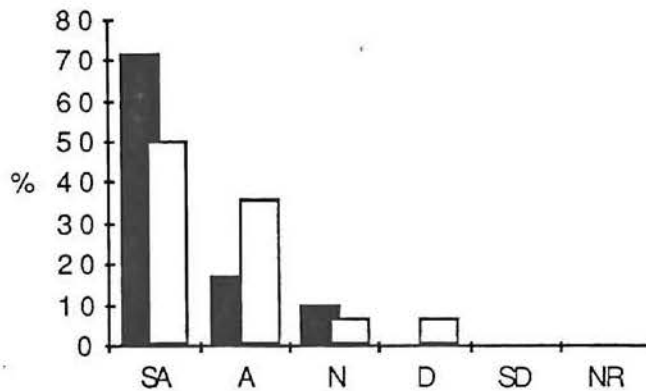


Figure 26. Expectations of Parents for Children

A large majority of parents either strongly agreed or agreed that they had high expectations for their children as students. In the Bartlesville area, 89% of the parents strongly agreed or agreed with the statement, while in the Sioux Falls area, 86% of the parents strongly agreed or agreed that they had high



expectations for their children.

Question 19. In both areas a majority of parents indicated that they expected their children to attend college. All of the Sioux Falls parents anticipated that their children would attend college, and 86% of the Bartlesville parents expressed the same goal for their children.

Question 19a. Parents who expected their children to attend college were asked to indicate to what degree college attendance was important. The level of importance of college was somewhat more mixed than the strong position noted in Item #19 in which the parents anticipated a college education for their child. Only 21% of the Sioux Falls area parents and 31% of the Bartlesville area parents believed that a college education was very important. The largest percentage of response was that college was somewhat important. Overall, college was considered important by both area parents.

Question 20. How supportive have your church and church friends been with your home school efforts?

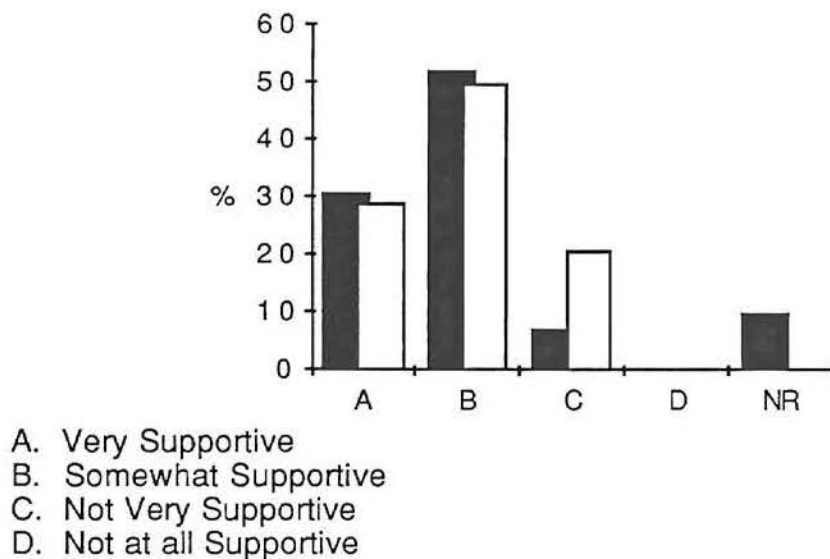


Figure 27. Level of Support of Church/Church Friends

This question was designed to measure how supportive their church and church friends were to their home school efforts. The majority of families in both areas attend church regularly, and a majority in both areas responded that their church and church friends were either very supportive or somewhat supportive. This indicated that, overall, they had the general support of their church and church friends.

Question 21. How supportive has your family been with your home school efforts?

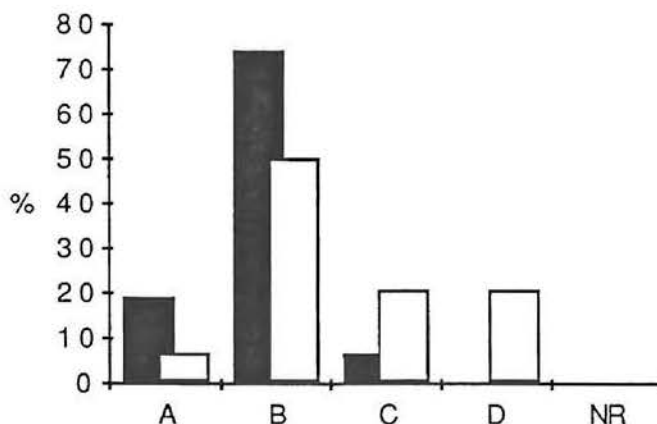


Figure 28. Level of Support of Family

This question attempted to have the parents express views about the level of support that was received from their families. The Bartlesville area parents responded that 74% of the families were somewhat supportive and 19% were very supportive. The Sioux Falls area parents reported that only 7% of the families were very supportive, and 50% were somewhat supportive. Also, they reported that 21% of their families were not very supportive, and 21% were not at all supportive. The Sioux Falls area home school families do not perceive as much family support as the Bartlesville area parents.

Summary: Home School Instruction. The home school parents perceived their schools as subject-centered with a flexible, consistent time schedule. Their teaching was reported to be interesting and included the use of visual aids and field trips. School-type discipline was generally not employed in the home schools. Parents in both areas reported high expectations for their children. The perception as reflected by their responses was that their home school was effective.

Generally, the parents in both areas desired a college education for their children. They perceived themselves to have the support of their church friends and family. The only exception was the Sioux Falls area in which a large minority (42%) of parents reported they did not have the full support of their family.

## Home School Parents' Opinions on Political and Social Issues

Section II. This section was divided into three major parts. The respondents were asked to express their opinions on (1) political and social views; (2) religious views; and (3) reasons for home schooling. Their choices were: Strongly Agree (SA); Agree (A); Neutral (N); Disagree (D); or Strongly Disagree (DA).

Question 1a. My political views are conservative.

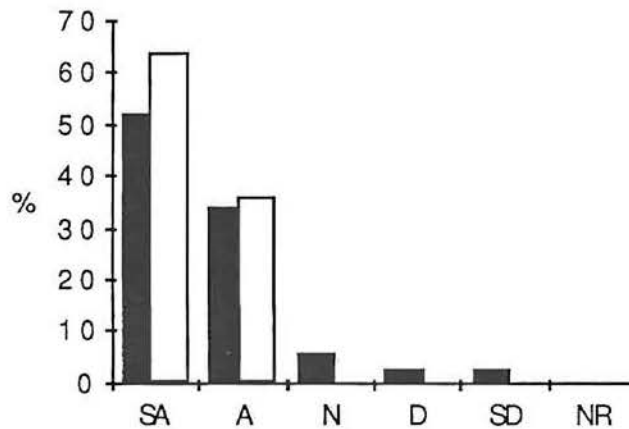


Figure 29. Political Views of Parents

Parents in both areas reported their political views as conservative. All of the Sioux Falls area parents indicated that they either strongly agreed (64%) or agreed (36%) that their political views were conservative, while 86% of the Bartlesville area parents expressed the same viewpoint.

Question 1b. There is too much government involvement in public education.

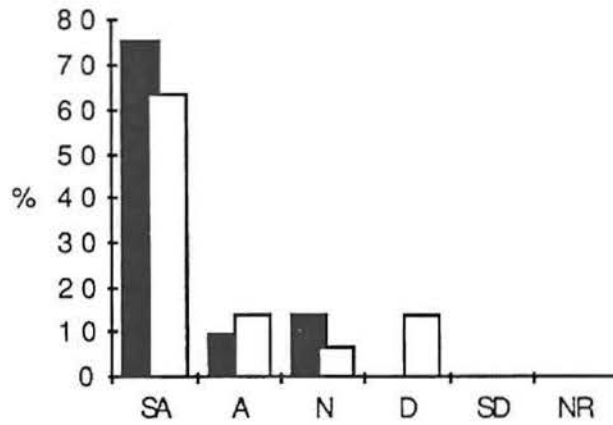


Figure 30. Percentage of Government Involvement in Education

In both areas a strong majority reported that they either strongly agreed or agreed that there was too much government involvement in public education.

Question 1c. Women should not work outside of the home if they have small children.

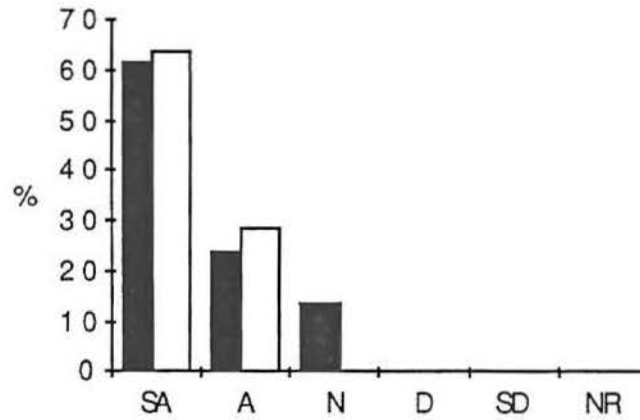


Figure 31. Opinions on Mothers Working Outside the Home

A strong response that women should not work outside the home was given by both areas. There were 93% of the Sioux Falls area parents and 86% of the Bartlesville area parents who either strongly agreed or agreed with the statement.

Question 1d. When making family decisions, consideration of the children should come first.

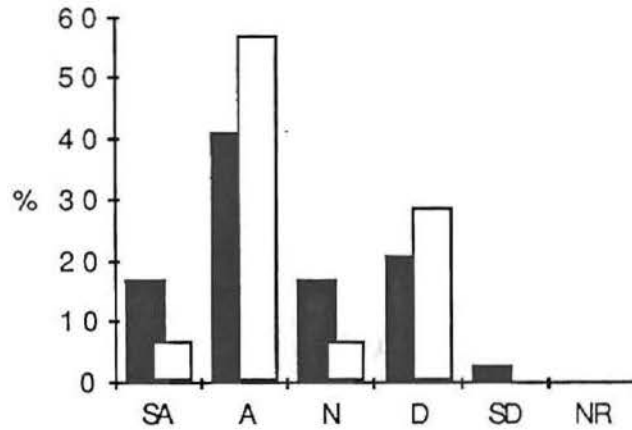


Figure 32. Consideration of Children in Family Decisions

A majority in both areas either strongly agreed or agreed that the consideration of children should come first. However, there was a sizable minority in both areas that disagreed with the statement. In the Sioux Falls area, 29% of the parents disagreed, and 21% of the Bartlesville area parents disagreed.



Question 1e. School busing is the most viable means to reduce racial segregation.

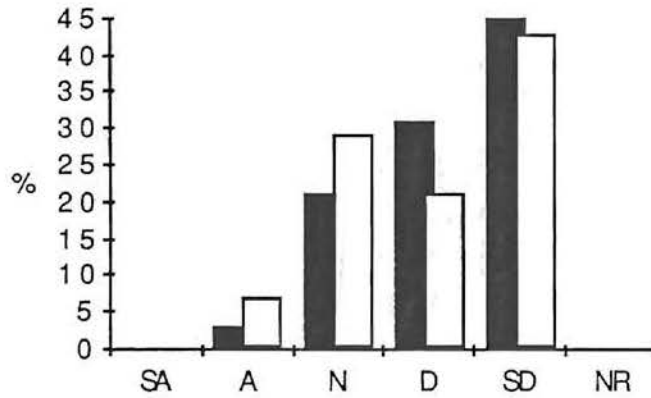


Figure 33. The Use of School Busing and Racial Segregation

The parents in both areas disagreed or strongly disagreed that racial segregation could be achieved through busing.

Question 1f. There is too much violence in the public schools.

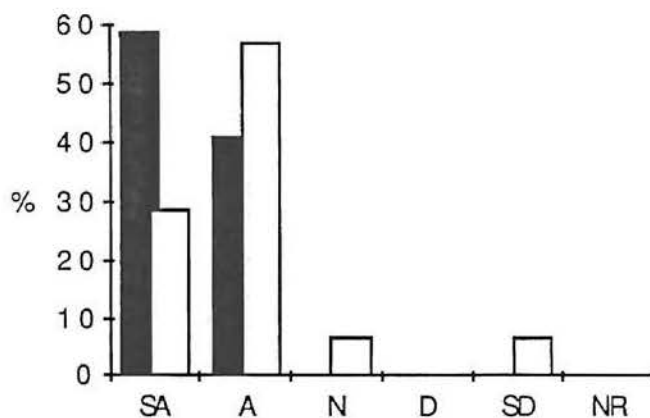


Figure 34. Level of Violence in the Public Schools

One of the arguments against the public school system was that there was too much violence in the schools. In the Bartlesville area, 100% of the parents reported that they either strongly agreed or agreed that there was too much violence in the public schools; 86% of the Sioux Falls area parents responded in the same categories.

Question 1g. Our family income is high enough to satisfy nearly all our important desires and needs.

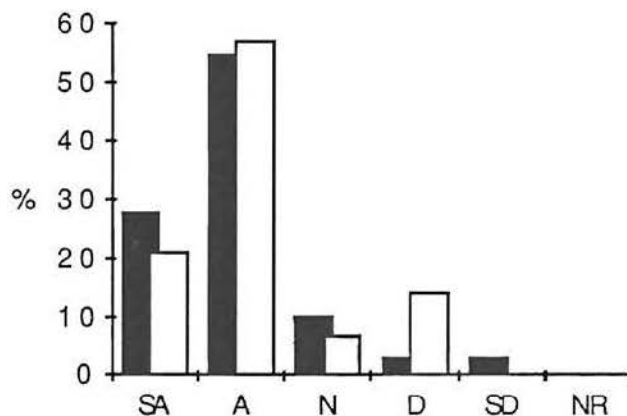


Figure 35. Perception of Family Income as Satisfactory

Both areas reported that their income was high enough for their family needs and desires to be satisfied. The demographic income information reported later will substantiate that the family income in both areas was above the national median. The income level of the families allowed most of the families to home school their children without financial difficulties. Most of the families in both areas had one parent (father) as the sole income provider. This gave the other parent (mother) the opportunity to be at home with the children.

Question 1h. My children are receiving better preparation for life than most children.

