

# **Evidence of the Superiority of Home Education over Conventional Schooling**

Here are 22 items that should be useful. (Compiled in 2005).

Regards,

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**1)** "The evidence shows overwhelmingly that these children perform extremely well, above average, when they re-enter formal education. That appears to be across the board, whether they sat at home and had formal lessons...or whether they were up-a-tree hippies who had no formal learning pattern. On any measure you like, socially or academically, they will do better." -- **Jeff Richardson, Monash University, Melbourne**

**2)** How do we pass on all this knowledge to infants and young children? Well, from birth, almost instinctively, we as parents provide our children with a kind of communication support system. We even respond to babies' burps, gurgles and wind as if they're conversation openers, which in a sense I suppose they are! As children get older, we answer hordes of questions, we point out things we think might be of interest and talk about them. And we take up anything our children show an interest in and talk about that, all in the course of day-to-day living. In other words, we are constantly in tune with the Child's Theory of Learning, which they have to abandon once they start school. This has been graphically described in the celebrated study by Professors Barbara Tizard and Martin Hughes at London University. They compared the quality of learning of three to four year olds in pre-school, which the children attended in the mornings, with unintentional learning at home in the afternoons. Against all expectations, the researchers were struck by the high quality of language and learning at home, irrespective of the parents' level of education. -- **Alan Thomas, Senior Lecturer in Psychology, University of Northern Territory, Darwin.**

**3)** At home, children discussed topics like work, the family, birth, growing up and death - about things they had done together in the past, and plans for the future; they puzzled over such diverse topics as the shapes of roofs and chairs, the nature of Father Christmas, and whether the Queen wears curlers in bed. But at pre-school, the richness, the depth and variety which characterised the home conversations were sadly missing. So too was the sense of intellectual struggle, and of the real attempts to communicate being made on both sides. The questioning, puzzling child we were so taken with at home was gone. Conversations with adults were mainly restricted to answering questions rather than asking them, or taking part in minimal exchanges about the whereabouts of other children, and play material. -- **Professors Barbara Tizard and Martin Hughes at London University.**

**4)** "A half century of research has failed to find any significant relationship between teacher certification and pupil achievement. The writer grieves to admit that, especially after a long career preparing teachers for certification. The one valid measure of teacher effectiveness is pupil achievement. Home schoolers have little difficulty in equaling or surpassing the pupil achievement of state certified teachers." -- **Sam B. Peavey, Professor Emeritus of Education, University of Louisville.**

**5)** "The government says it wants lifelong learners, but in their formative years puts children through a course in practical slavery. This model of schooling, with subjects separated by bells and a prescribed curriculum, was established when we needed to staff factories in large numbers." -- **Rolland Meighan, special professor of education at Nottingham University.**

**6)** Unresearched government-decreed practices in schools could socially, emotionally and intellectually deform children, says Christchurch Teachers' College principal Colin Knight. Dr Knight said the education system placed children at risk by continuing to neglect educational research. "It is of serious concern to me that, despite the far-reaching effects of teaching on society, few educational practices have a sound research basis" He said changes in what went on in schools were mainly brought about by politically initiated reviews and reports on questionnaires and Gallup polls, by parliamentary debate and political expediency. – **Manawatu Evening Standard, 4/12/1990.**

**7)** This position raised for us [Parliamentary Science and Education Select Committee] how well taught home schooled children might be in comparison with those in state schools. The [Education Review] Office advised us that there was no statutory requirement for any child to be well taught. – **"Home schooling", Report of the [New Zealand Parliamentary] Science and Education Select Committee, 1996/97 Financial Review of the ERO, p. 94.**

**8)** In 1960 Harold G. McCurdy examined "The childhood pattern of genius" in a study supported by the Smithsonian Institution of Washington, D.C. In summary, McCurdy wrote: "The typical developmental pattern includes as important aspects:

(a) a high degree of attention focused upon the child by parents and other adults, expressed in intensive educational measures and, usually, abundant love;

(b) isolation from other children, especially outside the family; and

(c) a rich efflorescence of fantasy as a reaction to the preceding conditions.

