


1999

Home schooling

Julie L. Lange
University of Northern Iowa

Copyright ©1999 Julie L. Lange

Follow this and additional works at: <https://scholarworks.uni.edu/grp>

 Part of the [Curriculum and Instruction Commons](#)

Let us know how access to this document benefits you

Recommended Citation

Lange, Julie L., "Home schooling" (1999). *Graduate Research Papers*. 1048.
<https://scholarworks.uni.edu/grp/1048>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Home schooling

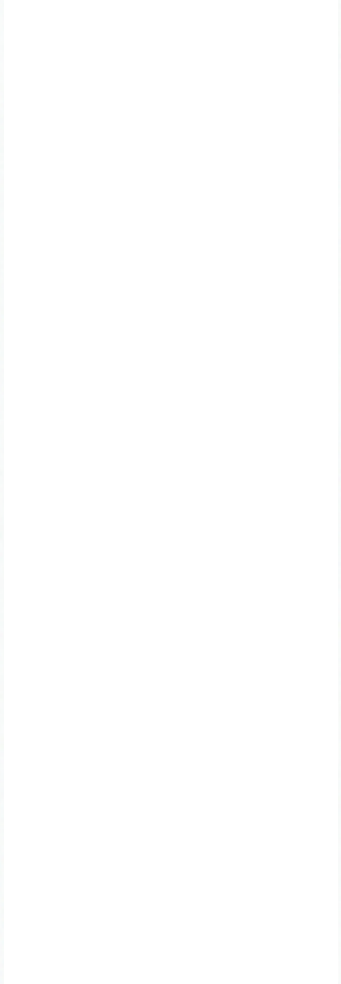
Abstract

This study addresses the issue of home schooling in our state and our nation. Benefits and disadvantages associated with home schooling are discussed. Guidelines for planning a successful home schooling program are outlined for parents. Conclusions were drawn from the literature review, and recommendations were made for the future of home schooling.



Home Schooling

Graduate Paper
Submitted to the
Department of Curriculum and Instruction



University of Northern Iowa

Julie L. Lange

March 1999

This research paper by: Julie Lange
Entitled: Home Schooling

Has been approved as meeting the research requirement for Degree of Master of Arts
in Education.

April 26, 1999
Date Approved

Charles R. May

Director of Research

April 26, 1999
Date Approved

Judith M. Finkelstein

Graduate Faculty Reader

4-29-99
Date Approved

William P. Callahan

Head, Department of
Curriculum and Instruction

Abstract

This study addresses the issue of home schooling in our state and our nation. Benefits and disadvantages associated with home schooling are discussed. Guidelines for planning a successful home schooling program are outlined for parents. Conclusions were drawn from the literature review, and recommendations were made for the future of home schooling.

TABLE OF CONTENTS

CHAPTER I INTRODUCTION	4
Background of the study	4
Purpose of the study.....	7
Need for the study	7
Limitations	8
Definitions.....	8
 CHAPTER II REVIEW OF THE LITERATURE.....	 9
Why Parents Choose to Home School Their Children.....	9
Home Schooled Children Compared With Institutionally Schooled Children	10
Regulations for Home Schooling	11
 CHAPTER III BENEFITS AND DISADVANTAGES.....	 14
Benefits to Home Schooling	14
Disadvantages to Home Schooling.....	15
 CHAPTER IV GUIDELINES FOR SUCSESSFUL PLANNING AND IMPLEMENTATION	17
Planning for Home Schooling	17
 CHAPTER V SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	20
Summary	20
Conclusions	22
Recommendations.....	23
References	24

CHAPTER I

INTRODUCTION

Background

Traditionally, home schooling was a way of life for our nation. There were no formal schools and if you wanted your children educated, the job needed to be done at home; however, as our nation evolved, people thought that an institution with one teacher, or dispenser of knowledge would be better to educate their children. In 1647, the Satan De Luter Act, a compulsory school law, was passed mandating that a school be provided for children. Over the years, schools with teachers became the accepted way to educate children for the majority of the population.

