

Selected Current Citations to Inform Research on the Subject of Homeschooling

Compiled by

Ohio Home Education Coalition
Peggy Daly-Masternak and Mary Nix, Co-Coordinator
October 2003

Index

1. On the success of homeschooling
2. On assessment
3. On immunizations
4. On homeschooling not being a part of publicly funded schools, including charter schools, e-schools or cyber schools
5. On growth trends in homeschooling
6. On widely available resources on homeschooling

Selected Current Citations to Inform Research on the Subject of Homeschooling

The Ohio Home Education Coalition suggests these resources on homeschooling to inform any planned report by the Akron Beacon Journal or other media outlet –

1. **On the success of homeschooling:** Over the past few years, there have been thousands of reports on the success of homeschooling, not merely in homeschooling publications, but from a variety of media sources as well. The recent illustrations we include here are representative of the diverse sampling of reports on homeschooling success.

- *Brown Alumni Magazine*
<http://www.brownalumnimagazine.com/storyDetail.cfm?ID=672>
 - Homeschooling Comes of Age, January/February 2002, by Jennifer Sutton
“Teaching children at home is no longer just the choice of religious and political iconoclasts. Now, drawn by Brown’s tradition of independence and self-direction, a new generation of homeschoolers is arriving—and thriving—on campus.”
- *MSNBC News*
<http://msnbc.com/news/937263.asp?0sl=-44&cp1=1>
 - Teach your children well—at home, August 29, 2003, by Molly Masland and Michael E. Ross
“In raw numbers, home schooling is no threat to traditional education. More than 50 million students attend more than 94,000 public elementary and secondary schools in the United States. But as school budgets shrink and enrollments rise, home schooling has proved to be an effective alternative for many families.
“And it has more than held its own in standardized measures of learning”
- *FoxNews*
<http://www.foxnews.com/story/0,2933,87286,00.html>
 - Homeschooling on the Rise in Black Communities, May 19, 2003
“Others see civil rights as the freedom to educate as one pleases.
“Mark Mabson, a homeschooling father, said, ‘I want to be looked upon as an individual and as an individual I want to do what is best for my family, I don’t have to follow with the majority.’”
- *The Oregonian*
<http://www.oregonlive.com/living/oregonian/index.ssf?base/living/1061381354263600.xml>
 - Home-schoolers see learning as a year-round experience, 8/21/03 by Linda Baker
“For children in the Salsman family, hands-on, anytime schooling replaces formally structured education.”
“‘For us, learning isn’t 8 to 3,’ Salsman said. ‘Sometimes it’s at 10 p.m. at night. I want my children to immerse themselves for hours and hours in a subject. I want to instill in my children a lifelong love of learning. And I have done that.’”
- *The Seattle Times*
http://seattletimes.nwsourc.com/html/education/2001643268_homeschool28e.html
 - Home-school parents swap notes, gather resources before lessons start, August 28, 2003, by Maria Gonzalez
“The resource night was a chance for members to share their favorite textbooks and teaching tips. But the association makes resources and information available year-round.”

- *Toronto Star*
http://www.thestar.com/NASApp/cs/ContentServer?pagename=thestar/Layout/Article_Type1&c=Article&cid=1062281408558&call_pageid=968332188492&col=968793972154
 - No place like home for 'un-schoolers', August 31, 2003, by Laurie Monsebraaten
 "Parents who home-school pay for educational materials. They often forgo careers and a second family income."
- *Home Education Magazine*
<http://www.home-ed-magazine.com/HEM/204/jatch.html>
 - Does Homeschooling Prepare Kids for the Real World?, July-August 2003, Larry and Susan Kaseman
 "It is not unusual to hear homeschooling parents comment that one of the things they like best about homeschooling is the way it has strengthened their family. This is not surprising, given the control we homeschoolers have over our time, the spaces in which we live and work and play, our activities, our diet, and much more. Simply spending time together, getting to know each other, learning to live together, and sharing positive and negative experiences does a lot to strengthen a family."

2. On assessment: The Ohio Regulations (OAC 3301-34) allow for three choices of assessment in home education. These included standardized test scores, assessment of a portfolio by a certified teacher, or a mutually-agreed upon assessment between the superintendent and parent. Standardized test scores are fairly straightforward, and the vast majority of reports on homeschoolers taking tests demonstrate their success when this measure is applied. However, there is much written on the questionable validity of standardized tests. Portfolio assessment by a certified teacher is frequently used by homeschoolers as a truer measure of the accomplishments of a child in a given year. Obviously, the third alternative of mutual agreement between parent and superintendent would be completely individualized assessment. Here are some resources on assessment.

