

Home School: an alternative
educational choice

by

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An Alternative Educational Choice

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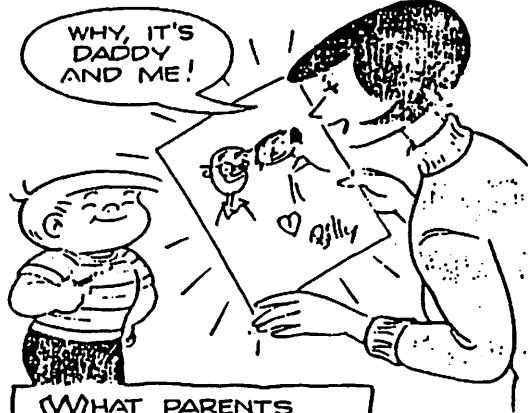
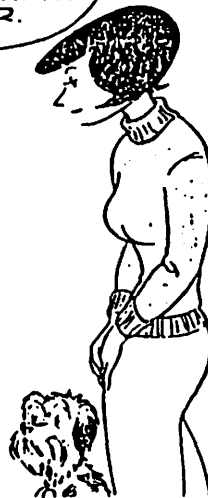
THE FAMILY CIRCUS



WE HAD
TO DRAW A
PICTURE OF OUR
MOST IMPORTANT
TEACHER.



10-7



1. WHAT PARENTS
W TEACH STAYS
WITH YOU ALWAYS.
2. WHAT THEY FAIL
W TO TEACH CAN
NEVER BE LEARNED
FROM OTHERS.

By
KEAT

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Home School Synthesis Outline

Thesis Statement: Edgecombe County parents can choose the nurturing, caring, loving environment of their own home to provide a quality education for their children by selecting home school as an alternative educational choice.

I. Introduction.

II. Definitions of home school.

III. History and background of home school.

IV. Legality of home school and N.C. laws regulating home school.

V. Reasons to home school.

VI. Objections to home school.

VII. Case studies of home schooling families.

A. Personal home school experience.

B. Edgecombe County home schooling families.

VIII. Conclusion

Home School:
An Alternative Educational Choice

WHAT IS HOME SCHOOL?

A revolution in learning has begun. Parents are beginning to get involved in their children's education; moreover, they are beginning to demand a quality education for all students. Parents in Edgecombe County have three choices for their children's education: public school, private school, and home school. Parents are certainly familiar with the first two options, but what is home school? According to North Carolina House Bill 837 of General Statutes home school is defined as, "a non-public school in which one or more children of not more than two families or households receive academic instruction from parents or legal guardians, or a member of either household." (Article 39 of Chapter 115C) Home school is an educational trend that is sweeping the nation, and currently there are 474,000 home school families nationwide, a ten-fold increase in a decade. Home school promises to be a wave of the future that will continue to grow in the next decade and beyond. Edgecombe County parents can choose the nurturing, caring, loving environment of their own home to provide a quality education for their children by selecting home school as an alternative educational choice.

Many parents today are unaware of how important they are in their children's education; they need to be reminded and encouraged to take an active role in their children's education. According to Marie Winn, an author of books for parents and

children, "A young child has a built-in need for mental activity. He is a learning machine, an "absorbent mind," a glutton for experience." (131) "Parents are clearly the best teachers of their own children at least through ages 10-12, and ideally the home is the first and finest educational nest," asserts Dr. Raymond Moore, a developmental psychologist specializing in early childhood. (18) The revitalization of home school as a viable means of educating children is a result of a sincere motivation on the part of parents to provide what they feel is an appropriate learning experience for their children.

Although home schools are a modern alternative educational option; home schooling is not new. Long ago princes and princesses, and children of eminent people had the privilege of being involved in a similar form of education. Prestigious people hired tutors to come to the home or castle to teach their children. Home school has been called "the education of kings and presidents, and with good reason. Home schoolers today follow in the footsteps of such notable homeschooled people as: Thomas Jefferson, John Quincy Adams, Abraham Lincoln, Woodrow Wilson, Franklin Roosevelt, Thomas Edison, Margaret Mead, Andrew Wyeth and Samuel Clemens better known as Mark Twain. In colonial times in North Carolina, out of necessity, home schools were the norm, and parents served as tutors. Modern day home schooling in North Carolina has increased throughout the 1980's, and has many implications which were nonexistent in colonial days. (Bloodworth 2) 1985-86 the first year home school was clearly legalized in North

Carolina there were 381 home schools with an enrollment of 809 students. The next academic year numbers increased to 793 home schools with 1,572 students. The trend continues to be one of upward growth in both the number of home schools and the number of home schooled students. In 1991-92 there were 3,315 home schools with an enrollment of 5,556 students. In Edgecombe County there are currently ten families, with a total of seventeen students, committed to teaching their children in home schools. (Division of Non-Public Education)

IS HOME SCHOOL LEGAL?

Education is understood to be one of the reserved rights of the states and the people, as expressed in the Tenth Amendment of the United States Constitution adopted with the Bill of Rights in 1791. This Amendment has been interpreted to mean that each state shall establish and directly supervise the educational program for the people in that state. (Alexander 43)

Between 1815 and 1850 education was considered to be a private, religious matter; and it was not until the late 1800's that there was much interest in supporting a state controlled public school system. Opposing the state controlled public school system were groups of religious people who chose to teach their children at home, and did not approve of paying taxes to educate other people's children. However, by 1918, every state had legislated compulsory school laws. (Bloodworth 34)

All fifty states currently have compulsory attendance laws

in effect, but no state is permitted to make public education the only way of fulfilling mandatory education requirements. States can implement reasonable regulations on all forms of education, including home schools and private schools. (Bloodworth 16)

In challenges to state regulation of education the Supreme Court has historically ruled in favor of parents, and the language of the Court could be taken as a statement of support for the rights of parents to educate their children at home. In the Supreme Court case of *Pierce v. Society of the Sister of the Holy Names of Jesus and Mary*, the Court avowed that "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." (Bloodworth 18)

North Carolina General Assembly deregulated private schools in 1979, and according to Robert Kretzu, former director of North Carolinians for Home Education, "North Carolina has one of the most progressive home schooling laws in the nation." (14) On May 7, 1985 the General Assembly of North Carolina established the legality of home-school unequivocally with the passage of the following laws:

1. Register the school name, chief administrator's name, school address, telephone number, and location of the school with the Office of the Governor, Division of Non-Public Education.
2. Submit written documentation verifying that persons providing instruction hold at least a high school diploma.
3. Operate for a school term of at least nine (9) months.

4. Maintain accurate and current immunization records.
5. Administer a nationally standardized achievement test once per year.

WHY HOME SCHOOL?

Now that Edgecombe County parents know what home school is and that it is legal in North Carolina; the next question parents may have is, why home school? Robert Bloodworth asserts that, "Home school is a way for parents to free their children for genuine learning while protecting them from the hostile peer-dominated environment of the school." (62) In Dr. Raymond Moore's book Home-Spun Schools he avows that, "Home schools do not so much wage war against regular schools as they shelter little children from what Cornell's Urie Bronfenbrenner calls the "social contagion of our age -- the habits, manners, gestures, vulgarities, obscenities, deceptions, ridicule, and rivalry, rampant among school children""(Moore 9-10). In an interview on the radio show, Focus on the Family one parent compared home school to a greenhouse by expressing that children should be kept in a home school, as plants are in kept in a greenhouse, not to protect them from the world but to allow them to grow strong enough to withstand the elements and thus prepare them for the world. (Feb. 5, 1993)

There are an abundance of reasons why families choose to home school their children besides protection from negative peer pressure, and some of these reasons are: the family's values differ from what is being taught in the formal school setting;

parents want their children to excel academically, and to have the opportunity to interpret textbook knowledge into practical living skills; and parents involved in home schooling also recognize that the time spent together with their children in home school can foster a closer family relationship.

Studies done by Dr. Raymond Moore show that children taught at home until they are at least eight years old will be less peer dependent as teenagers. (18) According to Dr. James Dobson, child psychologist and author of numerous best-selling books on matters related to the family, home school children generally excel in leadership because they are less peer dependent, and have not been "beat up emotionally" like most public school children have been. (Focus on the Family, 2-5-93)

Colleges are seeking candidates for admission, and businesses are looking for employees that have learned how to learn; are able to concentrate; and are able to set goals and achieve them. (Common Miracles) In a quality home school environment children learn how to learn and realize learning is fulfilling; children are able to concentrate on difficult tasks because it takes time to think; they are instructed how and where to obtain information; and they are encouraged to set goals and work toward attaining their goals.

IS THERE OPPOSITION TO HOME SCHOOL?

