

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at
Chairperson

1:30 ~~xxx~~/p.m. on MONDAY, MARCH 12, 19⁸⁴ in room 313-S of the Capitol.

All members were present except:

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Legislative Revisor's Office
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

SB 712 - Compulsory attendance of children at school, exemptions for home schooling, conditions (Hess, by request)

Proponents only will testify today.

After Chairman Joseph C. Harder called the meeting to order, he announced that the opponents of SB 712 had relinquished their time to testify today due to the vast number of proponents who wished to testify in support of the bill. The Chairman further stated that conferees opposing SB 712 would be heard by the Committee on Tuesday.

The Chairman then recognized Senator Paul Hess, sponsor of SB 712, who explained how the bill would permit and legally clarify the conditions under which children could be taught in a home school.

The following people were then recognized to testify in support of SB 712:

Ms. Elaine Beckers-Braun, Chairman, Kansas Association of School Patrons, Mission, Kansas. Her testimony is found in Attachment 1.

Ms. Betty Jones, lobbyist for Eagle Forum, Shawnee, Kansas. Her testimony is found in Attachment 2.

Mr. Austin Vincent, Topeka, lawyer. Mr. Vincent's testimony is found in Attachment 3.

Mrs. Bonnie Sawyer, parent, Spring Hill, Kansas. Mrs. Sawyer's testimony is found in Attachment 4.

When Mr. David Payne, Administrator of the Maranatha Academy, a Christian private school in Kansas City, Kansas, was recognized by the Chairman, he testified that the public schools have left behind the Judeo-Christian community and will no longer return to the absolutes of the people. He demonstrated his point by noting the long waiting list of children whose parents wish for them to attend a Christian school. He stated that public schools have been experimenting for years and have a poor track record as compared with home schools. He cited the numerous studies which have proven the effectiveness of a home school as compared to a public school and urged the Committee to pass SB 712 and the amendment to SB 712 as suggested by Mr. Austin Vincent.

Mr. and Mrs. Allan Ahlman, Administrators of Right to Life Christian Academy, Newton, Kansas. Their testimony is found in Attachment 5.

Mr. Jerry Schooley, Administrator of the Earth Haven Academy, Clay Center, Kansas. Mr. Schooley's testimony is found in Attachment 6.

Ms. Darlene Vermeulen, Kansas City, Kansas, a parent and former Kansas Coordinator for the National Home Educators Association. Ms. Vermeulen's testimony is found in Attachment 7.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
room 313-S, Statehouse, at 1:30 ~~am~~/p.m. on MONDAY, MARCH 12, 1984

Ms. Sara Buxton, Wichita, member of the Teaching Parents' Association but speaking on behalf of herself. Ms. Buxton's testimony is found in Attachment 8.

Mr. Larry Rink, a sales representative from Overland Park, Kansas, speaking on behalf of himself. Mr. Rink's testimony is found in Attachment 9.

Ms. June Walker, a parent from Salina, Kansas, testified that she would like her children to be firmly grounded in their faith. She said that public schools no longer stress the moral teachings of the Bible and are now teaching humanistic values in the classroom.

Dr. Douglas Iliff, Topeka, was listed as a proponent of SB 712 but was unable to testify due to lack of time. He did not submit written testimony.

Although the following people were scheduled to testify as proponents for SB 712, due to lack of time they were unable to do so; they did, however, submit written testimony to be included in the minutes:

Mrs. Niki Gass, Wichita, home school teacher and member of the Teaching Parents' Association of Wichita. Attachment 10.

Paster Bruce Gass, Wichita, home school teacher and member of the Teaching Parents' Association - Wichita. Attachment 11.

Mrs. Nona Schrag, Wichita, nurse and home school teacher. Attachment 12.

Mr. Barry Foster, Kansas City, Kansas. Attachment 13.

Tom and Doris Hobbs, Topeka, Kansas. Attachment 14.

The following people, who are proponents of SB 712, have submitted written testimony to be included in the minutes:

Mr. L. Keith White, Miltonvale, Kansas, professional educator and home school teacher. Attachment 15.

Ted and Suzanne Alongi, parents, Prairie Village, Kansas. Attachment 16.

Leon E. Manson, D.D., Topeka, former teacher. Attachment 17.

Mrs. Connie Hollis, Wichita, requested that the Committee Secretary submit a written statement to the Committee members stating that she supports SB 712. Attachment 18.

An additional written testimony was submitted to the secretary, but the proponent's identity was omitted. Attachment 19.

The Chairman announced that the hearing for proponents of SB 712 was concluded, and he adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 313-S DATE: Monday, March 12, 1984

GUEST LIST

NAME	ADDRESS	ORGANIZATION
Bruce G. Gass	1604 E Gilbert Wichita,	Family + T.P.A.
Niki Gass	1604 E Gilbert Wichita	T.P.A.
Kathy Roush	1915 S. Edgemore Wichita	
Betty Jones	5800 Renner Shawnee Ks	Eagle Forum
Dorinda J. Vermeulen	3201 Berry Road -	
George K. Vermeulen	3201 Berry Road KC KS.	
Joseph E. Petree	7431 Woodson Overland Park KANSAS	
Cheryl Petree	7431 Woodson Overland Park KANSAS	teacher
Harold C. Pitts	Topeka	TARITA
Christy L. Vincent	1524 Wayne Topeka	
Christy L. Vincent	" "	
David McVayne	9105 W. 96 th Terr., Overland Pk	Admin. Maranatha Academy
Doug Tiff	1500 Oakley Topeka KS	None
Bill Shicks	Wichita	USA 259
Ken Rogey	Paolce	S O B
Charles L. Klick	9601 Chadwick	Leawood, KS.
Dorothy M. Klick	9601 Chadwick	Leawood, KS
JEFFREY A. Klick	10621 W 57 th Terr	Shawnee Ks Full Faith Church of Love
Leslie K. Klick	10621 W. 57 th Terr	Shawnee, KS
Mary HURT	6417 Nieman Rd	Shawnee, KS
Roy HURT	6417 Nieman Rd	Shawnee KS
Debra Abbott	6221 Harrison KCMo	Full Faith Church of Love Maranatha Academy KCS
Pat Pungitelli	1717 B. 50. 31 st St K.C. KS	Full Faith Church of Love
Marion GREEN	Topeka	Sen. Daniel's Sec.

SENATE EDUCATION COMMITTEE

Monday,
March 12, 1984

TIME: 1:30 p.m.

PLACE: 313-S

DATE:

GUEST LIST

NAME

ADDRESS

ORGANIZATION

Nancy Lindberg

Topeka

K-NEA

Norman Martin

O.P. Ks.

Christian-Full Faith Ch.

Richard Claassen

Whitewater

Yvonne Claassen

Rt #1 Whitewater

Jerry Claassen

Rt #1 Whitewater

Danny Claassen

Whitewater

Charlotte Schartz

1001 Sugar Kingman

Ray Wood

Rt. 1 Pauline, Kolo 7121

Kevin Werrick

St. Marys

John Stinkler

Manhattan

Paula Taylor

Topeka

Janet Garrison

Rt. 1 Herndon, Ks.

Betty Duff

Rt. 3 Oberlin, Ks.

SENATE EDUCATION COMMITTEE

Monday,
March 12, 1984

TIME: 1:30 p.m.

PLACE: 313-S

DATE: _____

GUEST LIST

NAME	ADDRESS	ORGANIZATION
J. J. Donnell	Topeka, Ky	AG
Les Slaughter	Whitewater	TPA
Phil Lucas	Wichita	TPA
Eileen Zambrano	Topeka	Ks Action for Children
Gail Morley	Wichita 2312 N Jackson	TPA
Norma Perain	Wichita	TPA
Nona Sprag	2608 S Minnesota	Wichita TPA
Sarah Burtok	5711 Kenawee	Wichita T.P.A.
Kaye Woodbury	Topeka	
Solen Dreier	Newton	
Delma Dreier	"	
Martie Ahlman	Newton	Light of Life Christian Acad.
El Ahlman	Newton	Light of Life Christian Acad.
E. Elaine Beckus Braun	Mission	Kansas Assoc. of Sch. Patrons
Charles L. Stewart	Clay Center	USD 379
Margery Bradley	Topeka/Clay Center	KMTI
Larry & Sherry Kink	8904 Mastin, Overland Park, Ks. 66212	
LINDA STEWART	BURLINGAME	
Jerry Marcia Shawna & Chate	Cherokee	East h. Haven Academy
Darryl M Foster	Ks City, Ks	67439
Mike & Sadie Sims	Buhler, Ks	
June Walker	Salina, Ks	
John & Sandra Mutrey	7415 Stearns Shawnee Ks	none
Evelyn Case	2524 S. 53 St K.C. Ks. 66106	NONE

SENATE EDUCATION COMMITTEE

Monday,
March 12, 1984

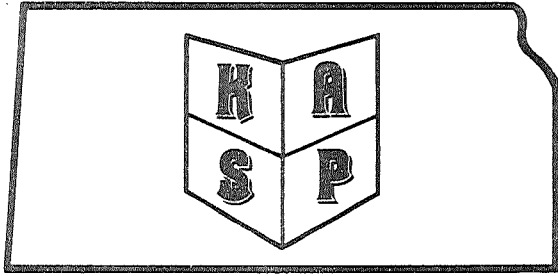
TIME: 1:30 p.m.

PLACE: 313-S

DATE: March 12, 1984

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
TED and SUZANNE ALONGI	Prairie Village, KS.	None
Harin Browder	Olathe, KS	None
Terry Ayers	9 Oak St	—
Jim Bloss	Wellsville, KS	—
John W. Richardson	Topeka, Kans	Indiv.
Debbie Bailey	Olathe, KS	—
Bonnie Sawyer	Spring Hill	—



KASPS

KANSAS ASSOCIATION OF SCHOOL PATRONS

P. O. BOX 2364 MISSION, KANSAS 66201

MARCH 12, 1984

REGARDING SB 712

DEAR SENATOR HARDER,

THANK YOU, AND THE COMMITTEE SECRETARY MILLIE RANDELL, FOR THE ASSISTANCE I HAVE BEEN GIVEN ON SB712.

K.A.S.P. WOULD LIKE TO HAVE YOUR SUPPORT OF THIS BILL ON HOME SCHOOLING. I HAVE BEEN VERY IMPRESSED BY THE CHARACTER AND ENTHUSIASM OF THE PARENTS I HAVE MET WHO ARE INVOLVED IN A HOME EDUCATION PROGRAM. THEIR CHILDREN APPEAR TO BE OF GOOD BEHAVIORAS THEY HAVE SELF-DISCIPLINE, MOTIVATION AND INITIATIVE. IN THE OLDER CHILDREN I HAVE SEEN A DEFINITE MATURITY IN THEIR ATTITUDES ABOUT WORKING INDEPENDENTLY AS WELL AS ASSISTING WITH YOUNGER ONES IN THE HOME. THE PARENT REMINDS ME OF THE TEACHER IN THE ONE ROOM SCHOOLHOUSE. THOSE ONE ROOM SCHOOLHOUSES PRODUCED MANY OF OUR PRESENT DAY LEADERS.

I AM CONCERNED OVER THE FACT THAT MANY OF THE PARENTS WHO ARE HOME SCHOOLING DID NOT WANT TO TESTIFY BEFORE YOUR COMMITTEE TODAY FOR FEAR OF RETRIBUTION. THEY HAVE SPENT YEARS VERY "LOW-KEY" AND DID NOT WANT TO EXPOSE THEMSELVES, NOR THEIR CHILDREN.

I WOULD APPRECIATE BEING NOTIFIED OF WHEN A VOTE ON THIS BILL HAS BEEN TAKEN AND HOW THE COMMITTEE MEMBERS INDIVIDUALLY VOTED.

SINCERELY,

Elaine Beckers Braun

ELAINE BECKERS BRAUN, CHAIRMAN
KANSAS ASSOCIATION OF SCHOOL PATRONS
6349 MILHAVEN DRIVE
MISSION, KANSAS 66202
913/677-3004

Attachment 1

TESTIMONY
OF
ELAINE BECKERS BRAUN, CHAIRMAN
KANSAS ASSOCIATION OF SCHOOL PATRONS
BEFORE THE
KANSAS SENATE EDUCATION COMMITTEE
REGARDING
SB 712
ON
MARCH 12, 1984

6349 MILHAVEN DRIVE
MISSION, KANSAS 66202
913/677-3004

K.A.S.P.
P.O. BOX 2364
MISSION, KANSAS 66201

CHAIRMAN HARDER, SENATOR BOGINA AND COMMITTEE MEMBERS:

WHEN I DISCUSSED THE POSSIBILITY OF A HOME EDUCATION BILL WITH SENATOR PAUL HESS I WAS ENCOURAGED BY HIM TO WRITE-UP A PROPOSAL. I GAVE HIM MY PROPOSAL BUT WHEN IT CAME OUT OF THE RESEARCH DEPARTMENT AS SB 712 I HARDLY RECOGNIZED IT.

SINCE THE KANSAS ASSOCIATION OF SCHOOL PATRONS SUPPORTS THE RIGHTS OF TAXPAYERS, PARENTS TEACHERS AND STUDENTS WE ARE INTERESTED IN CLARIFYING THE RIGHT OF PARENTS TO EDUCATE THEIR CHILDREN IN THE MANNER OF THEIR CHOICE.

AT THE PRESENT TIME THE COMPULSORY ATTENDANCE LAW CONTAINS A NON-PUBLIC SCHOOL ALTERNATIVE TO PUBLIC SCHOOLS. WE CONSIDER HOME SCHOOLING TO BE ONE OF THOSE ALTERNATIVES.

THE DILEMMA ^{IS} CAUSED BY ONE COURT JUDGE IN KANSAS SAYING PARENTS HAVE THE RIGHT TO HOME EDUCATE AND ANOTHER SAYING THAT THEY DON'T AND A LAW ON COMPULSORY ATTENDANCE THAT IS RATHER VAGUE IS PUTTING A LOT OF FAMILIES ON THE STATE LINE WAITING TO SEE WHICH WAY THE KANSAS LEGISLATURE GOES WITH THIS BILL.

IT'S INTERESTING TO NOTE THAT THE A.C.L.U. IS SUPPORTIVE OF A HOME INSTRUCTION OPTION. IT'S POLICY STATES: WE BELIEVE THAT, IN THE INTEREST OF PARENTAL RIGHT TO CHOOSE AN ALTERNATIVE TO PUBLIC EDUCATION, IT SHOULD BE EXTENDED TO ALL JURISDICTIONS BECAUSE THE STATE'S INTEREST IN ASSURING MINIMUM LEVELS OF EDUCATION DOES NOT EXTEND TO CONTROL OF THE MEANS BY WHICH THAT INTEREST IS REALIZED.

WE BELIEVE THE KANSAS LEGISLATURE SHOULD BE AS INTERESTED IN RESULTS AS THEY ARE IN THE MEANS OF ACHIEVEING THESE RESULTS.

CONSEQUENTLY, WHEN CHILDREN IN HOME SCHOOLS TEST OUT AS WELL ^{AS} OR BETTER THAN, CHILDREN IN PUBLIC SCHOOLS, SUCH PARENTS SHOULD NOT BE HARRASSED WITH REQUIREMENTS TO BE CERTIFIED, LICENSED, OR REGULATED.

THEY SHOULD HAVE THE LIBERTY TO PERFORM THEIR OBLIGATION TO EDUCATE THEIR CHILDREN BY WHATEVER METHODS THEY DEEM BEST, RATHER THAN TO HAVE THE STATE SETTING AMBUSHES OF ONE KIND OR ANOTHER AS PRETEXTS TO EXERCIZE CONTROL.

A NATION AT RISK REPORT CLEARLY SETS FORTH THE AREAS IN WHICH PUBLIC EDUCATION HAS FAILED. THESE CHILDREN CANNOT WAIT THE YEARS IT WILL TAKE TO IMPROVE THAT SYSTEM!

WHEN PARENTS ARE WILLING AND ABLE TO UNDERTAKE THE BURDEN OF EDUCATING THEIR CHILDREN BECAUSE OF THE HISTORY OF PUBLIC SCHOOL FAILURE, THEY SHOULD BE COMMENDED, ENCOURAGED AND APPLAUDED. PARTICULARLY, IF THEIR CHILDREN ARE MAKING PROGRESS EQUAL TO OR BETTER THAN THEIR PUBLIC SCHOOL PEERS.

THEY NOT ONLY ARE DOING A FAVOR TO THEIR CHILDREN, AND THEIR COMMUNITY, BUT THEY ARE SAVING THE TAXPAYERS MONEY. AND I AM SURE THE COSTS OF TESTING THE STUDENTS PROGRESS WILL BE GLADLY ASSUMED BY THE PARENTS, EVEN THOUGH THEY ARE PAYING THE COSTS NOT ONLY OF THE HONE EDUCATION PROGRAMS BUT THE PUBLIC SCHOOL SYSTEM AS WELL.

THOUSANDS OF PARENTS THROUGHOUT THE UNITED STATES ARE PRESENTLY HOME SCHOOLING THEIR CHILDREN WITH RESULTS THAT ARE BETTER THAN THEIR LOCAL PUBLIC SCHOOLS. AND THERE ARE AT LEAST A HALF DOZEN SOURCES FOR K-12 HOME STUDY COURSES

AS LONG AS SUCH RESULTS CONTINUE, THE LIBERTY OF PARENTS TO EDUCATE THEIR CHILDREN AT

HOME SHOULD NOT BE DENIED, BUT SHOULD BE ENCOURAGED AND PROMOTED.

~~WE~~ARE AWARE THERE IS A PROPOSED AMENDMENT TO K.S.A. 72-1111. WE SUPPORT WHATEVER MEASURES IT WILL TAKE TO STRENGTHEN THIS BILL FOR THE PEACEFUL PURSUIT OF HOME SCHOOLING AND THE EVALUATION OF THOSE STUDENTS.

SO WE ARE PETITIONING OUR STATE GOVERNMENT TO CLARIFY THE LAW THAT WILL ALLOW PARENTS THAT LIBERTY-THAT RIGHT TO EDUCATE THEIR CHILDREN IN THEIR HOMES...AND THAT WE DO IT WITHOUT "GAMES PEOPLE PLAY" WITH THE LAW OR WITH THOSE WILLING TO HOME SCHOOL. ~~CITIZENS WE CAN ALL BE PROUD OF IN THE NEAR FUTURE.~~

THANK YOU FOR THE OPPORTUNITY TO SPEAK BEFORE YOUR COMMITTEE. I WILL ACCEPT ANY QUESTIONS ...IF I CAN ANSWER THEM. THERE ARE MANY OTHERS SUPPORTING THIS BILL WHO WILL BE ABLE TO ANSWER QUESTIONS SPECIFICALLY IN THE HOME SCHOOLING PROCEDURES.

WE DO ASK FOR THE SUPPORT OF EACH OF YOU WHEN THIS BILL COMES UP FOR A VOTE. NEEDLESS TO SAY, I'M HOPEFUL YOU WILL ALL AGREE AND NOT HESITATE TO VOTE ON THIS BILL TODAY, INSTEAD OF AT A FUTURE DATE WHEN WE WILL NOT BE HERE TO SEE OUR REPRESENTATIVES IN ACTION.

I apologize for this poor copy with its typographical errors. Due to this lovely snow storm I had to get on the road an hour earlier!
E.B.

TESTIMONY OF BETTY L. JONES TO THE
SENATE EDUCATION COMMITTEE
CONCERNING SENATE BILL 712

Mr. Chairman and members of this committee, thank you for the opportunity to testify on Senate Bill 712.

My name is Betty Jones and I am the State Lobbyist for Eagle Forum.

This is certainly a step in the right direction toward clarifying the constitutional rights of parents to choose the education of their children and at the same time assure the state that their interest will be satisfied.

I will not use the limited time here to go into research data to support my position as I am sure others will do so. I have attached documents for your study.

Senate Bill 712 as it is written could be improved considerably by bringing it into conformance with the Proposed Amendment to K.S.A. 72-1111 prepared by the Legislative Research Department for Representatives Don Crumbaker and Lowter. This would certainly treat the parents and children of homeschoolers and those of public school more equitably.

Based on my personal research and experience, the concerns expressed in the study which accompanies the Proposed Amendment is not based on any scientific research or fact. The enclosed study from Hewitt Research Foundation particularly addresses to issue of socialization. I can verify from personal observation and research that homeschooled children are outstanding insofar as socialization and their ability to function in the world outside their home. They can make independent decisions and do not necessarily need the approval of other children in so doing.

As for "certification" we have abundant proof that "certification" does not make a "competent" instructor. The functional illiterates being graduated from public school were under the instruction of certified teachers. As for the question of tapping public school resources to assist in monitoring home instruction programs, based

on their track record, their interference could well do more harm than good. Homeschoolers generally test out from one to three grades higher than public schools on standardized achievement tests such as the Iowa Basic Skills or McGraw Hill. In any event this bill has a built-in protection against those who are not learning.

I urge you to come up with a favorable bill on home education so that the authorities will stop traumatizing the very families who do care for their children and are willing to make the sacrifices to work with them to achieve their highest potential. The SRS could better spend their time on those families who are really a problem to the state and community.

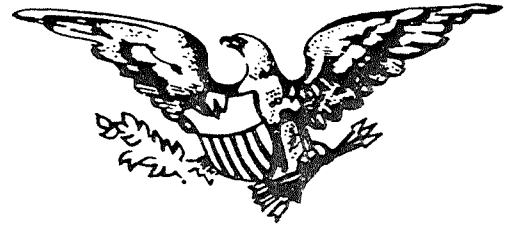
Betty L. Jones
5800 Renner Rd.
Shawnee, Kansas 66217

(913) 631-3952

Dated: March 12, 1984



The Phyllis Schlafly Report



VOL. 15, NO. 3, SECTION 1

BOX 618, ALTON, ILLINOIS 62002

OCTOBER, 1981

The Law Is On Your Side

Parents' and Pupils' Rights in Education

The American educational system used to be the finest in the world. It trained young people to become useful and productive citizens, and it transmitted the values and standards of our forefathers to the younger generation.

In recent years, the American people have poured an incredible sum of tax monies into the public schools. Yet it seems that the more billions we spend, the poorer the results. Scholastic aptitude tests have declined every year for the last eighteen years. Students are graduated from high school who cannot read, write, spell, or do simple arithmetic. Thousands of children have been defrauded of the basic tools of learning for which their parents have paid.

In many schools, pupils are not taught to respect and appreciate the great American constitutional republic and private enterprise system. They are taught only what is wrong with America, instead of the truth that our system has provided more political freedom and economic abundance to more people than any nation in the history of the world.

In addition to a failure to teach the basic skills and fundamental historical truths, many schools have deliberately utilized the schools to change the values of the students rather than to impart knowledge and skills. Most of this is done without the knowledge or consent of the parents or of the pupils.

The use of the schools for such purposes is often called "values clarification" - a system of probing and changing the child's values by techniques such as violent and disturbing books and films; materials dealing with parental conflict, death, drugs, murder, suicide, mental illness, poverty, despair, running away, and anger; literature which is mostly negative, rarely positive; requiring the child to engage in role-playing of death, pregnancy, abortion, anger, suicide, and hate; personal attitude surveys and evaluations which invade the private thoughts and acts of the child and his family; explicit and pornographic instruction in sex acts (legal and illegal, moral and immoral); and a deliberate attempt to

make the child question his parents' values. Such techniques drive a psychological wedge between the children and their parents.

Parents and pupils should know that they do not have to become guinea pigs for the fads and experiments which are often substituted for real learning. Parents have the primary responsibility for the teaching of their own children, and the taxpayers have the final power of the purse.

This report is designed to show parents and pupils that the law of the United States is on your side. This report is a tool by which parents and taxpayers can reassert their authority, find out what is being taught in the name of "education," and stop any assault on traditional and family values.

Legislation Protecting Parents' Rights

Two provisions in the United States Code specifically deal with the protection of parents' and pupils' rights in relation to public school programs and policies. The first provision allows parents or guardians to inspect all instructional material to be used in connection with any research or experimentation program. The second provision prohibits requiring a student to submit to psychiatric or psychological examination, testing, or treatment in which the primary purpose is to reveal certain information concerning specified subjects. These two provisions represent an extremely important advance in Federal protection of parental and pupil rights.

Protection of Pupil Rights

20 U. S. Code 1232h

Inspection by parents or guardians
of instructional material.

(a) All instructional material, including teacher's manuals, films, tapes, or other supplementary instructional material which will be used in connection with any research or experimentation program or project shall be available for inspection by the parents or guardians of

the children engaged in such program or project. For the purpose of this section "research or experimentation program or project" means any program or project in any applicable program designed to explore or develop new or unproven teaching methods or techniques.

Psychiatric or psychological examinations, testing, or treatment.

(b) No student shall be required, as part of any applicable program, to submit to psychiatric examination, testing, or treatment, or psychological examination, testing, or treatment, in which the primary purpose is to reveal information concerning:

- (1) political affiliations;
- (2) mental and psychological problems potentially embarrassing to the student or his family;
- (3) sex behavior and attitudes;
- (4) illegal, anti-social, self-incriminating and demeaning behavior;
- (5) critical appraisals of other individuals with whom respondents have close family relationships;
- (6) legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers; or
- (7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of unemancipated minor, without the prior written consent of the parent.

Court Decisions Protecting Parents' Rights

Many decisions of the U.S. Supreme Court, lower Federal courts, and State courts uphold parents' rights and pupils' rights in education.

These decisions constitute impressive evidence that, under U.S. law, *parents* have the primary responsibility for their children's education, and *pupils* have certain rights which the schools may not take away.

Parents have the right to make sure that their children's religious faith and moral values are not undermined by the schools. Pupils have the right to have and to hold their religious faith and moral standards without direct or indirect attack by the schools, by the curriculum, by the textbooks, or by the assigned supplementary materials.

1. Parents have the right to determine the subject matter taught to their children in school. (The Court struck down a Nebraska law which forbade the teaching of the German language.)

Meyer v. State of Nebraska, 262 U.S. 390 (1923)

U. S. Supreme Court

"The Fourteenth Amendment . . . guarantee[s] . . . the right of the individual . . . to marry, establish a home and bring up children . . ." (p. 399)

"The right of parents to engage him [the teacher] so to instruct their children, we think, are within the liberty of the [Fourteenth] Amendment." (p. 400)

The Court protected "the power of parents to control the education of their own." (p. 401)

2. Parents have the right to send their children to private schools. (The Court struck down the Oregon Compulsory Education Act which attempted to force all children to attend public schools.)

Pierce v. Society of Sisters, 268 U.S. 510 (1925)

U. S. Supreme Court

"We think it entirely plain that the Act of 1922 unreasonably interferes with the liberty of parents and guardians to direct the upbringing and education of children under their control." (p. 534)

"The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the State to standardize its children by forcing them to accept instruction from public teachers only. The child is not the 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." (p. 535)

3. The parents have the primary responsibility for the care of their children.

Prince v. Massachusetts, 321 U.S. 158 (1943)

U. S. Supreme Court

"It is cardinal with us that the custody, care and nurture of the child reside first in the parents, whose primary function and freedom include preparation for obligations the state can neither supply nor hinder." (p. 166)

4. Parents may withdraw their children from public schools, during school hours, in order to go to church for religious instructions or services.

Zorach v. Clauson, 343 U.S. 306 (1952)

U. S. Supreme Court

"We are a religious people whose institutions presuppose a Supreme Being. We guarantee the freedom to worship as one chooses. We make room for as wide a variety of beliefs and creeds as the spiritual needs of man deem necessary. We sponsor an attitude on the part of government that shows no partiality to any one group and that lets each flourish according to the zeal of its adherents and the appeal of its dogma. When the state encourages religious instruction or cooperates with religious authorities by adjusting the schedule of public events to sectarian needs, it follows the best of our

traditions. For it then respects the religious nature of our people and accommodates the public service to their spiritual needs. To hold that it may not would be to find in the Constitution a requirement that the government show a callous indifference to religious groups. That would be preferring those who believe in no religion over those who do believe." (pp. 313-314)

5. Secular Humanism is recognized (in a footnote) as a "religion" which does not teach "a belief in the existence of God."

Torasco v. Watkins, 367 U.S. 488 (1961)

U. S. Supreme Court

"Among religions in this country which do not teach what would generally be considered a belief in the existence of God are Buddhism, Taoism, Ethical Culture, Secular Humanism and others." (p. 495, note 11)

6. The state may *not* require that an official state prayer be recited in the public schools, *however*, this decision does *not* indicate a hostility toward religion or toward prayer.

Engel v. Vitale, 370 U.S. 421 (1962)

U. S. Supreme Court

"The history of man is inseparable from the history of religion. And perhaps it is not too much to say that since the beginning of that history many people have devoutly believed that 'More things are wrought by prayer than this world ever dreams of.'" (p. 434)

"School children and others are officially encouraged to express love for our country by reciting historical documents such as the Declaration of Independence which contain references to the Deity or by singing officially espoused anthems which include the composer's professions of faith in a Supreme Being, or with the fact that there are many manifestations in our public life of belief in God." (p. 435, note 21)

7. Pupils had the right to express their opinion by wearing black armbands to protest U.S. policy in Vietnam, so long as the pupils were not disruptive.

Tinker v. Des Moines School District,

393 U.S. 503 (1969)

U. S. Supreme Court

"School officials do not possess absolute authority over their students. Students in school as well as out of school are 'persons' under our Constitution. They are possessed of fundamental rights which the State must respect, just as they themselves must respect

their obligations to the State. In our system, students may not be regarded as closed-circuit recipients of only that which the State chooses to communicate. They may not be confined to the expression of those sentiments that are officially approved." (p. 511)

8. Parents have the right to keep their children out of all high schools when they believe that school attendance would endanger their children's religious faith and salvation. (The Court upheld the rights of the Amish against the Wisconsin Compulsory School Attendance Law.)

Wisconsin v. Yoder, 406 U.S. 205 (1972)

U. S. Supreme Court

"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 so long as they, in the words of *Pierce*, 'prepare [them] for additional obligations.'" (pp. 213-214)

"The history and culture of Western civilization reflect a strong tradition of parental concern for the nurture and upbringing of their children. This primary role of the parents in the upbringing of their children is now established beyond debate as an enduring American tradition." (p. 232)

9. Although the state may not require Bible reading or the recitation of the Lord's Prayer in public schools, the state also may not establish a religion of secularism.

Abington School District v. Schempp,

374 U.S. 203 (1963)

U. S. Supreme Court

"The State may not establish a 'religion of secularism' in the sense of affirmatively opposing or showing hostility to religion, thus 'preferring those who believe in no religion over those who do believe' . . . It might well be said that one's education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historic qualities. Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as part of a secular program of education, may not be effected consistently with the First Amendment." (p. 225)

"The place of religion in our society is an exalted one, achieved through a long tradition of reliance on the home, the church and the inviolable citadel of the individual heart and mind." (p. 226)

10. Teachers do not have a right to unlimited free speech in the classroom; they are subject to regulations depending on the age and sophistication of the pupils and the context and manner of presentation of the subject.

Mailloux v. Kiley, 448 F.2d 1242 (1st Cir. 1971)
U. S. Court of Appeals

"Free speech does not grant teachers a license to say or write in class whatever they may feel like, and . . . the propriety of regulations or sanctions must depend on such circumstances as the age and sophistication of the students, the closeness of the relation between the specific technique used and some concededly valid educational objective, and the context and manner of presentation." (p. 1243)

11. School books can be removed by the same authority that selected them.

Presidents Council, Dist. 25 v. Community School Board No. 25,
457 F.2d 289 (2d Cir.)
cert. denied, 408 U.S. 998 (1972)
U. S. Court of Appeals

"It would seem clear to us that books which become obsolete or irrelevant or where improperly selected initially, for whatever reason, can be removed by the same authority which was empowered to make the selection in the first place." (p. 293)

12. A public school may require a period of silence for prayer or meditation at the beginning of the school day, so long as students are not compelled to participate in any religious exercise.

Gaines v. Anderson, 421 F. Supp. 337 (Mass. 1976)
U. S. District Court

"The statute and guidelines do not compel participation by any student in a religious activity which violates his liberty of conscience. . . . The statute and guidelines here do not operate to confront any student with the cruel dilemma of either participating in a repugnant religious exercise or requesting to be excused therefrom." (p. 345)

"Because the statute and the guidelines compel no participation in any religious exercise by the students, the state infringes no parental liberty protected by the Due Process Clause." (p. 346)

13. The public school may not compel pupils to stand during the singing of the National Anthem where this interferes with their religious beliefs. (The case involved the Jehovah's Witnesses.)

Sheldon v. Fannin, 221 F. Supp. 766 (Ariz. 1963)
U. S. District Court

"Where, however, a particular application of a general law not protective of some fundamental State concern materially abridges free expression or practice of religious belief, then the law must give way to the exercise of religion." (p. 774)

14. School boards may remove books from the school library which the school board finds inconsistent with the basic values of the community.

Pico v. Board of Education, Island Trees Union Free School,
474 F.Supp. 387 (E.D.N.Y. 1979)
U. S. District Court

"One of the principal functions of public education is indoctrinative, to transmit the basic values of the community." (p. 396)

"Here, the issue is whether the first amendment requires a federal court to forbid a school board from removing library books which its members find to be inconsistent with the basic values of the community that elected them. . . . Respect for the traditional values of the community and deference to the school board's substantial control over educational content . . . preclude any finding of a first amendment violation arising out of removal of any of the books from use in the curriculum." (p. 396-397)

15. The courts should not interfere with the schools' policy on corporal punishment.

Ware v. Estes, 328 F. Supp. 657 (N.D. Tex. 1971), *aff'd*,
458 F.2d 1360, *cert. denied*, 409 U.S. 1027 (1972)
U. S. District Court

"The state cannot unreasonably interfere with the liberty of parents and guardians to direct the upbringing and education of children under their control." (p. 658)

The Phyllis Schlafly Report

Box 618, Alton, Illinois 62002
ISSN0556-0152

Published monthly by The Eagle Trust Fund, Box 618, Alton, Illinois 62002.

Second Class Postage Paid at Alton, Illinois.

Subscription Price: \$10 per year. Extra copies available 25 cents each; 6 copies \$1; 50 copies \$5; 100 copies \$8.

permission
3-7-84

KANSAS LEGISLATIVE RESEARCH DEPARTMENT

Room 545-N - Statehouse

Phone 296-3181

Date February 21, 1984

112-S

TO: REPRESENTATIVE DON CRUMBAKER
REPRESENTATIVE JIM LOWTHER

Office No. 112-S

RE: PROPOSED HOME INSTRUCTION AMENDMENT

Pursuant to our recent discussion on the topic of home instruction, I have reviewed the attached proposal for an amendment to K.S.A. 72-1111. Following are some brief background comments relating generally to the home instruction issue. These are followed by some observations about the specific proposal that has been submitted to you. As you know, home instruction presently is not authorized under Kansas law. From 1874 to 1903, Kansas law did contain a home instruction provision.

Recently in In Re Sawyer, 234 Kan. 436, (1983), the Kansas Supreme Court, in upholding the Kansas compulsory attendance law, made it clear that parents do not have a fundamental right to educate their children in the manner they regard as most appropriate, regardless of state law. In that case, the Court concluded that a system of education which consists only of unplanned and unscheduled home instruction with an uncertified teacher does not satisfy the compulsory attendance law.

As you know, the compulsory attendance law presently contains a nonpublic school alternative to attendance in public schools. It also includes the so-called "Amish provision" which provides an alternative means of satisfying compulsory attendance for recognized churches or religious denominations that object to regular public high school education. To qualify for this alternative, children must have successfully completed the eighth grade.

A child may satisfy compulsory attendance by attending a private, denominational, or parochial school. Such schools must be taught by a "competent" instructor and must be in session for a period of time that is substantially equivalent to the time public school is maintained in the district in which the nonpublic school is located.

Due to the rather vague characterization of what constitutes a nonpublic school, it is not difficult to imagine situations in which it would be extremely difficult to distinguish between a nonpublic school which satisfies the compulsory attendance requirement and home instruction which does not. Nevertheless, that has been the situation under the Kansas law for several years.

Presently, the majority of the states do permit home instruction as a means of satisfying compulsory attendance requirements. In a 1981 working paper entitled Private Education Alternatives and State Regulation, Patricia Lines, of the Education Commission of the States, stated that laws in 35 states permit home instruction in one form or another. In another report, Ms. Lines noted that laws in about half of the states permit home instruction by a parent, whether the parent has a teaching certificate or not.

The courts have made it clear that the state cannot require pupils to attend only public schools in order to satisfy compulsory attendance requirements. Thus, all states provide nonpublic school options, some subject to more state scrutiny than others. As noted above, many states also have allowed a home instruction option.