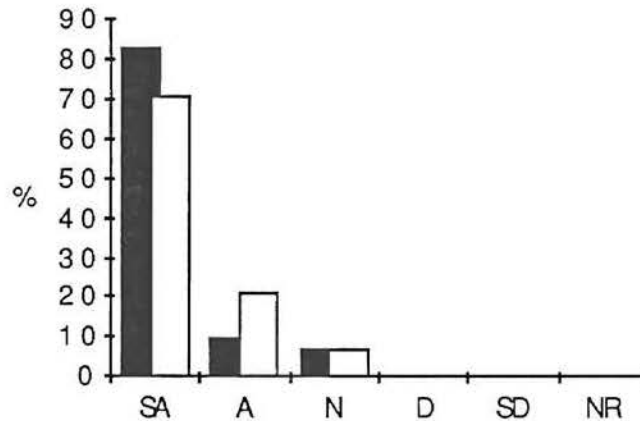


Figure 36. Home Schooled Children Better Educated

A positive response in both areas was indicated when 93% of the Bartlesville area and 92% of the Sioux Falls area reported that they believed their children were receiving better preparation for life than most children. The question was designed to elicit a response from the parents regarding their children's total education.

Summary: Home School Parents' Opinions on Political and Social Issues. There was general agreement in both areas to the political and social stance of the respondents. Both the Sioux Falls area and Bartlesville area parents tended to be politically conservative and believed that there was too much government involvement in education. They agreed that there was too much violence in the public schools and that school busing did not reduce racial segregation.

Their income was adequate, and they believed that mothers with small children should not work outside the home. In response to Item 1d, the role of children in family decision-making, received a mixed response, whereas in the

other responses the two groups were relatively consistent. There was a large minority that did not agree that the children should come first in family decisions. Finally, there was strong agreement that their home school children were receiving better preparation than most children.

## Home School Parents' Opinions About Religious Issues

Question 2. The following questions were designed to determine if the two populations tended to be religious fundamentalists. The questions were based upon several definitions of fundamentalist and fundamentalism as noted in the literature.

Question 2a. Do you consider the Bible as the infallible Word of God?

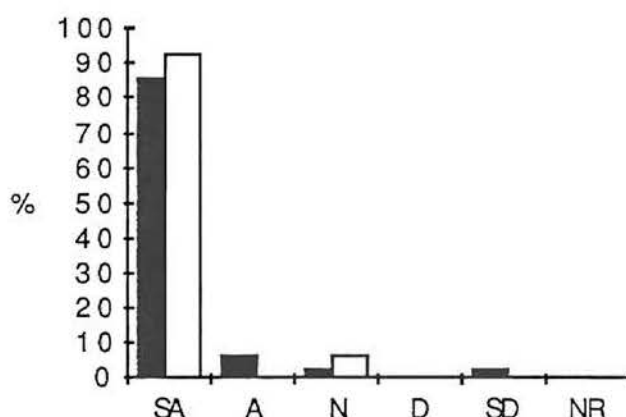


Figure 37. The Bible as the Infallible Word of God

The responses showed that 93% of the Sioux Falls area parents and 86% of the Bartlesville area parents considered the Bible to be the infallible Word of God. Fundamentalists would tend to take the position that the Bible was the infallible word of God. In the Bartlesville area, only 3% strongly disagreed with the statement. This could be attributed to the fact that a member of the Jehovah Witness sect was part of the population and would not to expected to respond from the theological position of a fundamentalist.

Question 2b. Do you consider the forgiveness of sin through Christ's death important?

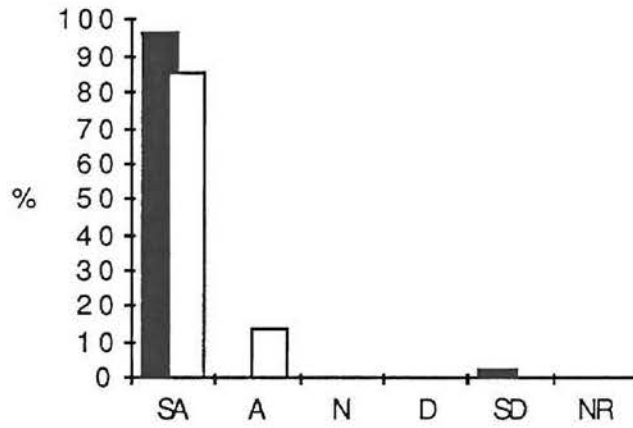


Figure 38. Opinions on the Forgiveness of Sin

Question 2c. Do you believe in the bodily resurrection of Christ?

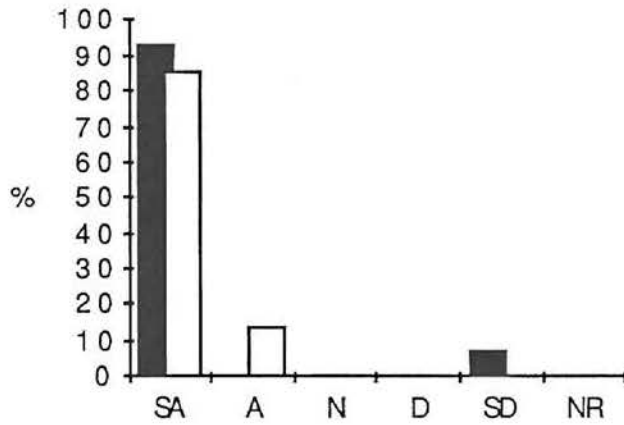


Figure 39. Opinions on the Resurrection of Christ

Question 2d. Do you believe in the deity of Christ?

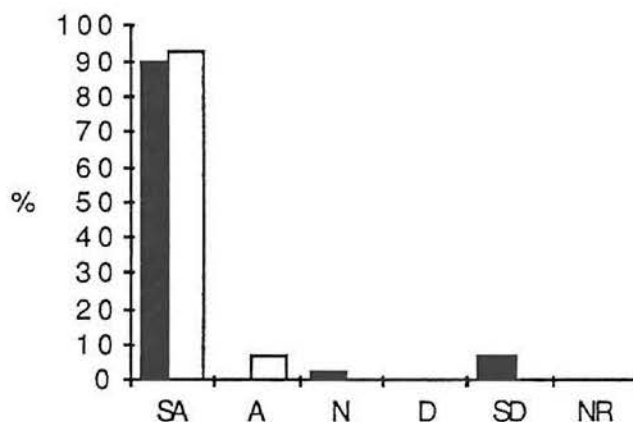


Figure 40. Opinions on the Deity of Christ

Question 2e. Do you believe in the bodily return of Christ in a Second Coming?

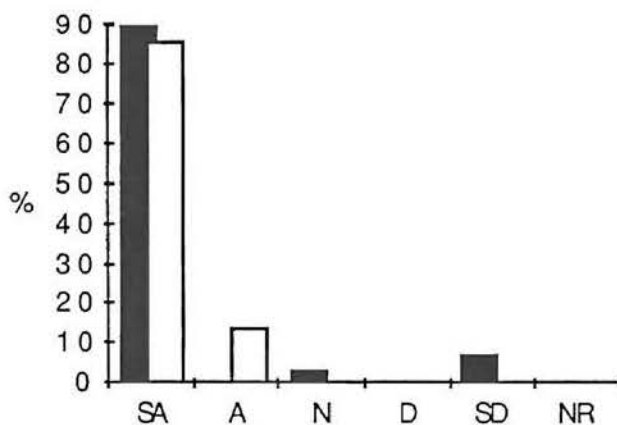


Figure 41. Opinions on the Second Coming of Christ

Figures 38, 39, 40 and 41 all indicated strong agreement with the fundamentalist positions on the doctrines of forgiveness of sin, the resurrection of Christ, the second coming of Christ and the deity of Christ. The agreement with these doctrines indicated a consistency with fundamentalist teachings as noted in the literature.



Question 2f. Do you believe that capitalism is a Biblical teaching?

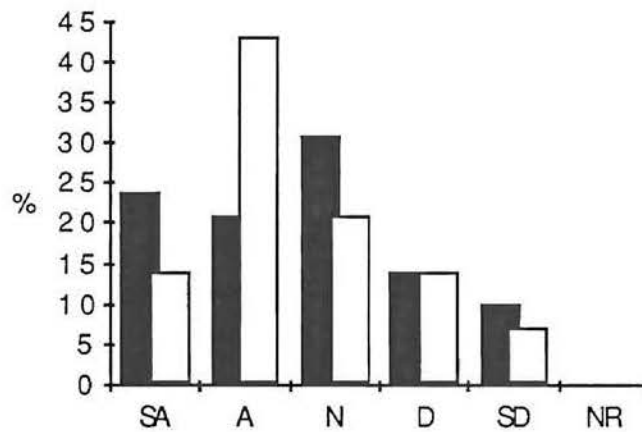


Figure 42. Opinions on Capitalism

The response to this statement was more mixed than the responses to previous statements about the religious views of the parents. Whereas the definition on fundamentalism tended to have elements of the previous statements, the idea of capitalism was not discussed in all of the definitions of fundamentalism. There were 45% of the Bartlesville area parents who strongly agreed or agreed with the statement, and 57% of the Sioux Falls area parents who strongly agreed or agreed with the statement. The largest response in the Bartlesville area was the 31% who took a neutral position about capitalism.

Question 2g. Do you believe "secular humanism" is a concern to you?

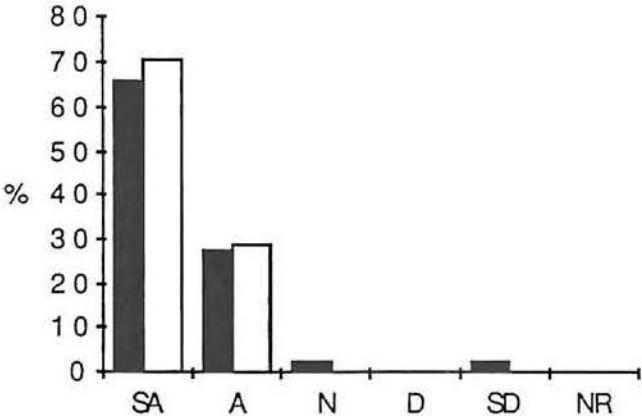


Figure 43. Opinions on Secular Humanism

Many advocates of home schooling have contended that one of the reasons they home school their children was the influence of "secular humanism" in the schools. Based upon the response of the two populations, secular humanism was a concern to the parents, and this may be a reason they have decided to home school their children.

Question 2h. Do you believe the lack of prayer and Bible reading has weakened the public schools?

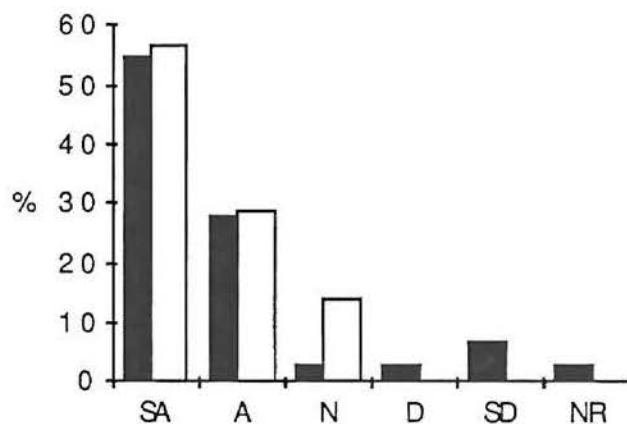


Figure 44. Prayer and Bible Reading in the Schools

Question 2i. Do you consider the teaching of creationism in schools as important?

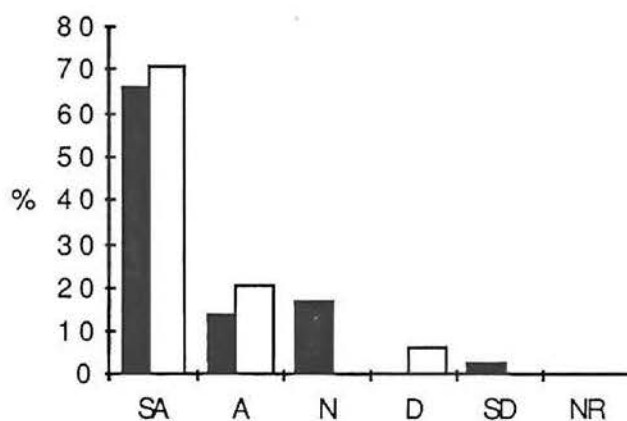


Figure 45. Opinions on Creationism

The responses to Items 2h and 2i above are related. The issue of the teaching of evolution vs. creationism and prayer and Bible reading have been noted as reasons why parents may home school their children.

Question 2j. Do you believe democracy is a Biblical teaching?

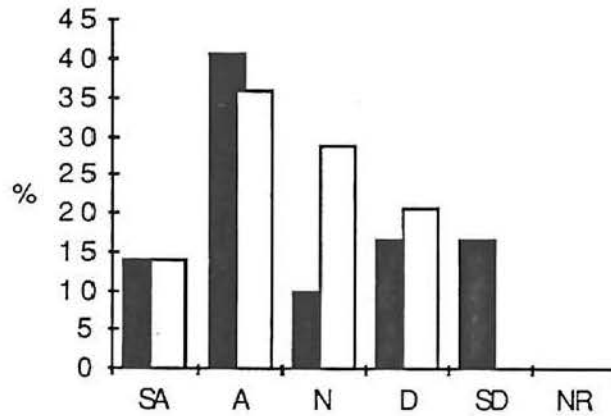


Figure 46. Opinions on Democracy

This question has a strong relationship to Item 2f above. The two populations were asked if they believed that democracy was a Biblical teaching. A slight majority either strongly agreed or agreed that the statement was true. But a large minority either took a neutral position, disagreed or strongly disagreed. Democracy was not a component in all of the definitions of fundamentalism. Therefore, the responses were consistent with the general definition of fundamentalism.

Summary: Home School Parents' Opinions About Religious Issues.

Regarding the religious viewpoint, a majority of the parents in both areas were in agreement in their beliefs concerning the Bible, atonement, resurrection, the deity of Christ, the second coming of Christ, secular humanism, prayer in schools and creationism. There was not general agreement in regard to the issue of capitalism and democracy as stated in the questions. Overall, both home school populations tended to show that generally they were religious fundamentalists as defined in the literature.

## Home School Parents' Reasons for Home Schooling

Question 3a. Children (K-12) are so much fun at this age, and I want to enjoy their stay at home.

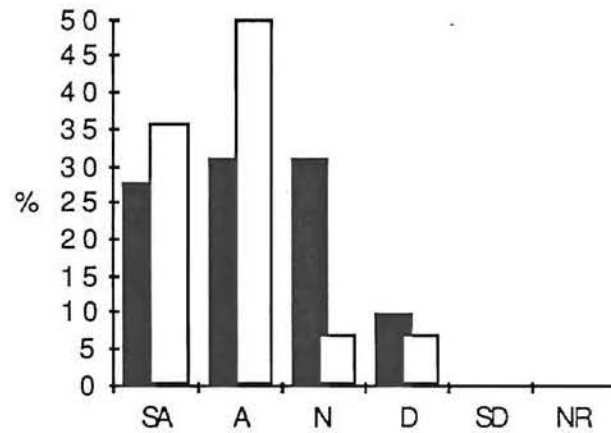


Figure 47. Personal Enjoyment of Children at Home

A majority of both areas strongly agreed or agreed that they enjoyed being home with their children. One of the reasons parents home school was they wanted to be with their children during their formative years.