Assuming that the home school is properly registered with the Governor's Office, Division of Non-Public Education the opposition that home schoolers may face will come from extended family members or neighbors that do not fully understand home school, and from public and private school educators who feel that most parents are not qualified to teach.

During an interview with Dr. H. David Bryant, Interim Superintendent of Edgecombe/Tarboro City Schools, Dr. Bryant recognized that home schools do have a place in our society, and parents that adequately prepare themselves may be able to do a fine job teaching their children in home school. His concern though was for students that either had no choice about being in home school, or were in home schools that used programmed materials (which are equivalent to continuous worksheets). (Feb. 19, 1993)

Home schooling parents are often confronted with concerns about socialization and the ability of parents to teach all subjects on all levels. However, from personal experience as a home schooling parent for five years, and interviews with other home schooling families, home school children often have more opportunities for socialization than do public school children. Also, in a home school setting socialization occurs between diverse groups of people, such as adults of all ages, teenagers, and children of all ages, not just the age-mate peers that formal school children encounter. Most home school children are in-

volved in numerous extra curricular activities such as church groups, church choirs, scouting, sports, and special interest activities like dance, karate, or music.

As far as being able to teach all subjects on all levels, home school families avail themselves to community resources to enhance areas where their knowledge may be limited. Many home school parents may even take advanced course work to remain able to teach their children. Most all home school parents know resource people to whom they can go for assistance and advice.

ARE THERE REAL FAMILIES THAT HOME SCHOOL?

There are real families that home school and several live right here in Edgecombe County. My husband and I have been home schooling our son for five years, and the reasons that our family continues to be involved in home school are numerous, but first and foremost is that home school is a life that we like, and home school continues to meet the needs of our son, and is clearly the best educational choice for our family at this time.

As home schooling parents the results of our choice to home school our son are multi-faceted and far-reaching, but I will elaborate on three of these results: our son is academically challenged, he is less peer dependent, and we have a close family relationship. An immediate result of home school is that our son is academically challenged; moreover, he is encouraged to pursue areas of personal interests. His strong individual study skills are evident. He consistently scores in the 97th percentile or

higher on the annually administered California Achievement Test. We continually broaden the base of subjects taught and use diverse teaching techniques.

A result that is evident now, and that we anticipate will be a long-term result is that our son is less peer dependent than neighborhood children. Studies conducted by developmental psychologist, Dr. Raymond Moore reveal that children home schooled until the ages of eight to ten are less peer dependent as teenagers. (18) These results acquiesce with what we are currently seeing in our son. Presently, our son has high self-esteem and is not overly concerned with winning his peers' approval.

A contributory result of home school is that our family has a close relationship because of the extra time we spend together. We share "quantity time" as well as "quality time" together. We take advantage of every teachable moment. We work together, play together, talk together, and share our emotions together. According to Dr. Raymond Moore and his wife, Dorothy, in their book Home-Spun Schools "the home is the first and finest educational nest"(12).

The joy and exhilaration that we felt when our son said his first word or took his first step has been multiplied hundreds of times over in the home school experience as we have seen him learn to read, solve difficult math problems, and develop exemplary study skills. My husband and I feel that the positive effects both on our son and on our family have been well worth the time and effort that we have put into home school, and have

far surpassed our expectations.

I had the opportunity to interview two additional Edgecombe County families that are involved in home school. Both families were home schooling because of religious values, but both families asserted that they truly felt that this was the best method of education available for their children. In both families one of the parents is a professional educator. All five of the children that are being taught in these two separate home schools, when interviewed separately, said that they loved home school. When asked about their adult goals their answers were diverse, but one area of commonality was that each child said that when they become parents that they want to home school their children. (Interviews Fleming and Hamrick)

It is a tremendous privilege to be able to home school one's own children; however the choice to home school must be an informed, personal decision made in light of what is best for their family, not because it is the wave of the future or because someone else is doing it. Once the decision to home school has been made, it is NOT a one-time decision for all time. It is a decision that must be reevaluated at least annually to confirm that it is still the BEST decision for all family members involved. Parents clearly are responsible for their children's education. They may choose to delegate this authority to someone else, such as a public or private school teacher, but the responsibility is exclusively the parents' and cannot be delegated to

anyone. Raymond and Dorothy Moore ardently state that, "when you surrender your parental authority and responsibility to the state, ... you never fully retrieve your authority. Be careful, thoughtful and fully informed before you give away your own lest you ...pay a price in damaged children." (19)

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North Carolinians for Home Education

Dear Inquirer,

We are delighted to learn of your interest in home education! The number of families home educating their children in North Carolina has been increasing significantly. Currently, more than 4,400 families are registered with the Governor's office.

This growth is not surprising considering the following benefits of home education:

1). **Academics** - Across the nation the average home-educated child scores in the top 20% on standardized achievement tests. Some educators have estimated that two hours of tutorial instruction is equivalent to six hours in the typical classroom.

2). **Socialization** - In studies using the Piers Harris Self Concept Scale, 77.7% of the home schoolers ranked in the top 25% in the nation. This test is nationally recognized to measure socialization skills. Extended interaction with all age groups and freedom from peer dependence make a home schooled child socially adept.

3). **Life Skills** - Home education brings with it a natural development of life skills that are not a part of the traditional classroom curriculum.

4). **Family Unity** - Home education provides a vehicle for the strengthening of the family. Typical home school families have experienced greater closeness, commitment to one another, and more open communication.

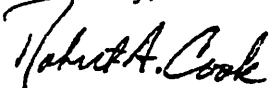
Home education requires a strong commitment from parents, and the most successful families are those in which both parents take an active role in the training.

Maintaining the favorable climate for homeschooling in North Carolina requires a strong state organization. NCHE is responsible for the current law which allows us so much flexibility in choosing how we may educate our children. We need all homeschooling families in North Carolina to stand behind and support NCHE financially so that we may work for continuing freedom. **For your benefit and that of others, we urge you to join NCHE today.**

We have enclosed brochures for your information. Please note that our **1993 Annual Conference and Book Fair** will be held May 7th and 8th, in Winston-Salem, North Carolina. You will want to mark this on your calendar now.

A local support group may be of help. The following are the contact persons:

Sincerely,



Dr. Robert A. Cook
President

EIGHT REASONS TO HOME EDUCATE

BY SPENCER MASON

The decision to home school involves commitment, sacrifice and dedication. It will cost money for educational and curricula materials. It requires your time for working with your children. It requires you to be different from most of your friends and neighbors. (After all, their children get on the school bus every morning.) Your parents may disapprove of your decision to home school. As with anything worthwhile, there is a cost involved. So, what are the advantages of home education?

1. The home school can be tailored to fit your child's maturity and learning styles. Rather than your child having to fit into a graded education system, your school can be molded to fit your child's needs.

Several government funded studies the 1920's and 1930's showed that classroom instruction and book learning was not the most effective way to educate children 9-10 years old or younger. Studies in the 1970's by Raymond and Dorothy Moore and others confirmed the findings of the earlier studies. Their studies showed that many children, especially boys, were not physically, neurologically or emotionally mature enough to handle structured classroom teaching.

In home education, a child can be allowed to develop mentally and physically before he is exposed to structured book work. Also, in areas where the child excels, the home school will not hold a child back. Instead, home schooling can permit the child to learn as quickly as his ability and interest will allow.

2. Across the nation the average home educated child scores in the top 30% on standardized achievement tests.

Home school test results for North Carolina in the 1988-1989 school year are as follows: CAT top 27%; IOWA BASIC top 20%; SAT top 27%; METROPOLITAN top 33%. (The 1988-1989 school year was the last year test scores were compiled by the Division of Non-Public Education.)

3. Tutorial style education is more time effective than classroom teaching. Educators have estimated that in 1-1/2 to 2 hours, a tutor can cover the same material that classroom teaching takes a whole day to cover.

With home education you can give your child the precious gift of time! Time to play, to read, to draw, to observe nature, to do a project, to sing or play an instrument, to be involved with a service project, to run a cottage industry, to develop relationships and to pursue their interests.

4. Parents have control over what their child is taught; when and how it is taught. The parent can be flexible in changing the method of educating to suit the child and the family.

DEUT. 6:4-7 Hear, O Israel, the Lord is our God, one Lord, and you must love the Lord your God with all your heart and soul and strength. These commandments which I give you this day are to be kept in your heart; you shall repeat them to your sons, and speak of them indoors and out of doors, when you lie down and when you rise.

Who cares more about your children and their education than you, their parents? Who knows your children, their strengths and weaknesses, better than you? Who, besides you, can insure that your children are taught right from wrong? Who can teach your values and beliefs better than you?

EPH. 6:4 You fathers, again, must not goad your children to resentment, but give them the instruction, and correction, which belong to a Christian upbringing.