In considering the issue of home instruction, some of the major concerns are:

1. Will children educated in such a setting acquire what they need for good citizenship and for self-sufficiency?
2. What are the social and political implications of segments of society insulating themselves from the mainstream — i.e., not experiencing the social growth and development which occurs naturally in a school setting?
3. What are the implications for the public school of providing such an option?

The American Civil Liberties Union is supportive of a home instruction option. Its policy states: "We believe that, in the interest of parental right to choose an alternative to public education, [home instruction with safeguards such as approval of curriculum or testing of the child] . . . should be extended to all jurisdictions because the state's interest in assuring minimum levels of education does not extend to control of the means by which that interest is realized."

With regard to the proposed amendments to K.S.A. 72-1111, the main question is how much state control there should be if a home instruction option is to be provided. In this regard, the following observations might be considered:

1. Home instruction is to be given by a "competent" instructor. As in K.S.A. 72-1111(a), the term "competent" is not defined. Should it be? Should certification be required?
2. In order to assure that the state's interest in the education of the child is to be satisfied, the amendment calls for the State Board of Education to approve standardized achievement tests, to be administered not more often than one time per year. The amendment does not specify any of the curricular areas to be tested. Should it?
3. The test is to be administered by a public or private school or by an independent person approved by the State Board of Education. Would the state want a private school to perform this testing to determine if the state's interest in the education of the child is being met? Is it desirable to tap public school resources to assist in monitoring home instruction programs?
4. The amendment would require the State Board of Education to review annually the standardized achievement test results to determine whether the child is progressing satisfactorily. If the determination is that the child is not progressing satisfactorily, then the exemption

from the compulsory attendance requirement is to be taken under advisement for a period of two years after the date of notification. At the end of this two-year period, the exemption may be withdrawn. Is the two-year advisement period appropriate? A child who was receiving an inadequate education based on tests given in a current year could continue to receive an inadequate education during the two year advisement period, for a total of three years. This represents one-third of the entire compulsory attendance age span. If the exemption were once withdrawn, could it then be reinstated at a later time?

5. Based on the achievement tests, the State Board of Education would determine whether satisfactory progress had been made. Presumably the judgment as to what progress is satisfactory would be left to the State Board. Should the legislation be more specific in this regard?
6. The amendment states: "The State Board of Education shall take into account other factors, beyond the results of the standardized achievement test, as presented by the parent or persons acting as the parents of the child and the instructor to determine whether the child is progressing satisfactorily or whether the exemption is to be withdrawn." Throughout most of the amendment, it appears that test scores will be the sole basis for determining satisfactory progress. The above-quoted material indicates that other information could be involved in making the determination. The amendment does not specify what this information might include. Is this additional standard desirable? If so, does it need to be more clearly specified?
7. The amendment authorizes home instruction as an alternative during all of the compulsory attendance years. Should the age range to which this provision applies be restricted in any manner?
8. The amendment does not speak to any state approval of home study curriculum. Should it?
9. The amendment does not speak to the length of the school day or the duration of the school term. Should it?

We hope that this information will assist you in your deliberations regarding introduction of home study legislation. As you know, one such proposal has been introduced in the Senate (S.B. 712). Among other things, that bill relies upon passage of a minimum competency test in reading and mathematics, at grade levels determined by the State Board of Education, for a continued exemption from the compulsory attendance requirement.

Please do not hesitate to contact us if we can be of further service.

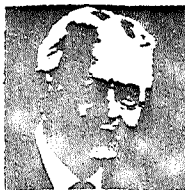
Ben F. Barrett
Associate Director

BFB/aem

HOME GROWN KIDS

A SYNOPSIS

by Dr. Raymond Moore



For more than 40 years some of us have been concerned that most children are being surrendered by homes to institutional life before they are ready--with serious implications for the children, the family, society, nation and world. In the late 1960's following a stint at the U.S. Office of Education, we became convinced that our children were victims of dangerous trends toward "early schooling for all". We had reasons to be skeptical of claims of schools for early academic achievement and socialization simply because young children learned so fast. Although challenging conventional wisdom and practice was not at first a pleasant task, colleagues around the world have more and more given support to our research, many reversing historic positions to do so. This is a synopsis of our books (the last: HOME GROWN KIDS, Word, Waco TX, 1981), and chapters in more than 30 college textbooks in various languages. By giving our schools "green grain" for their mills, we make their task impossible.

Our conclusions are actually quite old-fashioned. They seem new to some because they differ largely from, and often challenge, conventional practice. Our early childhood research grew out of experiences in the classroom with children who were misbehaving or not learning because they were not ready for the sanctions of formal schooling. We set out to determine the best ages for school entrance, concerned first with academic achievement. Yet more important has been the socialization of young children--which also address senses, coordination, brain development, reason, and social-emotional aspects of child development. These conclusions come from our Stanford,

University of Colorado Medical School and Michigan State and Hewitt investigative teams who did basic research and analyzed more than 7,000 early childhood studies. We offer briefly here our conclusions which we would like to have you check against any sound research that you know:

Readiness for Learning. Despite early excitement for school, most early entrants (ages 4, 5, 6, etc.) are tired of school before they are out of the third or fourth grades--at about the ages and levels we found that they should be starting. Psychologist David Elkind calls these pressured youngsters "burned out." They would have been far better off wherever possible waiting until ages 8 to 10 to start formal studies (at home or school) in the second, third, fourth or fifth grade. They would then quickly pass early entrants in learning, behavior and sociability. Their vision, hearing and other senses are not ready for continuing formal programs of learning until at least age 8 or 9. When earlier care is absolutely necessary, it should be informal, warm and responsive like a good home, with a low adult-to-child ratio.

The eyes of most children are permanently damaged before age 12. Neither the maturity of their delicate central nervous systems nor the "balancing" of the hemispheres of their brains, nor yet the insulation of their nerve pathways provide a basis for thoughtful learning before 8 or 9. The integration of these maturity levels (IML) comes for most between 8 and 10.

This coincided with the well-established findings of Jean Piaget and others that children cannot handle cause-and-effect reasoning in any consistent way before late 7's to middle 11's. And the bright child is no exception. So the 5's and 6's are subjected to dull Dick and Jane rote learning which tires, frustrates and ruins motivation, requires

little thought, stimulates few "hows" and "whys." Net results: frequent learning failure, delinquency. For example, little boys trail little girls about a year in maturity, but are under the same school entrance laws. HEW figures show that boys are 3 to 1 more often learning disabled, 3 to 1 delinquent and 4 to 1 acutely hyperactive. So unknowing teachers far more often tag little boys as "naughty" or "dumb." And the labels frequently follow them through school.

Socialization. We later became convinced that little children are not only better taught at home than at school, but also better socialized by parental example and sharing than by other little children. This idea was fed by many researchers. Among the more prominent were (1) Cornell's Urie Bronfenbrenner who found that up to the sixth grade at least, children who spend less of their elective time with their parents than their peers tend to become peer-dependent; and (2) Stanford's Albert Bandura who noted that this tendency has in recent years moved down to preschool levels--which should be avoided whenever good parenting is possible. Contrary to common beliefs, little children are not best socialized by other kids. We found that socialization is not neutral. It tends to be either positive or negative.

(1) Positive or altruistic and principled sociability is firmly linked with the family--with the quantity and quality of self-worth. This is in turn dependent largely on the track of values and experience provided by the family at least until the child can reason consistently. In other words the child who works and eats and plays and has his rest and is read to daily, more with his parents than with his peers, senses that he is part of the family corporation--needed, wanted, depended upon. He is the one who has the sense of self-worth. And when he does enter school, preferably not before 8 to 10, he usually becomes a social leader. He knows where he is going, is self-directed and independent in values and skills. He largely avoids the dismal pitfalls and social cancer of peer

dependency. He is the productive citizen our nation badly needs.

(2) Negative, me-first, sociability is born from more peer group association and fewer meaningful parental contacts and responsibility experiences in the home during the first 8 to 12 years. The early peer influence generally brings an indifference to family values which defy parent correction. The child does not yet consistently understand the "why" of parental demands when his peers replace his parents as his models because he is with them more. So he does what comes naturally: He adapts to the ways of his agemates because "everybody's doing it," and gives parent values the back of his little hand. And ... he has few sound values to pass on to the next generation.

So home, wherever possible, is by far the best nest until at least 8 to 10. Where there is any reasonable doubt about the influence of schools on our children (morality, ridicule, rivalry, denial of religious values, etc.) home schools are usually a highly desirable alternative. Some 34 states permit them by law under various conditions. Other states permit them through court decisions. Home schools nearly always excel regular schools in achievement. Although most of them don't know it, parents are the best teachers for most children at least through ages 10 or 12.

If we are to believe sociologists Frederick Le Play, J. D. Unwin or Carle Zimmerman, we must spend more time with our children in the home, lest our society like Greece and Rome, is lost. The conditions are now identical to theirs. Let's have more loving firmness, less indulgence; more work with you, fewer toys; more service for others--the old, poor, infirm--and less sports and amusements; more self-control, patriotism, productiveness and responsibility--which lead to, and follow, self-worth as children of God. Parents and home, undiluted, usually do this best.

HOME-SPUN VS. SCHOOL-BURNED KIDS

We prefer not to shock or to cause trouble, but offer an urgent message. We found from our own experience and surveys of primary school teachers that children who enter at later ages do much better in a given period of time with much less anxiety and frustration. For example, HEW compares little boys with little girls. Boys trail little girls about a year in maturity, yet are under the same school entrance laws. Boys are 3 to 1 more often learning disabled, 3 to 1 delinquent and 4 to 1 acutely hyperactive. Teachers far more often tag little boys as "naughty" or "dumb." And the labels frequently follow them through school.

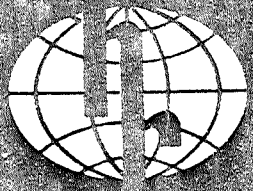
But all of this contradicts a common idea that little kids learn so fast that we should ram it in, jam it in faster. So with the advice of specialists from the National Institutes of Health we set up four early childhood (EC) research teams. They included Stanford (public policy), University of Colorado (brain studies) and Andrews and Michigan State (analyses of more than 7000 EC studies from a variety of disciplines:--vision, hearing, cognition, etc.,--and including a national study of 80,000 children and 3500 teachers with the National Center for Educational Statistics).

We later became suspicious that little children are not only better taught but also socialized by parental example than by other little children, contrary to conventional wisdom. This idea was fed by many researchers. Among the more prominent were (1) Cornell's Urie Bronfenbrenner who found that up to the sixth grade at least, children who spend less of their elective time with their parents than their peers tend to become peer-dependent; and (2) Stanford's Albert Bandura who noted that this tendency has in recent years moved down to preschool levels--which should be avoided whenever good parenting is possible.

This peer dependency results in dim views of themselves, of their futures, of their peers, and disappointment or disrespect for their parents who they often feel do not really love them. Martin Engel, former head of Washington D.C.'s National Day Care Demonstration Center observes that no matter how we rationalize, children we put out of home at early ages feel rejected. Such rejection is a pervasive emotional form of child abuse today which in some ways is worse than a physical beating.

Much EC research had been done over the last 50 years, yet results had not been brought together from the various disciplines to present a complete picture. As our conclusions veered from commonly accepted theories and contrasted with state entrance age laws, we rechecked our already rigid evaluation standards. We also asked respected professional from the several disciplines to critique our findings. Yet it became increasingly clear that earlier institutionalizing of little children is academically, socially and behaviorally damaging.

Readiness for Learning. Despite early excitement for school, most early entrants (ages 4,5,6, etc.) are tired of school before they are out of the third or fourth grades--at about the ages and levels we later concluded that they should be starting. Psychologist David Elkind calls them "burned out." Their vision, hearing and other senses were not ready for continuing formal programs of learning until at least age 8 or



Hewitt
Research
Center

Berrien Springs
MI 49304 USA

Phone 419/771-2211

The eyes of most of them were permanently damaged before age 12. Neither the maturity of their delicate central nervous systems nor the lateralizing or balancing of the hemispheres of their brains, nor yet the insulation of their nerve pathways provided a basis for thoughtful learning before 8 or 9. The integration of these maturity levels (IML) comes between 8 and 10.

This coincided almost precisely with the well-established findings that children cannot handle cause-and-effect reasoning in any consistent way before late 7's to middle 11's. And the bright child is no exception. So younger children are subject to a dull Dick and Jane kind of rote learning which is tiring, frustrating and ruins motivation. Net results: often learning failure, delinquenc

Peer Pressure. Their chances for sound character development were largely wiped out by peer influence. Whatever remained of their self-worth was often buried under the cruelty, ridicule and competition of agemates and older children on buses and playgrounds and in classrooms and neighborhoods. The habits, manners, speech, finger signs, morals, etc. of their peers brought pressures and "social contagion" which most children cannot bear without serious loss to their value systems and their self-respect--an ingredient of the rebellious 1960s and drug-cultured 1970s

Socializing. Contrary to common beliefs, little children are not best socialized by other kids. Socialization tends to be either positive or negative:

(1) Positive or altruistic and principled sociability is firmly linked with the quantity and quality of self-worth. This is in turn dependent largely on the track of values and experience provided by parents or surrogates, preferably on a one-to-one basis at least until the child can reason consistently. In other words the child who works and eats and plays and has his rest and is read to daily, more with his parents than with his peers, senses that he is part of the family corporation--needed, wanted, depended upon. He is the one who has a sense of self-worth. And when he does enter school not before 8 to 10 he usually becomes a social leader. He knows where he is going, is self-directed and independent in values and skills. He has largely avoided the dismal pitfalls and social cancer of peer dependency. He is the productive citizen our nation badly needs.

(2) Negative, me-first, sociability is born from more peer group association and fewer meaningful parental contacts and responsibility experiences in the home during the first 8-12 years. The early peer influence generally brings an indifference to family values which defy parent correction because the child cannot yet consistently understand the "why" of parental values. His peers have replaced his parents as his models. So he does what comes naturally: He adapts to the ways of his peers because "Everybody's doing it," and gives parent values the back of his little hand. And he has few sound values to pass on to the next generation.

Clinical results. We have worked with more than a thousand families who have managed to have one parent at home and who have followed our simple suggestions with warmth, responsiveness and consistency. We have not suggested formal teaching at home, but rather close, responsive working and living with children mostly at home. All have been pleased with the social, behavioral and academic results. This has been even more notably true with the gifted, regardless of the parent's educational level. For those who must have schools before 8, it should be unstructured, like a good home.

Although we are not members of their communion, the Mormon's fine Brigham Y University Press was willing to publish our book, School Can Wait, which documents most of this synopsis. We also are grateful to Readers Digest/McGraw Hill for publishing Better Late Than Early. And we look forward to Word Books' product of our new parent handbook, Home-Grown Kids, in February, 1981.

--Raymond and Dorothy Moore

HOME SCHOOLER'S CHOICE:

BY DIANE DIVOKY

Ten-year-old Laura Joyce did exceedingly well on the standardized achievement tests she was administered last winter by the Grants Pass, Ore., schools. Her scores, however, were not a credit to the public schools, or to any school at all, except for a few months when she was six. Laura has never been to school. Like thousands of children across the nation—estimates range as high as a million—she is learning at home, part of a growing movement by parents to educate their children as they choose.

Cana and Warren Gorbet of rural Crescent Mills, Calif., made the decision back in 1971 to school their eight children at home. Mrs. Gorbet has been tutoring her children—for three hours each weekday morning in a special room in the family's home—in everything from French to sewing, keeping them well supplied in books, the orders or buys secondhand. "Every one of them is a great reader," Gorbet says, adding that the family has had a TV set for 14 years. "Any

mother who loves her children can give them a better education than the public schools can," Gorbet maintains. "I encourage others to do it, because I can see how all the hard work has paid off."

And hard work it is. Even with two parents sharing the job, the nonstop, year-round task of schooling and caring for children at home is both psychologically and physically demanding. Most often, it's the mother who becomes the unpaid teacher in uncharted territory. "It requires enormous personal confidence, enterprise and tenacity," said one Sacramento, Calif., home schooler. "It is not a step taken lightly, or one done as a protest or an ego trip."

Why, then, have parents chosen to take on such an onerous responsibility? Different families have different reasons, of course, but generally they feel that the schools are not providing the kind of environment they want for their children. They see the schools as places where parents can exert little control over the influences that will shape their children.

Explains one mother who is teaching her two daughters at home: "Education is so important. I don't want the schools ruining my children, destroying their curiosity, their love of learning. And education is such an intensely personal thing; I don't want my children to be told what they should be interested in learning." Her specific complaints about the public school her daughters had attended included the rigidity of the system, the insensitivity of the teachers, and the amount of time the children were required to spend on busywork.

Ruth and Peter Nobel of Dorr, Mich., who gained national attention in 1980 when a court ruled that they had a constitutional right to educate their children at home, are devout Calvinist Christians who rejected the public schools because of "the immorality, the dress, the attitude, the speech" that they found there. The Nobels are representative of a major faction of home schoolers who are dissatisfied with the public schools for their failure to instill moral and religious values in children.

'I'LL TEACH THEM MYSELF'

A Matter of Cooperation

However different their reasons for opting to educate their children at home, these parents have one important attribute in common: a willingness to act on their convictions. "They have a kind of pioneer spirit," says education writer John Holt, whose bimonthly newsletter, *Growing Without Schooling* (circulation 5,000), provides support, legal information, ideas and resources to home schoolers. "They think something ought to be done and they believe they ought to do it. And they are ready to be in a minority."

They are also ready to take on compulsory education laws, either by finding ways to circumvent the laws (such as by not enrolling their children in the first place, by obtaining a teaching certificate, or by enrolling their children in private institutions acting as "shelter schools," many of which provide materials and testing services), or by challenging the laws, as the Nobels and many other families have done successfully. Such victorious court cases, home-schooling

proponents hold, are teaching school officials that a court fight could be fruitless, as well as time-consuming and expensive.

Rather than fight the movement, therefore, school administrators might find it more expedient to cooperate with the growing number of home schoolers—to the advantage of both families and schools. For example, a superintendent who doesn't want to lose the state funding that a home-schooled child represents could set up an arrangement whereby the district approves and oversees a home study program, providing materials and resources and occasionally testing the child, in exchange for having the student on its rolls. Marilyn DeVore, superintendent of the San Juan Ridge Union School District near Nevada City, Calif., chose this route because she didn't want to lose the funds represented by the dozen or so home-schooled children in her tiny, rural district. Under the agreement she worked out with parents, DeVore supervises the studies that parents propose and teach. The parents also

allow a district teacher to test the children once or twice a year. So far, DeVore said, the children learning at home are doing well on district tests.

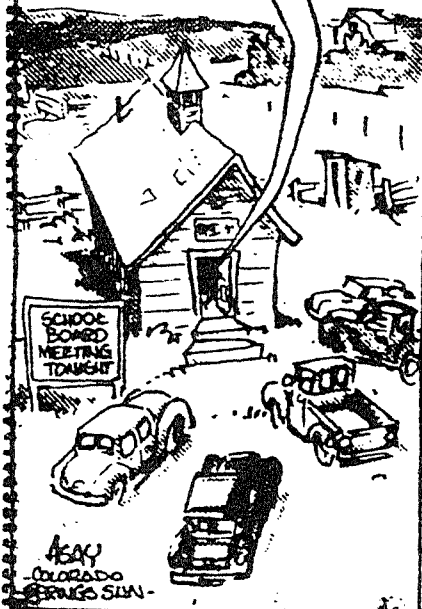
Although it may take school administrators some time to come to this position, their disapproval does not look like it will slow the growth of the movement. "These parents are tough, determined and slippery," says Holt. "It's an anarchistic movement, but a lot of the people are just down-home folks." And most of them seem to agree with the Turanos of Massachusetts, who report that after four years of schooling their two daughters at home, "the results have been better than anything we could have expected. We have all day to spend together with our children, and we've learned a lot as parents. We've learned hard things about our lack of patience, our lack of love. It's served us as well as it's served our children, and it's made us stronger." ■

Diane Divoky is a contributing editor for Learning.

EDUCATION IN AMERICA...

PAST

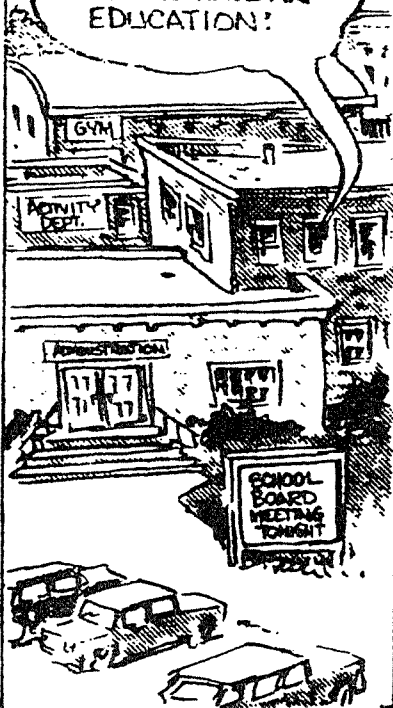
I JUST WANT MY KIDS TO HAVE A BETTER EDUCATION THAN I HAD!



1964
COLORADO
FRANKS SUN

PRESENT

I JUST WANT MY KIDS TO HAVE AN EDUCATION!



FUTURE

I JUST WANT MY KIDS!



© 1981 Capital News Service

PROPOSED AMENDMENT TO K.S.A. 72-1111

NEW Subsection (e) Any child who is instructed at home by a competent instructor is exempt from the provisions of subsection (a) of this section if the parent or persons acting as parents of the child shall comply with the following requirements:

(1) An affidavit stating that the child is being instructed at home shall be filed with the State Board of Education and the superintendent for the school district in which the child resides prior to the commencement of such instruction;

(2) The child shall take an appropriate standardized achievement test approved by the State Board of Education after consultation with the administering school or person. The test shall be given at intervals of no more than one year, the first test to be given within one year after the commencement of home instruction. The standardized achievement test shall be administered by a public or private school operating in compliance with subsection (a) of this section, or by an independent person approved by the State Board of Education. All costs incurred in administering the test shall be charged to the parent or persons acting as parents of the child;

(3) A copy of the child's achievement test results shall be filed with the State Board of Education within thirty (30) days of receipt of the results from the testing service. If an individual not associated with a testing service grades the test, that individual will sign the results and indicate thereon his or her title and relationship to the child, if any. The State Board of Education shall annually review the standardized achievement test results to determine whether a child being instructed at home is progressing satisfactorily. If the State Board of Education determines that the standardized achievement test results indicate the child is not progressing satisfactorily, it shall notify in writing the parent or persons acting as parents of the child that the exemption afforded to the child by this subsection has been taken under advisement for a period of two (2) years from the date of notification. At the end of the advisement period, the State Board of Education shall determine if the exemption shall remain in full effect, continue under advisement, or be withdrawn. Written notice of the State Board of Education's determination shall be given to the parent or persons acting as parents of the child, which notice shall list the reasons for the determination. The State Board of Education shall take into consideration other factors, beyond the results of the standardized achievement test, as presented by the parent or persons acting as parents of the child and the instructor to determine whether the child is progressing satisfactorily or whether the exemption shall be withdrawn.

That it should be necessary to establish a National Commission on Literacy is an indication of the condition of our public school system.

If you are concerned and want to become involved in the effort to return our schools to putting the emphasis on academics rather than sex and social change, please contact the following:

EAGLE FORUM

P. O. Box 3366
Shawnee Mission, Ks. 66217

Phone: 631-3952
262-0530
831-2032

Recent studies indicate that over 23 million adult Americans are functionally illiterate. Another 39 million can barely meet the simple reading demands of daily living. These are people who cannot read a want ad, or fill out a job application, or comprehend safety signs in the workplace or warning labels in the home. No estimate can calculate the emotional and economic price exacted by illiteracy.

As a Nation, we pay for illiteracy in many ways, including social programs that treat the symptoms, but hardly ever the cause. Very few current efforts remedy the basic educational handicaps of the illiterate. As a result, there has been little progress in eliminating illiteracy, in freeing Americans from this unnecessary and crippling ignorance.

The Federal Government first acknowledged and addressed adult illiteracy in 1964, in the Economic Opportunity Act, and again in 1966 in the Adult Education Act. Yet, the current Federal response amounts to only \$1 for each educationally deprived adult, reaching only 1 percent to 2 percent of those in need.

Fifteen years ago Congress passed the Elementary and Secondary Education Act, subtitled "An Act to Strengthen and Improve Educational Quality and Educational Opportunities." But we are further from quality and equality than we were the year that bill became law. As aid to education has soared, achievement has dropped.

In 1972 Congress reaffirmed its commitment to end illiteracy with the Right to Read program. That program was downgraded this past year after being labeled a failure by its own director.

Many think compensatory education programs have been a billion dollar failure. The General Accounting Office reports that over 50 percent of the children served by title I actually declined in reading skills, while the rest showed no significant gains over their nontitle I peers.

The most distressing sign of our failure is the increasing number of young illiterates who are actually graduating from our high schools. Testifying before the Senate Subcommittee on Education, one educator very recently observed:

For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach those of their parents.

After 12 years in school, 10 to 20 percent of graduates will not read well enough to become cooks, mechanics, or supply clerks.

We live in a society where earning a livelihood increasingly demands higher and higher levels of literacy. Unless this trend is stopped, the burden of supporting illiteracy will grow heavier. We pay the price for miseducation in unemployment compensation, welfare rolls, drug treatment programs, prisons, and juvenile detention centers. But the greater cost is the waste of a mind and a life—the alienation, frustration, and isolation that results when human communication is restricted to what one can say or hear.

One-third of the unemployed are functionally illiterate. Employers naturally turn down job applicants who cannot take a phone message, follow written in-

structions, calculate the correct change for a purchase—or fill out a job application. A recent survey of New York City employers confirmed the obvious: The major obstacle in hiring the unemployed is not the absence of specific job skills, but the lack of basic educational skills. These essential deficiencies explain in some measure the increasingly troubling paradox of record unemployment, and, at the same time, a national shortage of skilled workers.

To close this gap, the Joint Economic Committee urged in its 1979 report that manpower training be granted top priority in the new budget. The Wall Street Journal pointed out on October 16, 1978: "Most of the jobless simply aren't qualified for many of the good jobs available." Their lack of qualification is often basic—and so basic skills training must be an important component of any meaningful national full employment strategy.

What happens to the job seeker who is locked out of the job market, or locked into entry level jobs due to functional illiteracy? Many turn to crime. Jerry Caughlan, director of Inmate Services in Philadelphia explains: "These people figure if you can steal a hundred bucks, why slave at a 150 a week job?"

According to Judge Charles Phillips of Florida, "Eighty percent of the new criminals that pass my desk would not be there if they had graduated from high school and could read and write." And Chief Justice Warren Burger concludes that veteran criminals manifest the same educational pathology: "The percentage of inmates in all institutions who cannot read or write is staggering." The rising generation of lawbreakers follows the pattern. A recent study found that 85 percent of our youth who appear in juvenile court are disabled readers; 34 percent of institutionalized juveniles are functionally illiterate.

Illiteracy also weakens the national security. Though the Army has proudly announced the good news that 83 percent of their personnel are now high school graduates, the bad news is that over half of the soldiers in remedial reading classes have earned a high school diploma they can barely read. Since 27 percent of enlistees cannot read their 7th grade training manuals, remedial classes are essential to maintaining a minimally functional army, at the cost of millions of dollars annually.

Illiteracy in the armed services means higher discharge rates, training difficulties, poor performance, and slow promotion. National security literally is on the line when service personnel can hardly read. The Navy, for example, has warned that in an emergency the inability to decode a written message would jeopardize safe and effective naval operations.

One of our worst enemies could well be the incompetence of our own troops. Highly sophisticated weapons become useless or counterproductive in the hands of barely educated soldiers. The Army learned this lesson in the field recently when testing a new, highly accurate antitank weapon. The soldiers in the test repeatedly missed the targets. It was not back to the drawing board for the

By Mr. McGOVERN (for himself, Mr. DOLE, Mr. MELCHER, Mr. RANDOLPH, and Mr. TSONGAS):
S.J. Res. 70. Joint resolution to establish a Commission on Literacy; to the Committee on Governmental Affairs.

COMMISSION ON LITERACY

● Mr. McGOVERN. Mr. President, today I am introducing legislation to establish a National Commission on Literacy.

weapon, but back to the blackboard for the troops.

In desperation, the Army has now turned to comic books. Soldiers learn all about booby traps and land mines from the antics of a talking dog in a comic strip entitled "Don't Blow Up." This move to child-like simplicity hardly inspires confidence in our armed services. The Pentagon's new defense management study cautions that current simplified training techniques could lead to a shortage of qualified men in combat.

A new generation may also be less able to safeguard the country since many young Americans have only the vaguest idea of where it is; a quarter of our 17-year-olds do not know whether New Jersey or Oregon is on the east coast or the west coast. Such ignorance of the physical topography of the land is matched by a dangerous ignorance of our system of government. A recent Gallup Poll uncovered "tremendous political illiteracy" among a group soon to become voters. Almost half of our 17-year-olds are unaware that each State elects two Senators; one in eight believes that the President is above the law. A well-informed citizenry is the foundation and future of our democracy. To have millions outside that process can only weaken our system of government, and give strength to our enemies.

The miseducation of the young does not necessarily reflect a lack of funds. While we perhaps should spend more in some areas, we do spend more on education than all the nations of the world combined, \$120 billion last year.

Even with a fairly minimal effort in adult education, for example, we have learned that literacy training can turn tax consumers into taxpayers, saving millions, potentially billions, of Federal and State dollars. The Office of Education reported that in 1 year alone, nearly 108,000 enrollees in literacy training found employment, or better jobs, and almost 18,000 were removed from public assistance rolls. Nineteen States saved \$15 million in welfare payments by educating participants off State subsidies.

I believe the causes of our educational decline lie more in a retreat from leadership and a lowering of standards. By raising children on fill-in-the-blanks and multiple choice items, we have turned education into a gamble, and lost. When teachers cut homework in half, when principals reduce basic skill courses by 10 percent, when publishers rewrite textbooks at ever simpler levels, it is no wonder that children learn less.

When students routinely receive A's and B's for merely sitting still at their desks, we should not be surprised that test scores fall as grade point averages rise.

We often blame this deterioration on conditions outside the schools, on a decade of distraction. Yet why, is it that Vietnamese refugees in San Diego scored in the 93d percentile on math achievement tests, while their middle class peers scored in the 26th percentile on the very same test? Living in a war-torn country, sitting in a classroom with 75 pupils, did not distract the Vietnamese from learning. If poverty inevitably means poor ed-

ucational performance, then why is it that the best scoring readers in Chicago are black children from low-income homes where both parents work or one parent resides?

Whatever the causes, the startling facts remain: The National Assessment of Educational Progress reported in 1975 that 13 percent of all 17-year-olds and 42 percent of black and 56 percent of Hispanic 17-year-olds were functionally illiterate.

Yet low achievement is not confined to the traditionally disadvantaged. The latest review of illiteracy in the schools reveals that the achievement level of the brightest students can fall as fast or faster than the average or below-average students. Many intelligent students throw up their hands in exasperation and drop out; one recently explained that "high school wasn't worth finishing." For those who remain in school, 50 percent have raised their hands for more demanding work, according to the latest Gallup Youth Poll.

College and university administrators certainly must agree. They now provide remedial reading courses for one out of four incoming freshmen. Even at the best universities the evidence points to failure on the part of our public educational system to develop adequate cognitive skills. Jean H. Slingerhand, former director of Harvard's expository writing program was "appalled and astonished to find that there were matriculating students at Harvard whose reading and writing skills represented a tremendous obstacle to their success. Things are going to get worse before they get better."

And conditions are getting worse for teachers as well as students. A recent study by the National Education Association reports "a major deterioration in morale among American teachers." Experienced teachers are quitting their jobs in record numbers. Their flight is fueled by an intimidating combination of factors—a breakdown of discipline, a deterioration of the instructional process through the endless introduction of pedagogical gimmicks, an unrealistic expansion of public school responsibilities, and finally, an instinct for self-survival. Physical assaults on teachers now exceed 66,000 annually.

I am convinced by the facts that it is past time for a good hard look at basic education. We know that better results can be achieved with no greater expense. Why should public education not accomplish in 12 years at the cost of \$20,000 per pupil, what private schools do in half the time at one-third the cost? In a time of fiscal austerity, finding out why education works in some places and why educational funds are wasted in others represents one of the soundest, most sensible public investments. Education is an investment in people, in growth, and in self-reliance, an investment that brings returns far beyond the four walls of a classroom. Good schools attract homeowners and businesses, promote economic stability, and neighborhood revitalization.

In a very real sense, and in many ways, American prosperity depends on an educated citizenry. How successfully

can we conserve energy when 1 billion Americans cannot calculate their cars' rates of consumption? How effectively can families fight inflation when 35 million Americans cannot comparison shop for value?

We are on the verge of establishing a separate Department of Education, but before we do that we should examine where education is leading us, and where we want to be led, and by whom. I am not advocating more Federal interference in education. I am not advocating more anything—except more quality. I am advocating an expert investigation with one aim—to learn where we have faltered, and how we can succeed, in raising the quality of basic education.

TESTIMONY OF AUSTIN K. VINCENT OF TOPEKA, KANSAS
IN FAVOR OF SB 712 WITH PROPOSED AMENDMENTS BEFORE
THE SENATE EDUCATION COMMITTEE ON MARCH 12, 1984

- I. There is universal confusion about home instruction in Kansas.
- A. K.S.A. 72-1111 requires all children to be enrolled in a school, public or private, from age seven through age fifteen. An unaccredited private school must be taught by a competent teacher for a substantially equivalent period of time as maintained in public schools. There is no other definition of "school" to guide parents, superintendents or the courts.
- B. Some school officials have given approval to private schools in the home taught by the parents. Parents in other districts have been challenged and taken to court for the same actions.
- C. The courts have been equally inconsistent and indefinite. In the Interest of Zephyrus White, 82-J-08 (Cloud County District Court); In Re Sawyer, 234 Kan. 436 (1983); State v. Roemhild (Georgia Supreme Court, Oct. 25, 1983).
- II. Other states have allowed home instruction under a variety of controls or requirements. Statutes for some of these states are provided.
- III. Another proposed amendment to K.S.A. 72-1111 is attached along with a Legislative Research Department memorandum concerning the amendment. Questions raised by the memorandum and answers follow:
- A. Should "competent" be defined? No. Can you quantify quality? Private schools are functioning under this same standard. Any attempt at defining the teacher's qualifications would set a status which could not be challenged. Example: HB 2083 defines competent as holding a baccalaureate degree. Under that amendment, a degreed teacher would be deemed competent, regardless of performance or results. The real measure is how the child progresses.
- B. Should the type of test or subject areas tested be specified? No. There is a need for flexibility in testing. The amendment provides for the State Board of Education to approve the test.

- C. Should the state trust private schools to test? It trusts them to educate private school students. The amendment provides for the parents to bear the cost of testing.
- D. Is an advisement period after marginal test results appropriate? The advisement period provides flexibility for the parents and the State Board of Education to work on problems that may be overcome. In the case of serious problems, the state can still challenge the teacher on the "competency" standard, without waiting out the period.
- E. Should certain guidelines for State Board review be specified? I trust them. If something must be specified, I suggest the standard for advancement in public schools.
- F. Should the State Board consider other factors in making its determinations? Again, there is a need for flexibility to fit the situation of the particular child. Tests are helpful, but they are not the total answer.
- G. Should home instruction be limited to certain years? Many families have instructed at home successfully throughout the school years. Other states are comfortable with a full exemption.
- H. Should the state approve the curriculum used in the home? The state does not approve private school curriculum. Testing will provide the necessary accountability.
- I. Should length of the school day be specified? The present time requirement of 72-1111 and SB 712 is subject to various interpretations. Learning is best achieved when the ground is fertile and that is often outside the traditional classroom setting. Again, the test results will protect the state's interests much better than a time requirement.

CONCLUSION

There is a need for expeditious, yet sensitive action to remove the uncertainty and provide parents with the option to educate within the home, while protecting the interests of the state through a reasonable system of accountability.