Question 3b. Public schools are a threat to the moral health of my children.

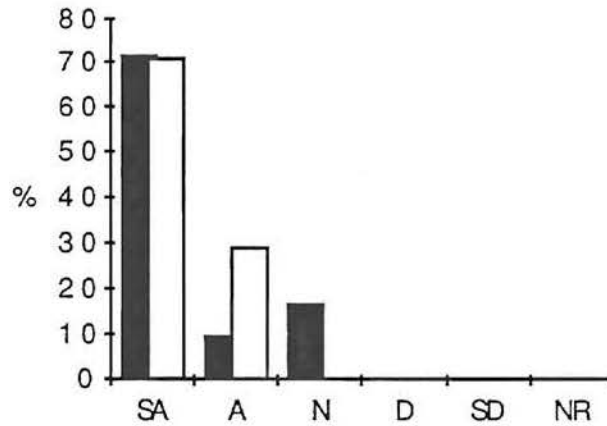


Figure 48. Influence of Schools on Moral Health of Children

One of the major reasons parents home school their children was the issue of moral values. The response of parents indicated that they believed the public schools did not assist the moral health of their children.

Question 3c. Public schools teach evolution

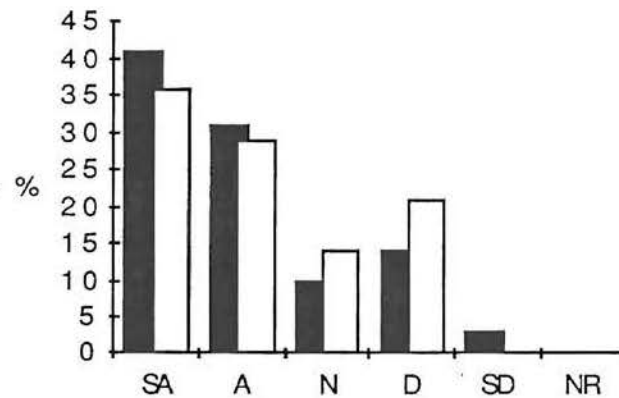


Figure 49. The Teaching of Evolution in Public Schools

A majority in both populations indicated that the teaching of evolution was one of the reasons they home schooled their children.

Question 3d. Teachers in schools are more interested in their income than in children.

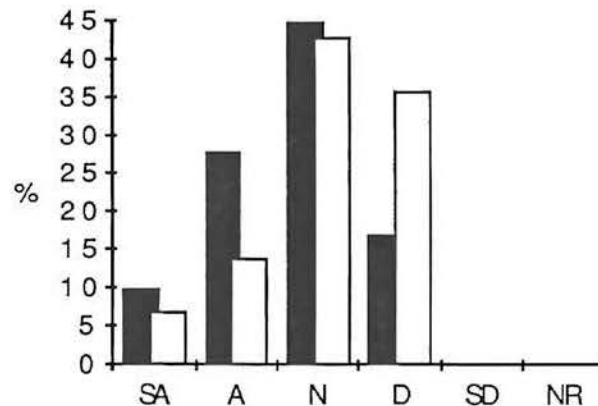


Figure 50. Teachers' Interest in Children vs. Income

Only 21% of the Sioux Falls areas parents either strongly agreed or agreed with the statement; whereas, 38% of the parents in the Bartlesville area either strongly agreed or agreed. A majority of parents in both areas took a

neutral position, disagreed or strongly disagreed with the statement. In the Sioux Falls area, 36% of the parents reported that they disagreed with the statement.

Question 3e. Private and parochial schools are too expensive.

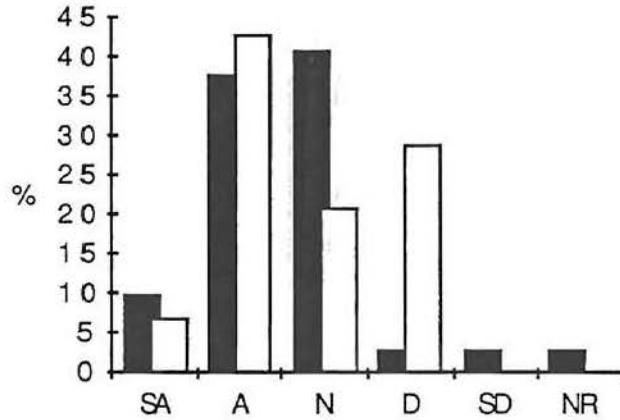


Figure 51. Perceptions of Private/Parochial School Expense

One half of the Sioux Falls area parents reported that the non-public schools were too expensive. In the Bartlesville area, a large minority (48%) took the same position. Therefore, many of these families would feel that private education was expensive, implying that a home school education was more affordable.



Question 3f. Busing is not available, and we live too far from any school.

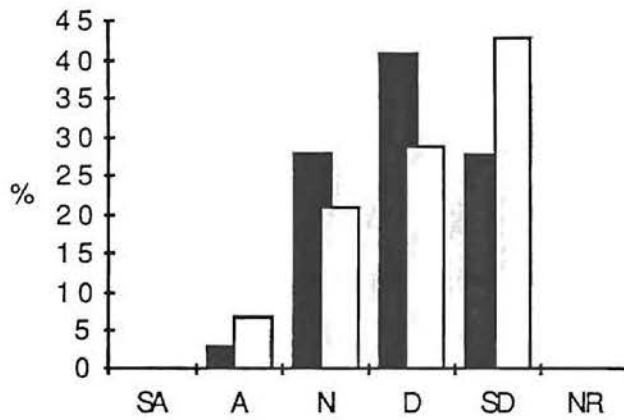


Figure 52. Issue of School Transportation

The issue of transportation to the public school was not a determining factor in choosing to home school. A small minority in both areas reported that transportation was not available.

Question 3g. Our children are handicapped.

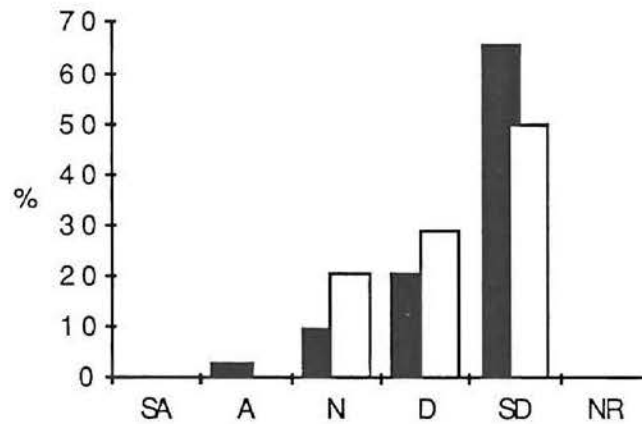


Figure 53. Issue of Handicapped Children

Both areas reported that their children were not handicapped. Having a handicapped child was not a determining factor for home schooling their children.

Question 3h. There is too much rivalry and competition in schools.

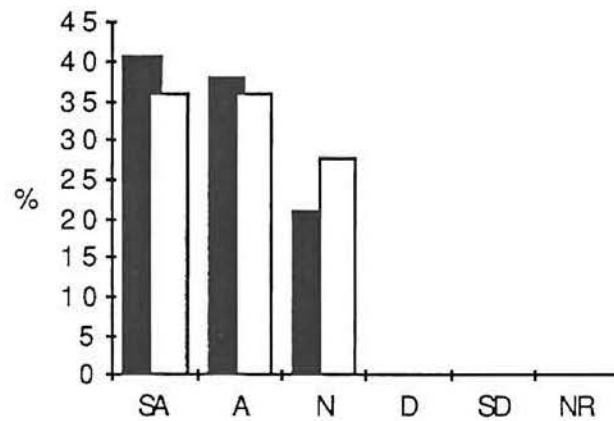


Figure 54. Issue of Rivalry and Competition in Schools

Another reason parents chose to home school their children was the rivalry and competition that existed in the schools. In both areas, a majority of parents reported that there was too much rivalry and competition in the schools.

Question 3i. My child did not get along with other children in public and private schools.

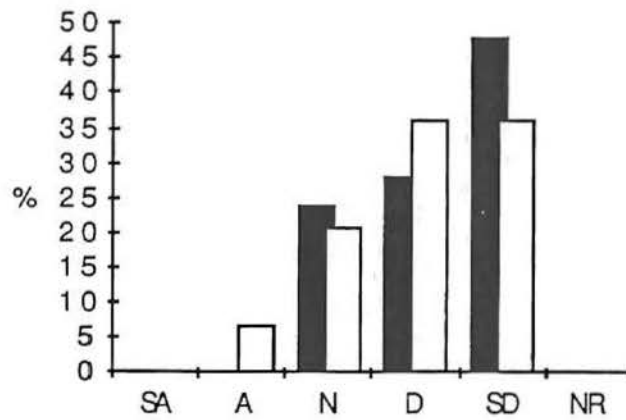


Figure 55. Issue of Peer Compatibility

The majority of parents in both areas perceived that inability of their children to get along with other children was not a factor in their decision to home school.

Question 3j. The quality of instruction in schools is too low.

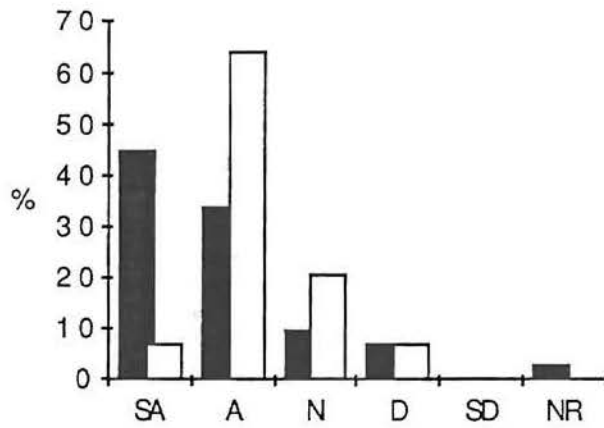


Figure 56. Quality of Instruction in Schools

One reason that a majority of parents home schooled their children was their belief that the quality of instruction in the schools was not acceptable. This perception was a consistent thread throughout the literature.

Question 3k. Schools do not aid in desirable character development.

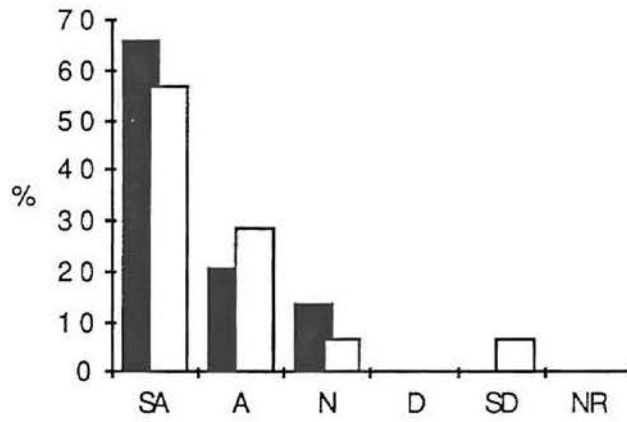


Figure 57. Issue of Desirable Character Development

A majority of parents reported that the schools did not aid in desirable character development.

Question 31. My children do not get along with teachers in other schools.

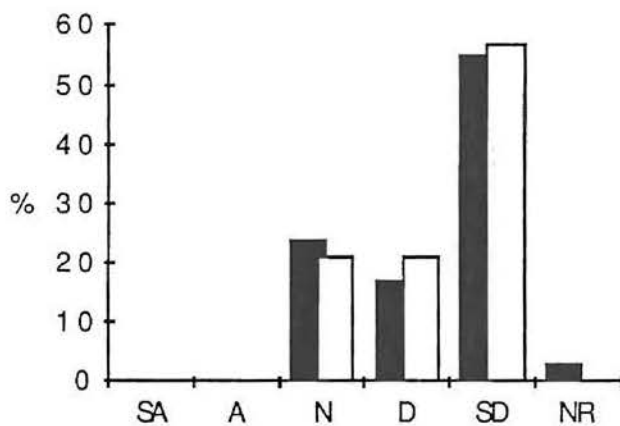


Figure 58. Compatibility of Children with Teachers

In both areas, parents reported that they did not home school their children because their children had conflicts with the teachers in the schools.

Question 3m. Public schools teach moral values which are different than ours.

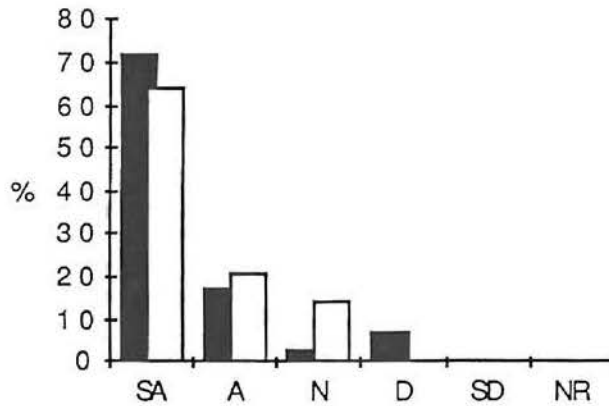


Figure 59. Issue of Moral Values in Schools

The reported responses substantiated one of the reasons why parents home school their children. There were 90% of the Bartlesville area parents and 85% of the Sioux Falls area parents who either strongly agreed or agreed that the public schools taught moral values that were contrary to the moral values of the parents.

Question 3n. There is too much time wasted in schools.

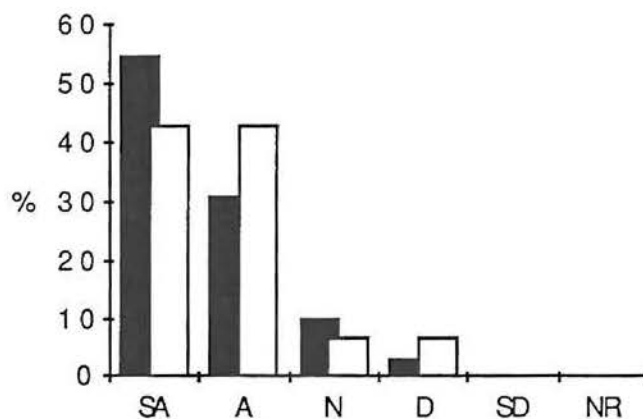


Figure 60. Issue of Time Wasted in Schools

Parents either strongly agreed or agreed that too much time was wasted in the public schools.

Question 3o. Schools are organized for the benefit of children.