EIGHT REASONS TO HOME EDUCATE

As a Christian, I have been given the responsibility to train my children in the wisdom of the Lord. Whether my children are educated in public school, in private school, or in home school, I must answer to God for what my children are taught. I am also responsible for how my children are taught.

The Bible states that fathers are not to goad or exasperate their children in the educational process. If one method of educating vexes the child, the parent should change the method of instruction to one that is more productive. This shift in instructional method is more easily accomplished in a home school setting.

5. Home education affords children more opportunity to learn from real-life experiences rather than exclusively learning from books.

For example, children can learn math in the kitchen, workshop, and supermarket. This makes math more meaningful and more useful to them. Home education brings with it a natural development of life skills that are not a part of the traditional classroom curriculum.

6. Children attain confidence and independent thinking when their exposure to peer pressure is reduced and interaction with their parents is increased. Also, home schooled children relate better to people of all ages than do their classroom educated counterparts.

In the Piers Harris Children's Self Concept Scale, 77.7% of all home schoolers rank in the top 25% in the nation. This test is nationally recognized to measure socialization skills.

Home educated children learn social behavior from their parents instead of from other children. In most cases, parents know much more about how to get along with other people than do young children. Because home schooled children typically have contact with a wide range of people during their week, they can relate to people of different ages and different backgrounds.

7. Home education can be planned around the family's schedule.

Home school does not have to be scheduled during normal school hours. Many home educators have educational activities during the evening hours when both parents can be involved.

Occasionally my family accompanies me on a business trip, however, for them, it is a field trip. Learning opportunities can happen at any time of the day, and the experienced home educator can recognize these opportunities and take advantage of them.

8. Home education provides a vehicle for strengthening the family.

Typical home school families have experienced greater closeness, deeper commitment to one another, and more open communications. Our family has enjoyed learning together through reading, projects, sports, the arts, and spiritual development.

An unexpected by-product of home education has been that the parent has an opportunity to learn with the children. The home school parent has a greater understanding of history, politics, science, geography, etc. as a result of the home education process.

TO SUM UP, the advantages of home education are:

1. Can be tailored to fit your family's educational needs.
2. Produces educational excellence.
3. Is time efficient.
4. Gives parents control.
5. Can be integrated with real life.
6. Is confidence building.
7. Can be planned around the family's schedule.
8. Is a catalyst for family closeness.

In short home education is an effective tool for helping your child to reach his full potential.

NORTH CAROLINIANS FOR HOME EDUCATION
Membership Application

Yes, I want to be a member of North Carolinians for Home Education for the year 1993. I will uphold the ideals of NCHE and comply with the existing home school law. I understand that I will receive the *Greenhouse Report* for a minimum pledge of \$15 for the 1993 year.

• A PLEDGE IS NECESSARY FOR MEMBERSHIP •

I pledge the following support:

\$ _____ per year OR \$ _____ per month.

Enclosed is a donation of \$ _____, which will be applied to my pledge. ALL DONATIONS ARE
TAX DEDUCTIBLE

Member Number _____

● Last Name _____ First Name _____ Spouse Name _____

Address _____ City _____ State _____ Zip _____ (+4) _____

County _____ Home Phone _____ Business phone _____

● School Name _____ Registered with DNPE? Yes ___ No ___ Year _____

Support Group _____ Support Group Leader _____

Return to: NCHE, 204 North Person Street, Raleigh, North Carolina 27601-1078 (919) 834-6243

GENERAL ASSEMBLY OF NORTH CAROLINA
1987 SESSION
RATIFIED BILL

CHAPTER 891
HOUSE BILL 837

AN ACT TO PERMIT HOME INSTRUCTION, UNDER CERTAIN CONDITIONS,
AS A MEANS OF COMPLYING WITH COMPULSORY SCHOOL
ATTENDANCE REQUIREMENTS.

The General Assembly of North Carolina enacts:

Section 1. Article 39 of Chapter 115C of the General Statutes is amended by adding a new Part to read:

"Part 3. Home Schools.

"§ 115C-563. **Definitions.**--As used in this Part or Parts 1 and 2 of this section:

(a) 'Home school' means a nonpublic school in which one or more children of not more than two families or households receive academic instruction from parents or legal guardians, or a member of either household.

(b) 'Duly authorized representative of the State' means the Director, Division of Nonpublic Education, or his staff.

"§ 115C-564. **Qualifications and requirements.**--A home school shall make the election to operate under the qualifications of either Part 1 or Part 2 of this Article and shall meet the requirements of the Part elected, except that any requirement related to safety and sanitation inspections shall be waived if the school operates in a private residence and except that testing requirements in G.S. 115C-549 and G.S. 115C-557 shall be on an annual basis. The persons providing academic instruction in a home school shall hold at least a high school diploma or its equivalent.

"§ 115C-565. **Requirements exclusive.**--No school which complies with this Part shall be subject to any other provision of law relating to education except requirements of law respecting immunization."

Sec. 2. This act is effective upon ratification.

In the General Assembly read three times and ratified this the 20th day of June, 1988.

ROBERT B. JORDAN III

Robert B. Jordan III
President of the Senate

LISTON B. RAMSEY

Liston B. Ramsey
Speaker of the House of Representatives

SUBCHAPTER X. PRIVATE AND PROPRIETARY SCHOOLS.

ARTICLE 39.

Nonpublic Schools.

Part 1. Private Church Schools and Schools of Religious Charter.

§ 115C-547. Policy.

In conformity with the Constitutions of the United States and of North Carolina, it is the public policy of the State in matters of education that "No human authority shall, in any case whatever, control or interfere with the rights of conscience," or with religious liberty and that "religion, morality and knowledge being necessary to good government and the happiness of mankind . . . the means of education shall forever be encouraged." (1979, c. 505; 1981, c. 423, s. 1.)

Legal Periodicals. -- For a comment, "Regulation to Deregulation," see 1980 "The State and Sectarian Education: Duke L.J. 801.

§ 115C-548. Attendance; health and safety regulations.

Each private church school or school of religious charter shall make, and maintain annual attendance and disease immunization records for each pupil enrolled and regularly attending classes. Attendance by a child at any school to which this Part relates and which complies with this Part shall satisfy the requirements of compulsory school attendance: Provided, however, that such school operates on a regular schedule, excluding reasonable holidays and vacations, during at least nine calendar months of the year. Each school shall be subject to reasonable fire, health and safety inspections by State, county and municipal authorities as required by law. (1979, c. 505; 1981, c. 423, s. 1.)

§ 115C-549. Standardized testing requirements.

Each private church school or school of religious charter shall administer, at least once in each school year, a nationally standardized test or other nationally standardized equivalent measurement selected by the chief administrative officer of such school, to all students enrolled or regularly attending grades three, six and nine. The nationally standardized test or other equivalent measurement selected must measure achievement in the areas of English grammar, reading, spelling and mathematics. Each school shall make and maintain records of the results achieved by its students. For one year after the testing, all records shall be made available, subject to the provision of G.S. 115C-196, at the principal office of such school, at all reasonable times, for annual inspection by a duly authorized representative of the State of North Carolina. (1979, c. 505; 1981, c. 423, s. 1.)

§ 115C-550. High school competency testing.

To assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function in society, each private church school or school of religious charter shall administer at least once in each school year, a nationally standardized test or other nationally standardized equivalent measure selected by the chief administrative officer of such school, to all students enrolled and regularly attending the eleventh grade. The nationally standardized test or other equivalent measurement selected must measure competencies in the verbal and quantitative areas. Each private church school or school of religious charter shall establish a minimum score which must be attained by a student on the selected test in order to be graduated from high school. For one year after the testing, all records shall be made available, subject to the provision of G.S. 115C-196, at the principal office of such school, at all reasonable times, for annual inspection by a duly authorized representative of the State of North Carolina. (1979, c. 505; 1981, c. 423, s. 1.)

§ 115C-551. Voluntary participation in the State programs.

Any such school may, on a voluntary basis, participate in any State operated or sponsored program which would otherwise be available to such school, including but not limited to the high school competency testing and statewide testing programs. (1979, c. 505; 1981, c. 423, s. 1.)

§ 115C-552. New school notice requirements; termination.

(a) Any new school to which this Part relates shall send to a duly authorized representative of the State of North Carolina a notice of intent to operate, name and address of the school, and name of the school's owner and chief administrator.

(b) Any school to which this Part applies shall notify a duly authorized representative of the State of North Carolina upon termination of the school. (1979, c. 505; 1981, c. 423, s. 1.)

§ 115C-553. Duly authorized representative.

The duly authorized representative of the State of North Carolina to whom reports of commencing operation and termination shall be made and who may inspect certain records under this Part shall be designated by the Governor. (1979, c. 505; 1981, c. 423, s. 1.)