PROPOSED AMENDMENT TO K.S.A. 72-1111

NEW Subsection (e) Any child who is instructed at home by a competent instructor is exempt from the provisions of subsection (a) of this section if the parent or persons acting as parents of the child shall comply with the following requirements:

(1) An affidavit stating that the child is being instructed at home shall be filed with the State Board of Education and the superintendent for the school district in which the child resides prior to the commencement of such instruction;

(2) The child shall take an appropriate standardized achievement test approved by the State Board of Education after consultation with the administering school or person. The test shall be given at intervals of no more than one year, the first test to be given within one year after the commencement of home instruction. The standardized achievement test shall be administered by a public or private school operating in compliance with subsection (a) of this section, or by an independent person approved by the State Board of Education. All costs incurred in administering the test shall be charged to the parent or persons acting as parents of the child;

(3) A copy of the child's achievement test results shall be filed with the State Board of Education within thirty (30) days of receipt of the results from the testing service. If an individual not associated with a testing service grades the test, that individual will sign the results and indicate thereon his or her title and relationship to the child, if any. The State Board of Education shall annually review the standardized achievement test results to determine whether a child being instructed at home is progressing satisfactorily. If the State Board of Education determines that the standardized achievement test results, considered in light of any other factors pertaining to the child, indicate the child is not progressing satisfactorily, it shall notify in writing the parent or persons acting as parents of the child that the exemption afforded to the child by this subsection has been taken under advisement for a period of two (2) years from the date of notification. At the end of the advisement period, the State Board of Education shall determine if the exemption shall remain in full effect, continue under advisement, or be withdrawn. Written notice of the State Board of Education's determination shall be given to the parent or persons acting as parents of the child, which notice shall list the reasons for the determination. After the exemption is withdrawn, it may be reinstated only after written application to, review of and written approval by the State Board of Education. The State Board of Education shall take into consideration other factors pertaining to the welfare of the child beyond the results of the standardized achievement test, as presented by the parent or persons acting as parents of the child and the instructor to determine whether the child is progressing satisfactorily or whether the exemption shall be withdrawn.

KANSAS LEGISLATIVE RESEARCH DEPARTMENT

Room 545-N - Statehouse

Phone 296-3181

Date February 21, 1984

TO: REPRESENTATIVE DON CRUMBAKER
REPRESENTATIVE JIM LOWTHER

Office No. 112-S
112-S

RE: PROPOSED HOME INSTRUCTION AMENDMENT

Pursuant to our recent discussion on the topic of home instruction, I have reviewed the attached proposal for an amendment to K.S.A. 72-1111. Following are some brief background comments relating generally to the home instruction issue. These are followed by some observations about the specific proposal that has been submitted to you. As you know, home instruction presently is not authorized under Kansas law. From 1874 to 1903, Kansas law did contain a home instruction provision.

Recently in In Re Sawyer, 234 Kan. 436, (1983), the Kansas Supreme Court, in upholding the Kansas compulsory attendance law, made it clear that parents do not have a fundamental right to educate their children in the manner they regard as most appropriate, regardless of state law. In that case, the Court concluded that a system of education which consists only of unplanned and unscheduled home instruction with an uncertified teacher does not satisfy the compulsory attendance law.

As you know, the compulsory attendance law presently contains a nonpublic school alternative to attendance in public schools. It also includes the so-called "Amish provision" which provides an alternative means of satisfying compulsory attendance for recognized churches or religious denominations that object to regular public high school education. To qualify for this alternative, children must have successfully completed the eighth grade.

A child may satisfy compulsory attendance by attending a private, denominational, or parochial school. Such schools must be taught by a "competent" instructor and must be in session for a period of time that is substantially equivalent to the time public school is maintained in the district in which the nonpublic school is located.

Due to the rather vague characterization of what constitutes a nonpublic school, it is not difficult to imagine situations in which it would be extremely difficult to distinguish between a nonpublic school which satisfies the compulsory attendance requirement and home instruction which does not. Nevertheless, that has been the situation under the Kansas law for several years.

Presently, the majority of the states do permit home instruction as a means of satisfying compulsory attendance requirements. In a 1981 working paper entitled Private Education Alternatives and State Regulation, Patricia Lines, of the Education Commission of the States, stated that laws in 35 states permit home instruction in one form or another. In another report, Ms. Lines noted that laws in about half of the states permit home instruction by a parent, whether the parent has a teaching certificate or not.

The courts have made it clear that the state cannot require pupils to attend only public schools in order to satisfy compulsory attendance requirements. Thus, all states provide nonpublic school options, some subject to more state scrutiny than others. As noted above, many states also have allowed a home instruction option.

In considering the issue of home instruction, some of the major concerns are:

1. Will children educated in such a setting acquire what they need for good citizenship and for self-sufficiency?
2. What are the social and political implications of segments of society insulating themselves from the mainstream — i.e., not experiencing the social growth and development which occurs naturally in a school setting?
3. What are the implications for the public school of providing such an option?

The American Civil Liberties Union is supportive of a home instruction option. Its policy states: "We believe that, in the interest of parental right to choose an alternative to public education, [home instruction with safeguards such as approval of curriculum or testing of the child] . . . should be extended to all jurisdictions because the state's interest in assuring minimum levels of education does not extend to control of the means by which that interest is realized."

With regard to the proposed amendments to K.S.A. 72-1111, the main question is how much state control there should be if a home instruction option is to be provided. In this regard, the following observations might be considered:

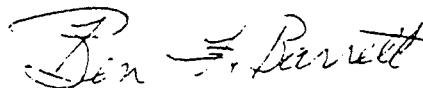
1. Home instruction is to be given by a "competent" instructor. As in K.S.A. 72-1111(a), the term "competent" is not defined. Should it be? Should certification be required?
2. In order to assure that the state's interest in the education of the child is to be satisfied, the amendment calls for the State Board of Education to approve standardized achievement tests, to be administered not more often than one time per year. The amendment does not specify any of the curricular areas to be tested. Should it?
3. The test is to be administered by a public or private school or by an independent person approved by the State Board of Education. Would the state want a private school to perform this testing to determine if the state's interest in the education of the child is being met? Is it desirable to tap public school resources to assist in monitoring home instruction programs?
4. The amendment would require the State Board of Education to review annually the standardized achievement test results to determine whether the child is progressing satisfactorily. If the determination is that the child is not progressing satisfactorily, then the exemption

from the compulsory attendance requirement is to be taken under advisement for a period of two years after the date of notification. At the end of this two-year period, the exemption may be withdrawn. Is the two-year advisement period appropriate? A child who was receiving an inadequate education based on tests given in a current year could continue to receive an inadequate education during the two year advisement period, for a total of three years. This represents one-third of the entire compulsory attendance age span. If the exemption were once withdrawn, could it then be reinstated at a later time?

5. Based on the achievement tests, the State Board of Education would determine whether satisfactory progress had been made. Presumably the judgment as to what progress is satisfactory would be left to the State Board. Should the legislation be more specific in this regard?
6. The amendment states: "The State Board of Education shall take into account other factors, beyond the results of the standardized achievement test, as presented by the parent or persons acting as the parents of the child and the instructor to determine whether the child is progressing satisfactorily or whether the exemption is to be withdrawn." Throughout most of the amendment, it appears that test scores will be the sole basis for determining satisfactory progress. The above-quoted material indicates that other information could be involved in making the determination. The amendment does not specify what this information might include. Is this additional standard desirable? If so, does it need to be more clearly specified?
7. The amendment authorizes home instruction as an alternative during all of the compulsory attendance years. Should the age range to which this provision applies be restricted in any manner?
8. The amendment does not speak to any state approval of home study curriculum. Should it?
9. The amendment does not speak to the length of the school day or the duration of the school term. Should it?

We hope that this information will assist you in your deliberations regarding introduction of home study legislation. As you know, one such proposal has been introduced in the Senate (S.B. 712). Among other things, that bill relies upon passage of a minimum competency test in reading and mathematics, at grade levels determined by the State Board of Education, for a continued exemption from the compulsory attendance requirement.

Please do not hesitate to contact us if we can be of further service.



Ben F. Barrett
Associate Director

(4) "Executive officer" means the superintendent of schools or that head administrative officer designated by the board of education to execute its policy decisions.

(5) "Parent" means the mother or father of a child or any other person having custody of a child.

(6) "State board" means the state board of education.

Source: L. 63, p. 861, § 2; C.R.S. 1963, § 123-20-2; L. 64, p. 571, § 1; L. 73, pp. 1254, 1314, § § 4, 5.

22-33-103. Free education - tuition may be charged, when. Any resident of this state who has attained the age of six years and is under the age of twenty-one is entitled to attend public school in the school district of which he is a resident, during the academic year when the schools of the district are in regular session, and without the payment of tuition, subject only to the limitations of sections 22-33-105 and 22-33-106. Tuition may be charged for a pupil not a resident of the school district in which he attends school and to resident or nonresident adult pupils, as otherwise provided by law.

Source: L. 63, p. 861, § 3; C.R.S. 1963, § 123-20-3; L. 64, p. 571, § 2.

Cross reference: For district liability for tuition and limitations concerning same, compare § 22-32-115.

Am. Jur. See 47 Am. Jur., Schools, § 148.
C.J.S. See 79 C.J.S., Schools and School Districts, § 455.

22-33-104. Compulsory school attendance. (1) Every child who has attained the age of seven years and is under the age of sixteen years, except as provided by this section, shall attend public school for at least one hundred seventy-two days during each school year, or for the specified number of days in a pilot program which has been approved by the state board under section 22-50-103 (2).

(2) The provisions of subsection (1) of this section shall not apply to a child:

- (a) Who is temporarily ill or injured or whose absence is approved by the administrator of the school of attendance;
- (b) Who attends, for the same number of days, an independent or parochial school which provides a basic academic education comparable to that provided in the public schools of the state;
- (c) Who is absent for an extended period due to physical, mental, or emotional disability;
- (d) Who has been suspended, expelled, or denied admission in accordance with the provisions of this article;
- (e) To whom a current age and school certificate or work permit has been issued pursuant to the "Colorado Youth Employment Opportunity Act of 1971";
- (f) Who is in the custody of a court or law enforcement authorities;
- (g) Who is pursuing a work-study program under the supervision of a public school;
- (h) Who has graduated from the twelfth grade; or

Colorado

(1) Who is being instructed at home by a teacher certified pursuant to articles 60 and 61 of this title. Under an established system of home study approved by the state board.

(3) Unless within one of the exceptions listed in subsection (2) of this section, a child who is deaf or blind, and who has attained the age of six years and is under the age of seventeen, shall attend, for at least one hundred seventy-two days during the school year, a school which provides suitable specialized instruction. The provisions of this subsection (3) shall not apply to a child if the Colorado school for the deaf and the blind refuses him admission and it is impractical to arrange for attendance at a special education class, as provided in article 20 of this title, within daily commuting distance of the child's home. If any school providing instruction for deaf or blind children offers fewer than the necessary one hundred seventy-two days of instruction, the school shall file with the school district in which it is located a report showing the number of days classes were held and the names and ages of the children enrolled.

Source: L. 63, p. 862, § 5; C.R.S. 1963, § 123-20-5; L. 73, pp. 1254, 1314, § § 5, 6.

Cross reference. As to "Colorado Youth Employment Opportunity Act of 1971", see § 8-12-101 et seq.

Am. Jur. See 47 Am. Jur., Schools, § § 156-159.

C.J.S. See 79 C.J.S., Schools and School Districts, § § 463-470.

The state, for its own protection, may

require children to be educated. People ex rel. Vallimar v. Stanley, 81 Colo. 276, 255 P. 610 (1927).

As to previous exemption of those over 14 who have completed eighth grade. See Washington County High School Dist. v. Board of Comm'rs, 85 Colo. 72, 273 P. 879 (1928).

22-33-105. Suspension, expulsion, and denial of admission. (1) No child who has attained the age of six years and is under the age of twenty-one shall be suspended or expelled from or be denied admission to the public schools, except as provided by this article.

(2) In addition to the powers provided in section 22-32-110, the board of education of each district may:

- (a) Delegate to any school principal within the district the power to suspend a pupil in his school for not more than five school days on the grounds stated in section 22-33-106; and
- (b) Suspend, on the grounds stated in section 22-33-106, a pupil from school for not more than another ten school days, or may delegate such power to its executive officer, except that the latter may extend a suspension to an additional ten school days if necessary in order to present the matter to the next meeting of the board of education;
- (c) Deny admission to, or expel for any period not extending beyond the end of the school year, any child whom the board of education, in accordance with the limitations imposed by this article, shall determine does not qualify for admission to, or continued attendance at, the public schools of the district. A board of education may delegate such powers to its executive officer; but at its next meeting, the latter shall report on each case acted upon, briefly describing the circumstances and the reasons for his action. When delegated, an appeal may be taken from the decision of the executive officer to the board of education. No board of education shall deny admission to, or expel, any child without a hearing, if one is requested by the parent of the child.

A.R.S. former § 15-148.

Library References

Schools 73.

C.J.S. Schools and School Districts § 252, 262.

§ 15-310. Receipt of test results; education of children taught at home; independent evaluator; definition.

A. The county school superintendent shall maintain the nationally standardized achievement test results received from the parent or guardian of a child who is being instructed at home and the affidavits received from the parent or guardian of a child attending a private or parochial school as provided in § 15-802, subsection B, paragraphs 1 and 2.

B. The county school superintendent shall annually review the nationally standardized achievement test results to determine whether a child being instructed at home is progressing academically. If the county school superintendent determines that the nationally standardized achievement test results indicate the child is not progressing academically, he shall designate a qualified independent evaluator to determine whether the exemption of the parent or guardian from the provisions of § 15-802, subsection A, shall be continued.

C. In making the determination of the continuation of an exemption under § 15-802, subsection B, paragraph 1, the designated independent evaluator shall meet with the child, the parent or guardian of the child and the person who instructs the child at home if that person is other than the child's parent or guardian. The designated independent evaluator shall take into consideration other educational factors, beyond the nationally standardized achievement test results, as presented by the parent or guardian and the instructor to determine whether the child is progressing academically.

D. If the designated independent evaluator determines, pursuant to subsection C of this section that the child is not progressing academically, he shall recommend to the county school superintendent to notify the parent or guardian, in writing, that after a period of thirty days from the receipt of the notice, they shall no longer be exempt from the provisions of § 15-802, subsection A. The notice shall be mailed to the parent or guardian by United States certified mail addressed to the parent or guardian at his last known address and shall include a copy of the reasons for the designated independent evaluator's determination to recommend the termination of the exemption.

E. For the purposes of this section, "independent evaluator" means a person deemed qualified to evaluate the academic progress of a child by the county school superintendent and who is not employed on a regular basis by the public school system or who is not a relative of the child or who does not have any former association with the parents or guardian of a child being evaluated.

Added by Laws 1982, Ch. 221, § 1.

1982 Reviser's Note:

Pursuant to authority of section 41-1304.02, "hearing" was deleted from and subsection B was divided into subsections B and C and "independent evaluator" definition was added.

Library References

Schools 164.

C.J.S. Schools and School Districts § 485.

§ 15-802. Compulsory school attendance; exceptions; violation; classification

Arizona

Text as amended by Laws 1983, Ch. 325, § 10.

A. Every person who has custody of a child between the ages of eight and sixteen years shall send the child to a school for the full time school is in session within the school district in which the child resides, except that if a school is operated on an extended school year basis each child shall regularly attend during school sessions which total not less than one hundred seventy-five days, or the equivalent as approved by the superintendent of public instruction, during the school year.

B. A person is excused from the duty prescribed by subsection A of this section when it is shown to the satisfaction of the county school superintendent that:

1. The child is instructed at home by a person passing the reading, grammar and mathematics proficiency examination as provided in section 15-533 in at least those subjects as reading, grammar, mathematics, social studies,

ally standardized achievement test each year. The parent or guardian of a child being instructed at home satisfies the condition of this paragraph by filing with the county school superintendent a copy of the child's achievement test results each year and an affidavit stating that the child is being taught at home. The nationally standardized achievement test which shall upon request be provided by the department of education may be administered by a public or private school and all costs incurred in administering the test shall be charged to the person who has custody of the child. If the public school administers the nationally standardized achievement test as provided in this paragraph, the test results shall not be included in the summary report as provided in § 15-743. The department of education shall upon request provide any information which the department provides to teachers and parents of public school children relating to the nationally standardized achievement test to the person who has custody of the child. If the information is written, all costs incurred in printing the information shall be charged to the person who has custody of the child.

2. The child is attending a regularly organized private or parochial school. The parent or guardian of a child attending a private or parochial school satisfies the condition of this paragraph by filing an affidavit with the county school superintendent stating that the child is attending a school for the full time that the schools of the school district are in session.

3. The child is in such physical or mental condition that attendance is inexpedient or impracticable.

4. The child has completed the common school courses prescribed by the state board of education.

5. The child has presented reasons for nonattendance which are satisfactory to a board consisting of the president of the local governing board, the teacher of the child and the probation officer of the superior court in the county.

6. The child is over fourteen years of age and is, with the consent of his parents or guardian, employed at some lawful wage earning occupation.

7. The child is an enrollee in a work training, career education, vocational or manual training program which meets the educational standards established and approved by the department of education.

C. A person violating any provision of this section is guilty of a class 3 misdemeanor.

Added by Laws 1981, Ch. 1, § 2, eff. Jan. 23, 1981. Amended by Laws 1982, Ch. 221, § 2; Laws 1983, Ch. 325, § 10.

For text as amended by Laws 1982, Ch. 221, § 2, see

Testimony before the Senate Education Committee
in support of SB 712
March 12, 1984

Mr. Chairman and members of this committee:

On January 20, 1983, I sat in a Johnson County court room and heard a judge pronounce his decision that our children were neglected. They were children in need of care and as such were placed in the care and custody of the state. What was our crime that the court felt it was necessary to take control of our two oldest children? We wanted to provide our children with a personalized, individualized program of instruction that was adapted to each child's needs, strengths, and weaknesses. A program which offered, during class, immediate correction and feedback. A program of instruction where as much time as was needed was taken to thoroughly understand the topic or information presented before progressing farther. At the same time hard work and diligence were promptly rewarded. Our crime was that after much research, investigation and careful consideration, we had decided to home-educate our children.

As a result of the Kansas Supreme Court's lack of clarification, while upholding the lower court ruling, Kansas is now in a state of turmoil. Home-schoolers in some areas are continuing uncontested while many others are being routinely investigated by SRS. Because of the vagueness of Kansas law as to what constitutes a nonpublic school, this decision is now being made by each principal, superintendent, social worker, district attorney, and judge. Each makes a decision on the quality of a child's education, yet they do not all have the same requirements, guidelines or criteria. For this reason, there are inconsistencies in application of the law throughout Kansas. Of course, in cases where opinion goes against a home-schooler, the ultimate threat is to comply with the authorities' wishes or lose

our most precious gift, our children.

We desperately need legislation that acknowledges and clarifies our rights as parents to determine the best program of instruction for each individual child; whether it be public, private or home school. Certainly every child has a right to an education, but if education is truly the issue and concern, results, not the method should be the focus.

While I am here to voice support of SB 712, I must at the same time express my concern. The bill gives total control to the State Board of Education to determine what examination will be given as well as what level a child will be tested. What is the earliest age these tests will be given? What happens if a child does well in one area but lags in another? In our case our son had fallen consistently behind for 3 years. His SRA composite score fell from the 45 percentile in 1980 to the 16 percentile in 1982. Would he then be grouped with his age mates and be expected to perform on their level after the first year of home instruction? No provision is made for extenuating or additional information to be considered. Many 6, 7, even 8 year olds, especially boys who mature more slowly, are not ready to read. This does not mean they are not being educated. Their general knowledge, grasp of concepts, mastery of math facts, and comprehension are equal to their peers. Will they be penalized for their immaturity if tested at too early an age?

For this reason, I urge you to adopt the amendment to this bill. This still provides the testing needed, yet gives the parent the option of choosing from recognized standardized tests. It would also help to distribute the testing load since a private or public school could perform the testing. Since the parent would pay for private testing, it would not be an added burden for the state. If a parent chose to have his child tested in the public school, the child could be tested in the school gym or auditorium at the same time the rest of the children in his district were being tested. Thus the expense would be kept to a minimum.

This amendment also provides for a 2 year advisement period and allows consideration of relevant information. If a child has done well for several years of home instruction and one year doesn't quite make the grade, is he to be disallowed an exemption regardless of any extenuating circumstances? For those who would say 2 years is too long a time I would ask --"Why is it then acceptable in public education?" A child is not ask to leave the public school system if he lags behind, but given repeated opportunities (and years) to improve. For those who would point out that there is the possibily that there might be abuses of those who would use the home education system, there are laws covering children not being given a program of instruction. Just as the public school system does not want all schools and teachers to be judged by the few who do not perform their responsibilities and do a good job, home-schoolers do not want our right to denied us because of those few who might not meet their responsibilities. Charges would still be brought against those on an individual basis.

I urge your support of SB 712 and its amendment. Home education is not a passing fad and we are not going to go away by being ignored.

Bonnie Sawyer
19985 Renner Road
Spring Hill, Kansas 66083

913-686-3210

March 12, 1984

Testimony to Senate Education Committee in Support of S.B. 712

By Al and Marti Ahlman

We thank you, Senators, for this opportunity to testify in support of this bill.

We are Al and Marti Ahlman from Newton. We both have degrees in education. Marti has 4 years of teaching experience, and Al taught 2 years in high school and 3 years in college while completing graduate studies. Al is now Chief Physical Therapist at Halstead Hospital. We have started a private school with another family, Mike and Carol Hastings, and speak on their behalf as well. We are registered with the State Board of Education as Light of Life Christian Academy, and are teaching our own children in our homes 3 days a week, and combining classes 2 days a week.

We have chosen to teach our children at home for several reasons:

1. Our children are the most valuable treasures that God has given us on this earth. The responsibility of training them to love and honor God in attitudes and actions, to become productive and loyal citizens, and to develop and use their individual abilities, is a full-time job.
2. Educators agree that children learn best in small groups, and even better on a one to one basis. Benefits include:
 - a. many more interactions between teacher and child each day than are possible in a large classroom.
 - b. immediate feedback from lessons studied.
 - c. allowances are made for individual differences and the child is freed from pressure to conform to an arbitrary average standard.
 - d. In addition, the love and encouragement from a parent gives the child a nurturing atmosphere in which optimum academic learning and emotional growth can take place.
3. The child's primary role models will be his parents and their values rather than the values of the peer group. Also, parents can quickly and effectively deal with discipline problems as the need arises.

Our forefathers sacrificed so much to win the freedoms guaranteed in the United States Constitution. That freedom includes the right of parents to choose the means of education they believe best for their children.

We have personally come to identify with the pilgrims and pioneers in this school venture. We have sacrificed time, energy, reputation, and money, as well as enduring the tremendous pressure of being treated as lawbreakers by local authorities, when in fact we are making every effort to meet the requirements of the State's compulsory attendance laws.

We encourage you to vote in favor of this Bill. By doing so, you will save the State money by not having to pay for the staff and equipment for these students. You will uphold the rights of parents guaranteed in the Constitution. And you will also be guaranteeing Kansas some productive, loyal, and well-educated future citizens.

Thank you.

Testimony on Senate Bill #712

Attn: Senate Education Committee

Date: March 12, 1984

From: Jerry, Marcia, Shawn and Chatel Schooley

Dear Mr. Chairman and Committee Members,

Having had four years practical experience with our children learning at home, we feel we can speak with some authority on behalf of Senate bill #712 and its positive value as an alternative form of education.

Our son, Shawn age 9, was recently tested (see attached) and was shown to be receiving an academic education equivalent to; in fact exceeding by two grade levels, that which is required by state law. Our daughter, Chatel age 6, was given a partial testing and was shown to be achieving at a rate similar to her brother. The test results proved what we already knew to be true. That learning is best achieved in a familiar environment with the least amount of interference possible. From our studies of scientific research on learning and our own experience and observation; we have concluded that freedom in learning (education) is as important as freedom in a democratic form of government. With this in mind, we would like to address the necessity for provision #5 which deals with testing. We acknowledge the need for testing in regular school environments in order for teachers to assess individual achievement in large classrooms and also to give parents a report of their child's progress. However, in our one on one situation we can directly assess, from both a teacher and parent standpoint, our children's progress eliminating the need for formalized testing. We can supply, if needed, a multitude of evidence on the negative aspects of formal testing. Formal testing is one of our objections to regular school.

As to any fear of abuse of Senate Bill #712 by parents, we feel any such abuses would best be handled by the Department of Social & Rehabilitation Services. This could be handled under the same law as truancy cases are at present. The failure of parents to educate their children is a social problem, not educational.

As far as our children's socialization, we see two happy, loving, caring individuals and we really wouldn't want to have them changed in any way. The right to choose one's own form of socialization is guaranteed by the first, fourth, fifth, ninth, and fourteenth amendments to the United States Constitution.

We have compiled a large amount of data and knowledge concerning this form of education and would be glad to share it with you if you feel the necessity for further detailed study. At the first Constitutional Convention, personal liberties were considered the foundation of our democratic society. We feel this bill promotes personal liberties by allowing a worthwhile alternative form of education. We respectfully request your support. Thank you.

Robert H. Poresky, Ph.D.
Certified Psychologist
3016 Claflin Road
Manhattan, KS 66502

January 16, 1984

To: Jerry W. and Marcia Schooley
Rural Route 5
Clay Center, Kansas 67432

Educational Assessment Report

Subject: Shawn J. Schooley
age 9 years, 9 months
Test Date: January 12, 1984.

Shawn Schooley was assessed on January 12, 1984, at the request of his parents for an assessment of his educational attainments. His parents observed the testing which was conducted at the above address in an informal setting. Shawn is a young boy with brown eyes and blonde hair. He was friendly and attentive during the assessment. While he appeared to become fatigued toward the end of the session, he remained attentive and responsive. His sister was also present during a portion of the session.

To assess Shawn's educational attainment, the Peabody Individual Achievement Test (Dunn and Markwardt, 1970) was administered. Since Shawn is not attending a conventional school, age norms rather than grade norms were used in the analysis of his performance. On all the subtests and on the Total Test, Shawn's performance was above average for a child of his age. When his performance is converted to grade equivalents (according to the test statistics), he performed at about the sixth grade level overall. The details of his Total Test and Subtest results are given on the next page.

The scores on the P.I.A.T. are reported in three forms. The first, Grade Equivalent, is an estimate of the grade level at which Shawn is functioning. More exactly, it is an estimate of the average grade level a student with his score would be in. The second score, Percentile Rank, is an estimate of his placement, based upon his test scores, in comparison with other students. A percentile rank of 75 indicates that he did better than 74% of the students his age did in the standardization sample. The Standard Scores are also comparative. On these an average student's score would be 100 and above 100 would be above average performance.

Peabody Individual Achievement Test Summary

Subtest	Grade Equivalent	Percentile Ranks	Standard Scores
Mathematics	5.3	63	105
Reading Recognition	6.2	76	111
Reading Comprehension	6.8	83	114
Spelling	5.3	59	103
General Information	6.5	85	116
Total Test	6.0	75	110

On all the Subtests and on the Total Test, Shawn's achievement levels were at or above average for his age in comparison with the test norms. None of the variations between the Subtest scores is large enough to be meaningful.

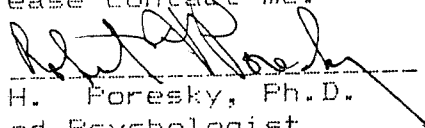
Shawn's overall achievement level is the sixth grade. His Subtest achievement levels range from grade 5.3 in Mathematics and Spelling to 6.8 in Reading Comprehension. Based upon his age, Shawn's school grade placement would be about a year behind his achievement. Thus, it appears he is doing very well on his academic achievement as measured by the Peabody Individual Achievement Test.

During the assessment we noted some differences in the test format for the mathematics questions. Perhaps the inclusion of "word" questions in your mathematics study would be helpful. Another area of possible focus is spelling. However, since Shawn's reading comprehension is very high, I would not recommend undue stress in this area which might reduce his desire to read.

In summary, Shawn J. Schooley has attained academic achievement scores which are generally above those which would be expected for a student his age.

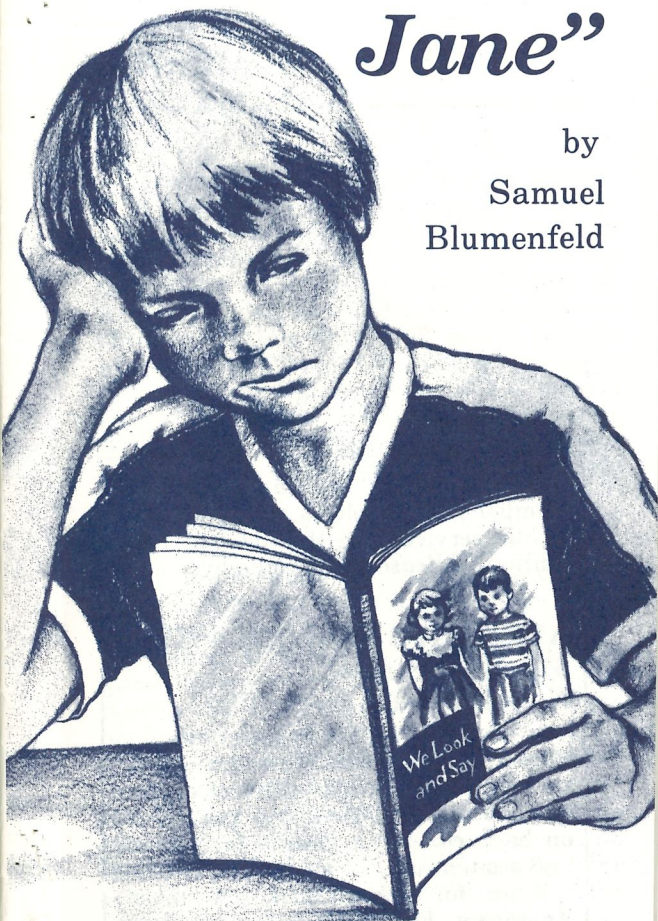
I will retain the test record booklet in my files. The items are considered confidential in order to retain the accuracy of the test instrument. If you require access to the Individual Record Booklet please let me know.

I acknowledge receipt of your check for \$100.00 in payment for this assessment and report. If you have any questions please contact me.

Signed: 
Robert H. Foresky, Ph.D.
Certified Psychologist
-State of Kansas #274

The Victims of “Dick and Jane”

by
Samuel
Blumenfeld



For 60 years the “look-say” method of teaching reading has dominated our schools. Why does it remain firmly entrenched even though it doesn’t work?

THE VICTIMS OF "DICK AND JANE"

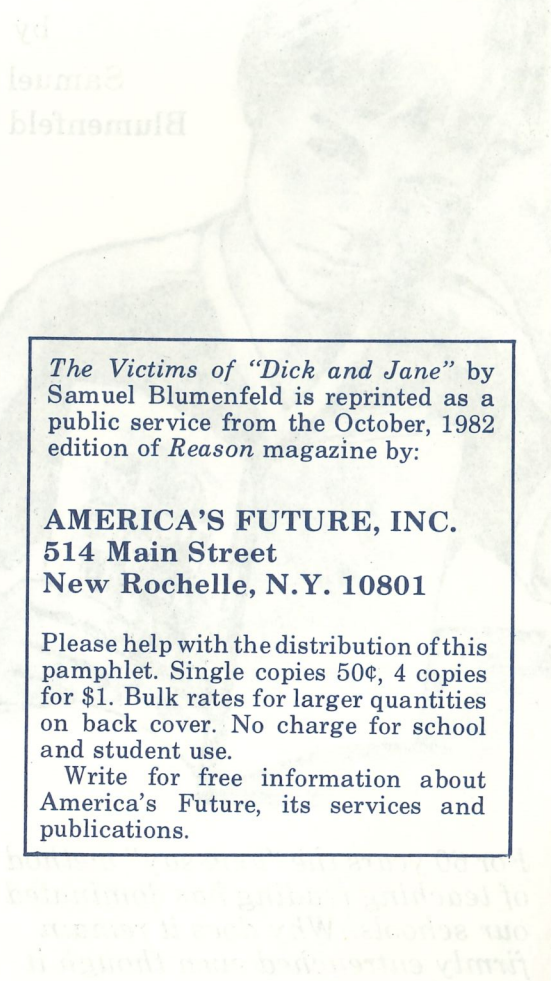
by Samuel Blumenfeld

A NATIONAL BLIGHT

"Illiteracy in this country is turning out to be a blight that won't go away." So stated John H. Sweet, chairman of *U.S. News & World Report*, in his introduction to the magazine's cover story of May 17, 1982, on America's declining literacy. He further observed: "While the United States has the highest proportion of its young people in college of any major nation, it has not yet figured out how to teach tens of millions of its citizens to fill out a job application, balance a checkbook, read a newspaper or write a simple letter."

Illiteracy has now joined unwed motherhood, herpes simplex, and budget deficits as one of the nation's insoluble problems that get periodic attention in the media with the usual call that something be done about it. Americans, however, are already paying an army of over 2 million teachers who supposedly *are* doing something about it. They are the experts and professionals, with college degrees and certification. We have a universal compulsory education system that costs taxpayers over \$100 billion a year, created to guarantee that everyone in America learns to read and write. So we have teachers, we have schools, we have laws. We have more educational research than we know what to do with. But the system evidently doesn't work.

In fact, among people who have had as much as 12 years of schooling, there is an ever-growing population of functional illiterates—people who cannot read training manuals, books, magazines, or product labels written above a fourth- or fifth-grade level. Some parents have gone so far as to sue public



The Victims of "Dick and Jane" by Samuel Blumenfeld is reprinted as a public service from the October, 1982 edition of *Reason* magazine by:

AMERICA'S FUTURE, INC.
514 Main Street
New Rochelle, N.Y. 10801

Please help with the distribution of this pamphlet. Single copies 50¢, 4 copies for \$1. Bulk rates for larger quantities on back cover. No charge for school and student use.

Write for free information about America's Future, its services and publications.

school systems for graduating their children without teaching them adequate literacy skills so that they can get jobs. Experts' estimates of the extent of functional illiteracy among our adult population range from 25 to 50 percent. It may account for the decline in voter turnout and the growing dependence on television as the sole source of information and knowledge.

According to Vyvyan Harding, director of Literacy Services of Wisconsin, which provides reading tutors to functionally illiterate adults, "It seems like a futile battle against overwhelming odds. I've never seen so many nonreading adults in my life."

Nor is this decline in literacy skills limited to the lower-income, less academically inclined population. Karl Shapiro, the eminent poet-professor who has taught creative writing for more than 20 years, told the California Library Association in 1970: "What is really distressing is that this generation cannot and does not read. I am speaking of university students in what are supposed to be our best universities. Their illiteracy is staggering.... We are experiencing a literacy breakdown which is unlike anything I know of in the history of letters."

Literacy skills are now so poor among high school graduates that about two-thirds of US colleges and universities, including Harvard, MIT, and the University of California at Berkeley, provide remedial reading and writing courses for their freshmen. The decline in reading skills is also causing a general debasement of our use of language. Popular writers, seeking larger audiences among a shrinking number of readers are using shorter sentences, more monosyllabic words, and much smaller, simpler vocabularies. Complex ideas are often avoided because the vocabulary required to deal with them is too difficult for most readers. So we get high school and college textbooks that treat the complexities of life with comic book simplicity and novels written without richness of language or depth of character. To many Americans, highly literate English is now a foreign language.

All of which may lead any intelligent American to ask a number of pointed questions: Why should the world's most affluent and advanced nation, with free compulsory education for all, have a "reading problem" in the first place? What, indeed, are the kids doing in school if not learning to

read? How is it that our network of state-owned and -operated teachers colleges with strict certification requirements doesn't produce teachers who can teach?

And how is it that in a nation that has devoted more of its money and resources to education than any other nation in history, we find a Jonathan Kozol on the *MacNeil-Lehrer Report* advocating that we learn from Communist Cuba how to eradicate illiteracy in America? Is our much-vaunted educational system indeed inferior to that of Castro's Cuba? How is it that our educators are in a quandary over our declining literacy skills and don't know what to do about it except ask for more money? And how is it that the more federal money is poured into public education the worse the SAT scores get?

Don't expect any answers to come from the people in charge. If they knew the answers, we would not have the problem. But the answers do exist, and the reason why they have gotten very little attention in the media is that they are too incredible, and our educators will neither confirm nor deny them. The result is that the public doesn't know who or what to believe.

WHY JOHNNY CAN'T READ

The trouble is that you have to become an expert if you want to confront the educators on their own turf. My own introduction to the reading problem began in 1962 when Watson Washburn, who had just founded the Reading Reform Foundation, asked me to become a member of his national advisory council. Washburn, a distinguished New York attorney, had become concerned about the reading problem when he discovered that several of his nieces and nephews, who were attending the city's finest private schools, were having a terrible time learning to read. He found out that they were being taught to read via the "look-say" method, a method that Rudolf Flesch had exposed and denounced in his 1955 book, *Why Johnny Can't Read*.

Flesch had written the book to explain to a somewhat baffled public why more and more primary-school children were having enormous difficulties learning to read, difficulties that parents had already begun to notice and complain about in the 1940s. The incisive, Vienna-born author was quite blunt in identifying the cause of the problem: "The

teaching of reading all over the United States, in all the schools, and in all the textbooks," he wrote, "is totally wrong and flies in the face of all logic and common sense."