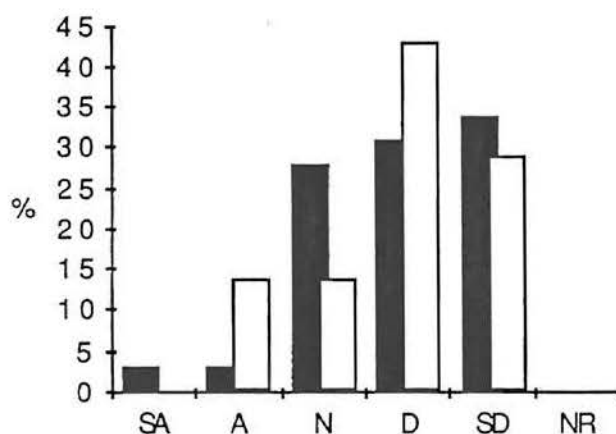


Figure 61. Issue of School Organization and Children

The parents reported that the schools were not organized for the benefit of the children.



Question 3p. Negative peer pressure cannot be avoided in schools.

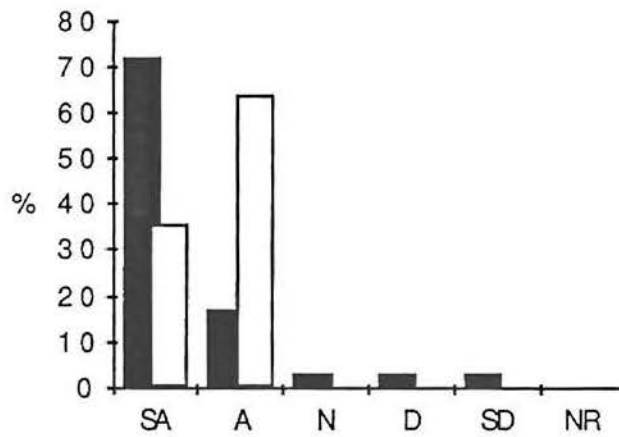


Figure 62. Issue of Negative Peer Pressure

The parents reported that negative peer pressure was unavoidable in the schools. There was strong agreement and agreement from both populations that a product of the public schools was negative peer pressure.

Question 3g. The special needs of my child/children require the use of a home school.

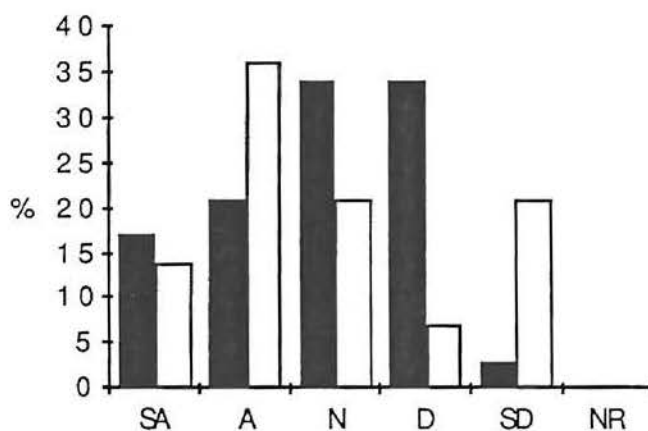


Figure 63. Children Home Schooled for Special Needs

Special needs were not defined in this question. Therefore, a variety of special needs may have influenced parents to home school their children. Thirty-nine percent of the Bartlesville area parents reported that their children had special needs, while 50% of the Sioux Falls area parents reported that their children required the use of a home school because of special needs.

Question 3r. I feel I am better qualified to teach my children.

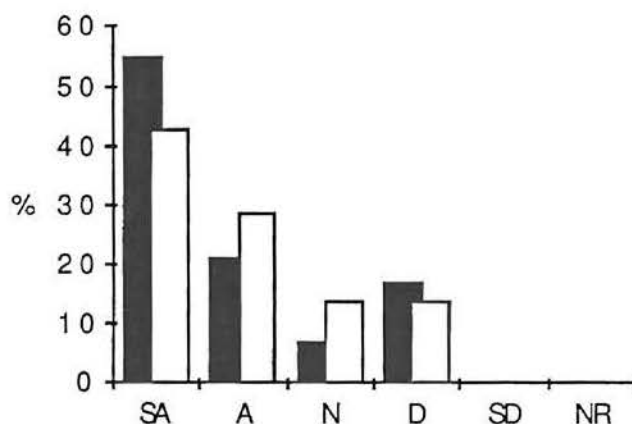


Figure 64. Perception of Qualifications as Teachers

A majority of parents in both areas reported they were better qualified to teach their children at home. Less than a majority of parents in each area possessed a teaching certificate; yet a majority felt qualified to teach their children.

In this questionnaire, parents were not asked to prioritize the reasons for home schooling their children. The written comments supported the views of the literature that parents home schooled for religious or moral reasons and because they decried the lack of quality education in the schools. For a complete listing of the comments, see Appendix K.

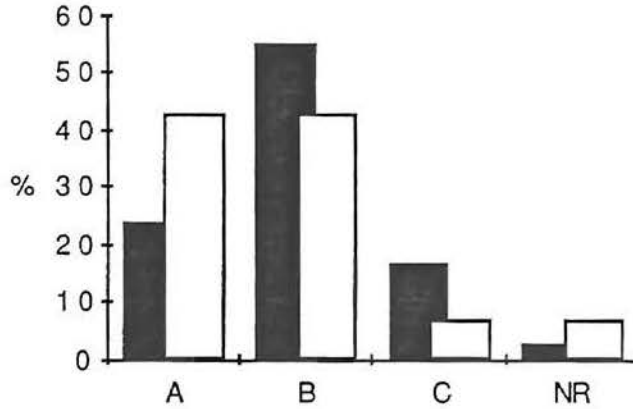
Summary: Home School Parents' Reasons for Home Schooling. The reasons given by the Sioux Falls and Bartlesville area families for home schooling their children were numerous. The parents were not asked to prioritize their reasons for home schooling their children. Therefore, no definitive statement could be made about the most important motivation or reason for home schooling. The findings on motivation included several factors. One factor was that parents wanted to keep their children at home for the mutual

enjoyment of both parent and child. Also, parents believed the schools did not protect the moral values of the parents, did not develop character and taught evolution. Furthermore, parents believed that the schools wasted time and were not organized for the benefit of the children. However, based upon analysis of the written comments of the parents, the number one reason for home schooling their children seemed to be for religious/moral purposes.

Other factors noted included negative peer pressure, rivalry and competition experienced in the public schools. However, the parents did not perceive a lack of interest by teachers for the children in the public schools, nor were problems with transportation to public schools or physical handicaps of the children cited as reasons for home schooling. Neither was the inability to get along with other students and teachers given as reasons to home school. A small majority felt that private schools were too expensive. Finally, the home school parents believed they were better qualified than public schools to teach their own children.

## Demographic Information About Home School Families

Question 1. What was your approximate household income as of 1986?



- A. Under \$24,999
- B. \$25,000 to \$49,999
- C. \$50,000 or above.

Figure 65. Income of Home School Families

A level of major income difference between the two areas was in the under \$24,999 category; 43% of the Sioux Falls area parents were in that income bracket; whereas, 24% of the Bartlesville area parents were in the under \$24,999 category. More Bartlesville area parents were in the \$25,000 to \$49,999 range, and 17% were in the \$50,000 or above range. Overall, the Bartlesville area home school families reported a higher income level than the Sioux Falls area families.

Question 2. With what religious denomination are you affiliated?

The major main-line denominations (Baptist, Catholic, Jewish, Lutheran, Methodist and Presbyterian) were listed in the questionnaire, but they were not chosen most often by either population. Rather, the category "Other" was chosen most often. If "Other" was chosen, the respondents were asked to specify. The written responses tended to identify a more fundamental church

group. In the Bartlesville area population, 66% of the parents chose "Other" as their church affiliation, while 50% of the Sioux Falls area parents chose "Other." This identification would be consistent with responses on Question II 2. In regard to fundamentalism, a majority of respondents in both areas were associated with fundamentalist-type churches. (See Appendix L for a complete list.)

### Question 3. Marital Status

In the Sioux Falls area, 100% of the respondents are married, while 97% of the respondents in the Bartlesville area are married. This finding would be logical since single parents would find it difficult to home school their children. Home schooling is most practical for married couples.

### Question 4. What is your occupation?

The majority of mothers in both areas responded that they were "homemakers." In the Sioux Falls area, 86% of the mothers indicated that they were homemakers, 7% were full-time employees and 7% were employed part-time. In the Bartlesville area, 78% were "homemakers," 9% were employed, and 4% of the respondents indicated they were retired.

### Question 4a. If married, what is the occupation of your spouse?

The researcher attempted to designate categories of professional or non-professional occupations of the respondents. The Bartlesville area fathers were employed in more profession-related positions than the Sioux Falls area fathers. Eighty-eight percent of the Bartlesville area fathers held professional-type jobs, 7% were employed in non-professional positions and 4% indicated they were retired.

In the Sioux Falls area, 50% of the fathers responded that they were employed in professional-type occupations, and 50% noted that they were employed in non-professional work.

Also, within the professional category, 19% of the Bartlesville area fathers indicated that they were ministers or evangelists. This professional category represented the largest response of in the professional category. None of the Sioux Falls area fathers indicated that they were ministers or evangelists.

Question 5. What is the last level of education you have completed?

A majority of the mothers in both areas reported some college education; 72% of the Bartlesville area mothers reported that they had attained from one year or more of college to attendance at a graduate school, and 71% of the mothers in the Sioux Falls area reported that they also had accomplished similar educational levels. Within the above educational categories, 50% of the Sioux falls area mothers reported that they had earned a college degree, whereas 28% of the Bartlesville area mothers had completed a degree.

Question 6. What is the last level of education your spouse has completed?

Slightly more Bartlesville area fathers (34%) had earned a college degree compared to the Sioux Falls area fathers (21%). The Bartlesville area fathers also had an edge in attendance at graduate schools, 24% to 14%. When the areas of post-secondary education were totalled (one to three years of college, a college degree and graduate school), the distinction between the two populations was not large; 75% of the Bartlesville area fathers and 71% of the Sioux Falls fathers had reached one of the above educational levels.

Question 7. How often do you attend church?

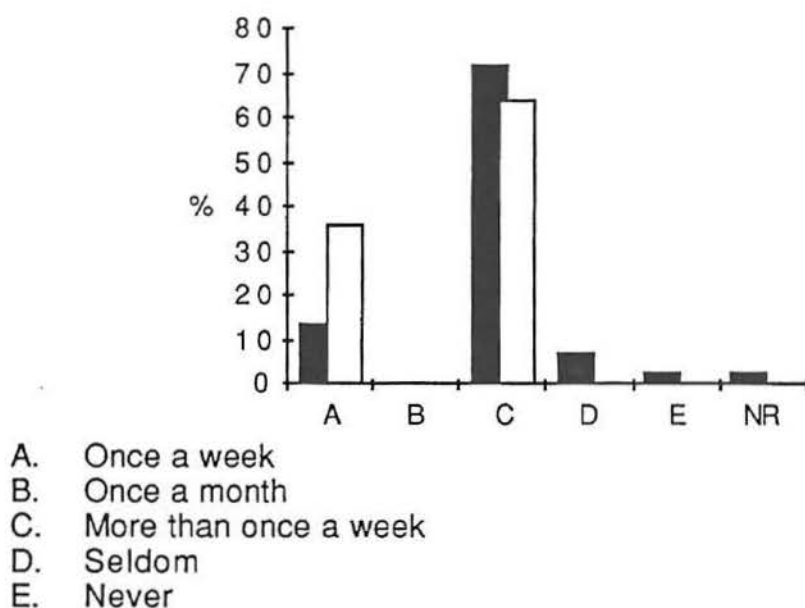


Figure 66. Church Attendance

Both areas reported high regular church attendance. This trend would not be typical of the home school movement at large, since the literature reported that home schoolers came from all walks of life. Therefore, these two home school populations may not represent home school families at large because of the large number of families that attend church regularly.



Question 8. What is your ethnic or racial background?

The home school families overwhelmingly represented the Caucasian race. Seven percent indicated that they were Native Americans in the Bartlesville area. The literature did not mention race as a factor in the home school movement, but these populations represented the home school as a white movement.

Summary: Demographic Information About Home School Families.

Main-line denominations were not highly represented in the home school populations in either area; a majority of home school families in both areas attended a more fundamentalist-type church, and both populations attended regularly. The respondents were all married with one exception, a respondent in the Bartlesville area, in which the parents were reported to be separated.

More of the Bartlesville area home school wage earners tended to be professionals with a higher income than their Sioux Falls area counterparts. A large majority of the reporting families from both areas were above the median national income.

The Bartlesville fathers had more college education than their Sioux Falls area counterparts. On the other hand, the Sioux Falls area mothers had more college education than the Bartlesville area mothers. The average age of both groups was similar. The home school movement in both of the areas tended to be a "white" movement with only two Bartlesville respondents identified as Native American and the remainder (93%) white, and all of the South Dakota area respondents were white. No Hispanics, Blacks, or Orientals were reported in either area.

## School Administrator's Survey

In March 1987 the researcher attempted to develop background information and data about home schools in Northeastern Oklahoma from the viewpoint of school administrators. A home school questionnaire was sent to 126 school districts in the following counties: Adair, Cherokee, Craig, Creek, Delaware, Kay, Muskogee, Nowata, Okmulgee, Osage, Ottawa, Pawnee, Tulsa, Wagoner and Washington. The survey was sent to 126 superintendents or principals of the school districts. There were no follow-up letters sent; 89 questionnaires were returned, a 71% response. Of the 89 returned questionnaires, 62 indicated that they had no knowledge of children being home schooled in their school district. The remaining 27 responses provided the information for this research survey.

Briefly, the number of children home schooled in the school districts ranged from 1 to 25 in the 27 districts that reported home schools in their district. A school district lost approximately \$1,762 in revenue from the state for each child who was home schooled. The major reason given by school administrators for home schooling was the religious considerations of the parents. The school administrators surveyed believed there was an increase in home schools since 1981, 52% indicated that home schooling had increased in their district. Protestants and religious fundamentalists were cited by the administrators as the major religious groups involved in home schooling.

Sixty-seven percent of the school districts had a plan or policy to admit home school children into the public schools. The most common method used was a placement test to place the child in the appropriate grade.

None of the school districts reported litigation or court cases that involved home school families. Only one school district reported that a cooperative

program existed between the public school and the home school. See Appendix M for the questionnaire and the responses.

The information from the school administrators coincided with the information received from the Oklahoma parents. The home school movement in the Bartlesville area and in Northeastern Oklahoma tended to be under the Protestant umbrella, and home school families tended to be religious fundamentalists.

Administrators commented on the merits of home schools in their district. The following are excerpts from the responses to the questionnaire.