"It might be remarked that the mass education of our public school system is, in its way, a vast experiment on the effect of reducing all three factors to a minimum; accordingly, it should tend to suppress the occurrence of genius. -- **Quoted in Doctoral thesis of Brian D. Ray, President, National Home Education Research Institute, Seattle, Washington, 29 July 1986.**

**9)** Another answer to those critics who argue that homeschooled students are deprived socially is provided by Dr. John Wesley Taylor V. He used the Piers-Harris Children's Self-Concept Scale, one of the best self-concept instruments available for measuring socialisation, to evaluate 224 home schooling participants aged 9 through 18. Over half scored in the top 10% of the scale. 77.7% ranked in the top 25% of the scale. Only 10.3% scored below the norm. Home schooled children score significantly higher than their conventionally schooled peers in this measurement of socialisation. -- **John Wesley Taylor V. "Self Concept in Home Schooling Children", Doctoral dissertation, Andrews University, Michigan, May 1986.**

**10)** Reviews for individual homeschooled children:

Findings to date indicate that this is a low risk area in terms of:

1. Crown expenditure, which is relatively low per child

2. the wellbeing and safety of homeschooled children

3. the quality of adult supervision of children

4. the regularity and comparability of the education provided for the children by their parents or guardians.

-- **Education Review Office Comments, Ministerial Briefing (to new incoming Minister of Education), December 1999**

**11)** "If you ask what schools are for the obvious answer is to educate kids, but there's an equally important answer. And that is to socialise them, to bring them up to be comfortable in adult society and I think this has always been a feature of the education process, otherwise it wouldn't take so long. You don't need 15 years to educate somebody but you need 15 years to socialise somebody." -- **Sir Neil Waters, Past Vice-Chancellor of Massey University, NZ Qualifications Authority Board Chairman, LEARN magazine, Issue 10, Nov 1996, p. 8.**

**12)** This paper has.... empirically demonstrated that the academic *and* socialization outcomes for the average home schooled child are superior to those experienced by the average public school student. There is one overriding lesson for policymakers to learn from this survey of home schooling. As home schooling researcher Isabel Lyman pithily described the American experience: “Home schooling has produced literate students with minimal government interference at a fraction of the cost of any government program” (Lyman, 1998). A breakdown of the respective American costs produces a startling comparison. For example:

*The parents spent, on average, \$546 per child per year for home education. State schools spent an average of \$5,325 per student (pre-kindergarten through the 12th grade) during school year 1993-94 (US Department of Education, 1996). This cost in state schools did not include construction, equipment and debt financing... It is clear that the direct costs of public (state-run) schooling in the United States are at least 975 percent (or about 10 times as much) of what the home education families in this study spent on educational materials and services (Ray, 1997a, ch. 4).*

Most tellingly, perhaps, the \$546 spent per home schooled student produces an average 85th percentile ranking on test scores; the \$5,325 spent per public school student produces an average 50th percentile ranking. – **A Fraser Institute (Canada) Occasional Paper, [www.fraserinstitute.ca/admin/books/files/homeschool.pdf](http://www.fraserinstitute.ca/admin/books/files/homeschool.pdf)**

**13)**  
Academic Achievement

The largest data set on the academic success of the home educated reveals positive things. 16,311 students from across the country were tested with the nationally normed Iowa Test of Basic Skills. The nationwide average for the homeschooled on the Basic Battery (i.e., reading, language, and math) was the 77th percentile. They were at the 79th percentile in reading, the 73rd in language, and the 73rd in math. (The national average is the 50th percentile.) See the table on this sheet.<sup>6</sup>

	Reading	Language	Math
Conventional Schools	50	50	50
Home Education	79	73	73

Canada's largest study of its kind revealed similar findings on the academic success of the home educated. Dr. Brian Ray found the students scoring, on average, at the 80th percentile in reading, the 76th in language, and the 79th in math. Students whose parents were certified teachers did no better than the other students.<sup>7</sup>