He then went on to explain that from about 1930 to 1950, beginning reading instruction in American schools had been radically changed by the professors of education from the traditional alphabetic-phonics method to a new whole-word, or hieroglyphic, method. Written English was no longer taught as a sound-symbol system but as an ideographic system, like Chinese. This was news to a lot of parents who assumed that their children were being taught to read the way they had been taught. How else could you possibly learn to read? they wondered.

In 1962, despite Flesch, the schools were still teaching the look-say method, which is why Washburn created the Reading Reform Foundation—to try to get the alphabet and phonics back into primary education as the dominant form of reading instruction. At that time I was a book editor in New York and had little interest in primary education. But the foundation's goal seemed quite laudable, so I joined the advisory council.

That was the extent of my involvement with the reading problem until I started working on my first book, *How to Start Your Own Private School—And Why You Need One*. In researching that book, I had spent 18 months of 1970-71 substitute teaching in the public schools of Quincy, Massachusetts, in order to get a first-hand view of what was going on in the American classroom. I suddenly became aware that a great many high school students were reading very poorly. In fact, some of the students reminded me of the foreign-born I had grown up with in New York. They read in that same halting, stumbling manner.

My parents, immigrants from Eastern Europe, had both been illiterate in English. My mother had no literacy in any language even though she was quite intelligent; she was simply the product of Old World poverty and neglect. Her children, however—three of whom were born in Europe; two, including myself, in the United States—all learned to read and write quite fluently in the public schools of New York with no apparent problems. Although no one ever spoke of the alphabet as a "sound-symbol system," we were all aware that the alphabet letters stood for sounds.

Yet I remember the terrible difficulty I had when I tried to teach my mother to read. Her

illiteracy had been something of a challenge to me. It seemed like such an appalling state for a normally intelligent person to be in: to have no access at all to the world of the written word; not to be able to read street signs, advertisements, newspapers, magazines. Thus, I grew up very much aware of the terrible limitations illiteracy placed on a person and also of the frustrations and shame it sometimes caused. My mother tried going to night school, but the teachers were unprepared for total illiteracy, and my mother returned home humiliated by the experience.

And so, while going to City College, I decided to try to teach my mother to read. I started off by teaching her the alphabet. She learned it quite well. But then I was not too sure how to proceed from there. So I started teaching her to read whole words in short sentences, like: *Sara is my name. My name is Sara.* She learned to repeat the sentences, but she did not learn to read them. I didn't know what was wrong. I tried to convey the idea that letters stood for sounds, but I did it rather haphazardly, as an afterthought, as if the idea was so obvious that anyone could catch on to it. It's so simple, I thought impatiently, why can't she learn it?

What I didn't realize is that an illiterate, as well as a small child, has no conception of a set of written symbols standing for the irreducible speech sounds of a language. The assumption of the illiterate is that printed words represent ideas rather than sounds. To an illiterate who does not have a key to the sound-symbol code, printed words are therefore undecipherable markings.

What I also didn't realize is that our alphabet system is somewhat complicated. We use 26 letters to represent 44 sounds; there is an important distinction to be made between the letter names and letter sounds. And because the system has many quaint irregularities, it has to be taught in a logical, organized sequence, starting with the simplest regular combinations and proceeding to the more complex irregular ones.

Had I known this, I would have known how to teach my mother to read. Unfortunately, my own ignorance was so appalling that I gave up in the attempt and blamed my failure on my mother's inability to learn. It took me 25 years to find out what an ignoramus I had been. In the meantime, my mother had died and the problem of teaching reading in America had become the educational dilemma of the century.

When my book on private schools was completed, I suggested to my publisher that I do one on the reading problem. My confrontation with the semiliterates in the schools of Quincy had opened my eyes to its seriousness, and I was curious to find out why, 15 years after the publication of *Why Johnny Can't Read*, Johnny was still fumbling and mumbling the written word. My publisher liked the idea, and I got to work.

THE ROOTS OF THE LOOK-SAY METHOD

First, I wanted to find out what it was about the look-say, whole-word method that made it the cause of so much reading disability. So I decided to study one of the whole-word programs, going through the entire "Dick and Jane" course of instruction, page by page, line by line, from the prereaders to the third-grade readers. It was an excruciating, tedious task, and the more I read, the angrier I got. I could not understand how professors of education could have concocted an approach to reading instruction so needlessly complicated, difficult, illogical, and ineffective. This look-say method was far worse than Flesch had described it in his book. You had to be an expert guesser or have a photographic memory to get anywhere with it. I knew that if I had been subjected to this blatant educational malpractice at the age of six, I too would likely have wound up among the reading disabled.

But how was it possible for such an imbecilic method to have come to be used so universally in American primary schools? I became determined to find out who had started it all. What "educator" was insane enough to think that you could successfully teach children to read English as if it were Chinese? After considerable digging through the historical archives, I found the "culprit." But he turned out not to be a culprit at all. In fact, he turned out to be someone quite interesting, important and sympathetic.

He was Thomas H. Gallaudet, the venerable founder of the Hartford Asylum for the Deaf and Dumb. I discovered that his *Mother's Primer*, first published in 1835, was the first look-say primer to appear. I had the pleasure of inspecting a rare copy of the book, which is kept in a vault at Gallaudet College in

Washington, D.C. Its first line reads: "Frank had a dog; his name was Spot."

Gallaudet was an unusual teacher who brought to the learning problems of the deaf and dumb great empathy and a talent for innovation. He thought he could apply to normal children some of the techniques used to teach deaf-mutes to read. Since deaf-mutes have no conception of a spoken language, they could not learn a sound-symbol system of reading. Instead, they were taught to read by way of a purely sight method consisting of pictures and whole words. Thus, as far as the deaf pupil was concerned, the written language represented ideas only and had nothing to do with sounds made by the tongue and vocal chords. Might not such a method work even better with normal children?

In 1836 the Boston Primary School Committee decided to try Gallaudet's primer on an experimental basis. Horace Mann, who became secretary of the Massachusetts Board of Education in June 1837, was very critical of the traditional alphabetic teaching method, and he heartily endorsed the new method as a means of liberating children from academic tyranny. In November the Primary School Committee reported favorably on the Gallaudet primer, and it was officially adopted for use in the Boston primary schools. Pretty soon other textbook writers got on the whole-word bandwagon and they began producing their own versions of the Gallaudet primer.

All of this took place in the context of a great movement for universal public education, which was expected to eradicate the ills of mankind by applying science and rationality to education. In 1839 Mann and his fellow reformers established the first state-owned and operated college for teacher training—the Normal School at Lexington, Massachusetts. Gallaudet had been offered the school's directorship but declined it. The man who did accept the post, Cyrus W. Peirce, was just as enthusiastic about the whole-word method as Mann. And so, in the very first year of the very first state teachers college in America, the whole-word method of reading instruction was taught to its students as the preferred and superior method of instruction. Thus, educational quakery not only got a great running start with state-controlled teacher training but became a permanent part of it.

During the next five years, Mann's *Common School Journal* became the propaganda medium not only of the public school movement and the state normal schools but of

its quackery—particularly the whole-word method. But finally, in 1844, there was an incredible reaction. A group of Boston schoolmasters, who had had enough of the nonsense, published a blistering book-length attack on Mann and his reforms. Included in the attack was a thorough, detailed and incisive critique of the whole-word method, the first such critique ever to be written.

This attack ignited a bitter dispute between Mann and the schoolmasters that was to last for more than a year and result in a return to common sense in primary reading instruction. The state normal schools, fledgling institutions at best, were simply not yet powerful enough to exert a decisive influence in the local classroom. Professors of education were still a long way off in the future. So the alphabetic method was restored to its proper place in primary instruction. But the whole-word method was kept alive in the normal schools as a legitimate alternative until it could be refurbished by a new generation of reformers in the new progressive age.

THE INFLUENCE OF JOHN DEWEY

The whole-word method began to make its comeback around the turn of the century and eventually took over modern primary instruction. A new progressive philosophy of education was being propounded by socialist John Dewey, who wanted to change the focus of education from the development of individual academic skills to the development of cooperative social skills. The object of socialism had been from the very beginning to remake man from the competitive being of capitalist society to a cooperative being in a collectivist state. Education was considered the best means to achieve this. Dewey's famous Laboratory School at the University of Chicago (1896-1904) and, later, the Lincoln School (1917-46) at Teachers College, Columbia University, where Dewey opened shop in 1905, set the new direction for teacher education.

Curiously enough, one of the patrons of the Lincoln School was John D. Rockefeller, Jr., who sent four of his five sons to be educated there. Jules Abel, in his book on the Rockefellers, revealed some interesting de-

tails about what the Lincoln School did for the boys' literacy:

The influence of the Lincoln School, which, as a progressive school, encouraged students to explore their own interests and taught them to live in society has been a dominant one in their lives.... Yet Laurance gives startling confirmation as to "Why Johnnie Can't Read." He says that the Lincoln School did not teach him to read and write as he wishes he now could. Nelson, today, admits that reading for him is a "slow and tortuous process" that he does not enjoy doing but compels himself to do it. This is significant evidence in the debate that has raged about modern educational techniques.

The tragedy is that there are millions of Americans like the Rockefeller's who must endure the crippling consequences of such malpractice.

It is, of course, no accident that the two leading developers and advocates of the new teaching method spent their entire careers at the two main centers where John Dewey's influence was greatest and where most of the progressive ferment was taking place. William Scott Gray joined the faculty at the University of Chicago in 1914 and was dean of its college of education from 1917 to 1931. He was chief editor of the Scott, Foresman & Co. "Dick and Jane" basal reading program from 1930 until his death in 1960.

Arthur I. Gates toiled in the vineyards of Columbia Teachers College as a professor of education from 1917 to 1965. He was chief editor of the publisher Macmillan's basal reading program from 1930 well into the '60s. He died in 1972.

Both Gray and Gates wrote hundreds of articles on reading instruction for the professional journals as well as numerous textbooks used in teacher training. Gray was especially instrumental in organizing the International Reading Association in 1955. It has become the world's largest and most influential professional organization devoted to reading instruction, and it is perhaps the only organization of such size in which a form of educational malpractice has been enshrined as the highest pedagogical good and its practitioners awarded prizes for their "achievements."

While Flesch was the first to expose look-say to the general public, he was not the first to question the new method's soundness or to

confront the professors with its potentially harmful effects. The first to do that was Dr. Samuel T. Orton, a neuropathologist, who in 1929 published an article in *Educational Psychology* reporting that many children could not learn to read via the new whole-word method. He warned that this method "may not only prevent the acquisition of academic education by children of average capacity but may also give rise to far-reaching damage to their emotional life."

Orton had discovered all of this in the 1920s while investigating cases of reading disability in Iowa, where the new method was being widely used. But the professors of education decided that Orton didn't know much about education and went ahead with their plans to publish the new basal reading programs. Later they made use of Orton's own medical diagnoses and terminology to identify what was wrong with the kids having trouble learning to read. But they never admitted that it was the teaching method that caused these problems to develop.

So, as early as 1929, the educators had had some warning from a prominent physician that the new whole-word method could cause serious reading disability. Despite this, the new basal reading programs turned out to be huge commercial successes as whole school districts switched over to Dick and Jane, Alice and Jerry, Janet and Mark, Jimmy and Sue, Tom and Betty, and other whole-word basal series that were earning substantial royalties for their professor-of-education authors.

THE EDUCATIONAL MONOPOLY

By the 1940s, schools everywhere were setting up remedial reading departments and reading clinics to handle the thousands of children with reading problems. In fact, remedial teaching had blossomed into a whole new educational specialty with its own professional status, and educational research on reading problems had become a new growth industry.

Researchers, seeking the causes of growing reading disability, began to develop a whole new lexicon of exotic terms to deal with this previously unknown problem: congenital word blindness, word deafness, develop-

mental alexia, congenital alexia, congenital aphasia, dyslexia, strephosymbolia, binocular imbalance, ocular blocks, dyslexaphoria, ocular-manual laterality, minimal brain damage and whatever else sounded plausible.

What were the cures recommended for these horrible diseases? *Life* magazine, in a major article on dyslexia in 1944, described the cure recommended by the Dyslexia Institute at Northwestern University for one little girl with an IQ of 118: thyroid treatments, removal of tonsils and adenoids, exercises to strengthen her eye muscles. It's a wonder they didn't suggest a prefrontal lobotomy.

With the boom in remedial teaching also came the creation of professional organizations to deal with it. In 1946 the National Association for Remedial Teaching was founded, and two years later the International Council for the Improvement of Reading Instruction was organized. Both organizations held annual conventions, published bulletins, and provided publishers the opportunity to exhibit their wares.

At this point, one might ask, how could the professors get away with this blatant educational malpractice in a free country where parents and elected representatives are supposed to have ultimate control over the public schools? Flesch gave the answer:

It's a foolproof system all right. Every grade-school teacher in the country has to go to a teachers' college or school of education; every teachers' college gives at least one course on how to teach reading; every course on how to teach reading is based on a textbook; every one of those textbooks is written by one of the high priests of the word method. In the old days it was impossible to keep a good teacher from following her own common sense and practical knowledge; today the phonetic system of teaching reading is kept out of our schools as effectively as if we had a dictatorship with an all-powerful Ministry of Education.

Apparently, government-monopolized education, even without a dictatorship, is quite capable of stifling dissent. In the matter of reading instruction, what we have had to contend with is a private monopoly of professors of education within a state-controlled and -regulated system. These professors had a strong economic and professional interest in pushing and keeping their textbooks and methodology in the

schools, and the state system made it easy for them to create a monopoly and maintain it indefinitely. Teacher certification laws require that young teachers be trained by these educators, who not only prepare the curriculum for teacher training but also hold sway over the professional journals the teachers read and the organizations they join. In addition, the professors of education are organized professionally along national lines and therefore can exert a nationwide influence over the teaching profession as a whole.

As state institutions, the public schools are well protected from the forces that normally determine the success or failure of a private enterprise. Monopolies flourish in the public sector because of the latter's hierarchical, bureaucratic structure, which rewards conformity and discourages competition. Those who work their way up to positions of power and control in the hierarchy use that power by way of tenure to solidify and perpetuate their control. They supervise the doctoral programs and set the standards for promotion within the hierarchy, and they advance only those who support them. Thus, the system is self-perpetuating.

THE EDUCATIONAL ESTABLISHMENT COUNTERATTACKS

What was the reaction of the professors of education to the publication in 1955 of *Why Johnny Can't Read*? They denounced Flesch in no uncertain terms, accusing him of misrepresentation, oversimplification, and superficiality. Arthur Gates wrote an article in the *National Education Association Journal* entitled "Why Mr. Flesch is Wrong," which the textbook publisher Macmillan reprinted for wider distribution among parents and teachers. Other authors of whole-word classroom materials referred to Horace Mann's endorsement of the method. Of course, they never pointed out that Mann was a lawyer, not an educator, and that he never taught primary school.

William S. Gray, to whom the profession looked for leadership, did an article for the *Reading Teacher* of December 1955 entitled

"Phonic versus Other Methods of Teaching Reading." In that same issue, F. Duane Lamkin of the University of Virginia wrote a piece entitled "An Analysis of Propaganda Techniques Used in *Why Johnny Can't Read*."

To Gray, the Flesch attack was actually nothing new. In 1951 there had been so much lay criticism of whole-word reading instruction that the *Reading Teacher* of May 15, 1952, published an article entitled "How Can We Meet the Attacks?" In the January 1952 issue of *Progressive Education*, Gray had specifically addressed himself to that problem, and he did so again in September of that year in a piece for the *Elementary School Journal*. Teachers were reassured by Gray's research evidence, which was described by a writer in the *Reading Teacher* as "a veritable storehouse of ammunition."

In the year of Flesch, another important event took place. Gray and his colleagues decided to combine the National Association for Remedial Teaching and the International Council for the Improvement of Reading Instruction to form one major professional organization: the International Reading Association. It would, in a few short years, become the impregnable citadel of the whole-word method. Gray, as expected, was elected its first president.

In 1956 the IRA had 7,000 members; today, it has about 65,000. It publishes four journals and holds an annual convention that attracts as many as 13,000 registrants. In addition, many of its state organizations hold annual local conventions of their own. So if you've wondered why reading instruction in America has not gotten better since the publication of *Why Johnny Can't Read*, there's the answer. The profession is simply too well insulated from public or parental pressures. As long as the schools continue to buy the books that the professors write, why change anything?

Meanwhile, in those 25 years, criticism of the whole-word method has continued unabated. Charles Walcutt's *Tommorrow's Illiterates* appeared in 1961; Arthur Trace's *Reading without Dick and Jane*, in 1965. The Council for Basic Education was founded in 1958 by a group of concerned academicians who advocated a return to phonics, and the Reading Reform Foundation was organized in 1961. My own book, *The New Illiterates*, was published in 1973. But compared to the IRA, the combined opposition is like a swarm

of flies on the back of an elephant.

Despite the furor among parents raised by Flesch's book in 1955, no major publisher brought out a phonics-based reading instruction program until 1963, when three publishers — Lippincott, Open Court, and the Economy Company — entered the market with new phonics programs. But the big companies — Scott, Foresman; Macmillan; Ginn; Harper & Row; Houghton Mifflin; American Book Company; etc. — continued to publish and aggressively sell their whole-word programs to about 85 percent of the primary school market.

Then, in 1967, a book was published that caused the IRA a bit of a problem. The book, *Learning to Read: The Great Debate*, was written by Dr. Jeanne Chall, a respected member of the IRA and a professor of education at the Harvard Graduate School of Education. After several years of research into a mountain of studies done on beginning reading instruction, Chall came to the conclusion that the phonics, or code, approach produced better readers than the whole-word method. In short, it was a vindication of what Rudolf Flesch had asserted 12 years earlier.

Since the book, financed by a grant from the Carnegie Corporation, had been written for the educational rather than the popular market, it did not make the kind of waves in the general press that Flesch's book did. Still, Chall had given ammunition to the IRA's worst enemies, and the profession dealt with her in its own way. The reviewer in the IRA's *Journal of Reading* (Jan. 1969) wrote:

What prevents Chall's study from achieving respectability is that many of her conclusions are derived from a consideration of studies that were ill-conceived, incomplete and lacking in the essentials of suitable methodological criteria. In her eagerness to clarify these studies she allowed her personal bias toward a code emphasis to color her interpretations of the data....

It seems rather odd that a researcher intent upon dispelling confusion should have allowed herself to be moored on a reef of inconclusiveness and insubstantiality.

Reviewers in the *Reading Teacher*, *Elementary English*, and *Grade Teacher* were just as critical, all of which seriously reduced the impact that Chall's findings could have had on teachers of reading.

Meanwhile, whole-word authors found it

necessary to come up with new arguments to counter potential competition from the phonics based textbooks entering the market in the mid-'60s. The argument they used most effectively was that "research" had shown that there is no one best way to teach reading to all children. Of course, debating *this* took the focus off debating particular methods. Adding to the academic confusion in reading pedagogy was an expansion of the pedagogic vocabulary with new terms borrowed from linguistics and elsewhere, sometimes to convey new concepts, at other times to obfuscate the obvious. The linguists, for example, reaffirmed the alphabetic principle underlying written English but came out strongly against teaching children to articulate the isolated sounds.

A new level of sophistication in whole-word pedagogy was reached in 1967. Prof. Kenneth S. Goodman, the Scott, Foresman editor who has inherited William S. Gray's mantle of leadership, published his controversial article, "Reading: A Psycholinguistic Guessing Game," in the May 1967 *Journal of the Reading Specialist*. It was, for all practical purposes, an attempt by a professor-of-education whole-word author to discredit the new phonics competition from Lippincott. Goodman wrote:

The teacher's manual of the Lippincott Basic Reading incorporates a letter by letter varians in the justification of its reading approach: "In short, following this program the child learns from the beginning to see words as the most skillful readers see them...as whole images of complete words with all their letters."

In place of this misconception, I offer this: "Reading is a selective process. It involves partial use of available language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected or refined as reading progresses."

More simply stated, reading is a psycholinguistic guessing game.

So a whole-word author was willing to proclaim that reading is a guessing game, albeit a "psycholinguistic" one. But is it? The alphabet, in fact, makes guessing in reading unnecessary. Once you are trained in translating written sound symbols into the exact spoken language the symbols represent, precision in reading becomes automatic. You

might not understand all the words you read, but that will be the case with all readers throughout their lives. Yet here were children being deliberately taught reading as a *guessing game*.

THROWING MONEY AT THE PROBLEM

Meanwhile, Congress had decided to do something about the reading problem in the only way it knows how: by throwing money at it. It passed the Elementary and Secondary Education Act of 1965 with its now-famous Title One compensatory education program. The new Title One bureaucracy began showering the schools of America with billions of dollars in the hope that students who were failing in reading would be saved from future lives as functional illiterates. But what actually happened is that the 17,000 school districts that got the money indulged in an orgy of spending and hiring that caused untold joy among the suppliers and new levels of prosperity for the establishment.

But did the program do any good for the kids? If it did, then we should have seen an improvement in reading scores by 1975. Ten years ought to be enough time in which to test the effectiveness of a federal program. But the results were dismally disappointing. From New York to California came the same disastrous news of declining reading scores. As for SAT scores, they were in an alarming nosedive. The *Boston Globe* of August 29, 1976, described it as "a prolonged and broad-scale decline unequalled in US history. The downward spiral, which affects many other subject areas as well, began abruptly in the mid-1960s and shows no signs of bottoming out." The verbal SAT mean score had gone from 467 in 1966-67 to 424 in 1980.

Anyone intimately acquainted with the reading-instruction scene could have predicted as much, for the federal billions did absolutely nothing to correct the teaching-methods problem. In fact, it aggravated the problem by literally forcing the schools to finance even more educational malpractice than they could have ever afforded on their own.

The failure of Title One to improve reading skills did not go entirely unnoticed. In 1969

the National Academy of Education appointed a blue-ribbon Committee on Reading to study the nation's illiteracy problem and recommend ways to solve it. In its report in 1975, the committee had this to say about Title One:

It is not cynical to suggest that the chief beneficiaries of the Elementary and Secondary Education Act (ESEA) have been members of school systems—both professional and paraprofessional—for whom new jobs were created. Seven years and as many billion dollars later, the children of the poor have not been "compensated" as clearly as the employees of the school systems through this investment.

The committee recommended a rather radical idea, a sort of reading stamps program—the use of vouchers with which students could purchase reading instruction from competent public or nonpublic sources.

"We believe," wrote the committee, *that an effective national reading effort should bypass the existing education macrostructure. At a minimum, it should provide alternatives to that structure. That is, the planning, implementing, and discretionary powers of budgeting should not rest with those most likely to have a vested interest in maintaining the status quo, especially given their unpromising "track record."*

What the committee was telling us, in effect, is that the greatest obstacle to literacy in America is our own educational establishment and that if we want to achieve real education in our country, we shall have to circumvent that establishment.

What a staggering indictment! The system had been created to ensure literacy for all. Now we were being told that it was an obstacle. How could you circumvent \$100 billion worth of institutionalized malpractice? It was more easily said than done.

Actually, in 1975, there was already in operation a federal program that was making a very discreet effort to circumvent the establishment. It had been launched in 1970 by the US Commissioner of Education, James E. Allen, Jr., as the Right-to-Read program. Its purpose was to mobilize a national commitment to literacy somewhat in the same spirit that the nation had mobilized its talents and technology to put a man on the moon, but with much less money.

That such a program was even needed when

Title One was already supplementing the schools with billions of dollars in reading programs merely dramatized the utter failure of Title One. Of course, the International Reading Association was first in line to welcome the new program, which meant more money in the pockets of publishers and reading specialists.

But you can't fool all of the people all of the time. Indeed, some bureaucrats are honest individuals trapped in a system they cannot change. I found such a one in Joseph Tremont, director of Right-to-Read in Massachusetts from 1973 to 1980. Tremont had entered the teaching profession in the late '50s with much youthful idealism. He had taught in grade school and at teachers colleges and had worked with Dr. Chall at Harvard on her great research project.

In May 1980, a month before Right-to-Read folded, he told me: "I'm sorry I didn't realize the impossibility of all of this fifteen years ago. The irony is that I did everything I wanted to do. I did unbelievable things. But my superiors couldn't care less. They only care about the money from Washington. This is the most heartless bureaucracy I've ever seen in my life."

In 1981 Rudolf Flesch again put the educators on trial in a new book, *Why Johnny Still Can't Read*, an up-to-date report on the literacy scandal. But this time the reading establishment barely took notice. Kenneth S. Goodman, leading apostle for "psycholinguistics"—the new code word for look-say—had become president of the IRA in 1981, carrying on the tradition started by William Scott Gray.

If the nation wasn't all that worked up over what Flesch had to say, it was probably because people had already begun to accept declining literacy as part of the way things are. Besides, it was now possible to blame television, the nuclear arms race or the breakdown of the family for the decline. Indeed, the reading problem had defied solution for so long that it now seemed wiser to adjust to illiteracy than to beat one's head against a stone wall.

If Flesch had proven anything, it was that the educational establishment was virtually immovable—incapable not only of self-correction but even of admitting that there was anything to correct. For parents, it meant that they could not depend on the schools to teach their children to read properly.

WHAT IS TO BE DONE?

It has become obvious to me that what prevents America from seeking a real solution to the reading problem is its mindless adherence to the idea of state-monopoly education with all of its aggrandizement of bureaucrats, its celebration of the mediocre, its oppression of the free spirit, and its strident anti-intellectualism. You cannot achieve high individual literacy in a system that numbs the intellect, stifles intelligence, and reduces learning to the level of Mickey Mouse.

So what is to be done? Since there is no national solution to the literacy problem acceptable to the educators or legislators, parents shall have to deal with the problem themselves. Many parents, in fact, have withdrawn their children from the public schools and put them in private ones where basic academic skills are stressed.

Most private schools, particularly the religious ones, where Biblical literacy is central, teach reading via phonics. But since many private schools recruit their teachers from the same pool of poorly trained professionals and use many of the same textbooks and materials found in the public schools, their academic standards may reflect more of the general culture than one might expect. Look-say, like television, permeates the educational marketplace so thoroughly and in so many guises, and it is so widely and uncritically accepted, that it takes expert knowledge to know the good from the bad, the useful from the harmful. The quality of a private school's reading program therefore really depends on the knowledge its trustees and principal may have of the literacy problem and its causes. It is this knowledge that can make the difference between a mediocre school and a superior school.

And in some cases it is this knowledge that inspires people to start a private school: to prove that the so-called uneducables are indeed quite educable. Such was the genesis of West Side Preparatory, the now-famous school founded by Marva Collins in 1975 in a black neighborhood in Chicago. A strong advocate of intensive phonics, Mrs. Collins started her school after spending 14 years in the public system, where she saw children's

lives being ruined by the type of noneducation so prevalent throughout the system. "We have an epidemic out there," she told a Reading Reform Foundation audience in 1979, "and millions of children are dying mentally from it. It's not swine flu, it's not learning disabilities, it's not dyslexia — it's the look-say syndrome. No one has found a cure for the look-say syndrome except the relatively few of us who are trying to spread the truth."

Unfortunately, Marva Collinses are rare, and there are millions of children who need sane, competent reading instruction. Some parents have joined the growing movement for home education and are themselves teaching their children to read or hiring competent tutors. In other words, there are ways to escape the state-supported monopolists, but it takes strong conviction and some know-how to do so.

Meanwhile, the vast majority of American children are trapped within a system that is turning their brains into macaroni. It's a tragedy that this has to occur when there is no lack of knowledge about how to teach children to read well. After all, they did it for at least 3,000 years before the professors of education took over.

About the Author

Samuel Blumenfeld is one of the nation's leading authorities on our educational system. He is the author of numerous articles and studies on the subject. His books include *Is Public Education Necessary?*, *How to Start Your Own Private School* and *Why You Need one*, *The New Illiterates*, *How to Tutor*, and other titles.

If you want to learn more about the "Phonics-First" method of reading instruction — informational literature, text recommendations, manuals, etc. — please write to the following groups and individuals:

Mrs. Bettina Rubicam, President
Reading Reform Foundation
7054 East Indian School Road
Scottsdale, Arizona 85251

Sister Monica Foltzer
St. Ursula Academy Phonics
Department
1339 East McMillan Street
Cincinnati, Ohio 45206

Mrs. Dean J. Diehl
554 North McDonel
Lima, Ohio 45801
(Author of *Johnny Still Can't Read But
You Can Teach Him at Home*,
\$2.50 postage paid.)

Devin Adair Company
143 Sound Beach Avenue
Old Greenwich, Connecticut 06870
(Publisher of *Alpha-Phonics - A Primer
for Beginning Readers* by Samuel
Blumenfeld, \$19.95)

***Pamphlets on the Subjects of Freedom,
Communism and the Public Wellbeing***

America's Future, Inc. publishes this and other pamphlets as a public service. The titles listed below can be obtained in small or large quantities — in any combination — by ordering from America's Future:

**American Freedom —
The Next 200 Years**
by Allan C. Brownfeld

**The Art of Choosing
a College**
by Russell Kirk

**Communism —
A Plan for World Conquest**
by Reuben Maury

**Drugs, Demons & Disaster —
Can We Save Our Kids?**
By Philip and Caroline Clarke

**Freedom or Communism —
a Comparison**
by John C. Wetzel

The Fruits of Detente
by Allan C. Brownfeld

**National Defense
and the Soviet Threat**
by Philip C. Clarke

**The New Race in Space:
Lasers and "Lightning Bolts"**
by Philip C. Clarke

**The Nuclear Option:
A Question of Survival**
by Philip C. Clarke

The Victims of "Dick and Jane"
by Samuel Blumenfeld

**Why Our Public Schools
Are Failing?**
by Solveig Eggerz

**Any combination of four pamphlets —
\$1.00; 50 pamphlets — \$10.00;
100 pamphlets — \$17.50;
1,000 pamphlets — \$150.00; postage paid.**
**SPECIAL OFFER: For school and student
use, up to 50 copies of each title available
free on request. For larger quantities please
send 10¢ per copy to help cover
printing costs.**

Please write to:
America's Future, Inc.
514 Main Street
New Rochelle, NY 10801

PRE-REGISTRATION FORM

KANSAS CITY
FAMILY AND SCHOOL SEMINAR

Save \$5 per registration by sending your reservation by April 3, 1984. Regular door rate is \$20 for an individual and \$30 for a married couple. Confirm later registrations by phone.

I would like ___ individual reservations at \$20 each (\$15 if post-marked by April 3).

I would like ___ husband-wife reservations at \$30 each (\$25 if postmarked by April 3).

One guest reservation (single, double) for any senior pastor legislator, judge or school official and their spouse. Enclose a letterhead to confirm seating.

Name _____

Address _____

City _____ State _____

Zip _____ Phone _____

Make checks (no cash) payable to:

HEWITT RESEARCH FOUNDATION

Mail this form to:

Bonnie Sawyer
19985 Renner Road
Spring Hill, Kansas 66083

___ No. attending Sunday Fellowship

Raymond and Dorothy Moore are among the foremost researchers of young children, the family and the school. Their research has been commended by noted psychologists, psychiatrists, ministers (Dr. James Dobson, Tim LaHaye, Bill Gothard, Charles Stanley, etc.), educators, and families. Raymond Moore, Ed.D., is a developmental psychologist whose research on the family and the school has appeared in the principal academic journals in the field of education in the U.S. and abroad. Dorothy Moore, co-author of HOME-GROWN KIDS as well as HOME-SPUN SCHOOLS, is a well-known and gifted reading specialist who has been a home-maker 43 years and has coached many home schools to success.

WHO SHOULD ATTEND THE FAMILY AND SCHOOL SEMINAR?

We welcome all those who care deeply about children and the future of the family; parents, school teachers, administrators, pastors, public officials and any others who must make decisions affecting the lives of children.

There will be no facilities for child care so we suggest that you leave your children with a favorite aunt, grandmother or friend. Nursing babies are always welcome.

Please arrive early. You may bring sack lunches if you wish.

For additional questions, information or flyers, contact one of the following: (913) 829-1131, 764-8243, 782-4796, 686-2310.

OBJECTIVES OF THE FAMILY AND SCHOOL SEMINAR

**To bring basic information and encouragement to home-school families.

**To review the scientific research on the development, education and socialization of children.

**To identify the major influences on learning and how the average home is uniquely suited to instruction.

**To set forth in clear, step-by-step fashion how to start and maintain a successful home school.

**To show how family schools have historically been models and even laboratories for regular schools, and how materials prepared for home schools are helping parents of troubled school children provide remedial help to their own.

**To help parents understand the legislative process and how to deal with school officials and courts, including the changing of laws and the educating of legislators and officials.

A SPECIAL TIME FOR FELLOWSHIP

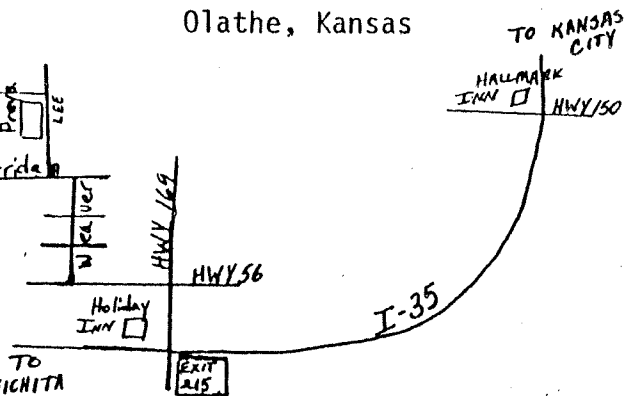
April 8, the night before the seminar, we will have an informal get-together at the 1st United Presbyterian Church near the motel (see map). From 6:30-9:00 you will have the chance to visit with home-schoolers from around Kansas and Missouri. Also a short period to discuss legal issues and organizing support groups.

THE FAMILY AND SCHOOL SEMINAR

MONDAY
APRIL 9, 1984

REGISTRATION 8:30 a.m. - 9:30 a.m.
SEMINAR 9:30 a.m. - 8:30 p.m.

HOLIDAY INN - Jct. I-35 & HWY 169
(20 miles south of downtown K.C.)
Olathe, Kansas



HOLIDAY INN 913-829-4000

The Holiday Inn has given us a corporate rate: \$39 single/\$45 double. You must make your own reservations and mention you are staying for the Family and School Seminar.

The seminar facilities will be free if we reserve enough rooms. If it will not place a financial burden on your family this would be the ideal place to stay.

The closest alternate motel (about 2.5 miles) is at I-35 and HWY 150.

Hallmark Inn 913-782-4343

Come with a friend and share expenses!