There has always been a portion of the population who did not want their children to be educated in the public schools. Consequently, parents have been fighting the legal system for years to obtain the right to teach their children at home. According to Lines (1996),

Constitutional protection for parents has always been ambiguous. The U.S. Supreme Court has never explicitly ruled on home schooling, although in 1972, in *Wisconsin v. Yoder*, the Court did restrict compulsory school requirements in a limited ruling involving the right of Amish students not to attend high school. Nearly half a century earlier, in a case involving a Catholic private school (*Pierce v. Society of Sister*, 1925), the high court upheld, in more general terms, the right of parents to direct the education of their children (p.63).

Within the last two decades home schooling has once again come to the attention of many educators. Home schooling was challenged in the courts across the country, and as a result, it is now recognized in all fifty states. The Home School Legal Defense Association, based in Paeonian Springs, Virginia, and the National Center for Home Education give parents a voice as advocates for their children. These legal defense

groups have also helped to heighten publicity about home schooling. The general public has viewed home schooling practitioners usually in a different light. As Metts (1996) stated, “the only people doing home schooling were back-to-the-land hippie types, radical fundamentalists, and others on the fringes” (p.72). As home schooling evolved, so has positive public attention. In the 1970s, the media reported “the most diverse and extreme home education court cases and their outcomes and tended to show home schooling parents as neglectful and irresponsible” (Lines, 1996, p.65). Through the 1980s, “few Americans gave home schoolers much support or encouragement” (Lines, 1996, p.65); however in the 1990s, numerous articles and studies have shown “home schooling underwent phenomenal growth throughout the eighties and nineties” (Taylor, 1993, abstract). Currently home schooling families are viewed more positively than in the past. Guenzler (1997) illustrates this view in the following passage.

There are many reasons why parents choose home schooling for their children, including dissatisfaction with local schools and religious beliefs. Parents are unhappy with school districts for different reasons. Some parents choose home schooling because “...their dissatisfaction with local schools is due to overcrowding, lack of funds, and perceived faculty/student inadequacies, or a desire to keep their children from having contact with pupils from other cultures or ethnic backgrounds” (p.11).

When home schooling is based on religious reasons, Welch and Short (1995) stated that the following situation would occur:

Many Christian parents are committed to educating their children at home. Their underlying motivation is the conviction that this is God’s will for them. They are concerned for the spiritual and character development as well as the social and academic welfare of their children (p. 1).

It is estimated by Lines (1996) that the number of children home schooled is on the rise for more than a half a million children each year are receiving their education in a home school setting. Families can legally home school without assistance from anyone. However, as the number of home schoolers continues to increase in each state, school officials and administrators are being asked to accommodate these children by allowing them to participate in extracurricular activities, or by providing teacher assistance to parents.

Home schooling has a rich history in the United States and remains a controversial topic today. Parents can be very passionate about their children's education whether it occurs at home, or at a school. As Metts (1996) professed, "home schooling is a labor of love, pure and simple. No children will be the worse for having experienced the focused attention of a caring adult, especially their own parent" (p.73).

Purpose of the study

The purpose of this literature research study is to examine the issue of home schooling in our community, our state, and our nation. Guidelines will be presented to implement a successful home schooling program. The paper will address the following questions:

1. Why do parents choose to home school their children?
2. How do home schooled children compare to institutionally schooled children?
3. What are the regulations for home schooling?
4. What are the benefits to home schooling a child?
5. What are the disadvantages to home schooling a child?
6. What are the guidelines for planning a successful home schooling program?

Need of the study

Like many educational topics, home schooling is controversial and emotionally rousing for many people. Parents are passionate when it comes to their children and they want the best for them. In this respect, the number of families selecting home schooling as an educational alternative is increasing each year (Lines, 1996). “The trend to home school has been becoming more prevalent and research addressing beliefs held and practices carried out by home schooling families has been very limited” (Prince, 1995, p.1).