Dr. Steven Duvall compared the academic engaged time (AET) and basic skill development of learning disabled students who were home educated to those in public school special education programs. Higher rates of AET and greater academic gains were made by the home educated. "... parents, even without special education training, provided powerful instructional environments at home..." (p. 11).<sup>8</sup>

Repeatedly, across North America, the home educated score as well as or better, on average, than those in conventional schools: 15 to 30 percentile points higher.<sup>9</sup>

Dr. Brian Ray, president of the National Home Education Research Institute, recently completed the largest-ever study of home education across the United States and published it in a book entitled *Strengths of Their Own—Home Schoolers Across America*. Data were collected on 5,402 students from 1,657 families. Home school students' academic achievement was very high (see table). In addition, the home educated did well even if their parents were not certified teachers and if the state did not highly regulate home schooling.<sup>10</sup>

	Reading	Language	Math
Conventional Schools	50	50	50
<b>Home Education</b>	<b>87</b>	<b>80</b>	<b>82</b>

Dr. Howard Richman and his colleagues have found that the home educated in Pennsylvania score, on average, at the 86th percentile in reading and the 73rd percentile in math.<sup>11</sup> (The national average is the 50th percentile.)

A nationwide study (Ray, 1990), using a random sample of 1,516 families from one organization's membership, found home educated students to be scoring, on average, at or above the 80th percentile in all areas on standardized achievement tests. Note: The national average on standardized achievement tests is the 50th percentile.

## 14)

### Social and Emotional Adjustment

Dr. Johnson (1991) concluded that home educators carefully address the socialization needs of their children in every area studied (i.e., personal identity, personal destiny, values and moral development, autonomy, relationships, sexuality, and social skills).

Dr. Taylor (1986) found that the home educated have significantly higher self concepts than those in public schools.

The home schooled are well adjusted socially and emotionally like their private school comparison group. The home educated, however, are less peer dependent than the private school students (Delahooke, 1986).

Dr. Montgomery (1989) found that home schooled students are just as involved in out-of-school and extracurricular activities that predict leadership in adulthood as are those in the comparison private school (that was comprised of students more involved than those in public schools).

Dr. Larry Shyers (1992) observed children in free play and group interaction activities. Conventionally schooled children had significantly more problem behaviors than did the home educated. This is probably because the primary models of behavior for the home educated are their parents.

Home educated children are more mature and better socialized than are those sent to school, according to Thomas Smedley's personal interaction and communications approach to understanding socialization (1992).

Public school, conventional Christian school, and homeschool graduates at a large, Christian liberal arts university were examined and compared for their college academic preparedness and college academic achievement. Dr. Rhonda Galloway (1994) found that the home educated performed as well or better than the others on these measures.

Dr. Gary Knowles (1991), of the University of Michigan, explored adults who were home educated. None were unemployed and none were on welfare, 94% said home education prepared them to be independent persons, 79% said it helped them interact with individuals from different levels of society, and they strongly supported the home education method.

**15)** One of our major findings, based on many years of research in many classrooms, is that student learning is not the focus of what goes on in schools. We found that most teachers, most of the time, do not know what their students are learning or not learning. We give awards to our best teachers without paying any attention to what their students learn. The Education Review Office evaluates the effectiveness of schools without obtaining any direct evidence about student learning. The Qualifications Authority accredits courses and institutions without paying any attention to whether students in those courses or institutions are learning anything or not. The Ministry of Education carries out “network reviews” of schools (amalgamating smaller schools) without any evidence about whether the changes will affect student learning. Put simply, the education system is a fraud. – **Professor Emeritus Graham Nuthall, University of Canterbury, New Zealand, March 2004.**

## 16)

### Choosing to Home School

By David W. Kirkpatrick  
BS (Ed), MA (History)

Departments of education in such states as Alaska, Tennessee and Washington have conducted studies that found the typical home schooled student comes out ahead on virtually every significant measurement. Achievement tests in the 1994 school year found that these students averaged 30 percent higher than both public and private school students.