HEWITT RESEARCH FOUNDATION

Presents

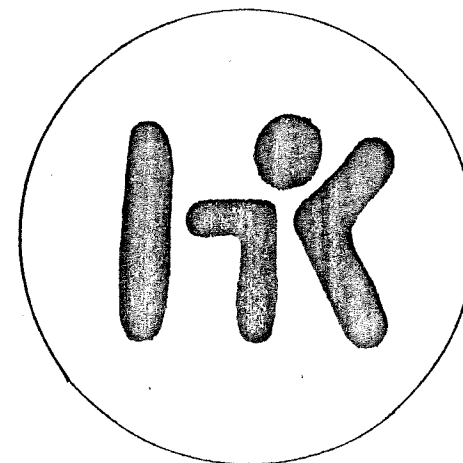
THE FAMILY AND SCHOOL SEMINAR

Featuring

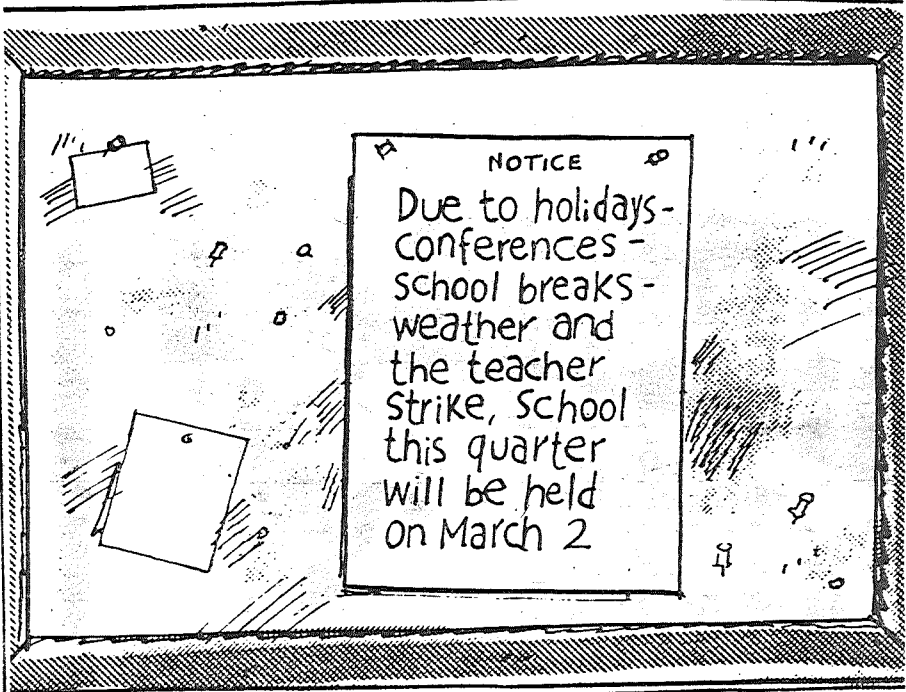
Dr. Raymond S. and

Dorothy N. Moore

Leading researchers and authors in school and family

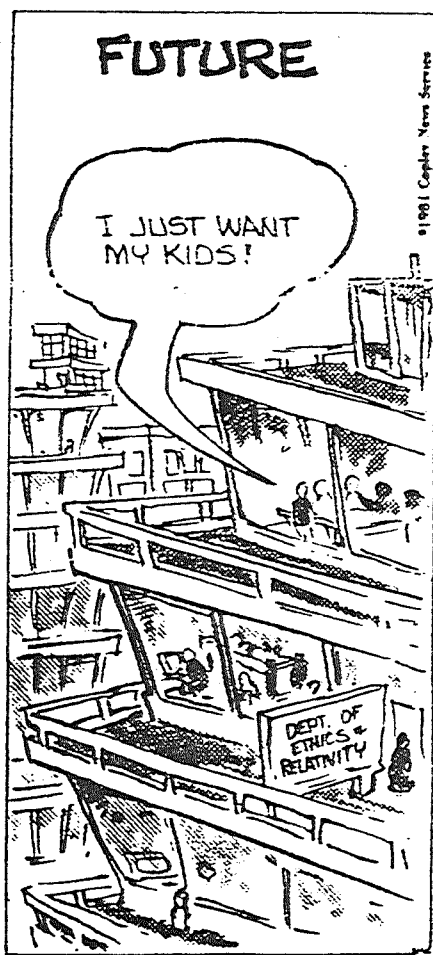
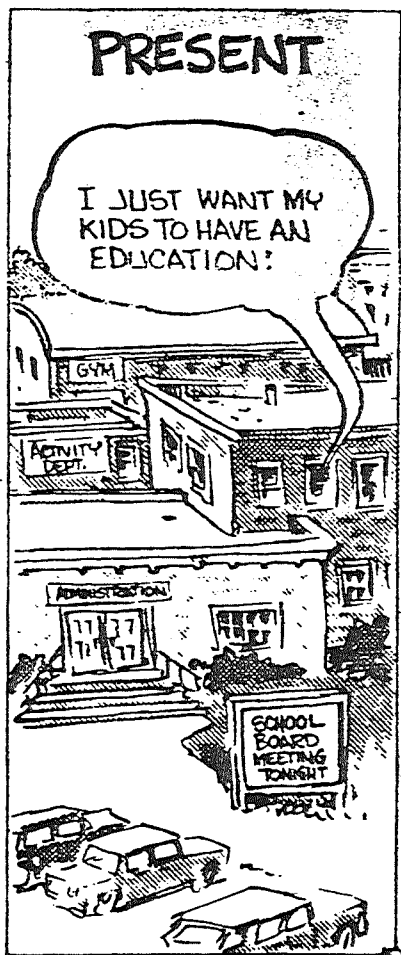
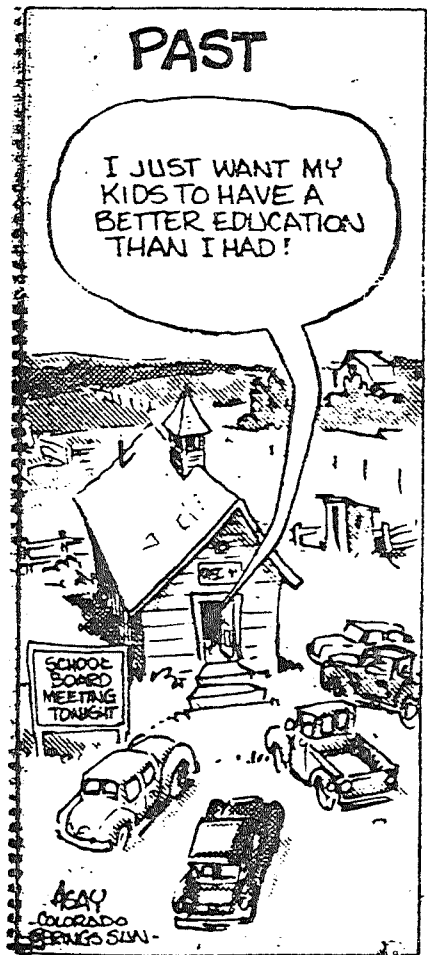


School Bulletin Board



ED FISCHER
ROCHESTER POST-BULLETIN

EDUCATION IN AMERICA...



Dg. Vanmeter

Mr. Chairman and members of this committee, thank you for the opportunity to speak to the issue of Senate Bill 712.

There is a large group of parents throughout the United States who are looking for alternatives in the field of education.

Our present alternatives are:

- (1) Expensive private schools, available only to those with vast sums of money.
- (2) Denominational church schools, available to those agreeable to the specific doctrine represented.

We are recommending passage of Senate Bill 712 so that a third alternative, homeschooling or home study, will be created, which is not limited by either money or specific religious views.

Three specific studies are being submitted to this committee for consideration:

- (1) Cradles of Eminence by Victor and Mildred Goertzel
- (2) An article which appeared in the May 1960 Horizon magazine entitled "The Childhood pattern of Genius", by Dr. Harold G. McGurdy, Professor of Psychology at the University of North Carolina.
- (3) A study done by Benjamin S. Bloom, reprinted in the Kansas City Times, April 6, 1982.

Each study deals with the subject of "what factors have separated eminent people from mediocrity?" The typical developmental pattern includes as important aspects:

- (1) a high degree of attention focused upon the child by parents and other adults, expressed in 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.

Dr. McGurdy's final conclusion was absolutely startling..."It might be remarked that the mass education of our public school system is, in its way, a vast experiment on the effect of reducing all three factors to a minimum; accordingly, it should tend to suppress the occurrence of genius.

The benefits of homeschooling could include such things as (1) a restoration of the family unit (2) vast sums of money saved in private tuition costs (3) the saving of time spent driving children to and from school (4) specific help for the individual student whether he is a gifted child, a late bloomer, or somewhere in between.

As proponents of homeschooling, we see the world as a classroom, not limited by concrete walls and bells that tell us now we learn and now we stop learning.

We believe that learning should be fun and joyful, and that it is a privilege! We believe learning never stops. We are all learning 24 hours a day, 7 days a week and 52 weeks out of the year.

Is homeschooling for everyone? Absolutely not! The true homeschool family is a different breed of folk. The family is home and child oriented. The parents learn along with and sometimes from their children. Many parents would find this stiffling and confining and would not choose this path.

Would homeschool threaten the present public educational system? On a large scale...No! I personally see that homeschooling can effect and influence public education in a manner just as homebirth brought forth progressive and favorable changes to the obstetrical units in the hospitals.

If this homeschool bill becomes law, will it be abused by some? Perhaps. It seems that each of the other laws do also have offenders from time to time. However, so long as we are a democratic republic, we must make and support laws for the common freedom of all, based on the assumption that most of the people will be law abiding.

We ask your support and affirmative vote on Senate Bill No. 712. This bill will give families of all religious, socio-economic and political backgrounds the right to choose the educational destiny of their own children. If ever there was a time when our country and our world needed men and women of genius minds and spirits, it is today!

Give us this freedom!

Objection: We have only one objection to this bill, and that is on the subject of testing. We would like an amendment to New Section 2B, which would allow an alternative to testing, giving the homeschool family the option to have their children tested independently on standardized tests, and then submit the testing results to the State Board of Education. According to my personal conversations with Dr. Russell Doll, Professor of Education at the University of Missouri at Kansas City, testing results could be drastically altered if a homeschool child was suddenly thrust into a large group of unknown children. Since Dr. Doll has assisted with the testing of many children from the entire Kansas City metropolitan area, and found this point to be a critical issue, it is at his recommendation that I make this request.

Mr. Chairman, Ladies and Gentlemen of the Committee. I'm grateful for this opportunity to speak to you today. My name is Sarah Buxton. I'm from Wichita. I teach my children in my home, and I'm a member of the Teaching Parents Association. I have come today to urge you to vote for passage of SB712.

At a time when public schools are trying to find solutions to their problems, the home school movement is showing impressive growth. Christian Liberty Academy of Prospect Heights, Illinois is one of an increasing number of sources of curriculum and guidance for parents who wish to teach their children privately. They have administrated a successful satellite, or home, school system for over ten years. Christian Liberty Academy has determined that children schooled at home score in the highest national percentiles, and test out at one or two years ahead of their public school counterparts on national tests. Graduates are attending colleges, universities, and technical schools throughout the U.S. Many receive scholarships. Today, thousands of homes across America provide superior educational settings, with concerned parents dedicated to development within their children of not only a quality education, but a strong moral character, a healthy self-image, and a sense of responsibility and service.

Anyone involved in home schooling is well aware of two often-voiced concerns: first, the reaction that the children are being "isolated". Please be aware that home school parents have struggled with this question, and have answered it in such a way that for their children there is a balance that will provide altruistic, positive socialization, instead of peer-dependent, negative, "me-first" socialization. Secondly, the question frequently arises, "But what about unqualified parents getting involved?" Dr. Raymond Moore, developmental psychologist, former college president and officer of U.S. Ed., and author of Home Grown Kids, writes that "when we make our laws for the parents who don't care instead of for those who do, those laws are backwards... The unqualified parent or teacher is one whose motives place his or her own freedoms above those of the child."

"It is worth considering," as John Holt says in his book, The Underachieving School,

"that when the compulsory attendance laws were enacted, they were rightly considered a pro- rather than an anti-civil liberties measure" because of child labor concerns. "But times and customs have changed and the condition that the laws were passed to remedy no longer exists...very few, if any, parents would want to keep their children home from school for economic reasons."

I am now more clearly within the law if I relegate the education of my children to daycare, institutions, and television, than if I personally set about the task of their education. SB712 will clarify the fundamental right of parents to control the education of their children, as the U.S. Supreme Court has upheld many times, such as in 1972 when the Court emphasized the "values of parental direction" while warning the State to act with care not to impinge on those "fundamental rights and interests." SB712 would further recognize those family values which every teacher knows can strengthen what the child brings into the educational process. As noted author Alvin Tofler writes in The Third Wave, "Families should be encouraged to take a larger--not smaller--role in the education of the young. Parents willing to teach their own children at home should be aided by the schools, not regarded as freaks or lawbreakers."

SB712 will provide reinforcement to parents for what has already begun, and is being done in increasing numbers and fervor and dedication. Dr. Clyde Gillespie, of the National Institute of Child Development, and formerly with the Gesell Institute, whom the Wichita BOE has invited to lead seminars for teachers, and Dr. David Elkind, developmental psychologist and author of The Hurried Child, point out our mistaken view of verbal and intellectual skills, and the "burn-out" that occurs as a result of early pressure. Dr. Gillespie says, "Children can adapt, but by compensating at their own expense, and things will explode at some later date." This explosion has occurred in many young children's lives already, and that is why we have risked our time, and the opinions of many around us, to provide home schooling as a superior and viable alternative in education today.

I urge your passage of SB712 for the sake of our children and our future. Thank you very much.

March 12, 1974

Larry Rink

- raised on a farm just outside of Wichita
- graduate of Maize High School, 1966
- graduate of Kansas State University, 1972
- sales representative for Designed Business Interiors, Inc. from 1972 to the present

Much of my testimony is a synopsis of the attached articles.

Attachment 9

HOME GROWN KIDS

A SYNOPSIS

by Dr. Raymond Moore



For more than 40 years some of us have been concerned that most children are being surrendered by homes to institutional life before they are ready--with serious implications for the children, the family, society, nation and world. In the late 1960's following a stint at the U.S. Office of Education, we became convinced that our children were victims of dangerous trends toward "early schooling for all". We had reasons to be skeptical of claims of schools for early academic achievement and socialization simply because young children learned so fast. Although challenging conventional wisdom and practice was not at first a pleasant task, colleagues around the world have more and more given support to our research, many reversing historic positions to do so. This is a synopsis of our books (the last: HOME GROWN KIDS, Word, Waco TX, 1981), and chapters in more than 30 college textbooks in various languages. By giving our schools "green grain" for their mills, we make their task impossible.

Our conclusions are actually quite old-fashioned. They seem new to some because they differ largely from, and often challenge, conventional practice. Our early childhood research grew out of experiences in the classroom with children who were misbehaving or not learning because they were not ready for the sanctions of formal schooling. We set out to determine the best ages for school entrance, concerned first with academic achievement. Yet more important has been the socialization of young children--which also address senses, coordination, brain development, reason, and social-emotional aspects of child development. These conclusions come from our Stanford,

University of Colorado Medical School and Michigan State and Hewitt investigative teams who did basic research and analyzed more than 7,000 early childhood studies. We offer briefly here our conclusions which we would like to have you check against any sound research that you know:

Readiness for Learning. Despite early excitement for school, most early entrants (ages 4, 5, 6, etc.) are tired of school before they are out of the third or fourth grades--at about the ages and levels we found that they should be starting. Psychologist David Elkind calls these pressured youngsters "burned out." They would have been far better off wherever possible waiting until ages 8 to 10 to start formal studies (at home or school) in the second, third, fourth or fifth grade. They would then quickly pass early entrants in learning, behavior and sociability. Their vision, hearing and other senses are not ready for continuing formal programs of learning until at least age 8 or 9. When earlier care is absolutely necessary, it should be informal, warm and responsive like a good home, with a low adult-to-child ratio.

The eyes of most children are permanently damaged before age 12. Neither the maturity of their delicate central nervous systems nor the "balancing" of the hemispheres of their brains, nor yet the insulation of their nerve pathways provide a basis for thoughtful learning before 8 or 9. The integration of these maturity levels (IML) comes for most between 8 and 10.

This coincided with the well-established findings of Jean Piaget and others that children cannot handle cause-and-effect reasoning in any consistent way before late 7's to middle 11's. And the bright child is no exception. So the 5's and 6's are subjected to dull Dick and Jane rote learning which tires, frustrates and ruins motivation, requires

little thought, stimulates few "hows" and "whys." Net results: frequent learning failure, delinquency. For example, little boys trail little girls about a year in maturity, but are under the same school entrance laws. HEW figures show that boys are 3 to 1 more often learning disabled, 3 to 1 delinquent and 4 to 1 acutely hyperactive. So unknowing teachers far more often tag little boys as "naughty" or "dumb." And the labels frequently follow them through school.

Socialization. We later became convinced that little children are not only better taught at home than at school, but also better socialized by parental example and sharing than by other little children. This idea was fed by many researchers. Among the more prominent were (1) Cornell's Urie Bronfenbrenner who found that up to the sixth grade at least, children who spend less of their elective time with their parents than their peers tend to become peer-dependent; and (2) Stanford's Albert Bandura who noted that this tendency has in recent years moved down to preschool levels--which should be avoided whenever good parenting is possible. Contrary to common beliefs, little children are not best socialized by other kids. We found that socialization is not neutral. It tends to be either positive or negative.

(1) Positive or altruistic and principled sociability is firmly linked with the family--with the quantity and quality of self-worth. This is in turn dependent largely on the track of values and experience provided by the family at least until the child can reason consistently. In other words the child who works and eats and plays and has his rest and is read to daily, more with his parents than with his peers, senses that he is part of the family corporation--needed, wanted, depended upon. He is the one who has the sense of self-worth. And when he does enter school, preferably not before 8 to 10, he usually becomes a social leader. He knows where he is going, is self-directed and independent in values and skills. He largely avoids the dismal pitfalls and social cancer of peer

dependency. He is the productive citizen our nation badly needs.

(2) Negative, me-first, sociability is born from more peer group association and fewer meaningful parental contacts and responsibility experiences in the home during the first 8 to 12 years. The early peer influence generally brings an indifference to family values which defy parent correction. The child does not yet consistently understand the "why" of parental demands when his peers replace his parents as his models because he is with them more. So he does what comes naturally: He adapts to the ways of his agemates because "everybody's doing it," and gives parent values the back of his little hand. And ... he has few sound values to pass on to the next generation.

So home, wherever possible, is by far the best nest until at least 8 to 10. Where there is any reasonable doubt about the influence of schools on our children (morality, ridicule, rivalry, denial of religious values, etc.) home schools are usually a highly desirable alternative. Some 34 states permit them by law under various conditions. Other states permit them through court decisions. Home schools nearly always excel regular schools in achievement. Although most of them don't know it, parents are the best teachers for most children at least through ages 10 or 12.

If we are to believe sociologists Frederick Le Play, J. D. Unwin or Carle Zimmerman, we must spend more time with our children in the home, lest our society like Greece and Rome, is lost. The conditions are now identical to theirs. Let's have more loving firmness, less indulgence; more work with you, fewer toys; more service for others--the old, poor, infirm--and less sports and amusements; more self-control, patriotism, productiveness and responsibility--which lead to, and follow, self-worth as children of God. Parents and home, undiluted, usually do this best.

HOME SCHOOLS: THE WAVE OF THE FUTURE*
James C. Dobson, Ph.D.

My views on formal schooling for young children have evolved significantly in recent years. While I once agreed with the concept of early childhood education that was widely supported in the 1960s and '70s, I now believe that my former opinions were unduly influenced by our culture and especially the indoctrination of the early childhood education theorists. The research I've seen since that time contradicts the necessity (or even the wisdom) of subjecting young children to the rigors of formal education. Listed below is the way I see the matter today:

- (1) The notion that children should be subjected to early formal education is a fairly recent phenomenon, primarily expressed in the Western world. In Jesus's day, formal education was delayed until 12 years of age, despite the maximal emphasis placed by the Jewish culture on intellectual development (even two thousand years ago when the study of Scripture made education of paramount importance). I have reviewed the research basis for Dr. Moore's perspective on today's children and find it valid. When one examines a child's readiness to learn as seen in neurological, visual, auditory, intersensory, cognitive and emotional dimensions, there is an amazingly consistent pattern pointing to an optimal chronological age of eight or ten. For example, Dr. Joseph Wepman, who is perhaps the leading perception psychologist in the world today, has stated that if we could delay reading instruction until 8 or 9 years of age, we could reduce the incidence of reading failure to two percent. It is not surprising to me, therefore, that children who have been held out of formal schooling (even if the home school was hap-hazard) tend to catch and pass their age mates when enrolled for the first time at eight or ten years of age. Dr. Moore studied three hundred adults who were subjected to late schooling and found only four who experienced academic or school problems...all four of whom were placed in the first grade rather than with their age mates. Dr. Benjamin Bloom, the recent proponent of early childhood education, has apparently reversed himself in his recent book, All Our Children Learning. I have not seen this book but am told he said, "The home is the best nest and parents are the best teachers."

These thoughts could be supplemented, literally, by several hundred other studies and quotations that have led me to conclude that children do not profit from formal teaching before the second or third grade. They simply are not ready to respond in the early years, and in fact, are often harmed by the failure to handle what Havighurst referred to as "developmental tasks" - those skills, such as reading, that damage self esteem if not mastered on time. Thus, even if parents do little or no academic work in those years, the disadvantages are minimal or non-existent. Having become convinced that nothing is lost educationally by delaying a child's entrance into formal classroom work, the second question arises: What are emotional and social consequences of this slower timetable? I have been increasingly concerned during the past ten years about the damage done to young children by one another. When I revised Hide or Seek three years ago, I added 30 pages and devoted them to the theme, "Teaching children to be kind." I stated my convictions therein that the epidemic of inferiority and inadequacy seen during the teen years is rooted in the ridicule, rejection, and social competition experienced by vulnerable young children.

* Abstracted from a personal letter to a professional colleague who had questioned Dr. Dobson's stance on "home schools."

They are simply not ready to handle the threats of the self concept that are common in any elementary school setting. I have seen kids dismantle one another, while parents and teachers stood passively and observed the "socialization" process. I've then watched the recipients of this pressure begin to develop defense mechanisms and coping strategies that should never be necessary in a young child. Dr. Urie Bronfenbrenner verified the validity of this concern in his study of sixth grade children and younger. He found that those who spent less of their elective time with their parents than their peers tended to become peer dependent. Dozens of other investigations have demonstrated, (at least to my satisfaction), the error of the notion that children must be exposed to other children in order to be properly socialized. I just don't believe it. In fact, the opposite is true. They need the security and love of parental protection and guidance until their self concept is more stabilized and established. Dr. David Elkind's new book, The Hurried Child, lends credence to this view by describing the social and emotional disadvantages of growing up in the Eastern World, especially in a highly pressurized, "get it while you're young" environment. The result of this early emphasis leads directly to what Dr. Elkind refers to as educational "burnout" during adolescence or before. Thus, he recommends that formal schooling begin at 10 to 13 years of age. His book makes a great deal of sense to me.

- (3) I observed the problems of "early childhood education" with my own daughter. She was an immature but happy little preschooler who was born vulnerable to her peers. Nevertheless, we did what other parents in our culture do: we placed her in a traditional kindergarten and then a rigorous Christian elementary school. The results were predictable. She staggered under the load and has been trying to catch up ever since. She's now a senior in high school and is doing well, but her childhood would have been more tranquil and secure if she had not been academically stressed so early in life. So you see, the "socialization theory" doesn't hold much water with me. I've seen it in action. Our child, like so many others, needed a few more years to grow up, mature, and learn who she was before being asked to cope with insulting, competing peers. If we had it to do over, my wife and I would have taught her at home for at least two more years. Having learned this lesson, we held her younger brother back in the first grade, to great advantage.

Dr. Moore is saying, and I now agree, that we should reexamine the American way of educating youngsters. Perhaps we've all been led into believing something that isn't best for kids. In fact, maybe our own tendency to jerk little children from the security of their homes at an earlier and earlier age is related to the agitation and self doubt that is so common in the drug infested, alcohol abusing generation of teenagers, today. Obviously, we're doing something wrong, when the vast majority of adolescents emerge from high school with intense personal dissatisfaction and feelings of inferiority.

In summary, I believe the home school is the wave of the future. In addition to the advantages I've described, it provides a third alternative to a humanistic public school and an expensive (or non-existent) Christian school.

James C. Dobson, Ph.D.
Associate Clinical Professor of Pediatrics
U.S.C. School of Medicine

Question: What are the benefits of home schooling for the child?

Answer: Proponents point to

- more individual attention for the child & opportunities to meet unique needs
- increased confidence & independent thinking as opposed to peer group conformity
- superior academic progress
- more time for the child to explore & pursue his interests
- more quality time with children
- greater family unity & closeness.

Question: What are the benefits of home schooling to society?

Answer: The benefits to society are likely to be

- a better citizen
- reduced educational overhead.

Question: What are the benefits of home schooling to the institutional schools?

Answer: The benefit is in the quality of student that the school and society receives. When home school students enroll in an institutional school, research indicates they are likely

- to be better socially adjusted, have more self-worth and self-esteem and, therefore, more likely better able to get along with other students
- to be more self-directed, able to think for themselves and to be a leader in the class
- to be a better achiever and more productive
- to be better behaved and less likely to be hyper-active or prone to delinquency and, therefore, fewer discipline problems.

"... to be better socially adjusted, have more self-worth and self-esteem and, therefore, more likely better able to get along with other students
... to be more self-directed, able to think for themselves and to be a leader in the class
... to be a better achiever and more productive
... to be better behaved and less likely to be hyper-active or prone to delinquency and, therefore, fewer discipline problems."

... to be better socially adjusted, have more self-worth and self-esteem and, therefore, more likely better able to get along with other students
... to be more self-directed, able to think for themselves and to be a leader in the class
... to be a better achiever and more productive
... to be better behaved and less likely to be hyper-active or prone to delinquency and, therefore, fewer discipline problems.

Question: What would be the economic consequences of home schooling and competency testing?

Answer: For the taxpayer, there should be a tax savings because fewer pupils should mean reduced educational overhead in terms of personnel and facilities. However, this potential benefit for the taxpayer will undoubtedly produce the largest outcry and protest against home schools. The most vocal opposition will come from two sources:

- 1) the teachers' union who will see it as a loss of teachers & dues and
- 2) the school administrators or the education establishment who will see home schools as resulting in the loss of funds and the competency testing for home schoolers as requiring more funds.

Question: Will home schooling result in the schools losing funds and teachers losing jobs?

Answer: In my opinion, no! Because the overwhelming majority of home schoolers has already made the decision to leave the public school system and their choice now is between private school or home study. Therefore, the money and jobs that follow the students in effect are already gone from the public school system. So, in reality it is the private schools that will stand to lose the most if home schools are permitted.

A possible way to keep funds in the schools is to permit home school students to use public school facilities, such as the library, in a way that they are counted on the school roll with the other students. (As a taxpayer, I would just as soon have my taxes go to my local district as for it to go elsewhere).

In addition, there are no indications that the loss of funds from public schools would have a harmful effect on the quality of education. In fact, just the opposite seems to have occurred. For almost 20 years now, money spent on education has increased dramatically while test scores have declined.

Question: Will administering competency testing increase the costs for public schools?

Answer: Cost should be kept to a minimum

- by testing home schoolers at the same time & in the same facilities with the public school students
- by permitting parents to choose a private school to administer the test
- by charging a fee for the test to be administered by a public school
- by allowing the public schools which administer the test to count the student on their roll.

COURTING

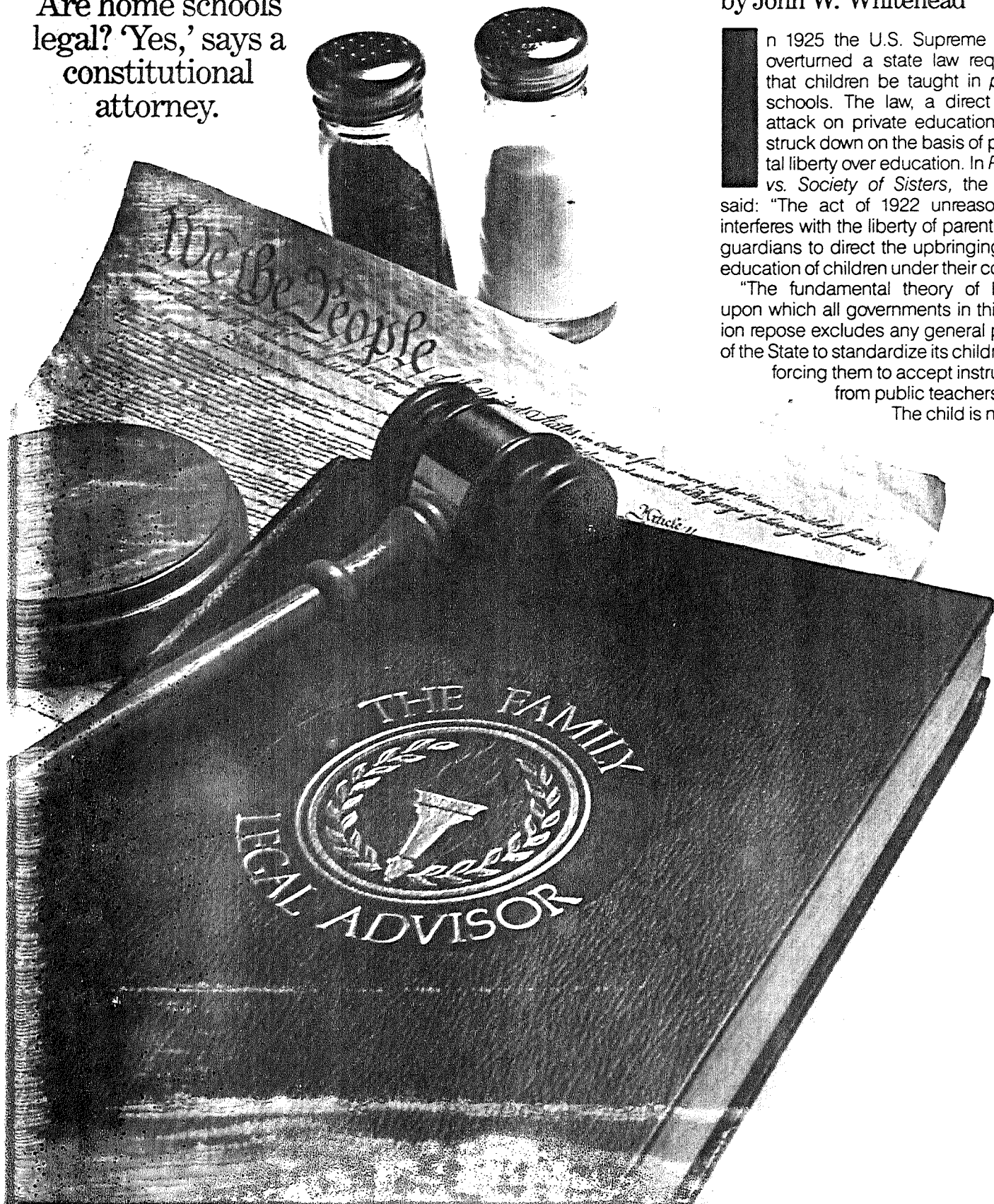
Are home schools legal? 'Yes,' says a constitutional attorney.

by John W. Whitehead

In 1925 the U.S. Supreme Court overturned a state law requiring that children be taught in *public* schools. The law, a direct state attack on private education, was struck down on the basis of parental liberty over education. In *Pierce vs. Society of Sisters*, the court said: "The act of 1922 unreasonably interferes with the liberty of parents and guardians to direct the upbringing and education of children under their control.

"The fundamental theory of liberty upon which all governments in this Union repose excludes any general power of the State to standardize its children by forcing them to accept instruction from public teachers only.

The child is not the



THE RIGHT

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."

Based upon this right to parental liberty, many parents today have chosen to teach their children at home, echoing the Supreme Court's conclusion that the "child is not the mere creature of the State." Estimates of the number of students involved in home education range from 10,000 to one million.

Despite the 1925 ruling, the proliferation of home schools has spawned numerous court cases. Some states have passed legislation allowing home education, with limitations. But throughout the nation home education will continue to be a key issue in the '80s.

Biblical Heritage

The family is, to a large degree, an educational institution. Scripture clearly teaches that God has given parents the responsibility of carefully instructing their children in the principles and doctrines of the Bible (Deut. 6:6, 7). He has also promised: "Train up a child in the way he should go, even when he is old he will not depart from it" (Prov. 22:6). This principle is further confirmed in the New Testament (2 Tim. 3:15).

Scripture's first mention of teaching is found in Genesis 18:19, where God says of Abraham: "For I have chosen him, in order that he may command his children and his household after him to keep the way of the Lord by doing righteousness and justice."

It is significant that this first mention of teaching not only speaks of the father as teacher, but also reveals the importance of including moral and spiritual values in the content of the teaching. The family, therefore, is man's first and basic school.

Historical Precedent

The family's educative role was highly

John Whitehead is president of the Rutherford Institute (P.O. Box 510, Manassas, Va. 22110), a civil liberties network that defends constitutional religious freedoms. He and attorney Wendell R. Bird are co-authors of Home Education and Constitutional Liberties (Crossway Books).

regarded in our nation's past. Home education was the major, if not predominant, form of education during the colonial period and the years following.

As one legal commentator said: "Historically, the education of children in the United States was a matter of parental discretion. Decisions to educate or not to educate, and the substance of that education—method and curriculum—were made by the parents as a right."

Therefore, as one study of home education concludes, the recent increase in home education is not a novel phenomenon, but "is actually the closing of a circle, a return to the philosophy which prevailed in an earlier America."

Constitutional Basis

Early court decisions acknowledged the parents' primacy in selecting the child's education. As one legal writer noted, during the 1800s "the case law shows a stubborn adherence to the common-law doctrine of the parental right to provide a child's education. Early court decisions elevated parental rights in this area above any possible interest of the state; the parents' right to educate their own children was equated with democratic freedom."

Today's courts, however, have not been as supportive of parental rights. In the aftermath of the *Roe vs. Wade* Supreme Court decision, which legalized abortion, the court has held that parents, in reality, have no authority to block abortions or the acquisition of contraceptives sought by their children.

With respect to education, these court decisions have grave implications. The family is no longer seen as the basic institution for determining children's values. Instead, this is the state's province in and through its various agencies—including the public schools.

Therefore, the current situation should behoove us to take the necessary steps to protect the family and its educative function. This means we must appeal to state legislatures for protection of home education and, when we have no other recourse, go to court to guarantee the right of parents to educate their children at home.

Guaranteed Freedom

Some court rulings have recently acknowledged that the constitutional right to home education is guaranteed as the free exercise of religion. Thus, these decisions have recognized a constitutionally required exception to compulsory school attendance statutes.

One such case, *State vs. Nobel*, involved Peter and Ruth Nobel of Dorr, Mich., who taught five of their seven children at home. The Nobels had rejected conventional schooling for religious reasons. They said that the Bible is their entire life, which they are obligated to pass on to their children.

The family had tried a local Christian school, but withdrew their children because of doctrinal differences. Public schools, because of their secularization, were out of the question.

Ruth Nobel, however, was amply qualified to teach her children. She had a bachelor's degree in elementary education and several years of teaching experience. But she was not certified in the state of Michigan.



Shortly after the Nobels began teaching their children at home, they were arrested on charges of contributing to truancy. Their basic defense was the free exercise of religion as guaranteed by the First Amendment.

In its ruling, the Michigan court sustained the religious exercise right to home education and dismissed the charges under the compulsory education statute. The court said:

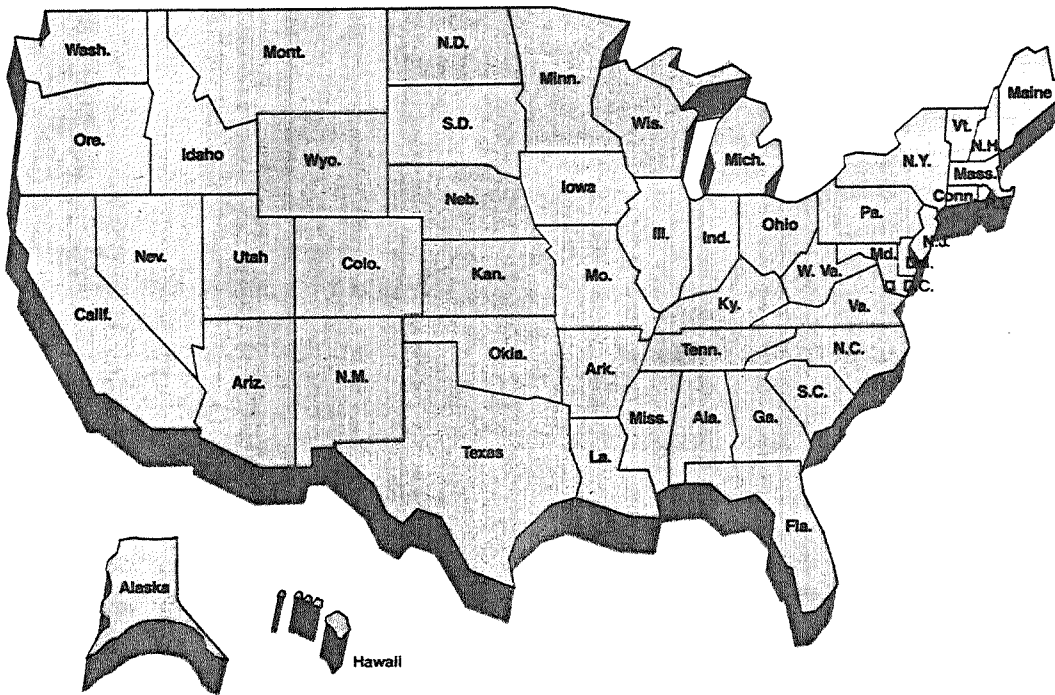
"Mrs. Nobel testified that her daily life was governed by her understanding of the word of God as contained in the Bible and it is her firmly held religious belief that parents are responsible for the education and religious training of their children and that the parents must not delegate that role and authority to the government or any state. . . .

"Pursuant to her religious beliefs, Mrs. Nobel began a program of home education which consisted of the same basic subject material as is taught in the public schools. Defendants' exhibit number 1 indicates the schedules of the children for 180 days of the school year. No

Home schools in the United States

-  Permit home schools
-  Do not permit home schools

State laws and policies frequently change, and states permitting home schools have various requirements. States that do not permit home schools may make exemptions for religious or conscientious reasons. Some permit home schools to operate by incorporating as a private school. Ask your state or local sections of school law. (Map information taken from Home-spun Schools by Raymond and Dorothy Moore, published by Word Books.)



evidence was offered or shown to indicate that this curriculum was deficient in any way. . . .