- *No More Tests*
<http://www.nomoretests.com/factflyer.pdf>
 - Just the Facts... (facts about standardized tests)
 "In West Bend, Wisconsin, 30 business leaders agreed to take a shortened version of the state's proposed graduation exam. They 'had so much trouble with it that some wondered whether it truly will measure the quality of future employees', leading one bank executive to say, 'I think it's good to challenge students, but not like this.'
 "9 of the 10 states with the highest dropout rates used standardized tests in decisions about graduation"
- *Phi Delta Kappan*
<http://www.pdkintl.org/kappan/koha0101.htm>
 - News From the Test Resistance Trail, January 2001, by Susan Ohanian
 "When 97% of the schools in Virginia fail the state test, state officials declare that something must be wrong with the students, but not with the test. But as the Honor Roll of Resistance shows, the Standardisto boat is leaking badly. Last October, on the occasion of receiving the New York ASCD (Association for Supervision and Curriculum Development) Educator of the Year award, Thomas Sobel, the former state commissioner of education, remarked that we 'don't need more prizes for measuring rain but should award prizes instead for building arks.' Sobel added that it's time for people to stand up and say that our current mania for standards and measurements is 'crazy and immoral.'"
- *FairTest: The National Center for Fair & Open Testing*
<http://www.fairtest.org/facts/whatwron.htm>
 - What's Wrong With Standardized Tests?
 "Standardized tests are tests on which all students answer the same questions, usually in multiple-choice format, and each question has only one correct answer. They reward the ability to quickly answer superfi-

cial questions that do not require real thought. They do not measure the ability to think or create in any field. Their use encourages a narrowed curriculum, outdated methods of instruction, and harmful practices such as retention in grade and tracking. They also assume all test-takers have been exposed to a white, middle-class background.”

- *The Houghton Mifflin Company*

<http://www.eduplace.com/rdg/res/literacy/assess6.html>

- Portfolio Assessment

“Portfolios are extremely valid measures of literacy. A new and exciting approach to validity, known as consequential validity, maintains that a major determinant of the validity of an assessment measure is the consequence that the measure has upon the student, the instruction, and the curriculum (Linn, Baker, & Dunbar, 1991). There is evidence that portfolios inform students, as well as teachers and parents, and that the results can be used to improve instruction, another major dimension of good assessment (Gomez, Grau, & Block, 1991).”

- *Home Education Magazine*

http://www.home-ed-magazine.com/INF/TCHL/tchl_amcd.prtf.html

- Portfolio Assessment, January-February 1996, Ana McDonald

“Portfolio Assessment provides structure to unschooled children’s interest-led curriculums. With the parent/teacher’s assistance, children decide what they want and need to learn, then set goals. They determine what criteria will best demonstrate their progress. They use those criteria to choose the portfolio’s contents: examples of schoolwork which showcase their learning processes and accomplishments. Then children and teachers evaluate the portfolio, decide which criteria have been met and which need more work, and finally set new goals.”

- *Life Learning Magazine*

<http://www.life.ca/hs/testing.html>

- Measuring Learning Without Testing, by Wendy Priesnitz

“One of the main objections to testing as a method of assessing learning is that it presumes to judge the growth of knowledge by measuring the performance on one test in one moment of time, rather than as a process of growth that occurs over time. Of course, that’s the problem: The bureaucracy of education requires a quick and easy measuring stick and doesn’t have the time or funds to observe and monitor something as difficult to define as growth.”

3. On immunizations: We have been told that you have been asking homeschoolers about immunizations despite that it is not a homeschooling issue. Therefore, we provide the following resources showing why many parents, far exceeding parents who are homeschooling, have cause for concerns regarding vaccine policy. In fact, there are concerns about vaccine policy in all areas, including those for military service personnel.

- *U.S. Congressman Dan Burton’s Website*

<http://www.house.gov/burton/autism.htm>

- Vaccines may fuel autism epidemic, 6/10/03, by Kelly Patricia O Meara, quotes Congressman Burton:

[Quoting Congressman Burton] “There is no doubt in my mind that the mercury in vaccines is a major contributing factor to a growing number of neurological disorders among children, but in particular autism.”