However, some educators have questions concerning why one would choose to home school, and the real benefits of it. Educators remain wary or opposed altogether at the notion of home schooling. There are questions if home schooling requirements and

regulations are rigorous enough for students to succeed. Some educators also believe that schooling addresses social issues as well as academic areas and that the two together can only happen in a school setting.

On the other side of the debate over home schooling are the parents who choose to home school their children for different reasons. These parents believe that they can provide the best education for their children, while teaching them morals and values that they want to pass on.

Because of the interest in home schooling, more articles are being written each year concerning this topic. This study is necessary to review these articles and this author will take a position concerning home schooling.

Limitations of the study

The resources used for this paper were limited to materials available at four libraries found at these institutions of higher learning: The University of Dubuque, Loras College, Clarke College (all in Dubuque), and The University of Northern Iowa in Cedar Falls. Many resources used were personal citations, people telling their own story of how or why they home schooled their own children.

Definitions

Home education The term used to mean an education obtained at home.

Private education The term used to mean an education by which the parents provide the resources necessary. An education not paid for by tax payers dollars. It could be home schooling or a private institution.

CHAPTER II

REVIEW OF THE LITERATURE

Why Parents Choose To Home School Their Children

There are numerous reasons why parents choose to home school their children instead of sending them to public or private institutions. Some parents "... are concerned for their children's spiritual and character development as well as the social and academic welfare of their children" (Welch & Short, 1995, p.1). A majority of parents choose to home school because of religious beliefs. Metts (1996) observed that parents must accept the responsibility for their children's education. This important task cannot be left to others, for "the Israelites were commanded to teach God's words diligently unto thy children" (Deuteronomy 6:6-7).

Increasingly, parents do not trust the schools to provide a safe environment for their children to learn in. Parents are alarmed at the heightened violence in our country. They also feel that their children will learn values that they are opposed to. Dahm (1996)

Other reasons for choosing to home school include having a special needs child, and allowing him/her to learn at his/her own rate.

Some of the most satisfied home school families have been those whose children suffer from attention deficit hyperactivity disorder. Most school officials agree that it is difficult to meet these youngsters needs in a classroom. At home, parents can plan shorter instructional periods to match shorter attention spans. They can assess the child's mastery of concepts with appropriate assignments. The students learn without the constant reminders to sit still or pay attention that can lower their self-esteem (Dahm, 1996, p.69).

Having a talented and gifted is another reason parents choose to home school. Parents allow their children to explore their own interests and work at their own pace.

Home Schooled Children Compared To Institutionally Schooled Children

The literature concerning home schooling reveals that home schooled children generally do better academically than children in public or private schools.

“Academically, home-schooled students are frequently top achievers, scoring higher than the national average on standardized achievement tests” (Kennedy, 1995, p.51).

According to Viadero,

On average, Mr. Ray found, home schooled pupils who took the Iowa Test of Basic Skills outscored public school students by 37 percentile points. On the Stanford Achievement Test, home schooled pupils had a 30 percentile point advantage. Children taught at home also outperformed public school students on the California Test of Basic Skills and the California Achievement Test. The longer the children had been educated at home, Mr. Ray found, the better they did on the tests. (Viadero, 1997, p.7)

As far as being social the literature is not definitive. Home schooled children are usually involved in outside social activities, such as soccer, gymnastics, or playing a musical instrument. The children participate in the YMCA, church programs, and local park programs (Kennedy, 1995). They also enroll in community colleges for computers, chemistry, and whatever other interests they have (Kennedy, 1995).

Home schooled families tend to hold social events regularly during the school year. For instance, they might meet to go roller-skating, or hold a picnic together. In some cases, home schoolers meet once a week for “field trips and classes on subjects such as music theory, debate, and Spanish” (Kennedy, 1995, p.52). In Fair Oaks, California, such a large group of “home schoolers - around 120 - that it established a weekly enrichment day for drama, theater, band, speech, art, typing, yearbook, and field trips” (Kennedy, 1995, p.11).

Although many children are involved in social events, Guenzler stated the following, which gives a difficult social picture,

Home schooling can amount to a form of isolationism. Research has shown that these students may test well on standardized tests; however, they are missing something a standardized test cannot measure- exposure to people who are not like themselves (1997, p.11).