"The Nobels have a documented and sincere religious belief and this Court won't and no Court should interfere with the free exercise of a religious belief on the facts of this case."

Other courts have also ruled that home education is a protected right. Two cases in 1983 that resulted in such rulings were *Roemhild vs. State* in Georgia and *State vs. Tollefsrud* in Minnesota.

Defending Home Schools

At this point in time, there are three primary avenues we should pursue to ensure protection of home schools: education of the citizenry, legislative efforts, and litigation.

We must increase efforts to educate the general public regarding the positive aspects of home education. In so doing, we can significantly defuse attempts by the state to interfere with home schools.

Currently, for example, several state legislatures are open to considering legislation to accommodate home schools. They welcome factual information in support of home education. Those who teach their children at home or who desire to do so should take advantage of these public hearings to express their views and experiences.

Success in gaining favorable legislation requires that home schoolers be organized in their efforts. Strong state home-school lobbying groups are also

important. They can monitor the legislatures and, upon good legal advice, propose legislative measures to protect home schools. In the past, Christians and conservatives have not been well organized, and this is one reason they are struggling to maintain their freedoms today.

Organizations already exist to keep home schoolers abreast of educational resources, court cases, and legislative activities concerning home education (see listing on page 30).

Finally, when necessary and with great caution, we must enter the courtroom to fight for our rights. When possible, however, we must select certain key cases that will set the needed precedent in protecting home schools.

Because of this need for positive legal precedent, it is important that people beginning home schools do it in such a manner that they will be in the best position possible to contest state interference if brought to court. For the best legal protection, therefore, a home "school" should operate like a school within the home.

Children taught at home should have desks, and parents should file attendance records, a list of subjects taught with the grades given for each, and test scores from standardized tests, such as the Iowa Tests of Basic Skills. Moreover, parents should read the education laws of their state and follow certain structural specifications, such as the number of days and hours required.

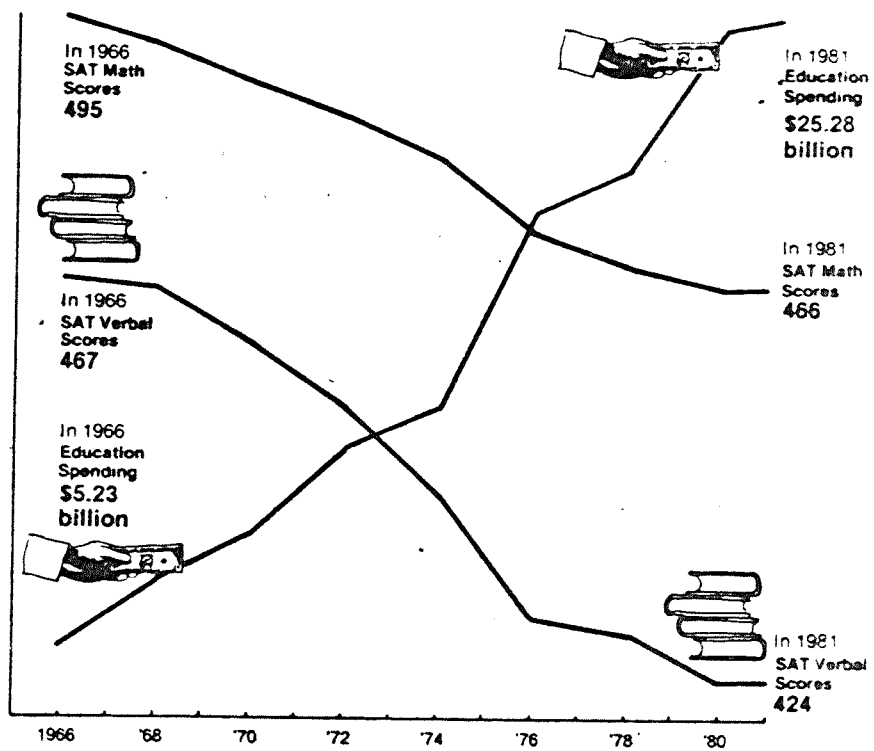
Although some may question the necessity of such formal structures, parents must be practical in realizing what will have the greatest positive influence on a court or legislature. Moreover, state officials will often be more responsive to tangible evidence verifying that the home-schooled child is receiving an adequate education from competent teachers. Therefore, evidence showing that home education is as good as—if not superior to—public education will carry more weight when based on accepted criteria.

Because a proper defense of home education in the courts takes much time, effort, and money, it should be based upon competent legal advice. If you are charged with a statutory violation for operating a home school, immediately contact a well-qualified attorney to determine what action you should take.

Besides involving fundamental rights, home education helps foster the diversity and pluralism on which this country was founded. Therefore, we Christians should urge the government to support parents who educate their children at home. As noted author Alvin Toffler writes in *The Third Wave*:

"Families should be encouraged to take a larger—not smaller—role in the education of the young. Parents willing to teach their own children at home should be aided by the schools, not regarded as freaks or law breakers. And parents should have more, not less, influence on the schools." ■

Test Scores Fall As Aid To Education Rises 1966-1981



Source: National Educational Testing Service and Dept. of Education

Parents — the best teachers of their young

Parents are enjoying a revival of respect from authorities as significant contributors to their children's learning. For many years parents suffered from low self-esteem and lack of confidence in their ability to teach their children. Much of this was promoted by well-intentioned educators. Fortunately this is changing, thanks to current research. The experts are now proclaiming what many people intuitively knew all along — that parents are the most significant people in their children's lives.

It has been assumed by some people that the way children are educated is through contact with a professional in a classroom or a center. Burton White of Harvard says that is not the way it is going to happen, nor is it the way it should happen. The way it is going to happen, he says, "is through the family as the first educational system rather than through a developmental day-care center."¹ He adds that mothers need not necessarily have even a high school diploma, let alone a college education in order to do a good job with their children. Neither do they need very substantial financial assets.²

Jerome Kagan, Harvard, says that we worry young mothers too much. We should be telling them they are doing a fine job.³ James Coleman, in a national study of thousands of school children, discovered that the home is the most important determinant in school learning.⁴ Many leading psychologists support this notion. David Elkind, Meredith Robinson, and others suggest that the home and warm, loving parents are superior to the best classroom setting for the nurturing and teaching of children.⁵ International studies in twenty-nine countries have confirmed that the home environment accounts for more student variation in learning than any other factor including curriculum and quality of instruction.⁶ There is no data anywhere suggesting that institutional rearing of small children is better than or even as good as a good home. Parents clearly hold the major key to their children's learning. Even University of Chicago's Benjamin Bloom now admits this.

Parents are the best teachers of their children for many reasons. A major one is simply because they are the parents, and as

such, enjoy a special, unique bonding with their children. This bond results in a strong sense of trust which in turn promotes a healthy self concept. This sense of one's worth is absolutely necessary for achievement in all areas. Parents are crucial to this process. The roots of self-esteem are firmly linked to the early experiences and relationships in the home. The home was meant to be the primary channel for educating and training the next generation. Fran Nolan, elementary supervisor for the State University of New York says, "Education isn't books and charts and tests nearly so much as it is meaningful living, and no one can provide it better than good parents."⁷

Parents, YOU are the best teachers of your own children! And don't you forget it.

— J. O.

¹White, Burton, "Where Nicely Developed People Come From: The Role of the Family," 1980 Ferguson Lectures in Education, Edward B. Weinstein Center for Performing Arts, April 1980.

²White, Burton, as quoted in *Parent Involvement in the Home, School, and Community*, by George Morrison, Charles E. Merrill Publ., 1978.

³Kagan, Jerome, from the film, *Precious Years*.

⁴Moore, Raymond and Dorothy, *Home-Grown Kids*, Word Books, 1981, p. 21.

⁵Moore, *Home-Grown Kids*, p. 23, 37-38.

⁶Bloom, Benjamin, *All Our Children Learning*, McGraw Hill, 1981, p. 89-91.

⁷Moore, *Home-Grown Kids*, p. 21

Recommendations Requested BY GOVERNORS

These recommendations were requested by Ross Perot of Governor White's Select Commission in Texas and by Mr. Haley of the Citizen's Committee on Education appointed by Washington's Governor.

Recommendations for American Education

History has much to teach 20th Century Americans about education. Ralph Waldo Emerson suggested that "The years teach much which the days never know." And Carl Sandburg agreed. We need not fear the future except as we ignore the lessons of the past.

Research is replete with directions of our families and schools. We speak of *replicable* research which offers truth rather than the vested presumptions of studies that are not replicable. And we must bring that research actively into the planning, legislation and execution of education. This we are not doing as Americans, leaders and examples to the western world. Evidence of this is that many, if not all, of the recommendations below (see *starred items in particular*) are supported by research, yet are either ignored or denied generally in our schools.

Common Sense. If the record of history and/or of research and experimentation clearly shows that an idea is plausible or has worked, and there is no systematic, replicable evidence to the contrary, common sense says, "Try it," and courage sees that we try it regardless of human traditions, social pressures and jurisdictions. The following recommendations are made to local state and national bodies with the assumption that common sense still can reign.

1. Inquire of the kind of education which prevailed when our nation was at its literate and creative best and which tended to turn American youth from crime (as in the early 1800s).
2. Insist upon sound research evidence which crosses the various disciplines before making any and all policy decisions (as for example in early schooling laws where research in vision, hearing and other senses, in cognition, in neurophysiology, in motor

myopia is a leading cause of blindness.

17. Insist on maximizing free exploration for all children.
- *18. Place major emphasis on teacher responsiveness to individual pupils (as done so well in the home whereas the average teacher today spends about seven minutes daily in such responses) which is a preeminent source of genius.
- *19. Put away the myth that a positive sociability derives more from association with little children (and their peer pressures) than from a warm responsive home — with its building of self-worth and self-direction.
20. Orient children more to altruistic service and less to narcissistic amusements and sports.
21. Place specifically greater emphasis on character education of an altruistic, moral and patriotic sort.
22. Teach altruistic manners, etiquette, poise in walk, talk (expression, elocution) listening, etc., and respect for elders — that they may not only make a better world but one day reap respect themselves.

23. Teach writing by writing, with every teacher in his classroom a monitor of the mother tongue, regardless of subject taught — freely utilizing journals, diaries, letters, essays, stories in daily practice.
- *24. Reevaluate classroom methods, e.g.,
 - a. Teaching more to think (ask *why*, *how*) than to be reflectors of others' thoughts (what's, where's, when's).
 - b. Grant more time for child to answer thoughtfully.
 - c. Provide daily success experiences — even if they have to be "arranged."
- *25. Reexamine college and university teacher education courses to insure that
 - a. Prospective teachers are screened early in their college years, before they get well into their professional sequence (by giving them trial classroom experience as student assistants).
 - b. Student teachers demonstrate creativity and leadership.
 - c. There is a genuine love for and understanding of children and the teaching process, so that, if possible, the motivation to teach transcends the demand for remuneration.
 - d. Teachers rebuild the *professional ethic* (vis-a-vis the union ethic), viewing teaching as the highest possible calling.
 - e. Great teaching is honored and where possible, financially rewarded.
- *26. Develop interinstitutional cooperation at all levels and among all institutions: schools, colleges, libraries, museums, public services (forestry, commerce, etc.) homes, etc.
- *27. Continue to provide for the acutely disadvantaged and the handicapped, but take care
 - a. To insure wherever possible that the home is the basic nest.
 - b. That the unique structured programs for the handicapped are not generalized for all individuals — as we have done generally since the mid-sixties.
- *28. For young children avoid pressure to teach reading skills before the senses, motor coordination, and cognition are reasonably mature and integrated which is not before the age of 8 to 10 years.
 - a. In the meantime provide opportu-
- 5.) Welcome as satellites to school systems (public and parochial) those concerned parents who prefer to systematically teach their children at home.
6. Be less defensive about home schools in view of their high record in studies comparing them with national norms, i.e., other schools.
7. Apply truancy laws only to parents who are in fact truant in care of their children.
- *8. Reevaluate certification/accreditation policies for general education (K-12), on the basis of fact, in view of the lack of replicated-research which supports such practices.
- *9. Avoid segregating by age, but rather study to desegregate by age.
 - a. By developing small schools.
 - b. By developing ungraded programs.
 - c. By encouraging home education.
 - d. By encouraging any method that brings children in larger contact and companionship with younger and older persons in order that they may be comfortable with all ages, more responsible in their behavior and less vulnerable to peer dependency.
- *10. Move away from consolidation, busing, etc., toward smaller, more manageable, more personal neighborhood or rural schools — as much as possible like a warm, responsive family.
- *11. Remove policy approval of, and educate away from, demands for rote homework; and encourage supervised study in the classroom — and more creative homework, if any at all.
- *12. Balance academic studies with *at least equivalents of practical arts and manual skills* — which bring significantly higher academic performance than all-day academic classes. Insure that teachers share manual work.
- *13. Simplify curricula, viewing education more as an active, exploratory, inspirational, responsive experimental process and less as a formal didactic one, yet maintaining sound controls through high motivation. (This is essentially the recipe for development of genius).
14. View discipline as the fine art of discipleship making it clear that sound followership precedes sound leadership.
- *15. Utilize cross-age teaching far more prominently, realizing that students are often more facile teachers than the classroom heads.
- *16. Minimize focus of child eyes on television, computers and other close-in vision, for this insures myopia and

6

coordination and in socialization and behavior clearly contradict recent legislative trends).

- *3. Provide a greater flexibility in school entrance laws which
 - a. Expresses awareness of wide disparity (at least four to five years) in readiness for formal schooling.
 - b. Insures boys the same readiness opportunities as girls.
 - c. Guarantees parents their constitutional rights (as interpreted by the U.S. Supreme Court over the past 60 years) to determine the education of their children.
 - d. Affirms and defines the state's limited compelling interests to insure minimal skills, health and safety and education for citizenship, including both school and social welfare officials.
- *4. Place larger emphasis on education of parents and less on institutionalizing children, including an aura of approval on those parents who choose to work at home.

nities for free exploration, creative activities, life experiences and experimentation with objects rather than toys as the primary learning medium.

- b. Provide small adult to child ratio in order (1) to greatly increase the amount of personal responses and interaction, (2) to provide adult models for children to imitate in social skills, language, manners, etc., and (3) to allow more child rather than adult-initiated and terminated activities. In other words as much as possible imitate the model of the warm, responsive home to plan the school and the loving, consistent parent as the ideal for the teacher.

RSM

Home Schooling

The Home Schooling Movement has been called the trend of the 80's and an idea whose time has come. Thirty-four (34) states have some form of statutory provision which allows for home schooling. Other states allow home schooling by court decision.

Caring parents are able to give their children a superior education at home and do not need teaching certificates or even a college education. Judge Ray Hotchkiss, a former public school teacher, had this to say in a recent Michigan ruling. "The overwhelming evidence shows that teacher certification does not ensure teacher competency and may even inhibit it." The decision "reaffirmed the First Amendment guarantee of separation of church and state by exempting private Christian schools from state supervision of their curriculum and teachers." (*Time* magazine, 1-10-83)

There are many correspondence courses or "home study programs" available in the United States, or parents may choose to write their own curriculum.

Some of the many reasons for home schooling include:

- 1) more controlled spiritual, mental, and physical environment with more opportunity and time to impart family values.
- 2) an individualized, challenging curriculum where there can be concentration on basic subject matter, on areas of weakness, and on improving strengths and gifts, with less wasted school time, and more free time to develop individual interests.
- 3) more daytime access to the community at large.

May, 1983

-
- 4) isolation from peer "social contagion" (so labeled by Dr. Urie Bronfenbrenner of Cornell University who says that "peer dependency is a social cancer of our times") and the meanness, competitiveness and dangers in the school and more opportunity for controlled meaningful socialization and interaction with peers and others of all ages.

Dr. Raymond Moore writes in his book *Home Grown Kids*, "Yet if one wants truly positive sociable children who will mature into outgoing, altruistic adults, one will avoid their regular mixing with their peers on a group basis . . ." He writes that parents are by far the best socializers of their children.

There's no place like home! It's better to build children than to repair men.

— by Hazel Anderson,
Louisiana mother engaged in home schooling

(If you would like a home schooling resource list, send a self-addressed, stamped envelope to our office).

The Hurried Child by Dr. David Elkind (1981)

Dr. Elkind is child psychologist & chairman of the Eliot-Pearson Department of Child Study at Tufts University in Medford, Mass.

The stresses of schooling:

- 1) Violence & fear of one's safety (p. 155-156):
"What all this means is that young people today are hurried by their schools into attitudes of wariness & fear, which have no place in school where childrens' major energies need to be directed toward learning...could it be that at least some school failure is attributable to the fear of personal injury engendered by the educational experience?"
- 2) Placement of children into stereotype roles & attitudes (p. 156)
e.g. attributing poor performance in school to a family problem, if there is one, instead of looking for other causes or problems
- 3) Early labelling of children (p. 156)
e.g. diagnosing a child as learning disabled or retarded when the problem may be poor vision or come from a bilingual family
- 4) School is very tedious (p. 158)
"For many young people school represents a boring, meaningless activity. In this respect schools hurry children by pushing them into the dull routines of much adult work."

Other stresses & problems of schools (p. 157) - quoting writer Leslie A. Hart

Wrong class size - "The classroom size is the wrong size for all activities except rote - too small for films, lectures, and visitors; too large for discussions, projects and the like..."

Lack of individual instruction - "The classroom day involves thousands of events & interactions. Rarely is a teacher activity continuous for as long as two minutes. Disciplinary remarks & actions may take more time than instruction. Seldom can teachers have a one-on-one talk with a student that exceeds thirty seconds. In actuality none of the individualizing that gets talked about happens: simply putting a child into a different group may be called individualizing."

Little actual instruction time - "Little time is given to actual instruction in classrooms. Management, busywork, waiting, leaving & arriving & other diversions reduce gross instructional time to around ninety minutes a day... In class, attention to single students may average, per student, only six hours per year."

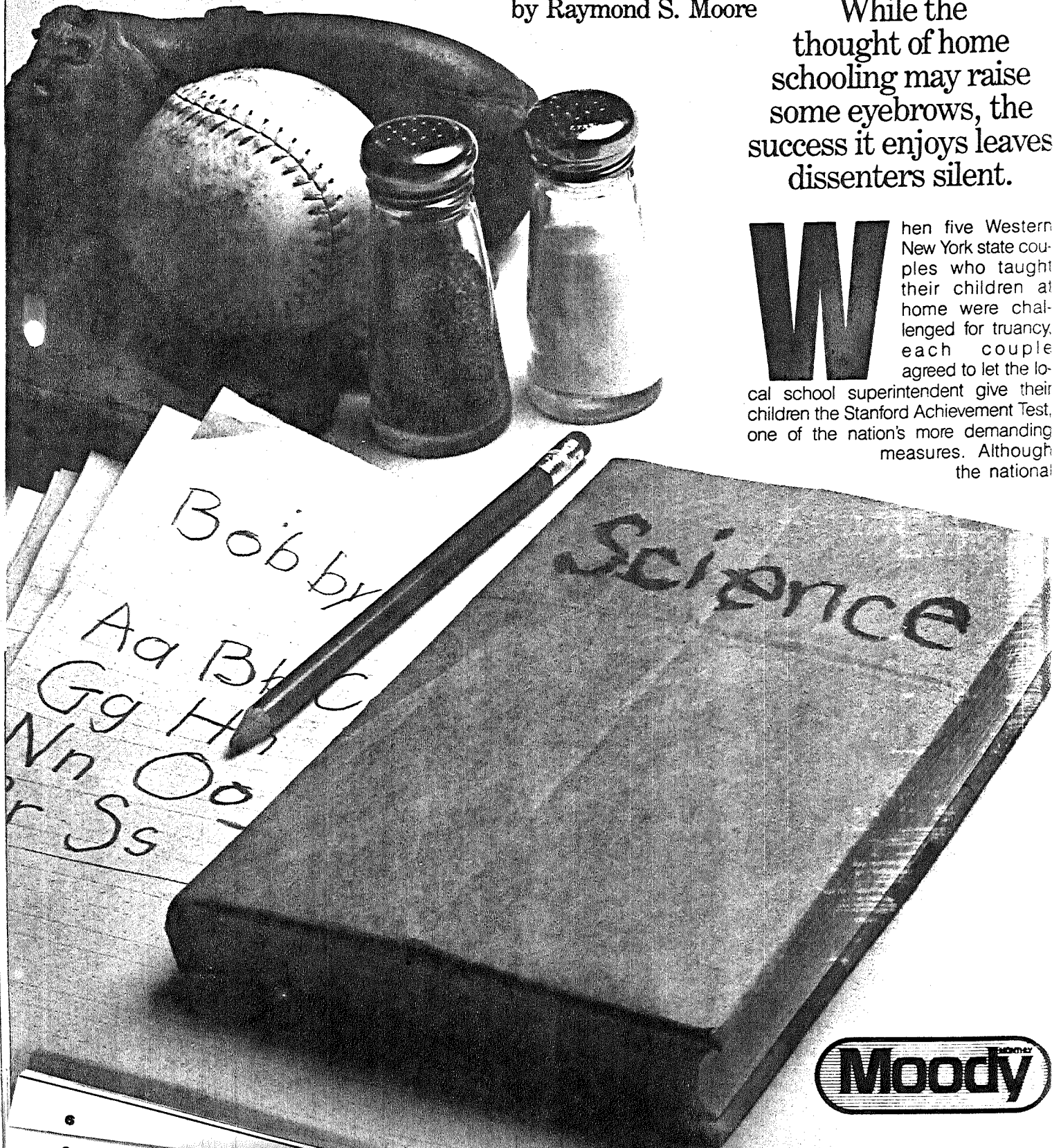
Lack of teacher response - "To 'cover the material!', teachers need response from students able & willing to give it, and so they pay attention to about a third of the class, largely ignoring those who need instruction most, who may be written off as 'failures' in the early weeks of the semester. A high percentage of failure is expected and accepted."

THE SCHOOC

by Raymond S. Moore

While the thought of home schooling may raise some eyebrows, the success it enjoys leaves dissenters silent.

When five Western New York state couples who taught their children at home were challenged for truancy, each couple agreed to let the local school superintendent give their children the Stanford Achievement Test, one of the nation's more demanding measures. Although the national



Moody

L A T H O M E

average on this test is 50 percent, all seven youngsters scored between 90 and 99 percent.

- In Wallace, Neb., high school graduate Vickie Rice helped her daughter, who was failing sixth grade, by teaching her at home. Vickie taught Leslie Sue only an hour or two daily; during the rest of each day, the two worked as a team in their small family hotel. Nine months later, Leslie Sue's academic standing had risen almost three grade levels.

- Dave and Micki Colfax of Boonville, Calif., kept their son Grant close to them on their goat farm, away from modern conveniences such as electricity. Micki began to give Grant formal instruction at home at about age eight. Much of his curriculum centered on books of his choice from the local library. The father, a social scientist, and mother, an English teacher, were concerned about their boys' understanding of natural and physical sciences—subjects the parents knew little about. But this year, at age 18, Grant turned down a Yale offer and instead accepted a scholarship to study biology at Harvard. His 15-year-old brother Drew, an amateur astrophysicist, has constructed a 12-inch refracting telescope, and two younger adopted brothers show similar promise.

History has never uncovered a better educational system than the warm one-on-one response of a concerned parent to his child. Examples range from the Colfax children to Moses. John Quincy Adams studied with his mother Abigail between horseback mail deliveries to Boston during the American Revolution—and went directly from home school to Harvard.

Five top World War II leaders—Franklin Roosevelt, Winston Churchill, Konrad Adenauer, Douglas MacArthur, and George Patton—were all home-schooled children. Writers Agatha Christie and Pearl Buck and Supreme Court Justice Sandra O'Connor were each family taught. O'Connor began formal schooling at age 9, author Buck at 17.

Dr. Moore is a developmental psychologist, home-education researcher, and the author of Home Grown Kids, Home-spun Schools, and Home-style Teaching.

Home schoolers are found at highest levels in nearly all occupations:

Inventors Thomas Edison, Alexander Graham Bell, and the Wright brothers.

Artists Claude Monet, Andrew and Jamie Wyeth, and Leonardo da Vinci.

Writers Charles Dickens, Brett Harte, Hans Christian Anderson, A. A. Milne, and George Bernard Shaw.

Industrialists Andrew Carnegie and Cyrus McCormick.

Scientists John Burroughs and Frederick Terman.

Entertainers Charlie Chaplin and Noel Coward.

Statesmen Patrick Henry, Stonewall Jackson, Benjamin Franklin, and William Penn.

Explorers Sir Wilfred Grenfell, Robert Peary, and George Rogers Clark.

Presidents William Harrison, Andrew Jackson, Abraham Lincoln, James Madison, and Woodrow Wilson.

Home Schooling vs. Formal Education

Literacy Results

In the early 1800s, American children began formal public education between ages 8 and 12. They attended school half a day for three months each year, and all but the rich participated in family chores. At school and home, they usually studied the *W. H. McGuffey Reader*, the Bible, and whatever printed materials they could obtain. By the mid-1800s, literacy rose to an estimated 99 percent.

In 1983, however, a University of Texas team determined that 20 percent of Americans do not have literacy survival skills—the ability to sign a check, fill out an employment application, or complete a driver's license form. Another 30 percent have "doubtful" literacy survival skills.

Consequently, home schools have become laboratories for institutional schools. In California, for example, teaching materials originally prepared for parents are now widely used in public schools. And versions of century-old primers, like the *McGuffey Reader*, are

being hailed as books that teach themselves.

Research Findings

In recent generations, educators have insisted that early schoolers are the highest achievers, but today many teachers and psychologists find that theory is wrong. Research indicates that, for higher achievement, later entry is best. Even the High Scope Head Start studies, which make vaunted claims for day-care centers, have prescribed activities centered primarily in the home, with fewer children to each skilled adult—a marked contrast to the original Head Start program.

Some challenge home schooling on the basis of social needs. A number of major university studies, however, including those done at North Carolina, Cornell, and Stanford, indicate that such concerns are unsubstantiated. In fact, Dale Farran of the University of North Carolina reports that day-care children display negative aggressive acts 15 times as often as home-care youngsters.

Cornell's Urie Bronfenbrenner claims that until the fifth or sixth grade, children who spend more of their elective time with their peers than with their parents will become peer dependent. And to the extent that they are pressured by peer values, they will lose self-worth, optimism, respect for their parents, and trust in their peers.

Albert Bandura of Stanford says this social contagion is now pervasive even at the preschool level.

On the other hand, studies indicate that parents who provide reasonably responsive home environments during those years, without wholesale interference from peers, produce children who display confidence and a sense of direction, often becoming leaders.

Readiness Factor

The human creature is the only one that rushes its young. Many child development authorities now acknowledge that quality learning depends upon the maturity of the learner—vision and hearing, consistent reasoning ability, balance ("lateralizing" of the brain hemi-

Home is the best nest and parents are the best teachers. By holding off formal education until children are eight or nine, America could reduce its reading failure rate to 2 percent.

spheres), and coordination. Once a child has achieved these in congruent proportions, he can learn in only weeks or months what other children learn in a number of years. For most children, including the brightest, this maturity seldom comes before ages 8 to 12.

Boys especially, who at age five or six trail a year or more behind girls in maturity, are negatively affected by state entrance laws. They are learning disabled and delinquent three or four times as often as girls; their hyperactivity is nine times as frequent.

An early start in formal schooling only multiplies rote learning. Meanwhile, it builds a wall around children and deprives them of the free exploration so crucial to the development of genius.

Benjamin Bloom, a University of Chicago researcher who achieved notoriety as a Head Start proponent, now admits that the home is the best nest and parents are the best teachers. He agrees with his University of Chicago colleague, Joseph Wepman, who has long held that by holding off formal education until children are eight or nine, America could reduce its reading failure rate to 2 percent.

Ancient Hebrews, known for their genius, kept their children close to them until maturity, at least age 12 or 13. Many remained home longer, and all worked productively—an educational balance of head and hand.

Home School Distinctives

Availability

The teacher-student ratio explains much of home schooling's success. Parents do not bear the heavy burden of managing 20, 30, or 40 children who have widely varying backgrounds and behavior.

Perhaps the greatest home-schooling advantages are free exploration under the adult shepherd, singular adult example and values not undermined by peer dependency, and 50 to 100 times as many adult responses per day as children usually receive in a formal classroom.

Responsibility

Work, though often viewed as a curse, has proved to be a key benefit to successful home education. At early ages, children can keep rooms cleaned. When they start to walk, they can put away their toys. At age two, they can empty the dishwasher, and by age three or four set the table.

The child given such responsibilities will feel needed, wanted, and depended upon. He will display a healthy sense of self-worth and will likely be highly motivated as a learner and explorer. And when you start teaching him formally, at an age between 8 and 12, he will perform well.

This exploring and experimenting with a parent—so commonly ignored today in favor of books—is the highest level of motivation available to any educator. Even in public high schools, students who work as much as they study get better grades and are better behaved than those who go to school all day.

Flexibility

To prepare a child for the day he will enter a traditional classroom or college, parents should implement the following guidelines:

Read to your child daily, beginning his first year, at least 15 to 20 minutes by age three and more as he grows older.

Don't send your child to a formal educational institution any earlier than necessary.

Be a good example, and share your responsibilities with your child as much as possible. Working with you is his highest form of play.

Give your child the freedom to explore—colors, textures, scents, bugs, leaves, sand—remembering that a good shepherd always keeps his lambs in sight.

Respond to questions warmly, teaching your child to think. If you ask more "whys" and "hows" than "whats," "whens," and "wheres," so will he.

Develop or obtain a simple curriculum when your child is eight or older, and teach him approximately an hour each day in addition to providing an hour or more for independent study.

Name your school, so that when asked, your child can say, "Yes, I go to Sunrise" or "I go to Rice Christian Academy."

Set up a cottage industry whereby your child can make and sell items—cookies, wooden toys, leather goods.

Help your child increase in wisdom and stature and in favor with God and man.

In his book *A Few Buttons Missing*, Dr. J. T. Fisher, a respected American psychiatrist, wrote how he was first sent to school in Boston at age 13, unable to read or write. He graduated from high school at age 16. He thought he was unusually brilliant—until he found that any "normal" child can do it. ■

Senate Education Committee Hearing
March 12, 1984
S.B. 712

My name is Niki Gass. I am a wife, the mother of five children, and a teacher. I am in favor of Senate Bill 712 for several reasons.

Home schooling is educationally sound. The concept of breaking classrooms down into smaller learning units is one which has been accepted and practiced for many years. Home schooling is another application of this already accepted method. On the attached sheet you will find a sample list of education textbooks that speak of "individualizing methods" or "grouping strategies" in order to meet the individual needs of students in the classroom. The reason behind the grouping of thirty students with one teacher is basically economic, not educational. Home schooling affords the opportunity for the teacher to work closely with each child on an individualized basis.

As a teacher, I have taught my own children and the children of others. I believe that I am a good teacher. There are parents who are willing to drive 80 miles round trip twice a day to have their child in my classroom. Yet, in spite of my success in teaching the children of others, I feel that I am most effective in teaching my own children. The relationship between a mother and her children is unique in its ability to instill confidence in the child. Children need confidence to reach forth into new areas of learning.

One of the textbooks that you will find listed on the attached sheet is Assertive Discipline by Lee Canter. I quote from page 7 of that book:

"In order to grow educationally, socially, and emotionally, children need to be in an environment in which there is a concerned teacher who will set firm, consistent, positive limits while providing warmth and support for their appropriate behavior."

I propose that a mother is the "concerned teacher" who can best do this job.

SAMPLE LIST

Teaching in the British Primary School: Ways to Manage Child-Centered, Experience-Based Programs and Practices for Responsible, Individual Learning, Vincent R. Rogers, MacMillan Co., 1970.

The Psychology of Classroom Learning: an Inductive Approach, Richard M. Gorman, Charles E. Merrill Publishing Co., 1974.

Teaching Achievement Motivation: Theory and Practice in Psychological Education, Alschuler, Tabor, and McClelland; Education Ventures, Inc., 1971.

Concept Learning: Design for Instruction, Peter H. Martorella, Intext Educational Publishers, 1972.

Unit Teaching in the Elementary School (Revised Edition), Hanna, Porter, Hagaman; Holt, Rinehart and Winston, Inc., 1963.

To Understand is to Invent: The Future of Education, Jean Piaget, Grossman Publishers, 1948, 1972, 1974.

Those Who Can Teach, Ryan, Cooper; Houghton Mifflin Co., 1975.

Assertive Discipline: A Take-Charge Approach for Today's Educator, Lee Canter, Canter and Associates, Inc., 1979.

Operant Conditioning Techniques for the Classroom Teacher, J. Mark Ackerman, Scott, Foresman & Co., 1972.

Teaching, Loving, and Self-Directed Learning, David A. Thatcher, Goodyear Publishing Co., Inc., 1973.

Informal Assessment in Education, Guerin and Maier, Mayfield Publishing Co., 1983.

Curriculum Development: Theory in Practice, Tanner and Tanner, MacMillan Publishing Co., Inc., 1975.

Elementary School Mathematics Activities and Materials, George F. Green, Jr., D.C. Heath & Co., 1974.

Teaching Them to Read, Delores Durkin, Allyn and Bacon, Inc., 1970.

Teaching Elementary School Mathematics, Mahaffey and Perrodin, F.E. Peacock Publishing Co., 1973.

Young Children Learning Mathematics, Cruikshank, Fitzgerald and Jensen; Allyn and Bacon, Inc., 1980.

Exploring Elementary Mathematics Series, Keedy, Dwight, Nelson, Schlupe, and Anderson; Holt, Rhinehart & Winston, Inc., 1970.

Teaching Reading in Today's Elementary Schools, Burns and Roe, Rand McNally
Publishing Co., 1976.

To Help Children Read: Mastery Performance Modules for Teachers in Training,
Frank B. May, Charles E. Merrill Publishing Co., 1973.

Patterns and Systems of Elementary Mathematics, Knacepp, Smith, Shoecraft,
Warkentin; Houghton Mifflin Co., 1977.

Gass

TESTIMONY DELIVERED TO THE SENATE EDUCATION COMMITTEE
IN FAVOR OF SENATE BILL 712

Pastor Bruce Gass

March 12, 1984

I am a born again Christian, a husband, a father of five children, a preacher, a home schooler of four years experience, and an active member of the Teaching Parent Association of Wichita. Presently, my wife and I are legally operating a private christian school in our home.

I believe there is a real need to have the Kansas law clarified. The courts and bureaucrats don't seem to know what to do about us. The Supreme Court has confused the issue even more.

1. My primary appeal to you is as a Christian father. 15 years ago Jesus Christ saved my life and changed my destiny. When that joyful day occurred God told me that the Bible was now my "manual for life", the final authority. In that trustworthy book He says:

"Children are an heritage of the Lord" (Psalm 127:3) "All souls are mine" (Ezekiel 18:4)

Children do not belong to the State, or the Church, or to the parents; they belong to God! I as a father am a steward and caretaker of His children.

Fathers are commanded to "bring them up in the nurture and admonition of the Lord". (Ephesians 6:4b)

I am also commanded by God that "whatsoever ye do, do it heartily (wholeheartedly) as to the Lord" (Colossians 3:23). I am to do my very best for God.

From God's viewpoint, the home school is the very best place for education. because these items can be effectively provided:

- Quality
- Individual attention
- Protection from Bad Peer pressure
- Discipline problems easily and quickly dealt with
- Beautiful freedom of religion

2. In the Wichita Public Schools it costs the Kansas taxpayer \$2,500 per child per year. Since I and my children have been involved in the private school movement, we have saved the State of Kansas approximately \$62,500.

I am really doing something tangible to help the finances of my state and I am very proud of this!

TESTIMONY REGARDING SB 712

Nona Schrag

My name is Nona Schrag. I am a wife, mother of two children, a registered nurse and a teacher of my children at home. Most important I am a Christian and believe our children are our God-given gifts to nurture. I speak also on behalf of my husband who could not be here today. I speak in plurality, for him and myself. He is, by the way, a public school teacher of German, and has been so for 21 years.

We are not here to attack the public school system. But we have a God-given conviction that there is a better way to educate children - at home. We have researched this extensively. We've tried it and it works. Our son will be seven in June. He is happy, outgoing and thoroughly interested in the world around him. He loves learning and reads at about 4th grade level. He is outgoing and receives adequate social stimuli. As his parents we believe we are the best determiners as to when he and his four year old sister will be ready for formal schooling. In the meantime, we will teach him at home. Today, I would like to focus on the matter of school readiness as researched by Dr. Clyde Gillespie, of the National Institute of Child Development in Madison, Connecticut.