- Mercury in Medicine: Taking Unnecessary Risks, May 2003, by the Staff of the Subcommittee on Human Rights and Wellness, Committee on Government Reform, United States House of Representatives, Chairman Dan Burton

“Significant concern has been raised about the continued use of mercury in medical applications decades after the recognition that mercury can be harmful, especially to our most vulnerable population – our children. This report will address one form of mercury in medical applications, Thimerosal, as a preservative in vaccines.”

- *CBS Evening News*
<http://www.cbsnews.com/stories/2002/12/12/eveningnews/main532886.shtml>
 - The Man Behind the Vaccine Mystery, December 12, 2002, by CBS News
 “It’s been a mystery in Washington for weeks. Just before President Bush signed the homeland security bill into law an unknown member of Congress inserted a provision into the legislation that blocks lawsuits against the maker [Eli Lilly] of a controversial vaccine preservative called “thimerosal,” used in vaccines that are given to children...”
 “But nobody in Congress would admit to adding the provision, reports CBS News Correspondent Jim Acosta – until now.
 “House Majority Leader Dick Armey tells CBS News he did it to keep vaccine-makers from going out of business under the weight of mounting lawsuits.
 “I did it and I’m proud of it,’ says Armey, R-Texas.”
- *Mothering Magazine*
<http://www.mothering.com/10-0-0/html/10-8-0/poison.shtml>
 - Poison In Our Vaccines: Investigating Mercury, Thimerosal, and Neurodevelopmental Delay, November/December 2002, by Lyn Redwood
 “More than 60 years ago, the Food and Drug Administration (FDA) approved a little-known product, thimerosal, to be used as a preservative. Today, many parents question if this product is responsible for the current epidemic of children diagnosed with learning disabilities and autism.”
- *National Vaccine Information Center*
<http://www.909shot.com/About.htm>
 - Mission Statement
 “OUR MISSION: The National Vaccine Information Center (NVIC) is dedicated to the prevention of vaccine injuries and deaths through public education. NVIC provides assistance to parents whose children have suffered vaccine reactions; promotes research to evaluate vaccine safety and effectiveness as well as to identify factors which place individuals at high risk for suffering vaccine reactions; and monitors vaccine research, development, policy-making and legislation. NVIC supports the right of citizens to exercise informed consent and make educated, independent vaccination decisions for themselves and their children.”
- *ABC News*
<http://abcnews.go.com/sections/living/DailyNews/hepb2020.html>
 - Who’s Calling the Shots?, January 22, 1999, on the news program 20/20
 “Two years ago, Ronnie Allen was your typical all-American, 4-year-old boy — vibrant, healthy, happy and strong.
 “But before he could start preschool in suburban St. Louis, he was required to have a vaccination against hepatitis B. He got his shot the day before Halloween. And he nearly didn’t make it to Christmas.
 “He was diagnosed with a rare and life-threatening form of arthritis. He’s had chemotherapy 10 times and is in constant pain. Ronnie’s parents, and his doctor, blame the hepatitis shot.”
- *Newsday*
http://216.10.26.55/EVENTS/Health_Secretary_Won't.htm
 - Health Secretary Won’t Get Smallpox Shot, December 16, 2002, by Associated Press
 “Health and Human Services Secretary Tommy Thompson said he does not plan to be inoculated with the smallpox vaccine and recommends that other Cabinet members not request the inoculation either.
 “I do not believe it is necessary or should be taking place,’ he said Sunday.”

- *UCLA Department of Epidemiology*
<http://www.ph.ucla.edu/epi/bioter/pentagonsmallpoxshots.html>
 - Pentagon Plans Smallpox Shots for Up to 500,000, October 12, 2002, by Judith Miller and Eric Schmitt

“Scientists said the decision was difficult because the vaccine itself has been known to cause life-threatening complications for 15 people of every one million who are being vaccinated for the first time.”

- 4. On homeschooling not being a part of publicly funded schools, including charter schools, e-schools or cyber schools:** In the last few years, there have been changes in the laws and policies of many states to begin publicly-funded “homeschool programs” and charter schools, several as electronic schools. Unfortunately, many media articles have been printed which erroneously described these electronic schools and programs as “homeschooling.” The clearest way to tell the difference is that charter schools require enrollment in publicly funded education programs which are responsible for the tax dollars they spend. They are chartered by states, required to perform many of the requirements of traditional public schools, including high-stakes testing, and “sell a product” to parents (which the taxpayer funds) in a free-market driven strategy of education.