Self-esteem is a much proclaimed goal for students by many public educators. A 1986 study found that home-schooled children did far better when measured for this attribute, only 10% even being below the national average.

Studies by Cornell University Professor Urie Bronfenbrenner suggest that, at least until age 10 or 12, students who spend more time with other children their age than with their parents tend to rely on other children for their values. The result? They tend to have a lower sense of self-worth, of optimism, of respect for their parents, and, ironically, even of trust in their peers.

Furthermore, more than 200 colleges, including such prestigious institutions as Harvard, Yale and Princeton, actively seek to attract such students because of not only their high SAT scores but their advanced social skills as well.

The problem, therefore, is not one of academics, social adjustment or the public interest one. It is political because of the difficulty of convincing legislators or, more importantly, their constituents that there are sound reasons to assist parents in educating their children if they are so inclined. Certainly no one should be persuaded to do this if they aren't interested, since home-schooling is a major commitment not to be undertaken lightly. But since those who voluntarily do so have an unmatched track record literally going back for centuries, to give them a modest bit of assistance would be in the public interest.

[David W. Kirkpatrick, 2323 Rudy Road, Harrisburg, Pennsylvania, 17104-2025. Phone: (717) 232-2146, Fax: (717) 232-2164. E-mail (Kirkdw@aol.com) David is the author of *Choice in Schooling*, 1990 and *School Choice: The Idea That Will Not Die*, 1997. He is an independent researcher/writer, a Senior Fellow with the Allegheny Institute for Public Policy in Pittsburgh and Director of the Institute's School Choice Project.]

## 17)

### How Well Do Homeschoolers Perform Academically and Socially?

Researchers cannot tell whether the same children would perform better or worse academically in a classroom or at home. State testing data do not necessarily reflect all homeschoolers because not all comply with the testing requirement. Other testing efforts rely on volunteers.

Keeping that caveat in mind, where testing data are available, homeschoolers do well. For example, in Alaska, the state's Alyeska Central School has tested its homeschooling children for several decades. As a group they usually score above average in any subject area and at all grade levels. The largest study to date, commissioned by the Home School Legal Defense Association, involved 12,000 students tested through the Bob Jones University testing services. The homeschooled children placed in the

62nd to the 91st percentile of national norms, depending on grade level and subject area (Rudner 1999).

At least one intriguing study suggests that student achievement for homeschoolers is not related to the educational attainment of the parent (Duvall and others 1997). This is consistent with tutoring studies that suggest the education level of a tutor has little to do with achievement of a tutored child.

College admission also may suggest success. Homeschoolers have reported admission to over 1,000 different U.S. colleges and universities (Bunday 2001).

People disagree about whether homeschooling helps or hinders a child's social development. Homeschooling children spend less time with peers and more time with people of different ages. Most participate in scouting, church groups and other associations. Many volunteer in their communities. Some operate a business. There is no conclusive research suggesting that additional time with same-aged peers is preferable to more time with individuals of varying ages.

**(Patricia M. Lines, PhD, is a Senior Fellow at the Discovery Institute ([www.discovery.org](http://www.discovery.org)) and a Research Associate at the U.S. Department of Education's National Institute of Student Achievement.)**

**18)** Here are a few good websites with tons of info as to why home education is superior, far superior, in both academic and social terms. In fact, socially, home educated children shine even more than they do academically.

**Some statistics from New Zealand Ministry of Education:**

<http://tinyurl.com/za0z>

**Statistics from overseas:**

[www.fraserinstitute.ca/admin/books/files/homeschool.pdf](http://www.fraserinstitute.ca/admin/books/files/homeschool.pdf)

A Canadian educational institute's report on "Home Schooling: From the Extreme to the Mainstream."

**Homeschooling Grows Up**

<http://www.hsllda.org/research/ray2003/Socialization.asp>

Homeschooling Grows Up is the largest research survey to date of adults who were home educated. Over the last decade, researchers, professionals, parents, the media, and many others have asked repeatedly: How do homeschooled students turn out? Can a homeschool graduate get into college or get a job? How do they fit into society? Are they good citizens? Are they happy? In 2003, HSLDA commissioned Dr. Brian D. Ray, president of the National Home Education Research Institute, to conduct a study to answer these questions. The results of his research demonstrate that homeschoolers are succeeding.