--There is no way a parent can teach a child all the skills he needs to know. It denies him social interaction. Most parents lack the self-discipline to be consistent teachers.

--Do not recommend or approve; however parents' desires are acknowledged.

--Detriment to student. No social interaction. Unable to participate in school-related activities.

--Behind in academic achievement. Total parental responsibility.

--Parents feel that it is their religious duty to teach the children at home.

Try not to bother each other. Receive little feedback about success of home schooling.

--Very poor. No plan or evaluation if returned to the public school.

--Parents of our one family that is home schooled are responsible people. Have submitted course of study.

--Only one case. Parents are college educated and sincere in their beliefs. Feel that child is receiving a good education.

For a complete listing of the administrators' responses, see Appendix N.

These comments of the Oklahoma administrators paralleled the comments of the school administrators that were noted in Chapter II, "Review of Literature." Overall, the Oklahoma administrators and the administrators noted in the literature tended to speak against home schools.

This chapter has attempted to report and summarize the findings from the home school survey. In Chapter V an analysis, discussion and recommendations will be made as they relate to the respondents responses. Chapter V will also attempt to provide a general synthesis and conclusion of the information gathered from the home school survey.

## CHAPTER V

### SUMMARY, DISCUSSION AND RECOMMENDATIONS

#### Summary of Study

The research project was a descriptive study in which frequency distribution and percentages were used to analyze the data. An 83 item questionnaire was mailed to parents who home schooled their children in the Bartlesville, Oklahoma, area and the Sioux Falls, South Dakota area. In the Bartlesville area, 45 questionnaires were sent out and 35 were returned, representing a 77.7% response. In the Sioux Falls area, 16 questionnaires were sent out, and 14 were returned, representing a 87.5% response.

#### Research Questions

The following research questions were formulated for an overview of selected home school families.

1. Are there similar or different reasons why parents home school their children in the Bartlesville, Oklahoma, area and the Sioux Falls, South Dakota area?
2. Are home schools organized and operated in a different manner in the Bartlesville, Oklahoma, area and the Sioux Falls, South Dakota, area?
3. Are there demographic differences between parents who home school their children in the Bartlesville, Oklahoma, area and the Sioux Falls, South Dakota area?

## Summary of Findings

The summary of findings is organized to correspond with the analysis of the questions found in Chapter IV.

### Operation of Home Schools

The findings from the survey indicated that the Sioux Falls area families had slightly larger family sizes, had operated a home school for a longer period of time and had children who were slightly older. Both areas appeared to understand the home school law as it related to their responsibility to register or not register with local school officials. Both groups showed a tendency to use commercial curriculum materials. Both groups reported spending about the same amount of time on home school instruction and homework for the students. The majority of home instruction in both areas was provided by non-certified teachers. Raymond Moore, educator and home school advocate, was cited most often by parents in both areas as the person who inspired them to become involved in a home school program. The South Dakota area parents tended to have more training, either formal or informal, and belong to more home school associations. The Sioux Falls area home school students were more likely to have attended a public school prior to their home school experience.

### Home School Instruction

The home school parents perceived their schools as subject-centered with a flexible, though consistent, time schedule. Their teaching was reported to be interesting and included the use of visual aids and field trips. School-type

discipline was generally not employed in the home schools. Parents in both areas reported high expectations for their children. The perception as reflected by their responses was that their home school was effective.

Generally, the parents in both areas desired a college education for their children. They perceived themselves to have the support of their church, friends and family. The only exception was the Sioux Falls area in which a large minority (42%) of parents reported they did not have the full support of their family.

#### Home School Parents' Opinions on Political and Social Issues

There was general agreement in both areas to the political and social stance of the respondents. Both the Sioux Falls area and the Bartlesville area parents tended to be politically conservative and believed that there was too much government involvement in education. They agreed that there was too much violence in the public schools and that school busing did not reduce racial segregation.

Their income was adequate, and they believed that mothers with small children should not work outside the home. A majority of parents in both areas responded that they believed the children should come first when family decisions are made. Finally, there was strong agreement that their home school children were receiving better preparation than most children.

#### Home School Parents' Opinions About Religious Issues

Regarding the religious viewpoint, a majority of the parents in both areas were in agreement in their beliefs concerning the Bible, atonement, resurrection, the deity of Christ, the second coming of Christ, secular humanism,

prayer in schools and creationism. There was not general agreement in regard to the issues of capitalism and democracy as stated in the questions. Overall, both home school populations tended to show that generally they were religious fundamentalists as defined in the literature.

### Home School Parents' Reasons for Home Schooling

The reasons given by Sioux Falls and Bartlesville area families home school their children were numerous. The parents were not asked to prioritize their reasons for home schooling their children. Therefore, no definitive statement could be made about the most important motivation or reason for home schooling. The findings on motivation included several factors. One factor was parents wanted to keep their children at home for the mutual enjoyment of both parent and child. Also, parents believed the schools did not protect the moral values of the parents, did not develop character and did teach evolution. Furthermore, parents believed that the public schools wasted time and were not organized for the benefit of the children. However, based upon analysis of the written comments of the parents, the most often mentioned reason for home schooling their children seemed to be for religious/moral purposes.

Other factors noted included negative peer pressure, rivalry and competition experienced in the public schools. However, the parents did not perceive a lack of interest by teachers for the children in the public schools, nor were problems regarding transportation to public schools or physical handicaps of the children cited as reasons for home schooling. Neither was the inability to get along with other students and teachers given as a reason to home school. A small majority felt that private schools were too expensive. Finally, the home



school parents believed they were better qualified than the public schools to teach their own children.

### Demographic Information About Home School Families

Main-line denominations were not highly represented in the home school populations of either area; a majority of home school families in both areas attended a more fundamentalist-type church. Both populations attended church regularly. The respondents were all married with one exception; one respondent in the Bartlesville area being separated.

More of the Bartlesville area home school wage earners tended to be professionals with a higher income than their Sioux Falls area counterparts. A large majority of the reporting families from both areas were above the median national income.

A higher percentage of the Bartlesville fathers had more college education than their Sioux Falls area counterparts. On the other hand, a higher percentage of the Sioux Falls area mothers had more college education than the Bartlesville area mothers. The average age of both groups was similar. The home school movement in both of the areas tended to be a "white" movement with only two Bartlesville respondents identified as Native American and the remainder (93%) white, and all of the South Dakota area respondents were white. No Hispanics, Blacks, or Orientals were reported in either area.

## Conclusions

In the Bartlesville area, home school parents are not accountable to local or state education authorities. Only if a local school official believed that a home school child was not receiving an adequate education would the state become involved in the home school. This type of action does not happen often; therefore, home school parents are given great latitude in the operation of their home school. There is limited educational accountability of home schools in the Bartlesville, Oklahoma, area.

On the other hand, South Dakota home school parents operated under reasonable guidelines and supervision imposed by the state. These differences are based on the respective state philosophy of home school education, implicit guidelines in Oklahoma and explicit guidelines in South Dakota.

The home school movement is a growing movement. This study has confirmed that the home school movement has had growth within recent years. Much of this recent growth can be attributed to the concerns of religious fundamentalists. Nevertheless, overall the home school movement is a growing movement. The question remains, will the movement continue to grow or is home schooling a fad that will fade in the near future?

The two populations had similar reasons for home schooling their children. There were no major deviations in regard to the two home school populations. The major reasons parents home schooled their children were religious and moral. The parents wanted to have the major impact on the religious and moral development of their children. The home school

populations in both areas were politically conservative, white, church attenders, religious fundamentalists and, generally, middle-class Americans.

### Discussion

The issue of home schools is a controversial issue. The literature indicated there were strong emotions and feelings among those persons in favor of home schools and those opposed to home schools. The good response to the questionnaire (77.7% in the Bartlesville area and 87.5% in the Sioux Falls area) may be attributed to the strong feelings held by the respondents on the issue. This was somewhat substantiated by Max B. McGhee whose paper on the development of questionnaires was most helpful. McGhee stated that, "consider also that sometimes those persons most interested or with the strongest feelings on a subject will respond most readily" (3).

Those persons who opposed home schools tended to do so on the grounds that the children were deprived of adequate socialization with other children. The survey of the Northeastern Oklahoma school administrators confirmed the general viewpoint found in the literature that home schools did not provide proper socialization, and there was limited information about the success of home schools. Home school advocates tended to home school their children for two major reasons, religious/moral reasons and the lack of a quality education in the public schools.

After reviewing the literature, the researcher concluded that parents have a constitutional right to home school their children if they so desire. Parents have the primary responsibility for the education of the children, and they may choose to have them educated in public school, private school or home school.

The state, on the other hand, has a right to have an educated citizenry and must protect this right by developing reasonable means to insure that education. Therefore, whether students are educated by public, private or home schools, these schools must meet the standards established by the state thereby providing an adequate education for its citizens. The difficulty with the issue is to balance the state's rights and the parents' rights. This task is made more difficult because it becomes a political, social and religious issue as well as an educational one.

In the researcher's opinion, Oklahoma and other states which have implicit guidelines for home schools may have abdicated their responsibility by requiring limited accountability of home school parents. The researcher agreed with Robert Caput that Oklahoma's home school laws which state that parents may use, "other means of education" instead of public or private schools (742), were vague and, therefore, difficult for both parents and the state to understand. The researcher found children in Oklahoma who are being home schooled without the fact being known by the local school system.

Overall, it appears the home school movement will have a minimal impact on public schools. Public schools will continue to be the major educational force in the United States in the foreseeable future. Home schools seem only able to exist where the family consists of a two-parent family with a substantial income and a commitment by the mother to take on the responsibility to teach the children. It appears that social factors in current American society indicate that home schooling may continue to grow but will never become a strong educational system except for a very small minority of families. There is a tendency in current American society toward more one-parent families and toward more women (mothers) working in the marketplace.

A statement supporting this notion was given in the report on "Educational Trends and the Church," which stated

Home schooling is difficult to implement and is logistically impossible for the majority of families. Hurdles to overcome include legal questions, lack of confidence, curriculum choices, social needs, enrichment activities, time commitment, younger siblings, and transitional adjustments (Criscoe 22).

The researcher believes that current Oklahoma home school parents are satisfied with the system since they are not required to register their home school or present any evidence of success of their home school. If they are challenged by school officials, the "burden of proof" of their lack of success falls upon the school district. Therefore, recommending stronger controls would, most probably, be resisted by many Oklahoma home school parents.

The literature noted that the home school families came from all walks of life, that they were liberal and conservative, that they were religious and non-religious, and that they represented a diverse group of American society. To the contrary, the home school parents in the Bartlesville area and the Sioux Falls area were overwhelmingly politically conservative and tended to be religious fundamentalists. Therefore, these groups may not be representative of the national home school population as reviewed in the literature. However, since most of the home school families in the two areas had home schooled for five years or less, they may be representative of the most recent home school population that the literature indicated was an outgrowth of the religious fundamentalist movement of the 1980s.

The home school guidelines in neither Oklahoma nor South Dakota require a teaching certificate for teachers. Only 10% of the parents in the Bartlesville area hold a teaching certificate compared to 21% of the Sioux Falls area parents. This could be attributed to the fact that the Sioux Falls area mothers had more college education than their Bartlesville area counterparts. In the Sioux Falls area, 57% of the mothers had a college degree or a graduate degree while 38% of the Bartlesville area mothers had attained the same educational level. The issue of teacher certification for the home school education has become a concern in some states. For example, in Michigan, Iowa and North Dakota a valid teaching certificate is required for parents to home school their children.

Holding a teaching certificate does not necessarily mean that a person is a good teacher. As one source noted, "There is no scientific study that has been done anywhere that shows a correlation between having a certificate and being able to teach" (Farris 6). A teaching certificate means that a person has passed a prescribed level of proficiency and has met particular academic standards. Within the academic requirements for most teacher education programs, the students are exposed to a broadening of ideas about learning, psychology and child development. Oklahoma should have more explicit home school guidelines (see recommendation #8 below), but these guidelines may not necessarily include a teaching certificate.

The researcher was disappointed with the number of questionnaires that were given to both home school populations. Based upon the 1986-87 South Dakota Educational Directory, there were approximately 30 parents home schooling their children in the Sioux Falls area. Only 16 questionnaires were distributed to the Sioux Falls area parents by the Sioux Falls Home School Association. In the Bartlesville area, the researcher was informed by three

Bartlesville area home school families that there may be as many as 75 home school families in the area. When the research was completed, 45 families had been located.

In Chapter II a discussion about the number of families that home schooled was presented. This research confirmed the findings of the review of literature that it is very difficult to determine how many families in a specific community are involved in home schooling their children.

Based upon the total population of the two areas, the Bartlesville area home school population is larger than the Sioux Falls area home school population. Overall, the home school population in both areas is not large compared to the public school enrollments. Private school enrollment may be a factor in why there are fewer home school families in the Sioux Falls area compared to the Bartlesville area. In Sioux Falls, 2,757 students attend private schools with the vast majority of these schools being religiously supported schools. The private school population represents 15.6% of the total Sioux Falls school population. In Bartlesville, the private school enrollment numbers 375 children, and this represents 5.7% of the total Bartlesville school population. Because Sioux Falls has more private, religious schools, there may not be as great a perceived need for some parents to home school their children since private religious education is available.

The Bartlesville area families reported higher incomes than their Sioux Falls area counterparts. The Washington County, Oklahoma, average salary for 1986 was \$22,866; that represented a 3.7% decline over the 1986 income figure for the county. The Washington County average was the highest average for Oklahoma. Washington County, home of the Bartlesville-based Phillips Petroleum Company, has certainly impacted the average income for the area.

Of the Bartlesville area home school families, 72% of them reported an income above the Washington County level (Martindale B1).

The Department of Labor reported that South Dakota had the lowest income average of the fifty states with an average income of \$14,477. The national average of salaries paid in the United States in 1986 was \$19,966 (Martindale B1). Fifty percent of the Sioux Falls area home school parents reported an income above the national average.

In both areas, the home school families' income was, for the most part, above the national average. The Bartlesville area families' income was higher than that of the Sioux Falls area home school families.

The issue of home schools is not only a social, educational and political issue, but a philosophical/religious one as well which should also be discussed. Under the umbrella of Protestantism, there are many shades of doctrine and practice. Two of these groups that are noteworthy for this study are fundamentalists and evangelicals.

There are numerous similarities between these two groups. For example, both groups believe in the deity of Christ, His death and resurrection, atonement and second coming. However, there are differences between a fundamentalist and an evangelical. A fundamentalist would tend to separate himself, become legalistic and disparage scholarship, while an evangelical would tend to be more amiable with other Christian groups and more holistic in his approach to life (R. Peterson). According to Randall Peterson, evangelicals "live with the do's and don'ts as long as it's clear what lies at the center of our faith," whereas fundamentalists "have wed the gospel to too many peripheral goals" (R. Peterson).