§ 115C-554. Requirements exclusive.

No school, operated by any church or other organized religious group or body as part of its religious ministry, which complies with the requirements of this Part shall be subject to any other provision of law relating to education except requirements of law respecting fire, safety, sanitation and immunization. (1979, c. 505; 1981, c. 423, s. 1.)

(OVER)

Part 2. Qualified Nonpublic Schools.

§ 115C-555. Qualification of nonpublic schools.

The provisions of this Part shall apply to any nonpublic school which has one or more of the following characteristics:

- (1) It is accredited by the State Board of Education.
- (2) It is accredited by the Southern Association of Colleges and Schools.
- (3) It is an active member of the North Carolina Association of Independent Schools.
- (4) It receives no funding from the State of North Carolina. (1979, c. 506; 1981, c. 423, s. 1.)

§ 115C-556. Attendance; health and safety regulations.

Each qualified nonpublic school shall make, and maintain annual attendance and disease immunization records for each pupil enrolled and regularly attending classes. Attendance by a child at any school to which this Part relates and which complies with this Part shall satisfy the requirements of compulsory school attendance: Provided, however, that such school operates on a regular schedule, excluding reasonable holidays and vacations, during at least nine calendar months of the year. Each school shall be subject to reasonable fire, health and safety inspections by State, county and municipal authorities as required by law. (1979, c. 506; 1981, c. 423, s. 1.)

§ 115C-557. Standardized testing requirements.

Each qualified nonpublic school shall administer, at least once in each school year, a nationally standardized test or other nationally standardized equivalent measurement selected by the chief administrative officer of such school, to all students enrolled or regularly attending grades three, six and nine. The nationally standardized test or other equivalent measurement selected must measure achievement in the areas of English grammar, reading, spelling and mathematics. Each school shall make and maintain records of the results achieved by its students. For one year after the testing, all records shall be made available, subject to the provision of G.S. 115C-196, at the principal office of such school, at all reasonable times, for annual inspection by a duly authorized representative of the State of North Carolina. (1979, c. 506; 1981, c. 423, s. 1.)

§ 115C-558. High school competency testing.

To assure that all high school graduates possess those minimum skills and that knowledge thought necessary to function in society, each qualified nonpublic school shall administer at least once in each school year, a nationally standardized test or other nationally standardized equivalent measure selected by the chief administrative officer of such school, to all students enrolled and regularly attending the eleventh grade. The nationally standardized test or other equivalent measurement selected must measure competencies in the verbal and quantitative areas. Each qualified nonpublic

school shall establish a minimum score which must be attained by a student on the selected test in order to be graduated from high school. For one year after the testing, all records shall be made available, subject to the provision of G.S. 115C-196, at the principal office of such school, at all reasonable times, for annual inspection by a duly authorized representative of the State of North Carolina. (1979, c. 506; 1981, c. 423, s. 1.)

§ 115C-559. Voluntary participation in the State programs.

Any such school may, on a voluntary basis, participate in any State operated or sponsored program which would otherwise be available to such school, including but not limited to the high school competency testing and statewide testing programs. (1979, c. 506; 1981, c. 423, s. 1.)

§ 115C-560. New school notice requirements; termination.

(a) Any new school to which this Part relates shall send to a duly authorized representative of the State of North Carolina a notice of intent to operate, name and address of the school, and name of the school's owner and chief administrator.

(b) Any school to which this Part applies shall notify a duly authorized representative of the State of North Carolina upon termination of the school. (1979, c. 506; 1981, c. 423, s. 1.)

§ 115C-561. Duly authorized representative.

The duly authorized representative of the State of North Carolina to whom reports of commencing operation and termination shall be made and who may inspect certain records under this Part shall be designated by the Governor. (1979, c. 506; 1981, c. 423, s. 1.)

§ 115C-562. Requirements exclusive.

No qualifying nonpublic school, which complies with the requirements of this Part, shall be subject to any other provision of law relating to education except requirements of law respecting fire, safety, sanitation and immunization. (1979, c. 506; 1981, c. 423, s. 1.)

§§ 115C-563 to 115C-567: Reserved for future codification purposes.

(OVER)

Home schooling is ultimate in parental responsibility



Jean, Jimmy and Rick Wolfe study a math lesson at home

Photo by Scott Grahl

By SCOTT A. GRAHL
Staff Writer

The Logos Christian School may not be a name most people are familiar with in Edgecombe County, but to Rick and Jean Wolfe and their son Jimmy, it's the perfect alternative to public education.

The Wolfes, who decided to participate in the Division of Non-Public Education five years ago after listening to the renowned author and family psychologist Dr. James Dobson describe the program, said it's more than lived up to their expectations.

"You can delegate authority to teachers and school administrators, but parents are still responsible to see to it that their children are educated," said Mrs. Wolfe.

"Regardless of what form of schooling parents choose for their children, we are still responsible to make sure they get the best education possible."

Under North Carolina law, a home school is defined as a nonpublic school in which one or more children of not more than two families or households receive academic instruction from parents or legal guardians, or a member of either household.

In accordance with the legal requirements of (N.C.G.S. 115C-378.547-565), parents or legal guardians participating in a home school program must file with the Division of Non-Public Education (DNPE) a notice of intent to operate a school and include the name and address of the school along with the name of the school owner and its chief administrator.

One of the main reasons the Wolfes chose to participate in home schooling was to teach their son Christian values.

Home

Continued from front page

ipate in home schooling was to teach their son Christian values.

"It's like all of life is a constant learning experience," said Mrs. Wolfe who fills the role of primary teacher. "A lot of people have the misconception that home schools just involve the nuclear family, but most home schoolers we know participate in a number of activities outside the family."

Jimmy, who began home schooling in kindergarten, attended first grade in Franklin County and has been home schooled for the past three years, said he likes it.

"It's challenging, fun and interesting, and I look at my parents as teachers when I'm being home schooled."

While not mandated by state law, home schools are strongly encouraged also to offer regular instruction of at least similar quality, scope and duration as local conventional schools with a minimum of 180 days of instruction each year.

The Wolfes take three hours in the morning for formal instruction and a couple more hours for additional assignments, projects and

homework in the afternoon, Monday through Friday.

They use weekends for family field trips and special projects that keeps both parents involved.

"So far we're extremely pleased with the results home schooling has brought," said Wolfe, who fills the role of principal.

"It's extremely rewarding. A series of constant steps that has allowed us to go from teaching our son how to walk, talk, read, write and complete his multiplication tables."

In addition to his academic re-

sponsibilities, Jimmy also makes time for recreation and practical living skills.

"We try to give Jimmy assignments and projects that he can do for a reason and not just something to keep him busy," said Mrs. Wolfe.

Anyone wanting to find out more about home schools from the Wolfes can call them at 641-5466.



JAMES D. WILSON—NEWSWEEK

All in the family: (Left to right) Reed, Micki, Drew, David, Grant, Garth

EDUCATION

From Homespun to Harvard

The California Colfaxes teach their children well

When Micki and David Colfax began teaching their four sons at home 15 years ago, they had no intention of sending them all to Harvard, but that's how it's turning out. Grant, 23, graduated from Harvard and has stayed on as a biology instructor; later this year he'll start a Fulbright scholarship in New Zealand. Drew, 20, is a premed sophomore. And last month Harvard mailed yet another acceptance letter to the Colfax goat farm in Boonville, Calif., for Reed, 17. This time, however, no one could say it was just because he had inherited the family brains: Reed—like the youngest boy, Garth, 12—is adopted.

By any measure, they are an extraordinary family. The Colfaxes headed for the hills of northern California after David, a college professor of sociology, was denied tenure from Washington University in St. Louis in 1972. Like many other parents, he and Micki, a former high-school English teacher, inspected the local public schools and didn't care for what they saw. So they decided to quit teaching other people's children and focus on their own, relying on their goats to provide a modest income. "We didn't want our children to be taught by cultural and political morons," declares David. "People need to recognize that if they are going to have kids, they need to pay more attention to them."

The Colfaxes registered their tiny and exclusive academy as a private school and, in accordance with California law, assembled a file of teacher résumés, course outlines and attendance records. So far, The Mountain School's pupils have all been Colfaxes. But last summer, in response to requests from other parents, Micki and David opened a four-week summer camp for 20 children, billed as "a tutorial program on a working ranch." They've also written a book, "Homeschooling for Excellence," a call for more parental involvement in their children's education. "Many people can't afford to drop out of the labor force to raise carrots," says David. "On the other hand, many people could reorganize their lives if they thought that the education of their kids was sufficiently important."

With their own children, the Colfaxes began with the three R's and moved on to history, science, literature, English composition and foreign languages. After the boys had mastered the basics, they worked only a couple of hours a day in a formal "schoolroom" setting. "The most fantastic part to us," says David, "is that we spent very little time doing all the things people think you have to do to turn out kids who can compete."