He points out that adults tend to think that intelligence is a measure of school readiness. This is not true. When a child goes to formal school, not just his brain goes, but his whole personhood. I would interject that his personhood is often damaged because he's not ready to cope with the academic and peer pressure he faces. This is a major reason for home schooling, to keep self-esteem intact until school readiness is achieved. At that point, home schooling can continue or the child may be sent to formal schooling.

Adults also think verbal skills indicate school readiness. Not so. Verbal ability is a learned skill and skill is not a good indicator of a child's maturation level.

When is he ready? He is ready when he's reached his IML - Integrated Maturity Level - as proposed by Dr. Raymond Moore, a renowned developmental psychologist. He defines IML as the time when the child's brain, vision, hearing, perception, emotional sociability, family and school relationships and physical growth come together at an integrated point, wherein the child can handle the demands of out-of-home group learning experiences. Dr. Moore's research has shown this takes place at about 8-10 years of age, usually later for boys.

Too often, children are forced into school situations too early; they cannot cope. They develop stress and are not allowed to walk hand in hand with nature. They are given a head start but not a right start. We propose that a right start is home schooling, under the loving structure and teaching of caring parents.

Education is the only institution in the U.S. where a child having trouble with something is given more of it. What results is an uncomfortable child. He cries to stay home; he gets sick; he may become aggressive; he may withdraw; he does not learn and he loses his self-esteem. When he enters college he turns to dope, sex, and suicide to negotiate his frustrations. We believe home schooling offers an alternative to these disappointments and produces God-fearing and productive citizens.

Did you know that the joy of learning does not belong to approximately 75% of our nation's children? In an average class of 25-30, only 25% are in the right room. Fifty percent are coping and paying for it and 25% are not ready. School should be fun, exciting and rewarding. When is this country going to stop pushing these precious vessels and cracking them?

Who should determine when children are ready for formal schooling? Their parents. Until formal schooling begins, and that time being at the parent's discretion, we believe we can fare well in teaching our children the basics at home, as well as teaching them responsibility and instilling in them an abundant amount of self-worth. Let's stop this conflict between state and family. Give us legislation that will allow us to educate our children as we see best. That is our God-given right. We will see that they are educated. We alone, not the state, have our children's best interests at heart.

In conclusion I would like to quote from Jean Rousseau, a French philosopher. He said, "Hold childhood in reverence and do not be in any hurry to judge it for good or for ill. Give nature time to work before you take over her task lest you interfere with her method, for a child ill taught is further from virtue than a child who has learned nothing at all."

Thank you.

Respectively submitted,

Nona Schrag

Nona Schrag
2608 S. Minnesota
Wichita, Ks. 67216
March 11, 1984

RE: Senate Bill No. 712

Home Education Bill

Mr. Chairman and Education Committee Members:

I wish to express my support for the bill allowing home education to be recognized in Kansas, and any amendments which will strengthen and clarify the rights of parents to choose the best possible education for their children, whether that be in a public, private, or home school setting.

There is no question that the state has a deep interest in ensuring a minimum education for its children in order to have adults who are capable of functioning as productive members of society. Likewise it has an interest in protecting the young from neglect or abuse as their inherent right as human beings. This two-fold interest was the basis for the compulsory attendance law--protection of children's rights and protection of the state's interest in an educated populace. To this end, in recent years, Kansas has initiated competency testing at selected grades during the school-age years to determine if students are making the necessary progress toward the attainment of those skills deemed essential and basic in normal life. In doing this, the state recognizes that mere attendance at a public institution and obtaining a passing grade does not equal attainment of competency in these basic skills. Thus the state has an interesting difficulty--a sort of cognitive dissonance of the law. On the one hand, the law requires attendance at a public (or other) school to ensure an educated populace, while recognizing on the other hand that attendance at this same school will not necessarily accomplish their desired aim.

I bring this out merely to suggest that while the state has every right to ensure the opportunity for this minimum education, and to endorse the public and/or private schools as a means to this end, it does not have the right to arbitrarily limit the available means to these if there is an alternative way which will accomplish the same desired result. In that Senator Hess' bill and the one pertinent amendment which I have seen make provision for the student in a home/satellite school to be tested to ensure

progress in learning to an acceptable minimum competence and that the bill requires a 'program of instruction', it would seem that the state's interests are more than adequately met.

Most objections to home schooling center around three points, the first being that of certification. Parents who are not certified teachers are thought to be therefore unqualified to instruct their children. (Of course, the next logical step in this line of thinking is to declare that parents who do not meet certain governmental standards are therefore unfit to raise their children. Certainly this is not the view of the people of Kansas nor of their legislators, but must shed some light on the dangers of stripping parents of their right and responsibilities in choosing their children's education.) As an education major at the University of Kansas, I was introduced to the concept of "discovery learning," now a major philosophical basis in education. According to this method, the student learns through his/her own investigation into a particular subject of interest, with the teacher serving as a "guide" or "facillitator" in the learning process rather than a dispenser of information. There is much value in this, and it is a widely accepted philosophy and practice. Who is to say then, that parents, who have a much deeper vested interest in the guidance of their child, a greater personal involvement in the life of the child, and a deeper relationship with the child cannot be equal or superior in the role of "guides" or "facillitators" in the learning process of their children?

Hand in glove with the idea of "discovery learning" is the widespread approval and practice of individualized instruction. This is of course, centuries old in practice, being the method of most of historical education. Clearly the public schools can only approximate the kind of personalized attention and instruction which is available in a home/satellite school. Also, in the educational process, especially when it is personalized, the relationships between the instructor and the student will be a critical factor in determining not only how much is learned but what value the learning will take in the student's life. Again, concerned and loving parents working with their own

children have the greatest advantage, and foster the best opportunity for permanent, valuable learning to occur.

It is also important to note that Kansas does not require private schools to be accredited nor to hire certified teachers. The state has the same compelling interest in the education of these students, but rightly recognizes that it is the content which is learned and not the "certification" of the teacher which is the crucial factor. For consistency, the state of Kansas needs to extend this same recognition to include home schools and satellite schools.

Finally, certification does not equate to nor even indicate ability to teach, as it does not--indeed cannot--measure such vital elements of teaching such as concern and love for the students, commitment to the students, commitment to excellence, creativity, experience with children, ability to communicate, etc. The excellence of a teacher is completely unrelated to his/her being certified by the state--it is an entirely separate issue. In the face of this, it is difficult to understand why a parent should be considered unqualified to teach merely because he or she lacks state recognition.

A second objection to home schooling often trotted out and paraded around is that these students are supposedly hindered in their social development, that they are deprived of "socialization" and thereby irrevocably damaged, creating future problems for society. The problem here is that there is no evidence whatsoever that this is in fact true. There is, however, evidence to the contrary; that students who go to home schools/satellite schools have a greater sense of self-esteem and self-identity, are more secure in their personal worth, have greater self-confidence and greater emotional security all of which are essential and foundational to developing good interpersonal relationships. Not only this, but home-schooled children tend to be less dependent upon fluctuating peer approval and less dependent upon peers for value judgments, forming a basis for solid, constructive, mature decision-making, crucial to any semblance of responsible adulthood.

Secondly, this "socialization" is the specific target of many, many parents' concerns. They have extremely grave

reservations about the results which this supposedly "needful" process produces. They see drug and alcohol use rampant in the junior high and high schools, adolescent and pre-adolescent sexual activity, rebellion and defiance of parental (or other) authority, vandalism and criminal activities, preoccupation with worthless or even harmful fads, apathetic and indifferent attitudes toward learning (but great enthusiasm over recreation), and rightly ask, "This is the socialization which is to produce capable, responsible, productive and mature members of society?" It is astounding to see school systems admit to tremendous problems in these areas (increasing yearly), spend huge amounts of money on studies which trace the problem largely to peer pressure and peer dependency and then turn around and proclaim as praiseworthy and essential the "socialization" process which produces the peer pressure and dependency.

Most obviously, also, is the fact that church, neighborhood, Scouts, Little League, siblings, cousins and the like do not cease to exist for the home-schooled child. The opportunities for "socialization" are not diminished dramatically at all; they are merely selected with more care to be opportunities which will strengthen and enhance the children's character and values rather than tear them down.

The only objection to home-schooling which has any merit whatsoever is the fear that these will be mere covers for child neglect. Even here however, the fear is unwarranted, as the bill clearly requires a "program of instruction." There must be some form of curricula or general system of learning which is being followed. The child is not just "staying home," nor avoiding school--he is simply being taught in an environment more conducive to the development of healthy positive values, more conducive to emotional stability, more conducive to learning. Furthermore, the parent who decides to make the sacrifice and commitment to teach his/her children at home does so for the very opposite reason--concern for the children and an intense desire to see that the very best possible education be theirs. This could hardly be considered even vaguely abusive or negligent in any way. The slim possibility that some might attempt to use this statute

as an excuse to neglect their children is not reason enough to disallow it, any more than it is reasonable to outlaw driving because some will drive when drunk or recklessly. It is only necessary to enforce the safeguards already written into the bill.

Under Kansas law, I am responsible for the actions of my children while in their minority. I can be sued for damages which they incur. If I am to be held personally responsible for their actions by the state, (which is certainly reasonable) then it is imperative that the state also allow me to directly monitor and supervise those processes which will affect their development and thus their actions--principally their cognitive and affective education. Thus I must be allowed, if I so choose, to teach my children at home, in order to fairly assume my proper responsibility for their development and their corresponding actions.

Both my wife and I hold teaching degrees, are now or have been certified teachers, and are familiar with both public and private school systems. We are convinced that we can do a more complete and better job in education our children at home. But more importantly, we believe it is clearly the right of all parents to freely choose the place and method of education their children, regardless of the parents' professional training or lack thereof. We urge you to support this bill in recognition of this right.

Respectfully yours,
Barry M. Foster
Kansas City, Kansas

- We support legislation that will enhance the freedom to home school; that will take away the need to defend this freedom in the courts.
- We believe that parents being the primary educators of their children is a viable option, an alternative to public and/or private schooling.
- Many parents do not accept the philosophical standard of the public school.
- Parents who are concerned about the quality of education and about the downward spiralling effect of mass peer groupings on morals, attitudes, and life philosophies are the kind of parents who home school.
- "Children are not carriers of sound social values"
- If children spend more time with their peers than with adults they will become dependent on their peers and will adopt the "ways" of their peers.

I will like to read excerpts from:
Teachers College Record- underlined material

We hope these research facts will show why we support this type of legislation with the amendments Mr. Vincent has presented.

Thank You

Tom + Doris Hobbs
1234 N. Jackson
Topeka, KS 66608

Teachers College **RECORD**

*Research and Common Sense:
Therapies for our Homes and Schools*

RAYMOND S. MOORE

REPRINT

VOLUME 84 NUMBER 2 WINTER 1982 ISSN-0161-4681

Published by Columbia University, NY



Research and Common Sense: Therapies for Our Homes and Schools

RAYMOND S. MOORE

Hewitt Research Foundation, Berrien Springs, Michigan

Americans have long been proud of their high technology and elementary wisdom—a determination to document what they do with sound research and to follow through with common sense, even if it means sacrifice. Our schools benefited early from this pride. Yet, in recent issues of the *Teachers College Record* there have been at least two stimulating discussions of danger signs—on school effectiveness and teacher burnout—that lead us to wonder if we have not lost our former grasp of our cherished ideals.¹ These articles focused on making *teachers* more alert, comfortable, and secure, that is, they must be helped to a sense of “community” and to an understanding of their resources. I suggest now some critical needs that must also center on our *students* if American education is to keep our society strong.

Teachers feel worthy and secure only when they produce well-socialized students who achieve and behave. So achievement and behavior of children become keys to teachers’ happiness. Yet, with literacy rates falling and behavioral problems on the rise, questions logically arise: Are these old-fashioned goals of teacher happiness and satisfaction achievable anymore? Is there some boat that we as educators have missed? Are there some tools we are not using? Have we ignored lessons of the past—a particular hazard in teaching where we always like to think of ourselves as looking ahead? I believe the answer to each of these four questions is yes, and suggest that we select a central issue or two and look carefully at the evidence.

Many of us prefer to blame our school problems on “the times.” More specifically, we point to “factors that break up the family,” such as war, television, indifferent parents, macho-feminist movements, and general amoral behavior. These we cannot change, but there are two specific professional digressions for which there is no excuse: First, we do our research in bits and pieces, each researcher in his own narrow sphere. Even this might somehow be justified if we did not commit the unpardonable act of failing to bring the bits and pieces together—an omission as flagrant as the thoughtless mechanic who leaves car parts scattered all over his garage and fails to understand why the car will not run. Second, we ignore the perspective of history—and how we invented and ran the “car” in the first place. The result is “tunnel vision.”

Should educators shrug responsibility in developing the most complex instrument of all—the child—and ride on for generations with little attention to cause-and-effect relationships? Are we naive or reckless if we simply careen ahead on provincial research projects without any sense of their interrelation while the child, and basically the school, is torn to pieces? To ignore the importance and need of research cross-pollination and to fail to place its findings in historical perspective signals the possible death of truly creative education.

EDUCATIONAL FAUX PAS

Accommodating Change

As Americans shifted from a rural to an urban format, we failed to bring with us the work ethic. Instead of providing our students with chores, we have delivered sports and amusements and created a narcissistic climate that is still compounding its contagion. Nor did we share the old golden rule of service to others. The care by neighbors and church was delegated (or abrogated) to the state—which accepted it. So today the United States suffers from productivity comparisons—with such nations as Japan—and from high government control.

Bigness

To compound this dereliction we called for bigness in our schools. A dramatic idea, *bigness* came to mean *goodness*, until we found that big student crowds defied earlier controls, rich academic smorgasbords confused more than they nutrified, and the phenomenon of buses became abuses—of the child. There was no serious effort to learn from either history or research. Even noneducators like Charles Evers (Jackson, Mississippi's black mayor) saw clearly that we had made a mistake in moving away from neighborhood schools with their smallness and closeness to the family.²

"Reforms"

During the 1960s, a parade of educational "reforms" and titled federal programs was launched by the U.S. Office of Education. Few were thought through on the basis of either history or research. When a program did meet these criteria (e.g., Home Start), it was terminated as not "politically viable." Sound state-instituted projects dealing with teacher-student work-study curricula (e.g., California's Regional Occupational Programs) have often been among the first to know uncertainty or to feel the financial axe when the economy fluctuates or falls. So instead of education by experience, research, and common sense—considered vital to survival in industry—we seem to have education from the top of the head and from the seat of the pants.

Has such tunnel vision become pervasive? It seems so. Cross-disciplinary research on students compares researchers' replicated—and therefore consistent—findings with conventional practice to test the following assumptions: (1) that since little children learn fast we should ram formal facts and skills into their brains earlier and faster; (2) that teachers can do this better than parents; (3) that peers and schools socialize better than do parents and the home; (4) that schools produce better-behaved children than does the home; and (5) that, therefore, children whose schooling is delayed will suffer academically, socially, and psychologically. What is the truth about readiness for learning and where does learning best take place?

INSTITUTIONALIZING YOUNG CHILDREN

Observations and Generalizations

Throughout history man has had spells of separating young children from home and family. Usually this happened just before social collapse. In our society we call such a practice early childhood education (ECE). But the present cycle is different from those of the past. We are living in an unprecedented era of research and development. Federal dollars and computers have supplied many facts, yet with all the resources and speed at their command, legislators and educational planners have made little systematic use of this scientific data.

The Stanford ECE public policy research team, which worked in this field for a number of years, could not find a single state that had early school mandates based on replicable research.³ Children are the victims. However sad and unnecessary this is, the guilt is not all to be laid at the door of those who plan, and who make the laws. The Stanford group found that most courts and legislatures, when provided sound data, produce sound decisions and laws. For at least two reasons, those who supply and interpret the evidence must share much of the blame.

First, researchers tend by nature to be provincial. Thus begins tunnel vision. So there is a failure to develop a systematic approach—to see, to share, and to present the larger picture. When in the 1970s the work of neurophysiologists, ophthalmologists, psychologists, research psychiatrists, maternal attachment analysts, and others was drawn together, a remarkable contrast emerged between ECE research and practice.

Second, when facts are known, researchers tend to speak in unknown tongues familiar only to current professional colleagues, and sometimes they themselves are confused by the lingo. At a meeting of curriculum specialists at the American Educational Research Association in New Orleans a few years ago, I sensed some confusion. There was a conversational breakdown. Finally, a secure Teachers College, Columbia University, scholar (Bruce Joyce) admitted that he simply did not understand some of the papers with their new

words and unclear organization. He was immediately joined in a laugh by a host of others in the assembly who had listened quietly and dumbly, afraid to admit their ignorance. Yet they were supposed to be educational leaders!

Many educators and parents simply give up trying to comprehend the research results and proceed on the basis of intuition or expediency—much like the unready child who does not perform well because he fails to understand what the teacher is trying to ask.

Educational Malpractice?

It is commonly inferred today that a parent who does not send his child to nursery school is depriving him, or that if the child does not have the option of a day care center or a preschool he cannot be normally fulfilled or well developed. In many cases of disability or handicap such institutional care may be reasonable, but to attempt to institutionalize all young children because a few are disadvantaged—as many have urged in recent years—is like trying to hospitalize all because a few are sick. Most children, according to replicated research, should not be in preschool or day care. As I shall show, the best all-around development occurs in a wholesome home environment.

Yet in America some states have plunged into legislation mandating earlier and earlier schooling. Ten years or so ago Houston began providing regular preschool programs down to age three, and at the December 1981 Missouri Governor's Conference some urged supervision by "professionals" from birth, with custodial care allowed the parents. California's Wilson Riles made a strong attempt to provide schooling for all children aged seven down to age two and a half.⁴ Is there some research evidence to justify this? If not, do we risk charges of educational malpractice?

Many states—for example, California, Florida, Missouri, North Carolina—are being urged to provide schooling or other public care for all young children; heretofore such care has been reserved for the handicapped or the deprived. These are bold moves toward substitution of public institutions for the home. Where is the record of a public performance that justifies this? Again there is a risk, this time involving civil rights.

It is clear that special therapeutic help in schools or other environments is often needed. Many children are handicapped beyond the ability of the parents to provide adequate care, but the home in most cases should be central in therapy. Children should be screened to identify learning disabilities, with parents involved at every step. There is a much larger parent responsibility for education than many yet envision. There is a place for the institution and a place for the home.

It is also clear that day care or kindergarten must be provided for youngsters whose parents are physically, emotionally, or financially unable to care for them. Yet where is the research evidence that dictates formal readiness programs for reading, writing, arithmetic, and language arts at this level?

Rather, research suggests an unpressured environment in which the young child can be free, much like a lamb, under gentle control, consistent with his developmental needs.

What, then, are these needs—which, judging from conventional wisdom and widespread practice, educators should look at more fully? A few areas that should be of immediate concern to all are cognitive development, neurophysiology, social-emotional development (including maternal attachment), school-entrance age, parent attitudes and potential, and the home as “school.”

COGNITIVE DEVELOPMENT

Much of the idea of early stimulation emerged from Benjamin Bloom’s famed research. He concluded that “in terms of intelligence measured at age 17, from conception to age 4 the individual develops 50% of his mature intelligence.”⁵ Fortunately, he has now largely set aside his opinion that this justifies early schooling.

Although the Bloom paper was plagued with problems, psychologists, educators, and the general public eagerly embraced it.⁶ Among other things his review fit into the “need” for parent “freedom” and teacher jobs. A number of researchers whose data he used insist that he misinterpreted their findings.⁷ For example, Arthur Jensen, after carefully checking the Bloom report and applauding its more reliable aspects, specifically warned that

this fact that half the variance in adult intelligence can be accounted for by age 4 has led to the amazing and widespread, but unwarranted and fallacious, conclusion that persons develop 50% of their mature intelligence by age 4!⁸

Many researchers have demonstrated that the child needs a simple environment with few distractions, involving a relatively few people, adults or children. Urie Bronfenbrenner observes that the more people there are around the child, the fewer the opportunities he has “for meaningful human contact.”⁹

The early stimulation theory is much like demanding that we force a tight new rosebud to bloom—beautiful in its potential and perfect in its immaturity, but not yet fully ready to bloom. No matter how delicately it is forced to a premature bloom, the result is a damaged rose. Common sense tells us that percentage-wise the newborn learns faster than he ever will again. His second learning, his mother’s touch, is a 100 percent increase over the shocking awareness of his first “fact”—the noise and coldness and fresh air of his new world. But that is only percentage-wise. The child of eight or ten with thousands of such “learning hooks”—sensory and cognitive experiences—will learn much more in quantity in a given time than will a child half his age.

Risks of Speeding Up

Research psychologists suggest the age span of late sevens to middle eights as the time when a child becomes able to reason abstractly—as required, for example, in thoughtful reading. This conclusion is underscored variously by such research analysts as Piaget, Rohwer, Almy, Elkind, and Furth.¹⁰ Here we have a serious discrepancy between research and present preschool trends and practices. Rohwer warns that

young children find concept-learning and tasks that require combination and manipulation of concepts to be extraordinarily demanding. Research studies have shown that reading and arithmetic require conceptual abilities that many youngsters do not achieve with ease until they are close to 9 years.¹¹

Reading at early ages often becomes a rote exercise marked by boredom and frustration rather than a true process of thinking. Children should be taught to read with understanding, not simply to repeat words. This requires cognitive readiness—an ability to reason from cause to effect that does not come readily and consistently to the child until he is at least seven or eight or older. David Elkind would avoid all unnecessary pressures—“intellectual burning” he calls it—on young children during periods of rapid mental or physical growth.¹²

Helen Heffernan hints that many are “warping children to satisfy adult demands.”¹³ Jean Piaget, author of the seven-to-eleven age frame above, seems to agree: “The problem of learning is not to be confused with that of spontaneous development even though spontaneous development always comprises learning.”¹⁴ He calls the speeding up of the development of the child’s brain the “American question.” And his answer to this question is that “it probably can but probably should not be speeded up . . . the optimal time is not minimal time.”¹⁵ Yet many American planners seem intent on hurrying the cognitive process, and unfortunately many countries are looking to America as an example.

NEUROPHYSIOLOGY

A study of the brain is also essential to any study of educational readiness. This means an examination of the operating characteristics of the brain itself, the visual process, hearing and intersensory perception, among other facets. Much more research is needed, yet there is sufficient evidence to give us pause.

Brain Development

Neurophysiologists have noted for many years that there are interesting changes in brain rhythms relating to chronological age. According to such researchers as Corbin, Metcalf, and Walter, the young child is largely

dominated by his emotions, connected with the hypothalamus and other "lower" centers.¹⁶ This dominance appears to linger until approximately age eight or nine when the higher reasoning centers of the cerebral cortex can normally be expected to become dominant. This has been demonstrated by other researchers as well.¹⁷

Direct implications of overall central nervous system maturity for learning are obvious. Virtually all brain researchers agree that as the brain grows in *structure* it becomes more adequate in *function*. Luria and Birch and Lefford, among others, have found that the intersensory processes involved in learning are a function of *many* parts of the brain.¹⁸ The processes should not be rushed.

Reading, once thought by many to be a simple task, actually involves a number of complex mental processes—functions that depend on a certain maturity of brain structure. These are, among others, (1) word recognition, (2) decoding (i.e., reading letters that stand for sounds), (3) sound articulation (i.e., differentiating between various sounds of a given vowel), (4) sequential analysis (i.e., sequence of letters and sounds), and (5) perception of various thoughts and ideas. Each process or function is not only neurophysiologically complex in itself but also demands that simultaneous integration be made of all these functions. This is relatively easy for a child of eight to ten, but may be formidable for a five- or six-year-old. He may become frustrated and give up reading, with resulting anxiety and motivational loss.

This young emotional animal needs freedom from such demands as reading and writing to the extent that they require abstract reasoning abilities. Elkind warns that

it must be remembered that while young children do learn easily, they learn by rote and imitation rather than by rule and reason. Their learning is capricious, non-selective and arbitrary; it is not the kind upon which formal learning should be based.¹⁹

A small child might be able to recognize simple words now and then, perhaps even at two years of age or younger. Yet if he is required to read or write or use numbers consistently and is not ready to follow through on a rational basis—with cognitive maturity—he will often become frustrated and may turn aside altogether from skills requiring such reasoning. Primary school teachers observe this behavior daily as children develop a motivational plateau around grades three or four. They unnecessarily experience the anxiety of failure, their records follow them, and many of them, while yet very bright, are never motivationally renewed. So by schooling early, we often create learning disability.

Vision, Hearing, and Intersensory Perception

Coinciding with these findings of neurophysiologists and learning psychologists are those of ophthalmologists and optometrists. There are many

conflicting beliefs respecting the maturity of the young child's eyes. Yet the work of many researchers and much clinical experience suggests that young children are not ready for visual-perceptive aspects of reading until they are at least eight years of age, and for some children it may be as late as ten. Although the eyes may seem mature and the child is apparently reading well, young eyes are not yet able normally to accommodate near objects in a consistent way nor ready for the concentration of formal reading required by regular schooling.

In 1963, Henry Hilgartner, an ophthalmologist, reported to the Texas Medical Society from his and his father's fifty-year study of incidence of myopia in children that "the earlier children start to school the more frequently nearsightedness is discovered between the ages of 8 and 12."²⁰ Where usually about one child in seven or eight could be expected to be nearsighted, this ratio changed to one in two about 1930 when Texas dropped its school entrance age to six. By 1940 the ratio was one to one. And with television and ever earlier schooling, the ratio in 1963 was five abnormal children for every normal child, or almost the opposite from 1910. Frank Newton, a Dallas ophthalmologist, found in checking his records that Hilgartner's research was conservative. Hilgartner makes specific application to the modern school: "During the 3 or 4 hours that the beginner, age 6, is in school he is using all the ocular muscles for accommodation and convergence, in order to see the pictures, drawings, etc. If he were outdoors, playing . . . games, he would not be using his eyes excessively for close work."²¹

This is supported by Strang²² and by Carter and McGinnis, among others. In voicing agreement that young children are basically distant-visioned people. Carter and McGinnis suggest that

the visual mechanism at six years of age is unstable and many children have difficulty in fixating at definite points and in keeping their place in reading. Children at this age make many regressive movements and are inaccurate in moving from one line of print to the next. . . . Some children who cannot adjust to the difficulties of near vision find reading so uncomfortable that they give up trying to learn.²³

Similar findings have been made in auditory perception by Rosner and by Joseph Wepman. Jerome Rosner explored the correlates between auditory and visual skills as related to primary grade reading and arithmetic achievement. He found that learning to read appears to depend heavily on auditory skills.²⁴ Wepman says that in some children auditory discrimination and auditory memory, that is, the "ability to retain and recall speech sounds," are not well developed until the age of nine. He suggested that if we in America would hold off formal schooling until age eight or nine we could reduce reading failure to 2 percent (in lieu of the present 25 percent or more).²⁵

Similar findings have emerged from research on intersensory perception. Birch and Lefford found that the ability to make various intersensory

judgments—taste, touch, and smell as well as vision and hearing—follows a general law of growth and improves with age.²⁶ They found that integration of vision, touch, and muscle coordination is not normally possible until the child is seven or eight. Anne McCabe et al. confirmed this as recently as 1982.²⁷ And Sonnenschein noted that verbal redundancy, which facilitates children's performance at the fourth-grade level, becomes an inquisition to children of kindergarten and first-grade ages. The younger children are agitated and debilitated by such repetition.²⁸

There is the further probability that if the child can have the benefit of a relatively free and happy home environment, his psychological and physiological development will be sounder. Harold Skeels's famed orphan babies blossomed mentally and socially from the warmth and "teaching" of retarded teenagers when given one-to-one care. Yet those who had the sterile care of the orphanage without such warmth became retarded, weaker physically, and in some cases died.²⁹

SOCIAL-EMOTIONAL DEVELOPMENT

Socioemotional development of the child is closely related to cognitive, neurophysiological, and sensory development. Perhaps first here is maternal attachment and deprivation.

Value of Mothering

World Health Organization ECE head John Bowlby suggests that dangers from lack of close mothering may exist until eight years of age or older.³⁰ He is joined in his conclusions by many research psychologists and psychiatrists. L. J. Yarrow concluded that besides the retardation of development caused through emotional factors, maturation and adjustment are markedly slowed by deprivation of sensory, social, and affective stimulation when a child cannot be with his mother.³¹

Bowlby explains why this is true.

The ill-effects of deprivation vary with its degree. Partial deprivation brings in its train acute anxiety, excessive need for love, powerful feelings of revenge, and arising from these last, guilt and depression. These emotions and drives are too great for the immature means of control and organization available to the young child (immature physiologically as well as psychologically). The consequent disturbance of psychic organization then leads to a variety of responses, often repetitive and cumulative, the end products of which are symptoms of neurosis and instability of character.³²

Rene Spitz admonishes that "a child's welfare does require frustration . . . reality testing is one of the vitally important functions of the ego."³³

During this testing period, the warm, continuous presence of the mother, a one-to-one relationship, provides a track on which the child can develop optimum security. Any delegation of this process endangers the security of the child.

Thus, says Bowlby, numerous direct studies "make it plain that, when deprived of maternal care, the child's development is almost always retarded—physically, intellectually and socially and the symptoms of physical and mental illness may appear . . . and that some children are gravely damaged for life."³⁴ He states that "there can be no reasonable doubt that a fair proportion of children between the ages of five and seven or eight are unable to adjust satisfactorily to separations,"³⁵ and that many children are vulnerable to maternal deprivation until as late as ten years of age.³⁶

Socioeconomic Status (SES) Influences

It is commonly assumed that children who come from relatively low SES homes are bound to be handicapped if they are not placed in nurseries or other day care. This is not necessarily so. Marcelle Geber carefully tested more than three hundred Ugandan babies during their first year. She used Gesell standardized measurements and found that these infants were in general superior to Western children in physiological maturation and coordination, adaptability, sociability, and language skills. The interesting fact is that these were low SES, tribal-oriented families. Also interesting: The mothers were uneducated, but child-centered, always available, and often caressing and otherwise responding to their little ones.³⁷

At first I questioned these findings, observing that African children from tribal climates often mature earlier than Westerners. But on looking further I discovered that in a related study of the same qualities Geber took a sampling from a like number of relatively well-to-do Ugandan families. In these families the children were involved less with their mothers—often given day care by others. Dr. Geber found that these children—of educated mothers—were much less mature than the babies from the low-SES mothers.³⁸ Rene Spitz notes that young Western children do not have adequate close contact with parents. He states that "throughout the western world skin contact between mother and child has been progressively and artificially reduced in an attempted denial of mother-child relations."³⁹

As a result of these and other findings, Bowlby has concluded that even a relatively bad home with relatively bad parents is generally better than a good institution. He points out that except in the worst cases, the mother "is giving him food and shelter, comforting him in distress, teaching him simple skills, and above all is providing him with that continuity of human care on which his sense of security rests." Martin Engel, while director of the U.S. National Day Care Demonstration Center, elaborated further:

The motive to rid ourselves of our children, even if it is partial, is trans-

mitted more vividly to the child than all our rationalizations about how good it is for that child to have good interpersonal peer group activities, a good learning experience, a good foundation for school life, etc., etc. And even the best, most humane and personalized day-care environment cannot compensate for the feeling of rejection which the young child unconsciously senses.⁴⁰

Bowlby does not by any means suggest limiting the child's attachments to his mother and father. In fact, he emphasizes the desirability of a broader attachment grouping—siblings, cousins, grandparents, neighborhood children, and so forth. But he underscores the crucial factor of the mother as the child's central attachment figure on whom he most often relies while he builds self-reliance, and from whom he should gradually extend his attachments without being thrust into a sink-or-swim situation. Nor does he demean the father's role. He offers a stern warning:

The criticizing of parents and taking the children out of the home and putting them into the schools as is being commonly suggested these days actually undermines the parental confidence in the parents' own role, and in their potential role. There is entirely too much criticism. The educators are guilty of undermining the home rather than building it up.⁴¹

Bronfenbrenner is also specific in his warnings to our schools. Note carefully his reasons:

As for the school—in which the child spends most of his time—it is debarred by tradition, lack of experience, and preoccupation with subject matter from concerning itself in any major way with the child's development as a person. . . . If the institutions of our society continue to remove parents, other adults, and older youth from active participation in the lives of children, and if the resulting vacuum is filled by the age-segregated peer group, we can anticipate increased alienation, indifference, antagonism and violence on the part of the younger generation in all segments of our society—middle-class children as well as the disadvantaged. . . .

It is not primarily the family, but other institutions in our society that determine how and with whom children spend their time, and it is these institutions that have created and perpetuated the age-segregated, and thereby often amoral or antisocial, world in which our children live and grow. Central among the institutions which, by their structure and limited concern, have encouraged these socially disruptive developments have been our schools.⁴²

Research psychiatrist D. Meers supports Bowlby and Bronfenbrenner in noting that, in a typical preschool or day care center or other institution, the child care-giver is an employee, and there are prerogatives that

derive from that status that are denied to most biological mothers, such as, coffee breaks, sick leave, holidays and the option to leave one's charges if the conditions at work are not sufficiently gratifying.⁴³

When Meers and his colleagues made an intensive and optimistic study of child care programs in Eastern Europe and the Soviet Union, they unexpectedly found that many indigenous leaders were disenchanted with the communal-type care. The director of the Hungarian Bureau of Child Care asked why such an affluent nation as the United States would want to move backward to universal child care, a situation from which Hungary was trying to rid itself.

Which Kind of Socialization?

Parents and educators usually talk about sociability, but neglect to differentiate the kind of sociability they prefer. The child who feels needed, wanted, and depended on at home, sharing responsibilities and chores, is much more likely to develop a sense of self-worth and a stable value system—which is the basic ingredient for a *positive* sociability. In contrast is the *negative* sociability that develops when a child surrenders to his peers.

Bronfenbrenner, among others, found that youngsters at least through the fifth and sixth grades (about ages eleven or twelve) who spend more of their elective time with their peers than with their parents generally became dependent on those peers.⁴⁴ He noted that this brought a pervasive pessimism—about themselves, their future, their parents, and even their peers. Here we hardly have the quality of sociability many parents and educators impute to association with many children. Rather there is a loss of self-direction and self-worth and a dependency that breeds learning failure and delinquency. Bronfenbrenner refers to the peer climate these days as “social contagion”—doubtful habits, manners, and morals; ridicule; rivalry; and so forth—which he and Bandura and others find is now pervasive even down to preschool level.

Building Values

Both the home and the school have a responsibility in building the child's value system, and in the development of a sound social-emotional creature. On the basis of his analysis and experimentation, Carl Bereiter maintains (1) that “skill training and custodial care” are legitimate functions of the elementary schools, and (2) that that “education” which he identifies with the explicit teaching of values and appropriate modes of conduct is not so well performed by the schools. He believes it more fully or rightfully takes place in the context of the family.⁴⁵ Otto Weininger points out from his studies that children who remain at home longer are more likely to demonstrate emotional “well-being.”⁴⁶

It is easy for a parent or teacher to forget that the child should feel needed, wanted, and depended on, that he is carrying his share of the family load, and that people can count on him. This principle is needed in schools as well as in homes. In 1959-1960 and in 1972-1973 I carried out a study with young children from about ages six to twelve that involved them in systematic daily chores in the home or school.⁴⁷ In each experimental schoolroom *all* participated. Parents reported weekly on each child's work performance and attitudes. Measured against control groups, the working children in general not only demonstrated better attitudes and occasioned fewer discipline problems, but also became higher achievers. They tended to be more responsible, dependable, neat, prompt, orderly, and industrious. They would not tolerate littering or vandalism around home or school because they were the caretakers of their rooms. A better self-concept and a sense of responsibility moved along with an improvement in motivation.

SCHOOL ENTRANCE AGE

From still another area of experimentation, a review of more than twenty comparative studies of early and late school entrants suggests that children who enter later excel in achievement, adjustment, leadership in general, social-emotional development, and motivation. These studies have been made of high-, middle-, and low-SES youngsters, and measurements have been taken at virtually all grade levels with substantially the same results.

As late as 1980, Glenn DiPasquale supported earlier findings that children born late in the year—who therefore generally enter school at earlier ages—are significantly more likely to be referred for academic problems than are children born early in the year.⁴⁸ Cleborne Maddux reported in the same year that children who enter the first grade early are more often labeled "learning disabled" (LD) than are later entrants.⁴⁹ William Hedges likewise pointed to the higher incidence of social, emotional, and scholastic problems among younger children than among comparable children a year older.⁵⁰ He specifically noted the ineffectiveness of early intensive drill in learning to read—a common practice today and one that is being moved down into kindergarten or earlier in some school districts.