## **Home Schooling Achievement**

<http://www.hslda.org/docs/study/comp2001/HomeSchoolAchievement.pdf>

or

<http://www.hslda.org/docs/study/comp2001/default.asp>

Home Schooling Achievement provides a concise look at home school achievement test score data, followed by a more in depth comparison of student's scores with parent education levels, money spent on home school curriculum, government regulation, and race, and gender. In all categories, home school students' successes defy the standard predictors. The final chart examines activities and community involvement and resoundingly explodes the myth that home schooled children lack adequate socialization opportunities

## **Home Schooling Works!**

<http://epaa.asu.edu/epaa/v7n8/>

Official Rudner study site with data in tabular form

or

<http://www.hslda.org/docs/study/rudner1999/Rudner0.asp>

HSLDA's Rudner study with many colourful graphs. 20,760 student achievement test scores and their family demographics make this the largest study of home education to date! Results demonstrate that home schooled students are doing exceptionally well and provide an informative portrait of America's modern home education movement. Conducted by Dr. Lawrence M. Rudner, Director of the ERIC Clearinghouse on Assessment and Evaluation

<http://hslda.org/mlink.asp?id=1892>

Here is a succinct "Summary of Academic Statistics on Homeschooling" over the last 20 years from Chris Klicka, HSLDA.

[www.nheri.org](http://www.nheri.org)

National Home Education Research Institute web site.

[www.hslda.org](http://www.hslda.org)

Home School Legal Defense Association web site.

## Some Questions for Policy Makers

### Do the Children of Well-Educated or Certificated Parents Do Better in Home Education?

A number of researchers have explored whether the academic achievement of the home educated is related to selected variables that might be of particular interest to policymakers and others. One of these factors of interest is whether the parents are government-certified teachers. Studies in Alabama, Oklahoma, Pennsylvania, Texas, nationwide twice, and nationwide in Canada all revealed that there was no significant relationship between student achievement and the teacher certification status of their parents.<sup>1</sup> Steven Duvall and his colleagues, on two occasions, have found that even special-needs children were successfully home educated by parents who were not certified teachers.<sup>2</sup> One study in Montana found that whether the father was a certified teacher was not significant but that the mother's certification status was significant.<sup>3</sup> Richard Medlin, likewise, found a weak relationship between achievement and whether the mother was a certified teacher.<sup>4</sup>

The educational attainment of parents is another factor that is of interest to policymakers and some researchers. Several studies found no relationship between parents' educational attainment and the academic achievement scores of their home educated children in Texas, Alabama, Oklahoma, and nationwide.<sup>5</sup> Others have found weak to moderate relationships between parents' formal educational attainment and their children's achievement scores.<sup>6</sup> Even with these correlations, which do not necessarily indicate a causal relationship, the home educated – even of parents with lower formal education – still tended to score above average on achievement tests.

### Is the Money Spent on Home Education Related to Student Achievement?

Research findings suggest there is little to no relationship.<sup>7</sup> That is to say, homeschool students whose parents do not spend as much on their education tended to score above average on achievement tests even in the one study that found a relationship. On average, home educated youngsters on whom their parents spent an average of \$500 per annum scored at the 78<sup>th</sup> percentile while the public school average spend is \$7,000 per annum and the average score is at the 50<sup>th</sup> percentile.

### Should Home Schooling Be Regulated More Heavily by the State?

Research to date has shown little to no relationship between degree of regulation by the state and students' academic achievement.<sup>8</sup> Parents are doing well with their children without government intervention.

(From *Worldwide Guide to Homeschooling: facts and stats on the benefits of home school*, by Brian D. Ray, Ph.D., 2002, Broadman & Holman: Nashville, pp. 76-78.)