Because many fundamentalists see the public schools as a moral and religious battleground, and they tend to be concerned about the welfare of their



children in the schools. Therefore, a small group of fundamentalists have opted to separate themselves from the public school arena. By doing so, are these fundamental Christians losing the opportunity to be "salt" and "light" to their generation? In this research, most of the parents who home school their children have an income high enough to allow the mother and/or father to be an active participant in the activities in their local school if their children were in public schools.

On the other hand, an evangelical approach was expressed by John Alwood, principal of the largest public high school in Virginia. As a Christian educator in a public school position, he contended that Christians have a tremendous opportunity to be the "salt of the earth" within the public schools (Thompson 21). He further stated that Christians could be more vocal in their expression of faith, not only as parents but as teachers when he said

Somehow Christian teachers . . . feel trapped and silenced by their mistaken impression that it is illegal to talk about their religious beliefs. . . . The truth is, unless a teacher gets on a soapbox and becomes dogmatic, he or she is perfectly free to say, "this is my perspective as a Christian. These are the beliefs I hold, and this is how I arrived at them" (Thompson 21).

There are avenues for teachers and parents to make a statement about their faith in the public school arena. For some evangelical Christians, the traditional public schools may provide an opportunity for the expression of faith. For fundamentalist Christians, the idea of separation may allow them the opportunity to experience and uphold their religious and moral views.

## Recommendations

This study on home schools is limited to inquiry regarding two small segments of the home school population. Additional studies and research could be attempted in the following areas to develop a broader understanding of the home school movement.

1. This study could be replicated with two different populations in Oklahoma and South Dakota. Such a study could compare and/or contrast Ponca City, Oklahoma, with Rapid City, South Dakota. These two cities would be similar in size with the Bartlesville and Sioux Falls areas.
2. This study could be replicated on a state-wide basis using the home school populations of Oklahoma and South Dakota. This would be an extensive study, but more defensible generalizations would be provided.
3. A state other than Oklahoma with implicit home school guidelines could be compared and/or contrasted with a state other than South Dakota that has explicit home school guidelines. This type of study could provide a better basis for generalizations about the home school populations of states that have implicit and explicit home school guidelines.

Based upon the literature, there were limited data on the academic success of home school children. Only the states of Alaska and Arizona reported that they maintained records on the achievement of home school students. Most, not all, of the data on the academic success of home school children came from parents, and home school advocates. This self-reported

information may or may not be valid to determine the success of home schools; therefore, the following studies may be of interest to educators.

4. A longitudinal study of the academic success of home school children could be undertaken. Home school children could be identified and their academic success monitored over a specified period of time.
5. The academic success of students who have been home schooled could be studied through their college career. Such an inquiry could examine whether these students were prepared to meet the academic and social challenges of college.
6. A comparative study of academic achievement of home schooled children and non-home schooled children from the same socio-economic background could be conducted.
7. Since socialization was a major issue of educators in the literature, a study of the socialization of home school children should be conducted.
8. The Oklahoma legislature should study home schools and develop a plan whereby the state's interest for an educated citizenry is protected in a reasonable manner. The legislature should consider annual registration, annual testing and annual visitation of home schools by local and/or state officials. The recommended guidelines should not infringe upon the parents' constitutional rights to home school. Testing would be the "least burdensome" approach for parents, and it would protect the state's interest in the education of children. Another approach to testing was presented by David Peterson. He suggested that children could be tested before they enter a home school program. He said, "Then at the conclusion of each year examine him again. . . . If the child's composite score has

dropped significantly" (D. Peterson 297, 298). Then the state could become involved and require the parent to send the child to public or private school or assist the parents in the establishment of a satisfactory educational program.

9. The Oklahoma Department of Education should be directly involved in the collection and maintenance of state-wide school statistics. The example or pattern to follow this recommendation was based upon information provided in the South Dakota 1986-87 Educational Directory. Oklahoma should maintain a state-wide system of school statistics which includes public, private and home schools. This information should include accredited and non-accredited schools.
10. Oklahoma educators should investigate, develop and implement a consistent state-wide plan to allow home schooled children to enter or re-enter the public schools.
- 11 Home school guidelines and laws are changing, and educators need to be aware of the changes and trends in home school regulations. Therefore, an ongoing study of the legal guidelines and laws of home schools on a national basis would be merited.
12. There should be direct involvement by educators at the state and local levels in the investigation, implementation and development of guidelines for cooperative programs between public schools and home schools. This recommendation is consistent with the suggestion of the home school advocate John Holt. Home schooled children should have the opportunity to be involved in such activities as library use, field trips, social activities and the like. David Peterson urged that cooperative programs be developed between home school families and the public schools.

Another criticism of home schools is that they do not have the resources or diversity that is available in the public school system, and therefore, children are deprived of the opportunity to participate in a number of classes and activities. While this is a legitimate concern, it has a simple solution. Public schools could begin to cooperate with home schoolers and make classes available to them in such subjects as shop, auto-mechanics, drivers education, drama and music. The public schools could also allow home school children the opportunity to participate in clubs, band and on athletic teams. Since the home schooler would receive a well-rounded education, and the public school classroom a student anxious to learn rather than merely serve time, this type of arrangement would be to the advantage of all involved (D. Peterson 298, 299).

The local district may have the opportunity to recoup lost revenue based upon Average Daily Attendance (ADA) attendance when a cooperative program is in place. This type of joint offering can only be developed if accurate statistical records are maintained as suggested in Item #9 above.

#### Critique of the Questionnaire

Overall, in the opinion of the researcher, the questionnaire accomplished the purpose for which it was designed. That is, it elicited the responses of home school families on how they home school, why they home school and the demographic designations of the home school families.

The areas of weakness in the questionnaire included the following:

The respondents were not asked to prioritize the reason(s) why they home school. The questionnaire could have been a better document if the respondents had been asked to list the reasons why they home school by a level of priority, or a question could have been designed which allowed the respondents to rank their reasons for home schooling in order of importance.

The respondents could have been asked additional questions in regard to how they provided for social development of their children. A question could have been included to determine how they measured the success of their home schools.

Another issue that could have been explored with the respondents was the parents' perception of the quality of education in their local public and private schools. If parents had previously educated their children in the local public or private schools, their opinions about the quality of education could have been surveyed.

An area of importance for this study was the legal aspect of home schools. The South Dakota parents could have been asked questions regarding their opinions on how the "explicit" home school laws worked or operated in their state. On the other hand, the Oklahoma parents could have been asked to give their opinions on how they perceive the Oklahoma implicit home school guidelines. Also the Oklahoma parents could have been asked to give suggestions on what they considered reasonable home school guidelines for Oklahoma.

In Section I, Question 18, a number of key words or phrases or the meanings of the words may have been vague or ambiguous to the reader. The key words in question, taken from Question 18, are underlined in the following statements:

The teaching time is structured.

Our home school is effective.

I am flexible in my teaching.

I use formal "school-type" discipline in our home school.

Our home school is interesting.

These statements could have been reworded for better understanding.

In Section III, Questions 5 and 6 which dealt with the educational level of the parents, could have been reworded to elicit more accurate information. The respondents could have been asked to note if they had earned a graduate degree. The questions were not designed properly. The researcher wanted to know the level of education, and the structure of the questions did not provide for the desired information.

Questions that may not have been needed in the questionnaire were the following questions from Section III.

9. How long have you lived in (Oklahoma/South Dakota)?
10. What is your age?
11. What is the age of your spouse?
12. Have you home schooled in another state?

If the changes listed above were made, the questionnaire could be strengthened and a better comparison and/or contrast of the two populations could have been made.

### Closing Remarks

This study has contributed to the overall data on home school families. This study will provide useful information to the increasing data on home schools and the home school movement. The data and analysis from the study

support and confirm much of what has been written about home schools in the literature. The study confirms that educators and legislators should not ignore the home school movement as only a religious issue or movement, but see it also as an educational, political and social issue of importance to this and future generations of children.



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## APPENDIX A

## GOD'S PRESUPPOSITIONS FOR SUCCESSFUL EDUCATION

1. The ultimate goal of education is not to produce a degree but many Godly generations.  
--raise the foundation of many generation. Is. 58:12;  
Ps. 78:6; Ps. 112:2
  2. God charges parents and grandparents, not teachers with the responsibility to train their sons and daughters.  
--training, until the time appointed by the father.  
Deut. 6:7; Prov. 17:6; Titus 1:6
  3. God established the home, not the school, as the primary learning center; and the school and church must be recognized as extensions of it.  
--Deut. 6:7  
--Managing home required to manage church I Tim. 3:5  
--Relating to church members comes by relating to family  
I Tim. 5:1-2
  4. The most destructive force in school is peer dependence and parents must constantly work to protect their children from it.  
--Initial counsel to some in Prov. 1:10-19  
--Children are commanded to obey parents not peers  
Col. 3:20  
--A companion of fools will be destroyed Prov. 13:30
- Four things happen when a child becomes peer dependent
1. Negative self image
  2. Rejects parents
  3. Negative outlook towards future
  4. Distrusts peers
5. God wants the priorities of every family built around daily engrafting of Scripture rather than accumulating man's knowledge.  
--Prov. 14:12  
--Engrafting Scripture saves the soul. James 1:21  
--Meditation is basis for success. Josh. 1:8; Ps. 1:2;  
I Tim. 4:15
  6. The ability of sons and daughters to stand alone is not the result of rules but of principles that assure a superior way of life.  
--Precepts give understanding to hate every false way.  
Ps. 119:104  
--God's laws produce health, wealth and wisdom. Deut.  
7:12-26

- God's wisdom makes us wiser than teachers. Ps. 119:98
7. When knowledge is learned before Godly character, it produces pride and arrogance.
    - True knowledge grows out of virtue. II Peter 1:5
    - Knowledge tends to puff us. I Cor 8:1
    - All knowledge is centered in Christ. Col. 2:3
  8. Parents who teach sons and daughters at home must be accountable to a local church, Christian school and the government.
    - church leaders must give an account. Heb. 13:17
    - the authorities that be--are ordained by God.
      - Rom 13:11-2
    - let all men be subject to higher authority. I Peter 5:5
  9. Sons and daughters thrive with appropriate responsibility, and it is God's goal that they be mature in their youth.
    - Sons like plants - daughters like cornerstones in palace Ps. 144:12
    - Christ was mature at age 12. Luke 2:40-52; I Cor. 2:16
    - Hebrew boys over 12 were treated as men. Luke 2:42
  10. God gave boys and girls differing aptitudes. When children are taught together, boys are programmed for failure.
    - Deut 4:9
    - Fathers and sons were to meet three times a year,
      - Deut 16:16
    - God taught Adams before Eve. I Tim. 2:13
  11. When schools group children by ages, older examples are cut off and rebels usually rise to leadership.
    - God designed families with various ages.
    - first-born special responsibilities Gen. 43:33
    - older children can greatly influence younger children
      - I Peter 5:5
  12. When the Bible is separated from courses, the contents come under the control of human reasoning.
    - all Scripture is profitable for life. I Tim. 3:16-17
    - the Bible is the textbook on all subjects. Is. 55:8,9
    - courses without God's knowledge are vain. Col. 2:8
  13. True socializing does not take place in the arbitrary groupings of school but in the real world of children to adult relationships.
    - peer pressure brings self-rejection II Cor. 10-12
    - success requires relating to authority Col. 3:23,24
    - God wants leadership, not conformity I Tim. 4:12

14. Valuable learning time is lost in school since 2 hours of home teaching is equivalent to 6 hours of school teaching.
  - We must make the best use of our time. Col. 4:5
  - The greatest learning readiness times come at home.
  - We are to apply our hearts to wisdom. Ps. 90:12
  
15. The key to effective education is not just a trained teacher and a professional curriculum but a concerned parent and a motivated child.
  - Parent involvement increases student interest.
    - Eph. 6:2
  - Lack of parent involvement will result in judgment.
    - Mal. 4:6
  - A motivated child goes beyond the teacher. Ps. 119-98

APPENDIX B  
NOTICE OF DESIGNATION

I, James O. Hansen, State Superintendent of Elementary and Secondary Education, in and for the State of South Dakota, do hereby appoint \_\_\_\_\_ as my designee for the inspection of alternative instruction programs located within the \_\_\_\_\_ School District, pursuant to SDCL 13-27-3.

{Dated effective etc \_\_\_\_}

Dr. James O. Hansen, State Superintendent

ALTERNATIVE INSTRUCTION PROGRAM REPORT

1. NAME AND ADDRESS OF THE PROGRAM  
Phone:
2. Date: \_\_\_\_\_ and TIME: \_\_\_\_\_ of the review.  
If access is denied or visit could not be completed state reason below.
3. NAME(S) OF INSTRUCTOR(S), ACADEMIC PREPARATION, AND TEACHING EXPERIENCE
4. COMPULSORY SCHOOL AGE CHILDREN:
  - a. The number who are attending the program:
  - b. How many have certificates of excuse filed:
  - c. Indicate the reason for the difference, if any:
  - d. Provide a list of unexcused compulsory school age children including student names and grades, family names, and school district of residence.
5. HIGH SCHOOL AGE CHILDREN:
  - a. The number who are attending the program:
6. STANDARDIZED ACHIEVEMENT TESTING
  - a. Is the testing provided for the same test as for the school district?
  - b. Name of the test: \_\_\_\_\_ Testing Date \_\_\_\_\_
  - c. Who administers the test?
  - d. Where is the test given?
7. PHYSICAL FEATURES OF THE INSTRUCTIONAL AREA
  - a. in a home: \_\_\_\_\_ Church: \_\_\_\_\_ Other \_\_\_\_\_
  - b. Below ground: \_\_\_\_\_ Above ground—1st floor \_\_\_\_\_ 2nd floor \_\_\_\_\_
  - c. Provisions for exit in case of emergency \_\_\_\_\_
  - d. What instructional equipment and furniture is available? \_\_\_\_\_

## APPENDIX B

8. INSTRUCTIONAL PROGRAM: (For compulsory school age children only)
- a. Instructional term:
    - 1) The instructional term begins \_\_\_\_\_ and ends.
    - 2) The number of days per week instruction occurs:
    - 3) Number of days instruction does not occur due to holidays, Christmas break etc.
    - 4) Estimated number of instructional days in instructional term:
  - b. Instructional time:
    - 1) The instructional day begins \_\_\_\_\_ and ends
    - 2) The amount of time scheduled for recess and noon
    - 3) The number of instructional hours per instructional day:
  - c. Curriculum:
    - 1) 1) Instruction is organized through a formal schedule
    - 2) Instruction is based on a textbook or curriculum series  
Comments:
    - 3) Instruction per subject area in minutes per day
      - a) Could not be determined
      - b) Subject areas    1-3            Grade Group 7-8
        - Language Arts
        - Mathematics
        - Social Studies
        - Science
        - Art/Music
        - All Other
  - d. Other
    1. Do any instructors teach more than 20 pupils?
    2. Will instruction given lead toward mastery of the English Language?
    3. Other observations
  - e. EVALUATION - (check one) - Explanation/recommendation:
    - 1) Excellent
    - 2) Satisfactory
    - 3) Marginal
    - 4) Unsatisfactory

Signature of Designee

APPENDIX C  
APPLICATION FOR PUBLIC SCHOOL EXEMPTION CERTIFICATE SDCL 13-27-3

TO: The \_\_\_\_\_ School District School Board Date: \_\_\_\_\_  
 FROM: Mr. and Mrs. \_\_\_\_\_  
 Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
 \_\_\_\_\_

In compliance with SDCL 13-27-2, pursuant to SDCL 13-27-3, as passed by the 1983 and amended by the 1984 South Dakota Legislature, this request for a Certificate of Excuse from public school attendance is made.  
 As parents/guardians, we accept full responsibility for the education of our child(ren), and with this request affirm that the school board, obligated to grant the request by law, shall not be held liable for anything but the granting for the Certificate of Excuse.