The key to the Colfaxes' educational philosophy, explains David, was not the curriculum but the homestead they built. Their

efforts to restore the land, plant gardens and improve their livestock stimulated the boys' interest in biology, chemistry and, eventually, embryology and genetics. They also accumulated hundreds of reference books, including the "Guinness Sports Record Book" and "The Movie Quote Book." And the county library some 30 miles away, they say with pride, "was virtually plundered every two weeks when we went into town for supplies."

When the Colfaxes moved to Boonville, the whole family participated in clearing the land and building the house, which had no electricity until a couple of years ago; now they've got 12 volts, which run on solar panels built by Drew. Because the boys were all required to do hard physical outdoor work and farm chores before their formal "lessons," schooling came to seem like a kind of treat. "It was easier to read books than chop a cord of wood," recalls Reed, who began devouring juvenile fiction at the age of four.

Tough act: The Colfaxes didn't plan on sending their boys to a prestigious Eastern college. They assumed that Grant would attend a state university, but when the time came to apply, they discovered that they couldn't afford even those schools. Instead they turned to elite colleges whose enormous tuition bills were offset by generous financial-aid plans. Grant, who had never taken an academic test before, registered for the SAT's and College Board Achievement Tests—and scored in the top 10 percent. Accepted by both Harvard and Yale, he chose Harvard (with a full scholarship) and started a family tradition.

He was a tough act to follow. "Until Grant got to be 15, college wasn't discussed," explains David. "When he got into Harvard that created competition for Drew. Then Reed was under pressure because he was adopted. He didn't want people to say, 'Those are the kids who have the genes and those are the kids who don't.'"

The Colfaxes emphasize that excellence, not just academics, is their educational goal. Each boy has been encouraged to master a subject that interests him; Grant became a livestock expert who at 15 bred a flock of champion goats that still sell for \$1,200 a kid. Drew is a skilled astronomer, Reed a jazz aficionado and computer whiz. They say that the youngest child, Garth, who like Reed is racially mixed, has a different style from the rest of the family; he is more private and highly artistic. "I wouldn't write off anybody, anywhere, going to Harvard. But we're not trying to get a matched set," says David. "Garth might end up being the master boatbuilder, and none of us would feel that the system didn't work. If he turned out to be a bad boatbuilder, we'd worry."

JEAN SELIGMANN with PAMELA ABRAMSON
in Boonville

To register a home school with the
State of North Carolina contact:

Office of the Governor
Rod Helder, Director
Division of Non-Public Education
116 W. Jones St.
Raleigh, NC 27603-8001
(919) 733-4276

Legal Requirements For Operating A Home School In North Carolina

As a result of legislation passed during the 1988 session of the North Carolina General Assembly (HB837), Article 39 of chapter 115C of the General Statutes was amended to allow home instruction, under certain conditions, as a means of complying with compulsory school attendance requirements. The following is a summary of that law.

Definitions: *Home School* — A non-public school in which one or more children (between the ages of 7-16) of not more than two families or households receive academic instruction from parents or legal guardians, or a member of either household.

Duly authorized representative of the state — the Director, Division of Non-Public Education or his staff.

Requirements: Notify the Governor's Office, Division of Non-Public Education (919-733-4276), of intent to operate and include school name, and name of chief administrator.

Certify that the persons providing the academic instruction hold at least a high school diploma or it's equivalent.

Maintain attendance records on each student.

Maintain immunization records on each student.

Operate on a regular schedule, excluding reasonable holidays and vacations, during at

least nine calendar months of the year.

Administer a nationally standardized test, or other equivalent measurement, that measures achievement in the areas of English grammar, reading, spelling, and math, to every student each year, and maintain the results on file for one year, subject to inspection by a duly authorized representative of the State.

Administer a nationally standardized test, or other equivalent measurement, that measures competency in the verbal and quantitative areas to every student in the 11th grade and maintain the results on file for one year, subject to inspection by duly authorized representative of the State.

Notify the Governor's Office, Division of Non-Public Education, when closing school.

Requirements exclusive: No school meeting these requirements shall be subject to any other provision of law relating to education except requirements of law respecting immunization.

Note: NCHE is not affiliated with any government agency or organization.



North Carolinians for Home Education

204 N. Person Street
Raleigh, NC 27601
919-834-NCHE

Home Education in North Carolina



Prepared by

**North Carolinians
for Home Education**

MEMBERSHIP . . .

NCHE is supported financially by the regular contributions of its members. Membership is obtained by pledging regular monthly support. In addition to a discount registration at the annual conference, members receive a membership certificate and subscription to the *GREENHOUSE REPORT*. While being diverse in philosophical backgrounds and goals, NCHE members are expected to hold to the following fundamental ideals:

- Educational excellence
- Parental authority and responsibility for education
- Protection and promotion of the family
- Diligence in moral and ethical instruction
- Responsible citizenship
- Freedom of choice among educational alternatives
- Defense of constitutional rights

The cost of freedom is eternal vigilance. Your membership in NCHE will help to continue the development of programs to assist home schoolers in the state and maintain educational freedom.

NCHE is a private, non-profit corporation. All donations are tax deductible.

Mark your calendars for the '93 NCHE Home School Conference and Book Fair to be held in Winston Salem on May 7 & 8, 1993.

North Carolinians for Home Education

204 N. Person Street
Raleigh, NC 27601
919-834-NCHE

HISTORY

Though it is the oldest known form of education, home education was not accepted in recent years in North Carolina until a Supreme Court decision in 1985 that permitted a home school to operate under an existing private school law. Through the efforts of concerned members of North Carolinians for Home Education a bill was passed in 1988 specifically including home education as an alternative for complying with compulsory school attendance requirements.

WHO WE ARE . . .

Since its beginning in 1984, NCHE has grown from a few families to a group pioneering the development of an organized association of home educators employing a full time staff. With an office in Raleigh, NCHE has become a statewide organizational advocate for home schooling.

WHAT WE DO . . .

While promoting home education as a viable education alternative, NCHE provides support and assistance to new and existing home schools. The NCHE Annual Conference and Book Fair provides an opportunity for exposure to a wide array of curriculums and supplies as well as inspirational speakers and helpful workshops on every aspect of the home school process.

The *GREENHOUSE REPORT* is a regular newsletter published by NCHE to provide helpful information and maintain open lines of communication between home schools throughout the state. NCHE provides assistance in organizing local support groups and assists inquirers in locating support groups in their area. NCHE is also involved in the development of programs to provide increasing credibility to the home school process.

CUT HERE AND RETURN

NCHE MEMBERSHIP APPLICATION

☐ Yes, I want to be a member of North Carolinians for Home Education in 1992. I will uphold the ideals of NCHE and comply with the existing home school law. I understand that I will receive the *Greenhouse Report* if my pledge is at least \$15 for the 1992 year. I pledge the following support:

\$ _____ per year OR \$ _____ per month. (A pledge is necessary for membership.)

☐ Enclosed is a donation of \$ _____. ALL DONATIONS ARE TAX DEDUCTIBLE.

NCHE is a non-profit organization whose purpose is to promote and protect home education in North Carolina. The *Greenhouse Report* is its bi-monthly newsletter.

Last Name _____ First Name _____ Member Number _____
Address _____ City _____ County _____ State _____ Zip _____ (+4) _____
Home Phone _____ Business Phone _____
School Name _____ Registered with DNPE? Yes _____ No _____ Year _____
Support Group _____ Support Group Leader _____
Return to: North Carolinians For Home Education, 204 N. Person Street, Raleigh, NC 27601, 919-834-NCHE

"The Moore Report International"

Box 1

Camas, WA 98607

"The Teaching Home"

P.O. Box 20219

Portland, OR 97220

Note: NCHE does not officially recommend nor endorse any materials or schools listed. This list cannot represent the entire spectrum of educational materials available, but is intended as a partial list of commonly used materials. When available, phone numbers have been given instead of addresses to save space.

Mark your calendars for the '93 NCHE Home School Conference and Book Fair to be held in Winston Salem on May 7 & 8, 1993.