The debate about whether home schooled children are socially adept or not continues. As Weston observed: "Home schoolers are no longer dropping out of society. These people are very plugged in- with computers, accessing the Internet, and networking with other home schoolers" (Kennedy, 1995, p.52). A 1993 study by the University of Michigan "... revealed home schoolers to be well-adjusted socially" (Kennedy, 1995, p.51). Metts (1996) stated it yet another way,

Our children have benefited from intergenerational social interactions rather than primarily age-segregated ones. They have helped to care for an aged neighbor, a dying grandmother, and for one another. They are not only socialized, but they are also civilized and sensitive (Metts, 1996, p.72).

Regulations For Home Schooling

Nationally, 30 states have standardized testing requirements for home-educated children. Only ten states require parents to have a high-school diploma to teach their own children at home. About three-dozen states require home schoolers to register with the local public school, while five states require formal *approval* from local school boards or superintendents. (Kennedy, 1995).

In Iowa, home schooling parents must file a report with the school district where they live indicating their intentions to home school. The report must be submitted by the first day of the school year, or two weeks after removing their children from a public or private school. (Network of Iowa Christian Home Educators, 1995).

The information requested on such a form includes:

1. The name and address of the parent, guardian, or custodian reporting;
2. The name and birth date of the child;

3. Number of days of instruction. Minimum is 148 days per year.
4. The name and address of the person(s) teaching the child (you must indicate whether this person has a valid Iowa teaching license which is appropriate to the age and grade level of the child being taught);
5. An outline of the courses of study, including subjects covered, lesson plans, and time spent on the areas of study (this outline can be in a very generalized form. The law is silent on what subjects are required in home schools. The annual assessment areas are reading, language arts, and math for grades 1-5, and reading, language arts, math, science, and social studies for grades 6 and above.)
6. The titles and authors or publishers of the texts to be used;
7. Evidence of the child's immunizations as required by law. (Network of Iowa Christian Home Educators, 1995, p.4)

Along with filing the form with the school board secretary, one must fulfill the

Compulsory Education Law which includes:

Competent private instruction for a minimum of 148 days per year. The term *private instruction* encompasses the following educational situations:

- Enrollment in a non-accredited, non-public school (The non-accredited school should use licensed teachers because the only categories of people who can legally teach children under the new law are (1) "licensed teachers," (2) the child's parent/guardian/legal custodian.);

OR

- Parent/guardian/legal custodian teaches child without licensed teacher's supervision;

OR

- Parent/guardian/legal custodian teaches child with or under supervision of a licensed teacher.

There are also exceptions to the compulsory attendance requirements: ... excused by the State Board of Education under section 299.29 ("Amish exemption"); excused for religious instruction (Network of Iowa Christian Home Educators, 1995, p.1).

A third requirement of home schooling families in Iowa is that the students will be annually assessed. There are two options for parents.

1. Standardized testing

Children in *grades* 1-5 must test in the areas of reading, mathematics, and language arts. Children in *grades* 6 and above must test in reading, mathematics, language arts, science, and social studies. To show *competent* private instruction has taken place, students assessment must show *adequate progress* has been made over the period of instruction from the last assessment period. *Adequate progress* is test scores above the 30th percentile, nationally normed, plus a showing that

either (a) child has made six months progress from previous evaluation, or (b) the student is at or above grade level for the child's age.

2. Portfolio Evaluation

Instead of standardized testing a parent may choose portfolio evaluation as a form of annual assessment. The child submits samples of his or her work in the same subject areas that testing would cover, to a licensed teacher who has been trained in evaluating a portfolio for the purpose of assessing student progress (Network of Iowa Christian Home Educators, 1995, p. 3).

The last requirement for parents choosing to home school is an agreement that if the child is not making adequate progress as defined above, then the parents must enroll the child in a public or accredited non-public school (Network of Iowa Christian Educators, 1995).