The name of the school/place to be attended: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_

The name/name(s) of the instructor(s) for our child(ren) shall be: \_\_\_\_\_

The name, grade, and age of the child(ren) to appear on the Certificate of Excuse shall be:

	Name	Grade	Age
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SIGNATURES:  
 Parent(s)/Guardian(s): \_\_\_\_\_  
 Witness: \_\_\_\_\_ Witness: \_\_\_\_\_  
 OR \_\_\_\_\_

STATE OF SOUTH DAKOTA        )  
   ) SS.  
 COUNTY OF \_\_\_\_\_ )

On this, the \_\_\_\_ day of \_\_\_\_\_, 19 \_\_\_\_, before me, \_\_\_\_\_ the undersigned officer, personally appeared \_\_\_\_\_ known to me or satisfactorily proven to be the person(s) whose name(s) is/are subscribed to the within instrument, and acknowledged that he/she/they executed the same for the purposes therein contained.

In witness whereof, I hereunto set my hand and official seal.

Signature: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 My commission expires: \_\_\_\_\_

CERTIFICATE OF EXCUSE

Pursuant to SDCL 13-27-7, there is hereby issued this Certificate of Excuse from school attendance to: \_\_\_\_\_  
 Child(ren)'s name(s)  
 for the period from \_\_\_\_\_, 19\_\_ to \_\_\_\_\_, 19\_\_ by reason of the fact that the child(ren) shall receive competent alternative instruction.  
 Dated this \_\_\_\_ day of \_\_\_\_\_, 19\_\_. Signature: \_\_\_\_\_  
 President, \_\_\_\_\_ School Board

## APPENDIX D

## HOME INSTRUCTION QUESTIONNAIRE

Instructions

- If you have home schooled within the past 18 months, please complete the questionnaire. If it has been longer than 18 months since you home schooled, please return the questionnaire, unanswered, in the enclosed envelope.
- The person who does the majority of the home instruction in your home school should complete the questionnaire.
- Please respond to each item.
- Your responses will be kept anonymous and in strict confidence.
- Please return the completed questionnaire in the enclosed stamped, self-addressed envelope at your earliest convenience.

I. THE FOLLOWING QUESTIONS AND STATEMENTS ARE RELATED TO THE DIRECT AND INDIRECT OPERATION AND ORGANIZATION OF YOUR HOME SCHOOL.

1. How many of your children do you home school?  
\_\_\_\_\_ number of children
2. How long have you operated a home school?  
\_\_\_\_\_ years
3. What are the ages of the children in your home?  
\_\_\_\_\_ ages of children  
\_\_\_\_\_
- \* 4. Up to what grade do you anticipate teaching your child/children at home?  
\_\_\_\_\_ grade of child/children
- \* 5. Which of the following statements characterize the nature of the instructional materials you use?  
(Check as many as apply.)  
\_\_\_\_\_ I prepare most of the materials myself.  
\_\_\_\_\_ I use materials developed by the public schools.  
\_\_\_\_\_ I use commercial materials prepared especially for home schools.  
\_\_\_\_\_ Other (Please specify.)  
\_\_\_\_\_
- 5a. If you use commercial materials, please indicate the publishers of the curriculum material.  
\_\_\_\_\_
6. What is/are the age(s) of the child/children that you home school?  
\_\_\_\_\_ ages of children  
\_\_\_\_\_



- \* 7. Which person listed below does the majority of the teaching in your home school?  
 father     tutor  
 mother     other (relative, friend, etc.)  
 both, father and mother equally
- 7a. Does this person have a state teaching certificate?  
 Yes     No
- \* 8. How many hours do you instruct your child/children?  
 hours per day
- \* 9. How many hours of home work per day do your children do in addition to your regular instruction?  
 hours per day
- \* 10. Which of the following achievement tests, if any, do you use in your home school?  
 California     Stanford Application  
 Metropolitan     Iowa  
 Other     None
- 10a. If your child/children has/have taken one of the achievement tests listed above, how do the scores compare to the national norms or averages?  
 Higher     Lower     No Difference
11. How many people are in your household?  
 Adults over 18 years of age  
 Children under 18 years of age  
 Total
12. Is there a particular book, person, or organization which/who has inspired you to start your home school?  
 (Please indicate.)  
 \_\_\_\_\_
13. Do you have to register with the local school officials in order to operate your home school?  
 Yes     No (If No, go on to Question #14)
- 13a. If so, how cooperative have public school officials been with your efforts to home school your child/children?  
 very cooperative     not very cooperative  
 somewhat cooperative     not at all cooperative
14. Do you belong to a home school organization? (Please check all the appropriate levels.)  
 Local     State     National
15. Have you had any special training, workshops, seminars or classes to help you prepare as a home school teacher?  
 Yes     No
16. Has/Have your child/children been previously educated in a private religious school?  
 Yes     No
17. Has/Have your child/children been previously educated in a public school?  
 Yes     No

18. Please give your opinion about your instruction as a home school teacher. Please indicate whether you strongly agree (SA), agree (A), are neutral (N), disagree (D), or strongly disagree (SD), by circling the response that best describes the degree of your agreement or disagreement with each statement below.

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| a. Our home school is subject-centered.                         | SA | A | N | D | SD |
| b. The teaching time is structured.                             | SA | A | N | D | SD |
| c. Our home school is effective.                                | SA | A | N | D | SD |
| d. I am flexible in my teaching.                                | SA | A | N | D | SD |
| e. Our time schedule for class is consistent.                   | SA | A | N | D | SD |
| f. I use formal "school type" discipline in our home school.    | SA | A | N | D | SD |
| g. Our home school is interesting.                              | SA | A | N | D | SD |
| h. I use visual aids in my teaching.                            | SA | A | N | D | SD |
| i. We take field trips when appropriate.                        | SA | A | N | D | SD |
| j. I have high expectations of my child/children as student(s). | SA | A | N | D | SD |

19. Do you anticipate a college education for your child/children?  
 Yes  No

19a. If yes, how important is it that your child/children attend college?  
 very important       not too important  
 somewhat important       not important at all

20. How supportive have your church and church friends been with your home school efforts?  
 very supportive       not very supportive  
 somewhat supportive       not at all supportive

21. How supportive has your family been with your home school efforts?  
 very supportive       not very supportive  
 somewhat supportive       not at all supportive

II. THE FOLLOWING QUESTIONS AND STATEMENTS ARE RELATED TO YOUR OPINIONS ABOUT SCHOOLS, YOUR RELIGIOUS VIEWS, AND WHY YOU HOME SCHOOL YOUR CHILD/CHILDREN.

1. We are interested in your opinion about the following statements. Please indicate whether you strongly agree (SA), agree (A), are neutral (N), disagree (D), or strongly disagree (SD), by circling the response that best describes the degree of your agreement or disagreement with each statement below.

- |      |   |    |   |   |   |    |
|------|---|----|---|---|---|----|
| a.   | My political views are conservative.  | SA | A | N | D | SD |
| * b. | There is too much government involvement in public education.                           | SA | A | N | D | SD |
| * c. | Women should not work outside of the home if they have small children.                  | SA | A | N | D | SD |
| * d. | When making family decisions, consideration of the children should come first.          | SA | A | N | D | SD |
| * e. | School busing is the most viable means to reduce racial segregation.                    | SA | A | N | D | SD |
| * f. | There is too much violence in public schools.   | SA | A | N | D | SD |
| * g. | Our family income is high enough to satisfy nearly all our important desires and needs. | SA | A | N | D | SD |
| * h. | My children are receiving better preparation for life than most children.               | SA | A | N | D | SD |

2. We are interested in your opinion about the following statements. Please indicate whether you strongly agree (SA), agree (A), are neutral (N), disagree (D), or strongly disagree (SD), by circling the response that best describes the degree of your agreement or disagreement with each statement below.

- |    |   |    |   |   |   |    |
|----|---|----|---|---|---|----|
| a. | Do you consider the Bible as the infallible Word of God?                              | SA | A | N | D | SD |
| b. | Do you consider the forgiveness of sin through Christ's death important?              | SA | A | N | D | SD |
| c. | Do you believe in the bodily resurrection of Christ?                                  | SA | A | N | D | SD |
| d. | Do you believe in the deity of Christ?  | SA | A | N | D | SD |
| e. | Do you believe in the bodily return of Christ in a Second Coming?                     | SA | A | N | D | SD |
| f. | Do you believe that capitalism is a Biblical teaching?                                | SA | A | N | D | SD |
| g. | Do you believe "secular humanism" is a concern to you?                                | SA | A | N | D | SD |
| h. | Do you believe the lack of prayer and Bible teaching has weakened the public schools? | SA | A | N | D | SD |
| i. | Do you consider the teaching of creationism in schools as important?                  | SA | A | N | D | SD |
| j. | Do you believe democracy is a Biblical teaching?                                      | SA | A | N | D | SD |

3. We are interested in your reasons for operating your own home school. Please indicate whether you strongly agree (SA), agree (A), are neutral (N), disagree (D) or strongly disagree (SD), by circling the response that best describes the degree of your agreement or disagreement with each statement below.

We operate our own school because:

* a.	Children (K-12) are so much fun at this age, and I want to enjoy their stay at home.	SA	A	N	D	SD
* b.	Public schools are a threat to the moral health of my children.	SA	A	N	D	SD
* c.	Public schools teach evolution.	SA	A	N	D	SD
* d.	Teachers in schools are more interested in their income than in children.	SA	A	N	D	SD
* e.	Private and parochial schools are too expensive.	SA	A	N	D	SD
* f.	Busing is not available, and we live too far from any school.	SA	A	N	D	SD
* g.	Our children are handicapped.	SA	A	N	D	SD
* h.	There is too much rivalry and competition in schools.	SA	A	N	D	SD
* i.	My child/children did not get along with other children in public or private schools.	SA	A	N	D	SD
* j.	The quality of instruction in schools is too low.	SA	A	N	D	SD
* k.	Schools do not aid in desirable character development.	SA	A	N	D	SD
* l.	My children do not get along with teachers in other schools.	SA	A	N	D	SD
m.	Public schools teach moral values which are different than ours.	SA	A	N	D	SD
n.	There is too much time wasted in schools.	SA	A	N	D	SD
o.	Schools are organized for the benefit of the children.	SA	A	N	D	SD
p.	Negative peer pressure cannot be avoided in schools.	SA	A	N	D	SD
q.	The special needs of my child/children require the use of a home school.	SA	A	N	D	SD
r.	I feel I am better qualified to teach my children.	SA	A	N	D	SD

Please feel free to express additional responses why you home school your child/children

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III. THE FOLLOWING QUESTIONS AND STATEMENTS PROVIDE DEMOGRAPHIC INFORMATION ABOUT YOUR HOME SCHOOL FAMILY.

1. What was your approximate household income as of 1986?  
 under \$24,999  
 \$25,000 to \$49,999  
 \$50,000 or above
  
2. With what religious denomination are you affiliated?  
 Baptist  
 Catholic  
 Jewish  
 Lutheran  
 Methodist  
 Presbyterian  
 None  
 Other (Please specify)
  
3. Marital Status  
 Never been married  
 Married  
 Widowed  
 Divorced
  
4. What is your occupation? \_\_\_\_\_  
 If married, what is the occupation of your spouse?  
 \_\_\_\_\_
  
5. What is the last level of education you have completed?  
 Grade School  
 High School  
 1 to 3 years of college  
 College Degree  
 Graduate School
  
6. What is the last level of education your spouse has completed?  
 Grade School  
 High School  
 1 to 3 years of college  
 College Degree  
 Graduate School
  
7. How often do you attend church?  
 once a week  
 once a month  
 more than once a week  
 seldom  
 never
  
8. What is your ethnic or racial background?  
 Caucasian  
 Black  
 Native American  
 Hispanic  
 Oriental  
 Other
  
9. How long have you lived in South Dakota?  
 \_\_\_\_\_ years
  
10. What is your age?  
 \_\_\_\_\_ age
  
11. What is the age of your spouse?  
 \_\_\_\_\_ age
  
12. Have you home schooled in another state?  
 Yes     No

*Thank You For Your Cooperation*

APPENDIX E  
INTRODUCTORY LETTER

Dear Parent,

Greetings! In a few days you will be receiving a questionnaire from me regarding home instruction. Home instruction or home schooling is my dissertation topic at Oklahoma State University. I strongly believe that parents have the right to guide and direct the education of their children in public schools, private schools, or in a home school setting. I have no hidden agenda in this project other than to gain a better understanding of the home school movement.

The study focuses on home school families in Washington County, Oklahoma, and home school families in the Sioux Falls, South Dakota, area. I will compare the information from the two areas. Your responses will be kept anonymous and in strict confidence.

Your cooperation in completing the questionnaire will be greatly appreciated. The questionnaire will ask questions in three major areas: how you home school, why you home school, and general information about you and your home school.

I am currently employed as the Vice President for Academic Affairs at Bartlesville Wesleyan College in Bartlesville, Oklahoma. I have been a teacher/administrator at BWC for fifteen years.

Again, your cooperation and assistance will be greatly appreciated.

Sincerely,

Don Maness

4800 Clearview Drive  
Bartlesville, Oklahoma 74006

APPENDIX F  
COVER LETTER

Dear Parent,

Enclosed is a copy of a questionnaire on home instruction. I would appreciate your cooperation in completing the questionnaire and returning it to me in the enclosed stamped, self-addressed envelope. The questionnaire should take about 15-20 minutes to complete.