For information on how to join NCHE, call or write:

North Carolinians for Home Education
204 North Person Street
Raleigh, NC 27601

919-834-NCHE

Getting Started

Establishing a Home School
in North Carolina



A step by step guide to
begin home schooling

prepared by
**North Carolinians for
Home Education**

Step 1 — Read

First you need to decide if home education is the right choice for you and your family. It is never too early to start this step. As you read, your philosophy of education will develop. You need to invest some time in reading good books on the subject. Suggested books are:

Better Late Than Early, Raymond and Dorothy Moore

Easy Start in Arithmetic, Home Start in Reading and Strong Start in Language, Ruth Beechick

For the Children's Sake, Susan Schaeffer Macaulay

Home School Burnout, Raymond and Dorothy Moore

Home Schooling for Excellence, David and Micki Colfax

Home Style Teaching, Raymond and Dorothy Moore

Learning All the Time, John Holt

Survivor's Guide to Homeschooling, Luanne Shackelford

Teach Your Own, John Holt

Teaching Children, Diane Lopes

You Can Teach Your Child Successfully, Ruth Beechick

Step 2 — Register

After you have decided to home school, and your child is 7 years old or older, register with the Division of Non-Public Education at (919) 733-4276.

Step 3 — Join Local Support Group

Contact and join your local support group. If you need help in locating a group contact NCHE. A local support group is an invaluable asset for information on resources, encouragement, and opportunities.

Step 4 — Decide on Curriculum and Resources

It is important that you understand what your philosophy of education is before you decide what curriculum and resources you will use. A wide variety of resources are available. The closer your choices fit your families' philosophy and styles the more successful you will be. It is usually best to start small and add later. Below is a brief description of the most commonly used curricula and resources. For a more detailed and comprehensive description we refer you to:

The Big Book of Home Learning: Getting Started, Mary Pride

Christian Home Educators' Curriculum Manual (Elementary or Jr./Sr. High), Cathy Duffy

Curriculum Approaches

- (1) Traditional and Conventional Text Books: Uses graded textbooks for each subject; most commonly used approach in institutional schools.
- (2) Early Academics: Stresses reading, writing, and arithmetic skills at an early age; uses workbooks, visual aids, and manipulatives.
- (3) Workbooks and Programmed Learning: Workbooks — consumable books; questions or projects included; condensed instructions; Programmed — step by step sequence of small units of facts which provide immediate feedback.
- (4) Unit Study: All subjects centered around a common theme; supplemental skill materials may be needed; children of different ages involved with same theme.

Commonly Used Curricula

- I. A Beka. (1-800-874-BEKA) and Bob Jones (1-800-845-5731)
(1, 2, 3)*
 - Christian, patriotic and conservative
 - developed for classroom use, if done as recommended would be a whole day's

school work

- must be adapted to home situation; books may be good reference materials

II. **Calvert**, Dept. 2CCM, Tuscany Rd.,
Baltimore, MD 21210

(1, 2, 3)*

- early academics offered but more relaxed than Bob Jones and A Beka
- developed for tutorial method and therefore takes less time than other traditional approaches, especially in the early years
- mixing of grade levels is not allowed; courses are prepackaged for each grade level; fully prepared daily lessons
- secular, but has traditional moral values

III. **Hewitt Child Development Center**
(1-206-835-8708)

(1, 3, 4)*

- provides a pre-test and recommendations for each child
- individualized curriculum
- book list
- counseling when needed
- encourages unit method

IV. **Weaver** (2752 Scarbrough,
Riverside, CA 92503)
and **KONOS** (P.O. Box 1534,
Richardson, TX 75083)

(4)*

- provides book lists, vocabulary words, and pertinent historical character examples
- multi-age level use
- emphasis of both is discovery learning

KONOS

- based on character traits
- provides more activity suggestions than Weaver
- offers an optional character time line

Weaver

- based on Bible selections
- has more specific objectives than KONOS
- offers an optional resource package

V **Advanced Training Institute of America**
(1-708-323-9800)

(4)*

- unique Bible centered family program that emphasizes life training and character development
- requires attendance at three week-long seminars and adoption of certain scriptural convictions
- commitment to regular reporting to the Institute
- multi-age level use

VI. **God Creation, and Me**
(1-301-680-6446)

(4)*

- aimed at ages 5-7
- based on 7 days of creation
- lots of hands-on activities
- does not require reading, writing or arithmetic skills

VII. **A.C.E. (Accelerated Christian Education)**
(1-800-873-3435) and **Alpha Omega**
(1-800-821-4443)

(2, 3)*

- materials designed for children to work independently
- Children are placed at the appropriate starting point in each subject
- Biblical perspectives are incorporated throughout the material

*Numbers refer to curriculum approaches.

MATH

Making Math Meaningful

Cornerstone Curriculum Project
2006 Flat Creek
Richardson, TX 75080

Miquon

Key Curriculum Press
(see catalogs in step 5)

Mortenson Math

(1-208-667-1580)

Saxon Math Series

(1-800-284-7019)

Moving With Math
Math Teachers Press
(1-800-852-2435)

PHONICS AND READING

Alpha Phonics (see catalogs below)

Professor Phonics (see catalogs below)

Recipe for Reading
(1-800-225-5750)

Play and Talk
7105 Manzanita St.
Carisbad, CA 92008

Sing, Spell, Read, and Write
(1-804-424-7777)

Hand Book for Reading (A Beka)
(1-800-874-BEKA)

*Learning Language Arts Through Literature —
The Blue Book* (see catalogs below)

Step 5 — Order Your Curriculum and Resources

Besides the phone numbers and addresses in step 4, the following catalogs will carry many of your curriculum items, resources, and books. Some even offer discounts.

Children's Books
P.O. Box 19069
Denver, CO 80219

Great Christian Books
(1-301-392-0800)

Lifetime Books
(1-800-377-0390)

Builder Books
(1-206-778-4526)

Skekinah Curriculum Cellar
(1-714-751-7767)

The Moore Foundation
(1-206-835-2736)

Step 6 — Plan

You need to develop some long and short term goals and establish a tentative calendar and schedules.

Step 7 — Join NCHE

Be a part of an organization that is committed to supporting home schoolers, promoting home education, and protecting the right to home school. We need your help to carry out this objective. Your donations are tax-deductible.

Step 8 — Subscribe to magazines and newsletters

If finances still allow you may want to subscribe to one or more home school magazines or newsletters. Below are some suggestions.

"Greenhouse Report"
(1-919-834-6243)
(NCHE's Statewide Newsletter)

"God's World Publications"
(1-704-253-8063)
(Weekly news reader and book club for children from a Christian perspective)

"Growing Without Schooling"
Holt Associates
2269 Massachusetts Ave.
Cambridge, MA 02140

"Home Education Magazine"
P.O. Box 1083
Tonasket, WA 98855

"Home School Digest"
P.O. Box 3154
LaVale, MD 21502

ALL I EVER REALLY NEEDED TO KNOW I LEARNED IN KINDERGARTEN

Most of what I really need to know about how to live, and what to do, and how to be, I learned in kindergarten. Wisdom was not at the top of the graduate school mountain, but there in the sandbox at nursery school.

These are the things I learned: Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and cold milk are good for you. Live a balanced life. Learn some and think some and draw and paint and sing and play and work every day some.

Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the plastic cup. The roots go down and the plant goes up and nobody really know how or why, but we are all like that.

And then remember the book about Dick and Jane and the first word you learned, the biggest word of all: LOOK. Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and sane living.

Think of what a better world it would be if we all—the whole world—had cookies and milk about 3 o'clock every afternoon and then lay down with our blankets for a nap. Or if we had a basic policy in our nation and other nations to always put things back where we found them and cleaned up our own messes. And it is still true, no matter how old you are, when you go out into the world, it is best to hold hands and stick together.

(Reprinted from the Kansas City Times by Robert Fulghum. September 17, 1986)

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p

CURRENT REQUIREMENTS FOR HIGH SCHOOL GRADUATION
NORTH CAROLINA PUBLIC SCHOOLS *

<u>SUBJECT</u>	<u>UNITS</u>
English	4
Mathematics	2
Social Studies	2
Government and Economics (1 unit)	
United States History (1 unit)	
Science	2
Biology or a Life Science (1 unit)	
A Physical Science (1 unit)	
Physical Education and Health	1
Electives	<u>9</u>

GRADE 9-12 TOTAL UNITS 20

* These requirements are fixed by the State Board of Education; local public school boards may require additional units for graduation.