CHAPTER III

THE BENEFITS AND DISADVANTAGES OF HOME SCHOOLING

The Benefits Of Home Schooling A Child

“For a determined [home-schooling] family, there’s really nothing they can’t accomplish” (Kennedy, 1995, p.51). When committed to home schooling, the benefits are worth the extra time and money it takes to home school children. Some of the benefits found in the literature include the following: parents are the major influence on their children in terms of their morals and values. Parents are also able to give their children individual attention to see that their needs are met. Another advantage of home schooling is that children sometimes find a new respect for their parents as teachers. Home schooling can also bring the family closer together as a family unit. Flexible school scheduling allows for work schedules so both parents can be involved in the education of their children. (Welch & Short, 1995).

In addition to the advantages listed above, Metts (1996) wrote that “Once we get rid of all the classroom baggage like grades and test, we could make more progress in less time, freeing our children to find and follow their own dreams” (p.72). Standardized test results should also be listed as a benefit to home schooling. Research has shown that home schooled children score at the 80th percentile compared to the national 50th percentile average. This achievement is because of the lower student to teacher ratios, and the ability to individualize curriculum for a particular child. (Home School Legal Defense Association, 1990).

The Disadvantages To Home Schooling A Child

When deciding whether to home school or not, one must look at the disadvantages as well as the advantages. The literature states that “These families have made a decision that in order to home school, they’re going to have to live on one income” (Kennedy, 1995, p.52). In addition to the loss of financial income by the mother, who primarily does the teaching (Kennedy, 1995), the families also must purchase curriculum materials. “Research by Ray indicates the average family spends \$489 annually to home educate a child” (Kennedy, 1995, p.51).

Reports also indicate families encumber additional expenses hiring tutors for subjects a parent doesn’t know very well. Money is also spent on private lessons in extracurricular activities such as ballet, music, and art. Most families also exhaust resources on memberships to museums, zoos, and other educational places. Metts (1996).

Other disadvantages listed by Menendez (1996) included the following:

- 1) Most parents do not possess the necessary educational skills.
- 2) Students need to interact with and work together.
- 3) Students need to learn how to relate to religious traditions.
- 4) Students should be exposed to and learn how to confront different ideas.
- 5) The textbooks published for the home-schooling market are inadequate.
- 6) Support for home schooling fosters the fragmentation of American culture.
- 7) Public schools foster unity, a common culture, and common goals.
- 8) The Christian influence in public schools will be diminished as Christians depart in large numbers (p. 1).

When deciding whether to home school children, or to send them to public school, one should carefully weigh the advantages and disadvantages. If home schooling is to be successful, first parents must educate themselves with home schooling. Next the parents should devise and organize a plan to implement a home schooling program. The

next section of this paper will discuss guidelines for implementing a successful home schooling program.

The first guideline is to choose a curriculum that is appropriate for the child's age and ability. It is important to select a program that is both challenging and engaging, and that provides a comprehensive education in all areas. Additionally, it is crucial to ensure that the curriculum is aligned with state or national standards, if applicable.

Secondly, it is essential to create a structured and consistent learning environment. This involves establishing a regular schedule for schoolwork and providing a quiet, distraction-free space for study. Parents should also be involved in the learning process, monitoring progress and providing support and encouragement as needed.

Thirdly, it is important to incorporate a variety of learning activities and resources. This can include textbooks, workbooks, online resources, and hands-on projects. Encouraging the child to explore their interests and pursue independent learning can also be beneficial. Regular assessment and feedback are also key to ensuring the child is meeting learning objectives.

Finally, it is crucial to maintain communication with the child's teacher or other educational professionals. This can help ensure that the child's progress is being tracked and that any concerns are addressed promptly. Regular communication is also important for ensuring that the child's social and emotional needs are being met.

CHAPTER IV

GUIDELINES FOR SUCCESSFUL PLANNING AND IMPLEMENTATION

Planning For Home Schooling

When considering whether to home school, parents should evaluate several factors, these include their own discipline to teach their children, socialization of their children, financial aspects, legal requirements, and the curriculum. All of these topics need to be carefully weighed because not everyone is willing to make the commitment it takes to home school their children.