## Notes:

1. Jennie F. Rakestraw, "Home Schooling in Alabama", *Home School Researcher*, 4 (1988): 1-6; Joan Ellen Havens, "A Study of Parent Education Levels as They Relate to Academic Achievement Among Home Schooled Children" (Ed.D. dissertation., Southwestern Baptist Theological Seminary, Fort Worth, TX, 1991); Brian D. Ray, *A Nationwide Study of Home Education: Family Characteristics, Legal Matters, and Student Achievement* (Salem, OR: National Home Education Research Institute, 1990); Brian D. Ray, *Home Education in Oklahoma: Family Characteristics, Student Achievement, and Policy Matters* (Salem, OR: National Home Education Research Institute, 1992); Brian D. Ray, *Strengths of Their Own – Home Schoolers Across America: Academic Achievement, Family Characteristics, and Longitudinal Traits* (Salem, OR: National Home Education Research Institute, 1997); Brian D. Ray, "Homeschooling in Canada", *Education Canada* 41 (2001): 28-31.
2. Steven F. Duvall, D. Lawrence Ward, Joseph C. Delquadri, Charles R. Greenwood, "An Exploratory Study of Home School Instructional Environments and Their Effects on the Basic Skills of Students with Learning Disabilities", *Education and Treatment of Children*, 20(1997): 150-72; Steven F. Duvall to Brian D. Ray, January 23, 1999, personal communication.
3. Brian D. Ray, *Learning at Home in Montana: Student Achievement and Family Characteristics* (Salem, OR: National Home Education Research Institute, 1995).
4. Richard G. Medlin, "Predictors of Academic Achievement in Home Educated Children: Aptitude, Self-Concept, and Pedagogical Practices". *Home School Researcher* 10(1994): 1-7.
5. Jennie F. Rakestraw, "Home Schooling in Alabama, *Home School Researcher*, 4(1988): 1-6; Joan Ellen Havens, "A Study of Parent Education Levels as They Relate to Academic Achievement Among Home Schooled Children" (Ed.D. dissertation., Southwestern Baptist Theological Seminary, Fort Worth, TX, 1991); Brian D. Ray, *Home Education in Oklahoma: Family Characteristics, Student Achievement, and Policy Matters* (Salem, OR: National Home Education Research Institute, 1992); Brian D. Ray, *Strengths of Their Own – Home Schoolers Across America: Academic Achievement, Family Characteristics, and Longitudinal Traits* (Salem, OR: National Home Education Research Institute, 1997), 57; Brian D. Ray, *A Nationwide Study of Home Education: Family Characteristics, Legal Matters, and Student Achievement* (Salem, OR: National Home Education Research Institute, 1990); Brian D. Ray, *Home Education in North Dakota: Family Characteristics and Student Achievement* (Salem, OR: National Home Education Research Institute, 1999).
6. Jon Wartes, *The Relationship of Selected Input Variables to Academic Achievement Among Washington's Homeschoolers* (Woodinville, WA: Washington Homeschool Research Project, 1990); Lawrence M. Rudner, "Scholastic Achievement and Demographic Characteristics of Home School Students in 1998", *Educational Policy Analysis Archives*, 7 (1999); retrieved 2 August 2001 online <http://epaa.asu.edu/epaa/v7n8/>.
7. Brian D. Ray, *A Nationwide Study of Home Education: Family Characteristics, Legal Matters, and Student Achievement* (Salem, OR: National Home Education Research Institute, 1990); Brian D. Ray, *Strengths of Their Own – Home Schoolers Across America: Academic Achievement, Family Characteristics, and Longitudinal Traits* (Salem, OR: National Home Education Research Institute, 1997); Brian D. Ray, *Home Education in New Mexico: Family Characteristics, Academic Achievement, and Social and Civic Activities* (Salem, OR: National Home Education Research Institute, 2001); Lawrence M. Rudner, "Scholastic Achievement and Demographic Characteristics of Home School Students in 1998", *Educational Policy Analysis Archives*, 7 (1999); retrieved 2 August 2001 online <http://epaa.asu.edu/epaa/v7n8/>.
8. Brian D. Ray, *A Nationwide Study of Home Education: Family Characteristics, Legal Matters, and Student Achievement* (Salem, OR: National Home Education Research Institute, 1990); Brian D. Ray, *Strengths of Their Own – Home Schoolers Across America: Academic Achievement, Family Characteristics, and Longitudinal Traits* (Salem, OR: National Home Education Research Institute, 1997).