These conclusions are buttressed also by many studies that have repeatedly found that three or four little boys are learning-failed, delinquent, or acutely hyperactive for every little girl. The delayed maturity of little boys would suggest later entrance ages for them, yet no state gives this key factor consideration in its laws. In fact, the Stanford-based ECE public policy research team found no state with early entrance laws that based them on developmental research. Usually the legislation was derived and justified from conventional practices that contradict research. Yet efforts in the last ten years or so have been made to open school—or mandate it—for children as young as three or four, as, for example, in such organizations at the National

Education Association, and Mortimer Adler's Aspen group, as well as such cities and states as Houston (age 3½) and California (age 2½).

Joseph Halliwell, in his "Reviewing of Reviews on School Entrance Age and School Success," wrote that

the analysis of the reviews on entrance age and school success in the elementary school indicates conclusively that . . . early entrance to first grade does result in lower achievement . . . the advantages of postponing early entrance to first grade programs as they are presently conducted are very real.⁵¹

Jerome Kagan believes that his work also shows how we may further handicap children who are already disadvantaged. His experiments suggest that

we've got to stop the very early . . . premature rank-ordering of children in grades one, two and three. We decide too soon. Poor children enter the school system, (a) with less motivation, because they see less value in intellectual activity, and (b) one or two years behind the emergence of what I call executive-cognitive functions (what Piaget would call concrete operational thinking). They are going to get there, but they are a year or two behind. We arbitrarily decide that age seven is when the race starts, so you have a larger proportion of poor than of privileged children who are not yet ready for school instruction. And then we classify them, prematurely. Let's use the example of puberty. Suppose we decided that fertility was important in our society and that fertility should occur at age 13. Then if you're not fertile at 13, we conclude that you are never going to be fertile, and we give you a different kind of life. It's illogical, because that 13-year-old who is not fertile now will be next year.⁵²

This is apparently true internationally. Torsten Husén reported his study of mathematics (and later of language) teaching in thirteen countries.⁵³ His correlations were analyzed by William Rohwer, who found essentially that the earlier children went to school the more negative their attitudes toward schooling.⁵⁴ Husén subsequently expressed agreement with Rohwer's analysis. If this is a true picture—and I have been unable to find any replicable evidence to the contrary—one is tempted to wonder why schooling is suggested at even earlier ages, instead of using our resources primarily to strengthen the home.

Note that when the research in these areas—neurophysiology, vision, hearing, intersensory perception, parental deprivation, cognition, and so forth—is interrelated, there is a remarkable similarity of findings respecting age of readiness to leave home and go to school—seven or eight to eleven or twelve. This *integration of maturity levels* (IML) suggests that until the child has reached a chronological age of at least eight to ten, parents and educators should question the desirability of formal schooling. As often

happens when research is interrelated, the findings become much more powerful and useful when brought together than when examined in each of the areas separately.

PARENT ATTITUDES AND POTENTIAL

Some say that parents want their freedom too much to be concerned about their children—too much to respond to their children's developmental needs. On the surface this may appear to be so. Research suggests, however, that usually parents are deeply concerned about their children's welfare. Hylan Lewis points out that this includes parents who are poor.⁵⁵

There is some reason to believe that parents have been brainwashed into thinking that teachers are adequate, but that they as parents are not. Robert Hess and Virginia Shipman, among others, acknowledge that many working-class mothers have inferiority feelings about their relationship with the educational process. Yet in their study of mothers, they found that "the majority of mothers in all social class groups (including more than 70% of those on public assistance) said they would like their children to finish college."⁵⁶ Hess and Shipman stressed the need for parent education.

Joan Grusec and Rona Abramovitch underscore the crucial importance of continuity of adult-child contact. It appears that a future positive relation with adults depends on adult imitation through the first five years.⁵⁷

Studies by Mildred Smith, Louise Daugherty, and Burton Blatt and Frank Garfunkel also suggest that parents are eager to respond when they come to understand what is best for their children and how to meet these needs in uncomplicated ways.⁵⁸ There is ample evidence that a society that faces the challenge of the environment—polluted streams and air—will also respond to the concerns of *human* ecology, especially those of their own children. Thus home schooling has become a formidable educational movement.

Parents and Home Projects

A number of researchers, scholars, and planners have been experimenting with ECE growth programs centered in the home. Robert Strom, experimenting with low-SES mothers in a program involving parent and child conversations centering around toys, found that the home can provide a far better climate for learning than normally realized.⁵⁹

For some, such as Nimnicht, Blatt and Garfunkel, and Meers and Schaefer, this represents a modification or reversal of their thinking. Glen Nimnicht, a chief psychologist for Head Start, now suggests that "the early years are crucial in the development of a child's potential. . . . But there's no evidence that a young child needs to go to nursery school. It's my hunch that twenty minutes a day playing with his mother does a preschooler as much good as three hours in a classroom."⁶⁰

Blatt and Garfunkel, who originally postulated that preschool would indeed be helpful in the development of young children, studied low-SES children who were at least two years away from entering the first grade. They found it necessary to reverse their hypothesis and to conclude that (a) the home is more influential than the school, (b) the school can do little without home support, (c) disadvantaged parents are often anxious to cooperate, and (d) school organization is foreign to these parents who are then blamed by the school for not cooperating with it.⁶¹ Benjamin Bloom, once a pioneer in the early schooling movement, now concludes that the home is the best educational nest, that parents are the best teachers, and that parents are educable!⁶² The obvious suggestion here is that parent education is usually a far more profitable investment than institutionalizing young children. The actual financial savings that can be involved have also been verified by a number of researchers.⁶³

Where necessary, the skillful intervention in behalf of even one child in the home can work as a yeast throughout the entire family, benefiting the remaining children. Instead of being encouraged to give up their authority and responsibility to the state and its institutions, parents should be helped to understand their children's developmental needs and to meet them constructively. They should be taught to involve their children gradually from infancy in chores and other responsibilities in the home that help mold attitudes and values. Parents quickly find that working with their children provides their youngsters their highest level of play.

Mothers and "Teaching"

Mothers and fathers need not worry about "teaching" as such. The evidence suggests that they simply should be good parents—warm, responsive, and as consistent as possible, providing a happy climate as the bud continues to bloom: Share the work of the home with the children, giving them the experience of feeling wanted and depended on and the altruistic experience of doing something for others. This will usually bring to the school youngsters who are more stable, optimistic, self-directed, better disciplined, and more highly motivated. Such a program is integrative instead of divisive from the family point of view and normally should provide for the child the warm, unbroken environment and self-worth he needs.

More often than not, such parent-home education will also gain parental understanding and support for the school. Many who now urge parental participation in schools center their efforts on the school rather than the home. Home should be the center until the child is at least eight to ten or twelve. Elkind and Rohwer would prefer waiting until later for formal education for some children.

Some mothers, of course, rebel at caring for their own children through the day. They want their "freedom." Neurophysiologist and child psychiatrist

Humberto Nagera wonders at such mothers, who place their own desires ahead of the child's welfare.

It is most unfortunate that many spurious issues have attached themselves to the question of Day Care Centers. For example, women liberation movements, that in their legitimate search for equality of rights and opportunities make blind demands for Day Care facilities without considering the equal rights of the child to develop intellectually and emotionally as fully as possible. . . . I want to make it quite clear that I have no objection whatsoever to women's legitimate rights for equality of opportunities, education and the like. But I do have, as I state elsewhere (. . .), the strongest objection to neglecting the similarly legitimate rights of [children].⁶⁴

None of these researchers suggests that we should ignore the special educational—even institutional—needs of the acutely disadvantaged and the handicapped. There is a crucial need for better and more homelike child care facilities for children whose parents are disabled or are forced to work. Yet even in these cases, wherever practicable, the therapy and care should be centered in the home or in an environment simulating or identified as closely as possible with the home. Conventional practice that is incompatible with very clear research evidence places our children and families at risk. Several points should be specifically noted:

1. Little if any reproducible research evidence exists in favor of generalized early schooling for normal children or places the home in a subordinate position until the child is at least eight to ten years old. No long-term studies have yet shown that elective day care or preschool develops the larger potential through a normal child's life that is provided by a reasonably good home. Even the widely heralded High-Scope studies provide no evidence favoring institutional care for *normal* children, and not only did their work with disadvantaged children involve weekly visits to parents and children, but their "later work with infants focused exclusively on home visits and parent training."⁶⁵ Furthermore, this apparently effective experiment was operated by "highly motivated teachers with a staff-child ratio of 1 to 6"—a much lower ratio than the public sector has yet been able to generate. If there is any evidence that care outside of the home makes a normal child a more stable, sociable, responsible, and higher-achieving citizen, it should be published. To date there is no such sound evidence in educational literature.

2. All responsible citizens should be deeply concerned with the widespread indifference of educational planners to the findings of research.

3. A number of leading ECE authorities are modifying or reversing their positions, or have reported that they have been forced to deny their research hypotheses that favored general early intervention in the lives of normal children.

THE HOME AS SCHOOL

In view of these conclusions, the present nationwide move back to home schools deserves more than casual attention. We say "back to," for the home's status as the basic school is one of the great lessons of recorded history. For basic learning, the tutorial system has never been excelled by institutions. Students of genius point to the home school as a developer of great leaders, including John Quincy Adams, William Penn, Abraham Lincoln, Thomas Edison, Woodrow Wilson, Franklin D. Roosevelt, Konrad Adenauer, George Patton, Douglas MacArthur, Agatha Christie, and Pearl Buck, among others.

A recent national study of home schools confirmed among its other findings that youngsters educated at home achieve higher than national averages in standardized measures.⁶⁶ The Hewitt Research team's clinical experience with several thousand home schools verifies this. Rural and urban children from New York to California and Hawaii and from Alaska and North Dakota to Nebraska and Louisiana have often been performing in the seventy-fifth to ninety-ninth percentiles on Stanford and Iowa Achievement tests. Frequently they are taught by high school-educated parents no more than an hour or two a day, usually utilizing readily available home-school or correspondence curricula.

This success should not be surprising in view of several factors that any objective observer can readily understand:

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 regurgitator 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.

In western New York State, five unrelated families submitted their children to testing by school officials when challenged for truancy. The seven children tested averaged 90 to 99 percent on Stanford Achievement tests. Wallace, Nebraska, school officials arrested Leslie and Vickie Rice for criminal child neglect for taking twelve-year-old Leslie Sue out of the sixth grade where "she had been going downhill" for a year or two. Judge Keith Windrum, a strong advocate of public education, was surprised as he listened to the research

evidence, and when University of Nebraska psychometrists verified that Vickie Rice had upgraded her daughter nearly three grades in nine months—formally teaching an hour and a half a day—he acquitted the Rices. The Rices also won at the State Supreme Court level when the state appealed Windrum's decision.

In San Bernardino County, California, the Dick Schaeferes withdrew their sons from parochial school. Jonathan, aged eight, was acutely hyperactive. Mark, eleven, was withdrawn. The principal threatened to report them to the state. But they knew their constitutional rights as guaranteed by the first Amendment to the Constitution—as interpreted by the U.S. Supreme Court through a series of decisions. Instead, they reported themselves and established a home school with the warm cooperation of the local public schools. Soon the boys settled in and became high achievers and admired neighborhood leaders.⁶⁷

In reviews of more than 8,000 related studies—no matter which discipline—I have not been able to find a single replicated experiment that has clearly demonstrated the desirability of early schooling or day care for the normal child who by some extra effort can have the security of a reasonably good home. Nor have I found any evidence suggesting that the school is superior to the home through the elementary years. In fact, the evidence is clearly to the contrary. Why then are we as teachers impelled toward state control? What is the record of the public school to justify such a direction? Is it possible that this emphasis on institutions is the wrong direction? Or are we more interested in jobs than in the needs of children? If so, we are no longer professionals but mere rank-and-file union help.

There is reason to believe that employing teachers to help parents to better understand their roles and their children is in most cases much more productive and involves far less risk than to attempt to become substitutes for those parents. It also might provide employment for outstanding people. Teacher education would do well to take note.

The educational planner in general must be more faithful in developing the facts of research and organizing them for legislators and administrators. And researchers themselves would do well to interrelate their findings with connected research and thus develop their synergic potential if they are to have full and accurate impact on planning. This means that their language must be kept simple enough for the planner, and their findings expressed in commonsense terms.

Americans are rising in anger and despair at the course the schools are traveling. Legislators, boards of education, and school faculties need to see what happens when they make bad laws or have good parents arrested or offer services that contradict good educational practice.

A few years ago the well-known Finnish home economist Annikki Suviranta wrapped this all up with a few words of admonition at the International Conference on Home Economics:

In primitive countries, children are brought up and educated entirely at home. . . . In the industrialized State, education is being shifted more and more to the community, starting from increasingly younger ages. Nowadays parents have very little say in what their children are taught. In other words, education is becoming totalitarian—something imposed from the top downwards.

To give their children the confidence and security they need to grow into balanced individuals, parents should look after them themselves and keep them company as much as possible in early childhood. This means that parents must alter their order of priorities in deciding how to spend their free time.

Industrialized society often alienates parents and children—especially as the children grow older. Young people at school learn other values and a different culture from that of their parents. To satisfy the economic demands of the young, parents have to spend more and more time just making money. This leaves them very little time to follow changes in Society and bring their children up accordingly. Young people alienated from their families are insecure and unhappy. They seek a meaning to their lives, but they do it in ways that are not always best for Society.

But the main problems of industrialized society are moral and ethical, not material. Their solution has posed a serious challenge to the family and home. . . . If it fails, the result may well be a form of human pollution that will destroy Mankind.

The economic valuation of housework is rising—along with women's wages on the labour market. It has been found that services supplied within the home are quite as valuable as the same services purchased from outside. In just the same way I think people will before long come to realize that the "psychological and emotional services" provided at home—mental health, equilibrium and comfort—are the most important things in life. In the abundance of commodities supplied by industrialization, we must learn how to set up orders of priority and make sensible choices. Priority must go to spiritual values. . . . We are learning to recognize our rights. We must also recognize our duties and responsibilities—and do so on a world scale.⁶⁸

There is no need to fear the future except as research truth and the lessons of the past are ignored—the family-centered home, the child-centered school, and the results of any departures from either.

Notes

1 Richard R. Murnane, "Interpreting the Evidence of School Effectiveness," *Teachers College Record* 83, no. 1 (1981): 19-35; and Barry A. Farber and Julie Miller, "Teacher Burnout: A Psychological Perspective," *Teachers College Record* 83, no. 2 (1981): 235-43.

2 See James Perry, *Wall Street Journal*, November 2, 1978.

- 3 P. D. Forgione and R. S. Moore, "The Rationales for Early Childhood Education Policy Making," prepared for the U.S. Office of Economic Opportunity under Research Grant No. 50079-G/73/01 to the Hewitt Research Foundation, Berrien Springs, Michigan, 1975.
- 4 Wilson Riles, "The Early Childhood Program Proposal," Sacramento: California State Department of Education, 1972.
- 5 Benjamin S. Bloom, *Stability and Change in Human Characteristics* (New York: John Wiley, 1964), p. 88.
- 6 Benjamin S. Bloom, *All Our Children Learning* (Washington, D.C.: McGraw-Hill, 1980).
- 7 Nancy Bayley, "Development of Mental Abilities," in *Carmichael's Manual of Child Psychology*, vol. I, ed. John Mussen (New York: John Wiley, 1970), p. 1186.
- 8 Arthur Jensen, "How Much Can We Boost IQ and Scholastic Achievement?" *Harvard Educational Review* 39, no. 1 (Winter 1969), p. 18.
- 9 Urie Bronfenbrenner, *Two Worlds of Childhood: U.S. and U.S.S.R.* (New York: Simon & Schuster, 1970), p. 97.
- 10 Jean Piaget, "Forward" to Millie Almy, with Edward Chittenden and Paula Miller, *Young Children's Thinking* (New York: Teachers College Press, 1966), p. iv; William D. Rohwer, Jr., "On Attaining the Goals of Early Childhood Education," a paper presented at OEO Conference on Research in Early Childhood Education, Washington, D.C., 1970; idem, "Cognitive and Perceptual Development in Children," speech to the National Leadership Training Institute in Early Childhood Education and Special Education, *Today's Child*, May 1972; Almy, *Young Children's Thinking*; David Elkind, "Piagetian and Psychometric Conceptions of Intelligence," *Harvard Educational Review* 39, no. 2 (1969): 319-37; and Hans G. Furth, *Piaget for Readers* (Englewood Cliffs, N.J.: Prentice-Hall, 1970), pp. 1, 3, 4.
- 11 Rohwer, "On Attaining the Goals of Early Childhood Education."
- 12 Elkind, "Piagetian and Psychometric Conceptions of Intelligence"; and Interview in *Today's Child*, January 1972.
- 13 Helen Heffernan, "A Vital Curriculum for Today's Young Child," in *Early Childhood Education Rediscovered*, ed. Joe L. Frost (New York: Holt, Rinehart & Winston, 1968), pp. 494, 496-97.
- 14 Piaget, "Forward," in Almy, *Young Children's Thinking*.
- 15 Jean Piaget quoted in John L. Phillip, *The Origins of Intellect*, Theory (San Francisco: W. H. Freeman, 1969), pp. 132, 149.
- 16 Penuel H. Corbin, "The Electroencephalogram in Normal Children from One to Ten Years of Age: A Study with Observations on the Use of Frequency Analysis" (M.S. thesis, University of Minnesota, June 1951); David R. Metcalf and Kent Jordan, "EEG Ontogenesis in Normal Children," in *Drugs, Development, and Cerebral Function*, comp. and ed. W. Lynn Smith (Springfield, Ill.: Charles C Thomas, 1972), pp. 127-28; and W. Grey Walter, "The Electrical Activity of the Brain," *Scientific American* 190, no. 6 (June 1954): 54.
- 17 See, for example, P. I. Yakovlev and A. R. Lecours, "The Myelogenetic Cycles of Regional Maturation of the Brain," in *Regional Development of the Brain in Early Life*, ed. A. Minkowski (Oxford: Blackwell's Scientific Publications, 1967), pp. 3-70; idem, personal communication, July 25, 1972; Humberto Nagera, M.D., "Day Care Centers: Red Light, Green Light or Amber Light," unpublished manuscript, 1972, pp. 5, 28-30; and W. E. Nelson, *Textbook of Pediatrics* (Chicago: Saunders Company, 1967), p. 1088.
- 18 A. R. Luria, "The Functional Organization of the Brain," *Scientific American* 222, no. 3 (March 1970): 66; and H. G. Birch and A. Lefford, "Intersensory Development in Children," *Monographs of the Society for Research in Child Development*, 1963, p. 28 (5, Whole no. 89).
- 19 Elkind, Interview in *Today's Child*.
- 20 Henry L. Hilgartner, "The Frequency of Myopia Found in Individuals under 21 Years of Age," unpublished manuscript, Austin Texas, 1963. First reported by Moselle Boland in "Going to School Too Soon Blamed for Eye Troubles," *Houston Chronicle* (Texas), April 30, 1963.

- 21 Frank H. Newton, personal communications on Henry Hilgartner Study, Dallas, July 1972.
- 22 Ruth Strang, *Diagnostic Teaching of Reading* (New York: McGraw-Hill, 1964), pp. 164-65.
- 23 Homer L. J. Carter and Dorothy J. McGinnis, *Diagnosis and Treatment of the Disabled Reader* (London: Macmillan, 1970).
- 24 Jerome Rosner, "Language Arts and Arithmetic Achievement, and Specifically Related Perceptual Skills," *American Educational Research Journal* 10, no. 1 (Winter 1973): 59-68.
- 25 Joseph M. Wepman, "The Modality Concept—Including a Statement of the Perceptual and Conceptual Levels of Learning," *Perception and Reading*, Proceedings of the Twelfth Annual Convention, International Reading Association, Newark, Delaware, 12, part 4 (1968): 1-6.
- 26 Birch and Lefford, "Intersensory Development in Children."
- 27 Anne E. McCabe et al., "Class-Inclusion Reasoning: Patterns of Performance from Three to Eight Years," *Child Development* 53, no. 3 (June 1982): 780-85.
- 28 Susan Sonnenschein, "The Effects of Redundant Communications on Listeners: When More Is Less," *Child Development* 53, no. 4 (June 1982): 717-29.
- 29 Harold M. Skeels, *Adult Status of Children with Contrasting Early Life Experiences: A Follow-Up Study*, Monograph of the Society for Research in Child Development (Chicago: University of Chicago Press, 1966), serial no. 105: 31-1-68.
- 30 John Bowlby, *Maternal Care and Mental Health* (Geneva: World Health Organization, 1952).
- 31 L. J. Yarrow, "Separation from Parents during Early Childhood," in *Child Development Research*, I, ed. Martin and Lois Hoffman (New York: Russell Sage Foundation, 1964).
- 32 Bowlby, *Maternal Care and Mental Health*.
- 33 Rene A. Spitz in collaboration with W. Godfrey Cobliner, *The First Year of Life* (New York: International Universities Press, 1965), p. 148.
- 34 Bowlby, *Maternal Care and Mental Health*.
- 35 Ibid.
- 36 Ibid.
- 37 M. Geber, "The Psycho-Motor Development of African Children in the First Year, and the Influence of Maternal Behavior," *Journal of Social Psychology* 47 (1958): 185-95.
- 38 Ibid.
- 39 Rene A. Spitz, *No and Yes* (New York: International Universities Press, London: Baily and Swinfed, 1957), p. 124.
- 40 Martin Engel, "Rapunzel, Rapunzel, Let Down Your Golden Hair: Some Thoughts on Early Childhood Education," unpublished manuscript, National Demonstration Center in Early Childhood Education, U.S. Office of Education, Washington, D.C.
- 41 Bowlby, *Maternal Care and Mental Health*.
- 42 Bronfenbrenner, *Two Worlds of Childhood*, pp. 11-17, 152-53.
- 43 D. Meers, *International Day Care: A Selected Review and Psychoanalytic Critique* (Washington, D.C.: Office of Economic Opportunity, 1970).
- 44 Bronfenbrenner, *Two Worlds of Childhood*, p. 101.
- 45 Carl Bereiter, "Schools without Education," *Harvard Educational Review* 42, no. 3 (August 1972): 390-413.
- 46 Otto Weininger, *Early School Entry: A Study of Some Differences in Children Remaining at Home and Those Attending School*, 1974, ED 096 003.
- 47 Reported in *Education Summary*, September 27, 1959.
- 48 Glenn W. DiPasquale et al., "The Birthdate Effect," *Journal of Learning Disabilities* 13 (May 1980): 234-38.
- 49 Cleborne D. Maddux, "First-Grade Entry Age in a Sample of Children Labeled Learning Disabled," *Learning Disability Quarterly* 3 (1980): 79-83.
- 50 William D. Hedges, "At What Age Should Children Enter First Grade: A Comprehensive

Review of the Research, 1978," paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada, March 27-31, 1978, ED 152 406.

51 Joseph W. Halliwell, "Reviewing the Reviews on Entrance Age and School Success," in *Readings in Educational Psychology*, 2nd ed., eds. Victor H. Noll and Rachel P. Noll (New York: Macmillan, 1968), p. 65.

52 Jerome Kagan, "Do the First Two Years Matter? A Conversation with Jerome Kagan," *Saturday Review Education*, April 1973, pp. 41-53.

53 Torsten Husén, *International Study of Achievement in Mathematics*, vol. II (Uppsala: Almqvist and Wiksells, 1967).

54 Rohwer, "On Attaining the Goals of Early Childhood Education."

55 Hylan Lewis, "Culture, Class, Poverty and Urban Schooling," in *Reaching the Disadvantaged Learner*, ed. A. Harry Passow (New York: Teachers College Press, 1970), p. 24.

56 Robert D. Hess and Virginia C. Shipman, "Maternal Attitudes toward the School and the Role of Pupil: Some Social Class Comparisons," in *Developing Programs for the Educationally Disadvantaged*, ed. A. Harry Passow (New York: Teachers College Press, 1968), pp. 127-28.

57 Joan E. Grusec and Rona Abramovitch, "Imitation of Peers and Adults in a Natural Setting: A Functional Analysis," *Child Development* 53, no. 3 (June 1982): 636-42.

58 Mildred Beatty Smith, "School and Home: Focus on Achievement," in Passow, *Developing Programs for the Educationally Disadvantaged*, pp. 106-07; Louise G. Daugherty, *NEA Journal*, December 1963, pp. 18-20; and Burton Blatt and Frank Garfunkel, *The Education of Intelligence* (Washington, D.C.: The Council for Exceptional Children, 1969).

59 Robert Strom and William Ray, "Communication in the Affective Domains," reprinted from *Theory into Practice*, October 1971.

60 Glen P. Nimnicht, as quoted by Betty Hannah Hoffman, "Do You Know How to Play with Your Child?" *Woman's Day*, August 1972, pp. 46, 118. Confirmed by personal letter from Dr. Nimnicht, September 29, 1972.

61 Blatt and Garfunkel, *The Education of Intelligence*.

62 Bloom, *Stability and Change in Human Characteristics*, p. 88.

63 Carl Bereiter, personal communication, April 19, 1973; Susan W. Gray, "The Child's First Teacher," *Childhood Education* 48, no. 3 (December 1971): 127-29; and Earl S. Schaefer, personal communication, July 18, 1972.

64 Nagera, "Day Care Centers."

65 L. J. Schweinhart, personal letter to Raymond Moore, Ypsilanti, Michigan, April 28, 1981.

66 Gunnar A. Gustavsen, "Selected Characteristics of Home Schools and Parents Who Operate Them" (Ed.D. diss., Andrews University School of Graduate Studies, Berrien Springs, Michigan, 1981).

67 The full stories of these and other families are told in *Home-Spun Schools* (Waco, TX: Word Inc., 1982).

68 Annikki Suviranta, "Home Economics Answer to the Problems Raised in Industrialized Countries," XII Congress of the International Federation for Home Economics, Final Report, Helsinki, July 23-29, 1972, pp. 92, 98-99.

OPINION FOR CONSIDERATION ON
SENATE BILL #712

AUTHOR'S BACKGROUND: I am a life long Kansas resident, a professional educator with ten year's experience in the public schools of Kansas. My wife and I operate a private school in our home for our children, Zephyrus 9, Anemone 5, and Xanthus 1½. In 1982 we had to prove in district court that we were in compliance with state statute 72-1111. The decision was that, yes indeed, we were within the law.

PARENT'S VS. THE STATE'S RESPONSIBILITY: In our free society it is the parents' responsibility, albeit privilege, to care for the needs of their children, to nurture and guide them toward responsible, productive adulthood. The past trend has been to burden the state more and more with educational responsibilities and child rearing. The public schools are asked to do everything from baby sitting to training geniuses--from helping the handicapped to instilling lifelong values, not to mention teaching a myriad of skills and intellectual pursuits. What is the state's real concern in education? Is it not to see that its children reach adulthood with the basic skills to be productive citizens, so as not to become a burden on society? Those basic skills are reading and math. What was the underlying reason(s) for Compulsory Education Laws in the first place? Was it not to protect the rights of children and give all children the opportunity to become educated, productive adults? Does not the state have an interest, if not an obligation, in seeing its children educated in the best manner possible?

It seems to me the more viable choices parents have in the educational marketplace the better chance they can find a quality education for their child. Bill #712 would allow a great many choices: public schools, private schools, parochial schools, home education, tutorial education, not to mention a combination of the above. Concerned parents can tailor an educational program to the specific needs of their child. Siblings could even have different educational programs depending on their individual needs.

In this time of concern for quality in education would not the fact of a variety of alternatives in the educational marketplace cause a rise in quality of each. After all the "free marketplace" is fundamental to our society.

For those children whose parents do not accept the obligation of directing their child's education, the compulsory education law insures these children will have the opportunity to become educated citizens.

THE SOCIAL SIDE: Questions often arise to those teaching their children in a somewhat isolated environment (ie. at home); what about the social side of school? First, I ask, does the state have any right at all to concern itself with the socialization of its young citizens? Is that not Socialism instead of socialization? Second, there are numerous ways to give children peer interaction--church, scouts, YMCA, neighborhood activities, to name only a few. Third, it seems parents, who love and care for their offspring would know best the psychological and social needs of their children better than anyone.

Page -2-

IN CONCLUSION: I think Senator Hess' Bill #712 does an exceptional job of balancing the rights of the State and the individual. It also does an excellent job of allowing parents the right to choose the best education for their children, yet still insures that children will be educated.

I strongly urge the approval and passage of this bill into law.



L. Keith White
Box 28
Miltonvale, Kansas 67466
(913)427-3238

March 10, 1984

Dear Senator,

As concerned parents we wish to express our appreciation for the consideration being given to SB712 - a bill which recognizes a parent's constitutional right to determine the education of their children. This is surely a step in the right direction for the children of Kansas, as no teacher, administrator or legislator could match a parent's concern for the future of their children.

We want to stand in support of home school as a viable and good means of educating our children. Well-documented research has determined that home-schooling is an educational alternative that produces very literate, knowledgeable, sociable and thinking citizens.

We do, however, have some reservations about some sections of SB712. We have no argument with the concept of home-schooled

children submitting to standardized testing, as recent experience nationwide has shown them to usually score 1-3 years above grade level.

Our objections are:

1. Parents should have more options as to where their children are tested, i.e., an established private school, a recognized and authorized independent tester, etc. - and as to which of several acceptable tests they take. Results would then be furnished to the proper state authorities.
2. The consequences of a child not attaining the minimum standard are inequitable. More time than the three weeks stated in lines 0133-0142 should be given for the child to improve and come up to minimum standards.

We feel confident that when your committee, in its research, learns the facts of the home school issue you also will be supportive of allowing the families of Kansas the option of yet another educational alternative with which to attain the goal we are all striving - an educated society.

Sincerely,
Ted and Suzanne Alongi
7726 DELMAR
PRAIRIE VILLAGE, KANSAS 66208

MEDIA REPORTS ON HOME SCHOOLS

Investigative reporter Gerald M. King, a science teacher of an alternative school in New Mexico, has written a comprehensive nine-page article entitled "Home Schooling: Up from Underground" in the April, 1983 REASON magazine. The magazine's colored cover is captioned "Living Room Learning." We know personally how well the author did his homework, for he attended a three-day Hewitt-Moore seminar last summer and obviously has made the rounds in other areas, too. The magazine can be obtained for \$2.00 from the Reason Foundation, 1018 Garden St., Santa Barbara, CA 93101.

Last month we reported on the February issue of the PHI DELTA KAPPAN, the principal general educational journal of our nation, in which Bob Cole wrote a straightforward editorial. The fact that the editorial comes from an individual who edits a journal which strongly favors public education makes it more powerful than articles by home school advocates. Here are excerpts:

All along, of course, during the decades when universal public schooling was becoming the rule, some parents continued to educate their children at home. Often they were forced to do so surreptitiously, lest the authorities discover their defection from the public system of schooling. So the phenomenon of home schooling is by no means a new one, nor is it taking on startling new forms today.

Why all the fuss about home schooling, then? Is it likely to subvert the work of the public schools (or established private schools, for that matter)? Probably not. Do the numbers of children likely to be taught at home represent a significant drain on the financial resources made available to the schools? I suspect not.

The new wave of interest in home schooling seems threatening, I think, because it comes at a time when the public schools are being forced to justify their worth. Any defections from the ranks are viewed as ominous. But this assumption of responsibility by parents for teaching their children need not be harmful to the schools. Nor need educators assume that a looser grasp on the reins means a total loss of control over the enterprise of schooling.

"We believe that people can be educated in places other than schools," says John Rogers, superintendent of schools in Rockland, Massachusetts. Just so. And school-people have the opportunity to turn home schoolers into allies. I need hardly add that education needs all the allies it can call together.

Someday it may come to pass that technology turns each home into a school, providing the means of by-passing centralized schools altogether. Or our now-divided society may be fragmented still further, and innumerable splinter groups may seek to establish small, autonomous units of schooling. Those are potential threats.

In the meantime, today's modest number of home-schooled children represents no real threat to organized education. Instead, the movement is an opportunity for educators to form closer bonds between home and school, to allow home-schooled children the best of both worlds. Schools can work with parents, not against them, in the crucial task of educating children.

Also important is the March, 1983 KAPPAN article by Dr. John Goodlad, dean of the Graduate School of Education at the University of California, Los Angeles. He points out from an indepth study of 1,116 American classrooms that "the cards are stacked against innovation and change in American schools." Among other things, he says "students are exposed to about two hours 'teacher talk' during a five-period day. But about seven of the 150 minutes, on the average, involved teacher's responses to individual students . . . Teachers appear to teach within a very limited repertoire of pedagogical alternatives emphasizing teacher talk and the monitoring of seat work . . . Students rarely planned or initiated anything, read or wrote anything of some length, or created their own products. They scarcely ever speculated on meanings, and most of the time they listened or worked alone." Thus, the February and March 1983 PHI DELTA KAPPAN have become strong evidence for any court case, excellent meat for the legislative grinders, and a good lesson for home schoolers.

Regarding parents teaching their own children instead of sending them to public schools:

1. In 1947 when I began teaching only 8 credits were required to qualify a teacher for a public school - and no previous teaching experience was requisite.
2. In the 1900's as I understand it some began teaching in public schools after they had graduated from the eighth grade.
3. Requirements for a parent to qualify to teach their own children should not be the same as for one teaching in public schools.
4. Standard achievement tests have long been available to teachers for evaluating the effectiveness of the teaching - competency testing is not essential.
5. Tests for entrance to state schools or for graduation from the eighth grade could be given upon graduation from the eighth grade or upon entrance to a state school.
6. Religion is a way of living and believing which is more than membership in a glee club - attending a music recital and monologue once a week.

Leon E. Manson, D.D.

In regards to laws pertaining to education that are "not clear" it should be pointed out that it is no point of contention that what is not specifically granted to the government is retained by the people. Any ruling in violation of this is not in agreement with the US Constitution.

Furthermore, there are special education programs in effect in the public schools where the requirements are much less than could be expected from most private family schools.

In addition, those who teach their own children in their homes are definitely relieving the state schools from the responsibility of furnishing substitute parents "in loco parentis" to teach their children.

The right of parents to teach their own children should not be interfered with by the state, however the state facilities could be made available to the parent teacher upon their request - such as counseling or special testing when it is requested by the parent.

Schools should not be referred to as public but rather as state, city, county, or township schools, *a church, or private schools.*

Leon E. Manson, D.D.

TOPEKA, KS

FORMER TEACHER

STATE OF KANSAS ● SENATE CHAMBER

JOSEPH C. HARDER, STATE SENATOR
Twenty-fifth District, Moundridge, Kansas 67107

memorandum

March 12, 1984

Mrs. Connie Hollis
5324 West First
Wichita, Kansas

Supports SB 712 - Home Schooling

Per request of Mrs. Hollis

Senate Committee Hearing -- Home School Bill #712

Ms. [Name] to introduce bill to [unclear]

My husband and I believe in the right for home schooling for several reasons, many of which are being presented today. The aspect that I want to focus on today is our God-given responsibility to raise our children to be firmly grounded in our faith without the interference of other indoctrinations.

One such doctrine that we feel is becoming prevelant in the public schools is humanism. Humanism, as professed by it's leaders to be a religion, is in direct opposition to our Christ-centered faith. A few examples of this conflict can be found directly in the Humanist Manifesto. For example: Article 1 states "as non-theists, we begin with humans, not God, nature, not diety. No diety will save us; we must save ourselves Article 6 says "the right to birth control, abortion and divorce should be recognized."

John Dumphey in a 1983 issue of Humanist Magazine ~~xxxx~~ states "I am convinced, that the battle ground for human kind's future must be waged and won in the public school classroom by teachers that correctly perceive their role as proselyters of a new faith."

Saul Gordon spoke at a national convention of the NEA and said "we need no values in school." Non-values, or situation ethics is a prominent thesis of the humanists.

Exerpts from the Evaluative Criteria out out by the National Study of School Evaluation show that within the next 10 years, schools nation-wide will be required to comply with ~~a~~ certain criteria. The Evaluative Criteria Handbook states "these humanistic values shall be realized through open examination" and "the English program will promote humanistic attitudes" and "modification of sex roles will make life desirable."

A mandate ~~is~~ from the National Council of the Teachers of English says 1) Genesis will be taught as a myth 2) Bible characters will be taught as legendary figures 3) Moral teachings of the Bible will not be stressed 4) Bible heroes will be regarded on the same plane as secular heroes.

Today, time only permits these few examples when in reality many more exist. We firmly believe that the propagation of the humanist religion is a definite trend in the public schools of the United States and therefore is a realy threat to the ~~people's~~^{people's} upbringing of our children.

Thank you for your attention.

William Bowen A.B., M.Ed., Ph.D. John Hopkins Univ
author of Globalism - America's Peril
scheduled for publishing in May 1984 by
Huntington House, Inc; Shreveport LA 71007

Heritage Education and Review Organization, Inc.
Box 202
Jarrettsville, MO 21084
Phone: 301-557-9846