1. Parents doing home schooling need to have a commitment and a desire to accomplish their teaching goals with their children. Parents must have an ability to organize. They will be required to set goals, plan lessons, teach children, care for younger children, and run a household and possibly hold a job. Parents must also be flexible and able to change plans as needed, just like a schoolteacher does. A sense of humor is imperative to balance all of the above mentioned.

Parents must also hold tight to their convictions. Usually there is a good reason home schooling was chose as the option. Neighbors and family members might be quick to judge and the parents will need to hold fast to their reasons. The parents must be unified in their decisions and offer support to each other.

2. Parents doing home schooling must consider the social outcomes of the children. It is true that socialization begins in the home, no matter what type of schooling a child gets later. Parents model social interactions such as kindness, patience, and helping continually in front of children at an early age. Some parents want to continue this small group effort to promote social skills and believe that the best way to

do this at home under close supervision. Some parents feel that schools provide inappropriate socialization and choose to keep their children at home to avoid this.

Home-educated children need to interact with other children on a regular basis. Opportunities need to be provided with other children through play groups, socials with other home schooled children, and field trips to practice their social interactions. (McIntire, 1995)

3. Parents doing home schooling should examine their financial considerations when deciding if they should home school their children. Often money is one of the major deciding factors in home schooling because it requires one parent to be available on a consistent basis. The family will need to operate on a budget so that a lower income or financial burdens do not add stress. (McIntire, 1995).

In addition to being a single income family, there are expenses involved with home education. Curriculum materials come at a wide range of costs from \$100 - \$300 for grade specific materials. Resource materials for the parents also cost money. Furthermore, tutors are often needed for older children to accomplish subjects such as calculus and chemistry at a price range of \$15 to \$50 an hour. Extracurricular activities such as music lesson, dance lessons, or art classes also cost money. A computer is an essential tool for home schooling, as well as software and comes at another expense. Finally, memberships to places for field trips cost different amounts according to the type of place. (McIntire, 1995).

There are some items on which parents will be saving money when home schooling. These include day care, clothing or uniforms, school lunches, and possibly private school tuition.

4. Parents should consider the legal requirements before deciding to do home schooling. The Constitution guarantees parents' rights to educate their children according to their beliefs, but court systems have been inconsistent in the interpretation of these rights. (Welch, 1995). Nationally, 36 states require parents to register children with the local school board. Thirty states require standardized tests to show growth. Only 10 states require a parent to have a high school diploma to home school. (Kennedy, 1995) It is best to check with the local school board on policies regarding home schooling since the laws vary according to states.

5. Parents doing home schooling need to consider curriculum. There are no set laws for what children should know and when it should be taught. Today, however, many companies offer home schooling curriculums that contain scope and sequence charts of curricular areas. Some states also offer handouts of guidelines for what should be known or taught by grade level.

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

The purpose of this study was to examine the issue of home schooling in our community, our state, and our nation, and to present guidelines or considerations for home schooling. The study addressed the following questions to accomplish this purpose:

1. Why do parents choose to home school their children?

This study determined that there are a variety of reasons why parents choose to home school their children. Religious reasons still rank as the number one reason, but dissatisfaction with schools and family life also are important reasons. (Muncy, 1996)

Some parents feel that they can shelter and protect their children from an increasingly violent world. Parents also like to instill their own values and morals in their children and by home schooling this can more easily done.

2. How do home schooled children compare to institutionally schooled children?

The home schooling study also showed that home educated children typically do better academically on standardized tests than those in school classrooms. This has been found on tests ranging from the California Achievement Test, to the Iowa Basic Skills, to the SAT, and the ACT. As a whole, home schooled children do better academically.

Socially, the literature has revealed that home schooled children fair well in social situations. These children are provided opportunities throughout their school year to interact with other children. They are also taken out into the real life world more often for social experiences.