Homeschooling is something quite different, distinguished most visibly by not receiving public funding. Past that distinction, there are many differences which should be clear to even the most superficial observation. Many homeschoolers around the country have objected to these connections being made between homeschooling and publicly-funded school programs. Here are several examples:

- *We Stand For Homeschooling*
<http://westandforhomeschooling.org/res/index.php>
 - We Stand for Homeschooling Statement and Resolution
“The very nature, language and essence of homeschooling are being challenged and even co-opted by a vast array of emerging educational programs which may be based in the home, but are funded by government tax dollars, bringing inevitable government controls. These new ‘home-based’ publicly-funded entities are variously called: charter schools, cyber-charters, e-schools, Independent Study Programs (ISP), dual enrollment, Blended Schools Programs (BSP), Programs for Non-Public Students (PNPS), Public School Alternative Programs (PSAP), virtual schools, academies, community schools, home bound, and other newly devised terms and concepts.” [As of the date of this report, over 2,500 individuals and over 100 organizations from around the United States and beyond have signed the statement and resolution.]
- *Ohio Home Education Coalition*
<http://www.homeschoolfreedom.org/ohec.shtml>
 - K12 (Again!) and others who covet homeschoolers and why, March 26, 2003 Ohio Home Education Coalition Fact Sheet
“The biggest difference between homeschools and public e-schools is that homeschoolers take direct responsibility by choosing a curriculum, an approach to learning, and the principles and values on which these are based while public e-school parents accept and follow detailed instructions about what to learn and how to learn it, using a curriculum designed to comply with state requirements and values. Instead of being able to choose an approach to learning and curriculum that works for their family (as homeschooling families...do), public e-schools are state schools, which means the state is coming into their homes.” [Citing Wisconsin Parents Association]
- *Home Education Magazine*
<http://www.home-ed-magazine.com/HEM/196/ndtch.html>
 - How William Bennett’s Public E-Schools Affect Homeschooling, November-December 2002, by Larry and Susan Kaseman
“Many homeschoolers are familiar with the name William Bennett. He is known as a conservative, a former U. S. Secretary of Education, and editor of books such as *The Book of Virtues*. In the past, a signifi-

cant number of homeschoolers may have appreciated his position on some issues. However, in his role as a key promoter of public e-schools, Bennett is acting in ways that disregard our interests as homeschoolers and undermine our homeschooling freedoms.”

- *HomeschoolChristian.com*

<http://www.homeschoolchristian.com/Position/CAVA.html>

- “We’re here from the government, and we’re here to help.” California Virtual Academy, June 2002, by Mary Leggewie

“In summary, the [California Virtual Academy] program looks enticing to ‘newbies’ who don’t anticipate the restrictions and burdens they will face by enrolling their child in a charter school. I doubt most Christians would want to have their children under the hand of the government as in this alternative public school program. I personally think there are better ways to get the job done. This is definitely ‘SCHOOL AT HOME,’ one-size-fits-all, even if it is nontraditional. As for a private purchase of K12, my recommendation is to find a Christian alternative since every K12 purchase and charter school enrollment is a vote to regulate homeschooling.”

- *Salt Lake Home Educators*

<http://www.utahhomeschool.net/library/articles/k12.htm>

- Cyber-Charter School: K12 “Is Not a Home School”, November 2002, by Amy Cortez

“Due to the aggressively marketed alternative methods to homeschools put out by the school districts the UHEA would like to make the following remarks as are many of the Homeschool associations across the country pertaining to K-12, cyber schooling, charter schools or any other public school programs that circumvent the privacy and sanctity of “Homeschool” as defined by this association.

“We the UHEA firmly believe that each family has the legal and natural right and responsibility to choose the educational format that will best serve their family, whether it be public, charter, private or home education.

“We want to be clear however, that although students who are enrolled in Charter Cyber Schools or other programs introduced via the public school administrators such as K-12, are educated in their homes, this educational alternative differs from Home education in significant ways.” [Citing the Utah Home Education Association]

- *Washington Natural Learning Association*

<http://wnla.tripod.com/naturallearning/id20.html>

- WNLA’s Stance on AEP’s [Alternative Education Programs]

“While a valid educational choice, AEP’s by their very nature do not represent the philosophy of home education. AEP’s are a public institution where home educators are not held solely accountable for their child’s education. On principle the WNLA can not support any resolution that can or will in the present or future detour home educator’s autonomy, accountability, and responsibility for their children’s educational needs. It is our position that participation in a AEP or other related programs are detrimental to the autonomous status of home education.”