The title of the research I am doing is "Home Education in Washington County, Oklahoma, and the Sioux Falls, South Dakota, Area." Your response is greatly needed to give an accurate picture of home instruction in these areas.

All information will be anonymous and held in strict confidence, and only summarized data will be reported in my paper.

Thank you for your cooperation.

Sincerely,

Don Maness

References

Rev. Jimmy Johnson, Senior Pastor  
First Wesleyan Church  
1776 Silver Lake Road  
Bartlesville, Oklahoma 74006  
(918) 333-4760

Dr. Kenneth St. Clair,  
Chairman of Research Committee  
305 Gundersen Hall  
Oklahoma State University  
Stillwater, Oklahoma 74078  
(405) 624-7244

P.S. If you would like a summary of the results of the questionnaire, please return the enclosed request card under separate cover. **DO NOT RETURN THE CARD WITH THE QUESTIONNAIRE IN ORDER TO PROTECT YOUR ANONYMITY.**

APPENDIX G  
THANK YOU LETTER #1

August 8, 1987

Dear Parent,

Thank you, if you have returned the "home instruction" questionnaire. Your assistance and cooperation are greatly appreciated.

If you have not returned the questionnaire, please return it at your earliest convenience so that the survey results can be completed.

Thanks in advance for your cooperation.

Sincerely,

Don Maness

4800 Clearview Drive  
Bartlesville, OK 74006

THANKS FOR YOUR HELP.



APPENDIX H  
THANK YOU LETTER #2

August 18, 1987

Dear Parent,

Thank you if you have returned your home instruction questionnaire. Your assistance and cooperation are greatly appreciated.

If you have not returned the home instruction questionnaire, please do so at your earliest convenience. Your viewpoints and opinions are important to the success of the study.

If your have misplaced your questionnaire, I would be delighted to send you another copy of the questionnaire.

Again, please return the questionnaire. Thanks for your help and cooperation.

Sincerely,

Don Maness

4800 Clearview Drive  
Bartlesville, OK 74006

P.S. If you know of home school families in the Bartlesville area (Washington County) that did not receive a home instruction questionnaire, please drop me a note. Thank you!

APPENDIX I  
CURRICULUM MATERIALS  
QUESTION 5a

	<u>Response</u>	<u>Percent</u>
<u>Bartlesville Area</u>		
Bob Jones University	13	34
Alpha Omega	9	24
ABEKA	5	13
ATIA	2	5
Basic Education	2	5
Bill Gothard	2	5
McGuffey	2	5
Christian School Institute	1	3
Calvert	1	3
No Response	1	3
TOTAL	38	100
<u>Sioux Falls Area</u>		
ABEKA	7	28
<i>Rod and Staff</i>	4	16
Bob Jones University	2	8
Mile Hi Publishing	2	8
Association of Christian Schools	1	4
Christian School Institute	1	4
Konos	1	4
Rott Media and Variety	1	4
Class	1	4
Pensacola Christian College	1	4
ACE	1	4
No Response	3	12
TOTAL	25	100

Respondents could list more than one publishing company.

## APPENDIX J

WHAT PERSON, BOOK OR ORGANIZATION HAS INSPIRED YOU TO  
START A HOME SCHOOL  
QUESTION 12

Response                      Percent

Bartlesville Area

Raymond Moore	10	29
Greg Harris	3	9
Another Home School Family	3	9
John Holt	2	6
James Dobson	2	6
Marlow Maddox	2	6
Bill Gothard	1	2
God	1	2
No Response	10	29
TOTAL	35	100

Sioux Falls Area

Raymond Moore	10	43
James Dobson	5	22
John Holt	3	13
Bible/God	3	13
Family	1	4
No Response	1	4
TOTAL	23	99

APPENDIX K  
RESPONSES TO II, 3

The South Dakota area parents responded with written comments in 10 of the 14 returned questionnaires. The Bartlesville area parents provided written responses on 17 of the 29 returned questionnaires.

The following is a compilation of the unedited responses to Item II "Please feel free to express additional responses why you home school your child/children."

South Dakota

I enjoy my children and like to have them around.

They learn more than academics at home. I can give them more responsibilities for they aren't getting home at 4:00 p.m. and studying plus practicing--which leaves them no time or energy to learn domestic activities.

They don't learn how to be loving, caring people in large peer groups. The moral values taught in public schools are self-destructive.

My husband works evenings and if they children went to school they would seldom see their dad.

We feel children grow up so fast, and we want to have as much input in their lives that we can before they leave home.

We do not feel that home schooling is necessarily better than public schooling, but that it is different. Our main goal is family unit. We wanted a year or two to learn and enjoy discovering together before each child is too involved in other friends, organizations and learning experiences.

I enjoy it. I know what they're studying. I can give them more undivided attention. They interact more with siblings. They learn to do more things, work, hobbies, etc. We have more field trips. There's more time to do activities as a family.

We home school because we feel that the Lord would have us, as parents, be the primary influence in our children's lives and when you send your small children (1-10) to school you are giving up a large portion of control over the

influence that they come under.

My children want home school, even over a Christian private school. They take pride in their work, enjoy the extra loving parent contact they receive compared with other children who do not have home school, and do not miss the extended contact with children who exhibit undesirable social characteristics.

I place high value on personal curiosity, personal dignity, personal solitude, personal initiative. Also on contact with a father who travels and cannot be with children working around their school schedule, and on family prayer, on household responsibility, and on good poetry. Reasons to go on seem to multiply with time, though tough days of failure make me forget them all now and then.

We started so medicine did not have to be sent to school and discovered Home School was like opening presents all year as I saw what I had missed as I had allowed and paid someone else to teach my family. My dyslexic son learned to expect normal learning levels from himself and achieve those levels easier as the pressure of class minutes and peer pressure were released. A Christian parent has God's expectation levels in mind for their children not a state based attitude which changes with man's education whims and popularity. The state's expectations and values are much too low for my family. God expects great things to be done with the gift of Life--not getting by or conforming.

### Bartlesville Area

In P.E. classes they play rock music which I feel tears down moral values and influences children in an unchristian atmosphere.

We are ministers and evangelize some. I like the curriculum, our children seem to be getting a good education, they work at their own speed and level.

Too much pressure to take kids out of the home atmosphere early for education. Home atmosphere is more nurturing, allows children to develop at own rate; allows one on one 100% of the time.

We feel it is a Biblical responsibility; we feel that segregation by age is unnatural and unhealthy (emotionally); we feel that public schools discriminate against Biblical teaching under the guise of religious neutrality while at the same time frequently espousing the precepts of secular humanism.

Lack of academic stimulation in public schools--often little is expected. Conflict in religious beliefs. Public schools make a fairly big deal of Halloween, Christmas, Valentine's Day and Easter which we do not participate in.

We didn't even realize that it was God calling us to do this! until so many ironic things happened it was just so obvious!

My husband and I decided on home schooling before we even realized it was

legal--let alone that there was a "home school movement" going on. We have felt our children have a better opportunity at home (to be prepared for reality in the world) than in the fantasy land of a school system. We feel that they have more quality time at home to develop as individuals and excel in their God-given talents and to utilize them for Jesus. We are thrilled that everyone we come in contact with, that home schools are Christian, its really a confirmation that the Lord is leading us all the way.

I am doing it because I felt it would be best for my child. Also, my husband is an evangelist and travels all the time. We wanted to be together as a family the majority of the time; therefore, we chose to home school. We can travel with my husband whenever we want to. It's great for us!

I prefer my child attend a Christian school. Since there is none available at this time in Bartlesville, I will be sending her out of state this fall.

We feel personally responsible to God to provide our children with an atmosphere of learning where our moral values can be instilled in their lives. This requires much time and interaction. Home education provides us the time needed for the achievement of our convictions.

to experience life all day. The way we see it through the Holy Spirit. Life-style worship. So they can be disciples, able to withstand the world, able to do kingdom ministry.

Jesus said that a man cannot serve two masters. Yet many Christians expect their children to serve Christ through parents, pastors, church, Sunday School teachers and at the same time serve a heathen supreme court and peer group through the public school system. We believe that this is one cause of the widespread apostasy of teenagers. Moses commanded a religious training that we integrated into all aspects of life; education obviously one of the most important. These principles along with the declining quality of public education have led us to home school with a curriculum that teaches all subjects subject to Him.

I feel they are too young to leave home at 5. They do not have the maturity to resist the temptations of the world until they are older. I feel their mother can take more time with them individually than school can. I feel I am better qualified to teach them because I love them and care about how they turn out.

I am better qualified in the Lord of the Lord. There are too many pressures in school--drugs, getting drunk, etc. pornography--homosexuality even your teachers. Public school for my children. No thank you.

There were not any Christian schools in the immediate area which greatly influenced our decision. We are not necessarily "home school advocates." we found several disadvantages. But we feel both home school and Christian school are better suited to the needs of our family.

We were convicted through Deut. 6:7 and Malachi 4:6. As we have been diligent God has been faithful. We've become rooted and grounded (in the Word) and my husband has become the spiritual leader God intended.

If my responses seem somewhat contradictory, it is because we are Christian but not conservative--we are Libertarian. We believe our children need freedom and respect and that schools are run like prisons. What schools do has nothing in common with real learning. Also it's hard to say how long we've been home schooling since we don't do formal instruction.

We are home-schooling mainly because the Bible school he went to closed down. We are using the same school text as this Bible school. His senior year we may send him to a Bible school in Independence, Kansas.

APPENDIX L  
CHURCH MEMBERSHIP

	<u>Responses</u>	<u>Percentage</u>
<u>Bartlesville Area</u>		
Baptist	3	10
Catholic	0	0
Jewish	0	0
Lutheran	0	0
Methodist	1	3
Presbyterian	1	3
None	4	14
Other	19	66
Holiness	1	
Non Denominational	4	
Charismatic	2	
Word Church	1	
Wesleyan	3	
Independent Bible Church	1	
Wesleyan Holiness	2	
Pentecostal	2	
Jehovah's Witness	1	
Assembly of God	1	
Other (did not specify)	1	
No Response	1	3
Total	29	99
<u>Sioux Falls Area</u>		
Baptist	5	36
Catholic	1	7
Jewish	0	0
Lutheran	0	0
Methodist	0	0
Presbyterian	0	0
None	1	7
Other	7	50
Wesleyan	2	
Reformed Church in America	1	
Church of Christ	1	
Independent Charismatic	1	
Non Denominational	1	
Evangelical Free Church	1	
Total	14	100



APPENDIX M  
PUBLIC SCHOOL ADMINISTRATORS' QUESTIONNAIRE

1. Does your district have students (K-12) who are being home schooled?

27 Yes    62 No

If "No," you may return the questionnaire after you have completed Item #1.

If "Yes," how many students in your district are currently being home schooled?

Total 132 children

2. Can you estimate the amount of lost revenue that can be attributed to students who are being home schooled rather than attending public school?

\$241,354 lost revenue current fiscal year (1986-87).  
(averaged \$1762 per child)

3. Have you had any litigations or court cases dealing with home schoolers?

0 Yes    27 No

If "Yes," please explain the case background briefly.

4. Does your district have cooperative programs for home schoolers?  
(i.e., field trips, use of public school buildings, etc.)

1 Yes    25 No    1 no response

5. Please make any comments you can regarding how home schooling has worked in your district.

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6. What are the major reasons that home-school parents give you for home schooling their children? (Please list in order of importance.)

1. Religious (17)

2. Sheltered environment (keep child from bad influence (4)

3. Parent/Teacher Conflict (3)

7. Have you seen an increase in home schoolers in your district since 1981?

14 Yes      11 No      2 no response

8. Are the majority of home schoolers in your district of a particular religious viewpoint or persuasion? Please mark the appropriate response.

0 Catholic

0 Jewish

12 Protestant

8 Religious Fundamentalist

5 No Religious Affiliation

(3 no responses)

9. Does your district have a plan that allows children who have been home schooled to enter your school district?

18 Yes      7 No      2 no response

If "Yes," what requirements must they meet in order to be eligible to attend your school?

10. What action is taken if parents home school their children in violation of your district's interpretation of the state compulsory attendance laws?

## APPENDIX N

RESPONSES TO QUESTION #5: PUBLIC SCHOOL  
ADMINISTRATORS' QUESTIONNAIRE

## 5. How has home schooling worked in your district?

No comment - 13

Personal Opinion: There is no way a parent can teach a child all the skills he needs to know. It denies him social interaction. Most parents lack the self-discipline to be consistent teachers.

Do not recommend or approve, however parents desires are acknowledged.

Teach home bound after operation.

Detriment to student. No social interaction. Unable to participate in school related activities.

Behind in academic achievement. Total parental responsibility.

Parents feel that it is their religious duty to teach the children at home. Try not to bother each other.

Receive little feedback about success of home schooling. Believe that parents lack ability and knowledge to educate beyond the 8th grade. Math is major problem area.

So far, so good.

Very poor. No plan of evaluation if returned to the public school.

Limited experience with actual cases. Lower elementary grades involved.

No information on how well it works. No responsibility unless students re-enter. They are then tested. Parents are informed of law and their responsibility.

Parents of our one family that is home schooled are responsible people. Have submitted course of study.

Only one case. Parents are college educated and sincere in their beliefs. Feel that child is receiving a good education.

Most home schooled at elementary level. Usually short term with children either returning to public or private school.

## VITA |

Donald C. Maness

Candidate for the Degree of

Doctor of Education

Thesis: TO HOME SCHOOL OR NOT TO HOME SCHOOL: SELECTED CHARACTERISTICS OF HOME SCHOOL FAMILIES IN THE BARTLESVILLE, OKLAHOMA, AREA AND THE SIOUX FALLS, SOUTH DAKOTA, AREA

Major Field: Educational Administration

Biographical:

Personal Data: Born in St. Louis, Missouri, November 29, 1942, the son of Chester L. and Ruth A. Maness.

Family: Wife, Connie L. Maness; son, James F. Maness; daughters, Cheryl A. Maness and Taryn R. Maness

Education: Graduated from Central Pilgrim Academy, Bartlesville, Oklahoma, in May 1961; received Bachelor of Science Degree in History/Social Studies from Owosso College, Owosso, Michigan in May 1967; received a Master of Arts Degree from Michigan State University in May 1971; completed requirements for the Doctor of Education Degree at Oklahoma State University in May, 1988.

Professional Experience: Served as the Dean of Men, Basketball Coach, Instructor of History at Owosso College, Owosso, Michigan, August 1967 to July 1973. At Bartlesville Wesleyan College in Bartlesville, Oklahoma, served as Professor of History/Political Science, basketball coach, athletic director from August, 1973 to July, 1985. From July 1985 to June 1987 served as professor of History/Political Science. On July 1, 1987, Professor Maness was appointed Vice President for Academic Affairs at Bartlesville Wesleyan College.