3. What are the regulations for home schooling?

This study also determined that the regulations for home schooling vary greatly across the nation. Parents have the right to educate their children, but how they do it has not been determined legally.

From state to state there are different forms needed but they are commonly filed at the school board office. States also differ on the qualifications of the parent. The majority of states do not require a high school diploma as a qualification for teaching at home.

4. What are the benefits to home schooling a child?

This study determined that many benefits are derived from home schooling. Parents and children inevitably become closer as a family unit. The parent can oversee every step of the child's education and allow the child to explore his or her own interests. Parents can also vary the pace of teaching to accommodate their children's needs.

Teaching can be flexible and suit the lifestyle of a working parent. The whole family is involved in the education process, from the parent to the smallest child. Home schooling fosters cooperation across age spans.

5. What are the disadvantages to home schooling a child?

The disadvantages of home schooling found in this research revealed primarily social and financial implications. Some home schooled children do not interact with other children on a regular basis.

Usually families need to operate on one income so that the other parent can be the primary teacher. Materials and extracurricular activities can impact a family budget.

Another disadvantage is that some parents do not possess the necessary educational skills to teach their own children. (Menendez, 1996)

6. What are the guidelines for implementing a successful home schooling program?

The following guidelines were identified when planning to home school your children. These guidelines give direction to home schooling. Parents should go over these considerations together honestly and carefully. They are: determination of the parents to home school, socialization of the children, financial aspects, legal requirements, and materials and curriculum.

Only after agreements have been reached between the parents on these important considerations, should they file the proper forms with the local school board and learn the local regulations. Sometimes the local regulations will help with the curriculum component by providing graded guidelines.

Conclusions

The following conclusions were drawn from this study:

1. Parents need to be united in their efforts and considerations to home school their children if they want to be successful.
2. Parents need to carefully consider if they are qualified and have the determination to home school their children.

Recommendations

Based on a review of the literature and my own knowledge, the following recommendations are made:

1. Parents should be well educated with a college degree to home school their children.
2. Standards should be set nationally for home schooling students.
3. Regulations should be set nationally regarding record keeping and qualifications of parents.
4. More studies need to be conducted on this topic.

References

- Dahm, L. (1996) Education at Home With Help From School. Educational Leadership, 68-71.
- Guenzler, R. (1997 May) The Philosophy of Home Schooling. Music Educators Journal, 11.
- Guterson, D. (1998 October) No Longer a Fringe Movement. Newsweek, 71.
- Hill, D. (1996 April) Homegrown Learning. Teacher Magazine, 40-45.
- Home School Legal Defense Fund (1990 December) A Nationwide Study of Home Education. Home School Court Report, 1-7.
- Kantrowitz, B. & Wingert, P. (1998 October) Learning At Home: Does It Pass The Test? Newsweek, 64-70.
- Kennedy, J. (1995 May) Home Schooling Grows Up. Christianity Today, 50-52.
- Lines, P. (1996 October) Home Schooling Comes of Age. Educational Leadership, 63-67.
- Meighan, R. (1995) Home- based Education Effectiveness Research and Some of its Implications. Educational Review, 275-287.
- Metts, W. (1996 October) Home Sweet Hassle. Educational Leadership, 72-73.
- McIntire, D. & Windham R. (1995) Home Schooling. Complete book.
- Muncy, J. (1996) The Home Schooling "Market". Journal of Marketing for Higher Education, 81-93.
- Network of Iowa Christian Home Educators (1996) Home Schooling Legal Requirements in Iowa, brochure
- Pike, B. (1992 March) Why I Teach My Children at Home. Phi Delta Kappan, 564-565.
- Priesnitz, W. (1992 March) Home is Where the Learning Is. Contemporary Women's Issues Collection, 5-8.
- Von Ansbach, M. (1998 May) A Student Writes: home education is a good choice. Countryside & Small Stock Journal, 54-55.
- Welch, S. & Short, C. (1995 April/May) Home-School Questions and Answers. The Teaching Home, 36-38.

Zirkel, P. (1991 January) Home Schooling. Phi Delta Kappan, 408-409.