- *Sioux City Journal*

<http://www.siouxcityjournal.com/articles/2003/09/02/news/education/25652c4f02b6b88c86256d950011fac4.txt>

- Public schools fear online educator siphoning funds, September 2, 2003, by The Associated Press

“A for-profit Internet education provider hailed by supporters as a bridge to the future stands to make millions of dollars by year’s end, revenue that critics say may be siphoning money away from public schools.

“K12, a privately held company chaired by former Education Secretary Bill Bennett and partly funded by former junk-bond dealer Michael Milken, will take in a total of at least \$21 million from states such as Pennsylvania, Ohio and Idaho.”

5. **On growth trends in homeschooling:** We are told that in your discussions and correspondence with home-schoolers, you have described a “growth in Ohio homeschooling and the nation.” It is a fairly constant theme in media reports that homeschooling is experiencing “explosive growth.”

In fact, OHEC believes that homeschooling has peaked in growth in several states and may be declining in some others. Certainly, there was growth during the decade between the mid-1980’s to the mid-1990’s. (As an aside, the decline trends of the numbers began before the introduction of cyber charter schools so that is not a factor in the impetus for the trend changes.)

The growth of homeschooling during that decade was most likely attributable to the growing realization on the part of many parents that homeschooling works. Parents were also encountering a growing number of home-schoolers out and about in the world and saw the benefits of homeschooling first hand.

As most homeschoolers will admit, it takes a deep commitment to homeschool. We recognize that not every parent will choose homeschooling and are not surprised that a leveling of the numbers or slight declines would be experienced at this point in time. For those who want to homeschool, the opportunity will remain. But, we believe one would be foolish to categorize homeschooling as a “growth industry.”

- *Ohio Home Education Coalition*

<http://www.homeschoolfreedom.org/ohec.shtml>

- Homeschoolers: Numbers and Yearly Percent Change, October 2003, Compiled by the Ohio Home Education Coalition

Compiled statistics on trends in homeschooling numbers since 1990 provide by the Departments of Education in Florida, Georgia, Maine, Pennsylvania, Washington and Wisconsin, either on-line at their websites or available by request from the Departments.

- Correspondence between the Ohio Department of Education and a homeschooler concerning a means to determine the numbers of homeschoolers in Ohio, September 2003

Recently, an Ohio Homeschooler asked the Ohio Department of Education the question: How many homeschoolers are there in Ohio? In fact, the Ohio Department of Education reports that they “have no idea how many exist in Ohio” as “districts have never been required to submit numbers to ODE.”

Therefore, it is impossible to define the growth or trends in homeschooling in Ohio.

6. **On widely available resources on homeschooling:** We hope that the above information will inform the research and report you prepare on home education. We have one final resource to recommend—that is, the wealth of published information, collected for more than 30 years, in books and periodicals regarding homeschooling. Here is a sample of the hundreds of titles available.

Books

- Bluedorn, Harvey and LaurieTeaching the Trivium: Christian Homeschooling in a Classical Style
- Colfax, David and MickiHomeschooling for Excellence
- Colacion Hayes, LenoreHomeschooling the Child with Add (or Other Special Needs):
Your Complete Guide to Successfully Homeschooling the
Child with Learning Differences
- Hegener, Mark and HelenThe Homeschool Reader
- Holt, John & Farenga, PatTeach Your Own: The John Holt Book of Homeschooling
- Hood, MaryThe Relaxed Home School: A Family Production
- Kaseman, Larry and Susan.....Taking Charge Through Home Schooling:
Personal and Political Empowerment
- Lahrson-Fisher, Ann & Dobson, LindaFundamentals of Homeschooling Notes on Successful Family Living

Llewellyn, Grace – Editor.....	Freedom Challenge: African American Homeschoolers
McKee, Allison.....	From Homeschool to College and Work
Moore, Dr. Raymond and Dorothy	Successful Homeschool Family Handbook: A Creative and Stress-Free Approach to Homeschooling
Penn-Nabrit, Paula	Morning by Morning: How We Home-Schooled Our African-American Sons to the Ivy League
Reed, Jean and Donn.....	The Homeschool Source Book
Rupp, Rebecca	Getting Started on Home Learning: How and Why to Teach Your Kids at Home

Periodicals

- *Growing Without Schooling* <http://www.holtgws.com/gws.htm>
(although no longer printing, copies of back issues may be available at libraries)
- *Home Education Magazine* <http://www.home-ed-magazine.com>
- *Life Learning* <http://www.lifelearningmagazine.com>