BASIC SUBJECTS TRADITIONALLY TAUGHT IN
PRIVATE ELEMENTARY AND JR. HIGH SCHOOLS

Grades 1-6

Language Arts
 Reading
 Handwriting
 Grammar
 Spelling

Math

Science

Social Studies

- Gr. 1 - Families
- Gr. 2 - Communities
- Gr. 3 - Early America
- Gr. 4 - The U.S. & North Carolina
- Gr. 5 - Western Hemisphere Nations
- Gr. 6 - Eastern Hemisphere Nations

Health, Safety, and Physical Education

Grades 7-8

Language Arts
 Grammar & Composition
 Spelling
 Literature

Math

Science

- Gr. 7 - Life
- Gr. 8 - Earth-Space

Social Studies

- Gr. 7 - World Studies
- Gr. 8 - American & NC History

Health, Safety, and Physical Education

**MINIMUM UNDERGRADUATE ADMISSIONS REQUIREMENTS
BEGINNING WITH THE FALL 1988 SEMESTER
AT ALL 16 CONSTITUENT INSTITUTIONS OF
THE UNIVERSITY OF NORTH CAROLINA**

Beginning with the fall 1988 semester, the minimum undergraduate admissions requirements at all 16 constituent institutions of The University of North Carolina will consist of the following:

- A high school diploma or its equivalent;
- Four (4) course units in college preparatory English;
- Three (3) course units in mathematics, including geometry, algebra I, and algebra II;
- Two (2) course units in social studies, including one (1) unit in U.S. history and one (1) unit in government and economics; and
- Three (3) course units in science, including at least one (1) unit in a life or biological science and at least one (1) unit in a physical science, and including at least one (1) laboratory course.
- In addition, it is recommended that prospective students complete at least two (2) course units in one foreign language, and that they take one (1) foreign language course unit and one (1) mathematics course unit in the twelfth grade.

Individual constituent institutions may require other courses in addition to the minimum requirements and, therefore, prospective students should refer to the catalogs and contact the admissions offices of any institutions to which they plan to apply. In determining the admissibility of each applicant, constituent institutions also consider factors other than courses completed, such as high school grades, rank in class, scores on college entrance examinations, and recommendations.

The University of North Carolina is composed of the following constituent institutions:

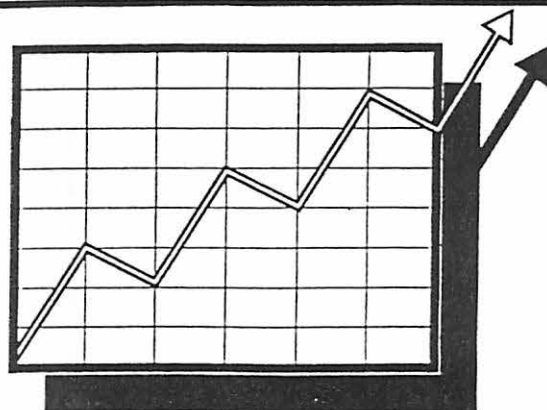
Appalachian State University
East Carolina University
Elizabeth City State University
Fayetteville State University
North Carolina Agricultural and
Technical State University
North Carolina Central University
North Carolina School of the Arts
North Carolina State University
Pembroke State University

The University of North Carolina
at Asheville
The University of North Carolina
at Chapel Hill
The University of North Carolina
at Charlotte
The University of North Carolina
at Greensboro
The University of North Carolina
at Wilmington
Western Carolina University
Winston-Salem State University

(OVER)

NATIONWIDE SURVEY GIVES HIGH MARKS TO HOME SCHOOLING

Study Directed by: Dr. Brian Ray



On November 16, 1990, the National Home Education Research Institute (NHERI) of Seattle, Washington released its first report of A Nationwide Study of Home Education: Family Characteristics, Legal Matters and Student Achievement.

Initial conclusions revealed that the home education families surveyed involved parents with greater formal educational attainment than average. Family income is slightly higher than the average, and two-parent families seem to be the norm. They have more children than the average United States family, and the families are predominantly Christian in viewpoint with a wide variety of religious preferences indicated.

While a number of the families had been involved in negative interactions with public schools officials, relatively few had ever been engaged in court actions or full trials in connection with their home schooling. The average of the children in the families studied was just over eight years, and it appeared that the majority of the children had never been in public or private schools. There were equivalent numbers of male and female students.

On standardized achievement tests the homeschooled students performed at or above the 80th percentile on national norms in terms of their reading, listening, language, math, science, social studies, basic battery, and complete battery scores. There were very slight relationships between the education level of parents and student achievement. The income level of the family appeared to have very little impact on the academic achievement of these students, and the findings suggested that teacher certification for the parents had no impact on the academic achievement of the students.

Students in families who were complying with home education statutes scored no better than students in "underground" situations. In fact, in some

cases the "underground" students did better. No difference was found in the comparison of achievement scores for students in three groups representing various degrees of state regulation of home education.

The study, directed by Dr. Brian Ray and commissioned by the National Center for Home Education in Paeonian Springs, Virginia, explored five fundamental questions:

1. What are the demographic and educational characteristics of home education families?
2. To what extent have home-schooling families been engaged in legal matters regarding their involvement in home education?
3. What are the demographic, educational, and post-high school characteristics of students who are home educated?
4. What are the academic achievement outcomes of students who are home educated?
5. Is the academic achievement of home educated students related to variables such as education level of parents, teacher certification status of parents, and degree of home education regulation in the student's state?

The target population for the study was all home education families who are members of the Home School Legal Defense Association (HSLDA). Linear systematic sampling was used to select 2,163 families with the starting point on the list being randomly determined. The instrument used was a survey questionnaire with four principal parts:

1. Information regarding all parents and family (e.g., demographics, teacher certification status of parents).
2. Information regarding the home education legal status of the family (e.g., contact with public school officials and with attorneys).
3. Information regarding the stu-

dents (e.g. demographics, years home schooled, achievement scores, curriculum used).

4. Opportunity to volunteer for participation in a longitudinal study.

What is the average homeschooling family like?

Descriptive Information for Families

Variable	Mean	Number
Father years education	14.99	1483
Mother years education	14.09	1499
% teaching done by father	9.95	1489
% teaching done by mother	88.32	1489
% teaching done by other person	1.71	1490
Number of children per family	3.21	1497
% income by father	96.37	1464
% income by mother	3.48	1467
Number of visits to library per month	3.01	1390
Cost (\$) per child per year to home educate	488.53	1458

The average educational level of the fathers studied was 15 years of formal trailing (or about 3 years of college) and 14.1 years (or about 2 years of college) reported for the mothers. For comparative purposes, note that in 1988, 20.3% of those at least 25 years of age in the United States had four or more years of college. In this study of home education, 42.7% of the parents had 4 or more years of college. Further, of those at least 25 years of age in the United States in 1988, 41.8% of males and 34.9% of females had at least one year of college.

teachers had a certificate from the state in which they currently reside. Of 207 mothers who had ever been certified, 142 (68.6%) had certificates from the states in which they lived during the study.

The relationship between student achievement and teacher certification status of the parents was significant in its absence. This study found that there was no difference in students' total reading, total math, or total language scores based on the teacher certification status of their parents (i.e., neither parent had been certified, one had been, or both had been). The findings of this study do not support the idea that parents need to be trained as certified teachers to assure successful academic achievement for their children.

Achievement by Certification Status of Parents

National Certification Status of Parents	National Percentile Mean in:		
	Reading	Math	Language
Both have been certified	84th	84th	82nd
One has been certified	86th	84th	84th
Neither has been certified	84th	80th	79th
All public school students (Teacher certification required)	50th	50th	50th

3. Re: Amount of Regulation in States

No difference was found in the achievement scores of students from three groups representing various degrees of state regulation of home education. One group was comprised of students in Iowa or Michigan families for which neither the father nor the mother had ever been a certified teacher. This group represents children of families in the states which are probably most restrictive to home education and in which the families are most likely not in compliance with the law.

The second group was comprised of students from California or Texas. Home education is basically unregulated in these two states. The third group was comprised of students from families in New York, North Dakota, Ohio, Pennsylvania, and South Carolina who have satisfied state statutory requirements regarding home education. This group represents children of families who are apparently in compliance with the law in states that regulate home education practices to a high degree.

Students in all three regulation groups scored on the average at or above the 76th percentile in the three areas examined: total reading, total math, and total language. These findings in conjunction with others described in this section, do not support the idea that state regulation and compliance on the part of home education families assure successful student academic achievement.

4. Re: Income Level of Parents

While total reading and total language scores did not differ according to the income level of the home education family, total math scores showed some variance. Students in families with incomes of \$50,000 and above scored better in math than students in families with incomes under \$10,000; those in families with incomes from \$50,000-

\$74,999 scored better in math than those in families with incomes in the \$10,000-\$14,999 bracket.

Nevertheless, students from all income groups scored at or above the 60th percentile on national norms in math. These findings do not support the idea that home education students in low income families are at risk of not doing well in terms of achievement.

Student Achievement Related to Family Income

Income Group	Reading		Math		Language	
	No.	%tile	No.	%tile	No.	%tile
< \$10,000	10	85th	10	67th	8	78th
\$10,000-\$14,999	27	76th	28	67th	23	70th
\$15,000-\$19,999	57	83rd	57	77th	49	77th
\$20,000-\$24,999	124	84th	125	75th	112	82nd
\$25,000-\$34,999	249	83rd	258	79th	218	78th
\$35,000-\$49,999	323	84th	320	82nd	250	79th
\$50,000-\$74,999	717	84th	171	85th	138	81st
\$75,000 +	87	85th	84	86th	66	84th
Total	1048	84th	1053	81st	864	79th

What do home school students do after high school graduation?

Information about adults who had been home educated was gathered for only 99 subjects. This analysis did not report how long these individuals had been taught at home. Half (50.5%) of them attended either a junior college or four-year college after high school "graduation". Another 12.1% engaged in full-time employment, while the remainder pursued other activities.

Activities of Home-Educated Persons After High School

Activity	Frequency	Percentile
Junior college	17	17.2
Four-year college	33	33.3
Trade school	0	.0
Business school	0	.0
Full-time employed	12	12.1
Military	0	.0
Other	37	37.4
Total	99	100.0

Editor's Note: The National Home Education Research Institute conducted the study summarized above. NHERI is a nonprofit, 501(c)(3) organization; contributions are tax deductible and benefit home educators nationwide. A complete, 50 page professional report on the study, A Nationwide Study of Home Education: Family Characteristics, Legal Matters, and Student Achievement, can be obtained by sending \$10 payable to NHERI at: Western Baptist College, 5000 Deer Park Drive, S.E. Salem OR 97301. (Note: the summary of the study given in this newsletter was largely written by the Home School Legal Defense Association.) □

**Attendance at Public or Private School
for Homeschooling Children**

School Participation	Frequency	Percentage
Attended public school prior to home school	908/3547	25.6
Attended private school prior to home school	866/3547	24.4
Attended public school after home school	101/3547	2.8
Attended private school after home school	108/3547	3.0

It is evident from this frequency table that a significantly larger percentage of people are moving their children into the home education option than are leaving it. No questions were asked in this study about the reasons for leaving home schooling, but some parents indicated that their original plan was to teach a child at home for a specified number of years. Thus, some of what may appear to be a drop-out factor is actually part of the parents' curriculum design.

Parents reported that in 2,434 cases (out of 4,620) they intend to home educate their children up to the eleventh grade level (10.88).

What curriculum choices are prevalent in home schooling?

Parents were asked what type of curriculum they used for their individual children. For 2,080 (67.4%) of 3,087 children, the parents said that they hand picked the major curriculum components. A satellite school curriculum was used for 158 (5.1%) of 3,086 children. A home education program provided by a local private school was used for 41 (1.3%) of 3,086 students. Finally, parents reported they used a complete curricular package (i.e., including language, social studies, mathematics, science material for full year) for 969 (31.4%) of 3,081 students.

How do homeschool students fare on standardized achievement tests?

Of the 3,034 students who were at least 5 years old, 1,471 (48.5%) took a standardized achievement test during the past 12 months. Although several other tests were used., the California Achievement Test, Iowa Test of Basic Skills, and Stanford Achievement Test accounted for 80% of all the tests taken.

Copies of the test results were attached to the returned questionnaire for 66.1% (973/1,473) of the students who took tests. The achievement scores of these home educated students were quite high in all areas considered. Data were collected on the following: reading, listening, language, math science, social studies, basic battery (typically reading, language, and math), and complete battery (all topics included in the overall testing of the student).

The home educated students scored, on the average, at or above the 80% percentile in all eight of the preceding categories. The national average in conventional schools is the 50th percentile. Consistent with data in

several other studies and reports, these findings show that the achievement scores are high in all grade levels (K-12) and in all subject areas. It could be argued that these students would have done well in any educational setting, considering the family backgrounds, motivational levels of parents, and so forth from which they come.

On the other hand, a logical argument could be made that the home education environment naturally causes higher achievement because of factors such as low student-to-teacher ratio, flexibility that is possible in a small, private setting, close contact between parent and child, and the enhanced opportunity to individualize curriculum and methodology to meet the gifts and limitations of a particular child. However, no tight statistical controls to test such hypotheses were applied in this study; nor have they been applied in other studies to date.

**National Percentile Scores
on Standardized Achievement Tests**

Variable	Mean	Number
Total Reading	84th	1068
Total Listening	85th	337
Total Language	80th	883
Total Math	81st	1037
Science	84th	390
Social Studies	83rd	380
Basic Battery	82nd	665
Complete Battery	82nd	601

What policy-making conclusions can be drawn from test performance?

Several relationships between the home educated students' achievement scores and variables relevant to policy-making were explored in the study.

1. Re: Educational Background of Parents

The study found that students' scores in reading, language, math, science, and social studies were statistically related to the number of years of formal education that the mothers and fathers had completed. These correlations ranged from .13 to .19. Thus, parental education level explains or predicts at most less than 4% of the variance in any one of the achievement score areas. Such correlations are considered slight or negligible.

All things considered, it may be that there is a weaker relationship between parent education level and student achievement for the home educated than for those in other forms of schooling; further analysis would be needed to clarify this issue. It is possible that the home education environment is conducive to eliminating the effect of parent educational background.

2. Re: Teacher Certification

Only 6% of the fathers and 13.9% of the mothers surveyed had ever been certified teachers. Approximately 54% of this subset of fathers and 38.6% of this subset of mothers were current in their teacher certification. Sixty-three (73.3%) of 85 fathers who had been certified

Educational Attainment of the Fathers

<i>Years of Formal Education</i>	<i>Frequency</i>	<i>Percentage</i>
Less than 12	45	3.0
12 (H.S. diploma)	359	24.2
13-15 (some college)	334	22.5
16 (college degree)	434	29.3
17 or more	311	21.0
Total	1483	100.0

Educational Attainment of the Mothers

<i>Years of Formal Education</i>	<i>Frequency</i>	<i>Percentage</i>
Less than 12	25	1.7
12 (H.S. diploma)	477	31.8
13-15 (some college)	469	31.3
16 (college degree)	412	27.5
17 or more	116	7.7
Total	1499	100.0

The average teaching schedule involves the mother giving 88% of the instruction, while the father does 10% of the teaching. Two percent of the teaching is done by some other person.

The families visit libraries about 3 times per month, and slightly more than half (57.8%) have computers in their homes.

Number of Children Per Family

<i>Number</i>	<i>Frequency</i>	<i>Percentage</i>
1	65	4.3
2	423	28.3
3	503	33.6
4	292	19.5
5	134	9.0
6 or more	79	5.3
Total	1496	100.0

The average family in this study consisted of a father, a mother, and 3.2 children, or a family of about 5.2. The average United States family size was 3.17 in 1988. Thus, the families studied are about 65% larger than the average 1988 American family and apparently larger than the average current family. Only 1.7% of the families were headed by single parents, and all of these were mothers.

The home education families in the study averaged a \$488 per student expenditure per year. According to the National Center for Education Statistics, the average per student cost in public elementary and secondary schools was \$3,987 during the 1988-89 school year. If public school costs have not changed in real dollars since 1988-89, public schools spend 817% (or over 8 times as much) of what these home education families spend on the teaching of students.

Fifty-five percent of the home education families are within the \$25,000 to \$49,999 range for total annual income. The median income category for them was \$35,000 to \$49,999. The median family income in the United States in 1987 was \$30,850 in 1987 dollars. If the median income in the United States has not increased, the present study would suggest that these home education families have a slightly higher annual income than their contemporaries. It is possible that the Home School Legal Defense Association, from which the current sample was drawn, in some fashion serves those families across the country with slightly higher incomes. However, this hypothesis has not been tested. The average father earns 96% of the income for the family. About 11% of the mothers reported that they work outside of the home, and they do so for an average of 14.6 hours per week.

Annual Income of Families

<i>Income</i>	<i>Frequency</i>	<i>Percentage</i>
Under 10,000	21	1.4
10,000-14,999	43	2.9
15,000-19,999	82	5.5
20,000-24,999	169	11.4
25,000-34,999	379	25.6
35,000-49,999	439	29.7
50,000-74,999	34	15.8
75,000 and above	112	7.6
Total	1479	100.0

What are homeschool students like?

Ninety-three percent (2,887/3,096) of the students described in these families were currently being home educated. Of the 3,096 children, 2,906 (93.9%) were home educated during the 1989-1990 academic year. A nearly equal number of males (50.9%) and females (49.1%) was reflected in this sample. Their average age was 8.24, or about the third grade level.

Descriptive Information About the Children

<i>Variable</i>	<i>Mean</i>	<i>Number</i>
Age	8.24	4620
Grade	3.25	4198
Years taught at home since 5 years old	3.02	3026
Years of public school prior to home ed.	3.36	908
Years of private school prior to home ed.	2.79	866
Years of public school after home ed.	2.31	101
Years of private school after home ed.	1.71	108
Grade through which parents intend to home educate child	10.88	2434

On average, the children had been taught at home for three years since age 5, which involves just about all of their school-age years.

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