**20)**

**Relationship Between Various Independent Variables  
and Academic Achievement Test Scores  
of Home School Students**

(From *Worldwide Guide to Homeschooling: Facts and Stats on the Benefits of Home School*, by Brian D. Ray, Ph.D., 2002, Broadman & Holman: Nashville, p. 83.)

Factor Studied	Whether Related to Academic Achievement in Home Education
Money spent on education	No relationship.
Family income	No relationship most studies. A few studies found a weak positive relationship.
Degree of state regulation	No relationship.
Legally registered with the state	Typically no relationship. One study found underground performed better.
Father's formal educational level	Mixed results; some slight positive.
Mother's formal educational level	Mixed results; some slight positive.
Father been certified teacher	Typically no relationship. A few studies found weak positive.
Mother been certified teacher	Typically no relationship. A few studies found weak positive.
Gender of student	No relationship.
Years student home educated	Typically no relationship. A few studies found weak positive.
Time spent in formal instruction	No relationship.
Age began formal instruction	No relationship.
Use of libraries	Typically no relationship. An occasional slight positive relationship was found.
Use of computer	Typically no relationship. An occasional slight positive relationship was found.
Who administered test to student	Typically no relationship. An occasional slight positive relationship was found.

## **21) Early Childhood Development Best at Home**

Dr. Moore is a Developmental Psychologist; founder and former president of Hewitt Research Foundation, Washougal, Washington; and regarded by many as the foremost authority on home schools in America. "The consensus of scientific evidence on the home versus the preschool is clear for the majority of children. They receive a better foundation for future development and learning from a secure and responsive home environment in which understanding parents are the teachers." (7) "Whether the focus is on achievement, on behaviour, on sociability, or on such other aspects of a child's development as the brain, the senses, cognition, coordination, or socialisation, available evidence overwhelmingly suggests that, unless the child is handicapped or acutely deprived (a condition not necessarily linked to socioeconomic status), he or she should be allowed to develop physically and to explore personal fantasies and intuitions until somewhere between ages 8 and 12.....Except for highly specialised clinical services, even handicapped children are best taught in their homes prior to the age of 8 or 10." (8) Citing a study done by Goodlad, they deduced that each student in a public school averaged one or two personal responses per day from his or her teacher. "In contrast, our counts of daily responses in typical home schools ranged from about 100 to more than 300." (9)

Their 1982 study, "Adults' Cognitive Demands at Home and at Nursery School," *Journal of Child Psychology and Psychiatry*, 23, found that more cognitive demands were placed on four-year-olds at home by mothers than at nursery school by teachers. One study done in 1983, "Language and Social Class: Is Verbal Deprivation a Myth?", *Journal of Child Psychology and Psychiatry*, 24, found that significantly more complex language was used at home by parents and children than at school by teachers and children.

In a 1983 study, this team aimed "...to see whether young children's questions, especially their 'why' questions, were more frequent in certain contexts, settings, (home v. nursery school) and social class groups than in others. We assumed that such questions were potentially valuable both as expressions of curiosity and also because they provided occasions for adults to enlarge the child's understanding." Some of their findings included: Many more questions were asked by children at home than at school; Ten of the 15 working-class girls asked no "why" questions at school; Most children's questions were asked when the adult was stationary for a prolonged period of time and not too busy--a context rare at school; Persistent questioning (at least 22 turns of adult-child conversation) was rare at school compared to at home; "...teachers asked a far larger proportion of questions than did mothers..."; "...the children seem to learn very quickly that their role at school is to answer, not to ask questions"; Most "why" questions and persistent questioning concerned non-play objects and events, especially those outside the present context, whereas most school conversations were just the opposite; Working-class girls were particularly affected by the school setting, asked fewer questions, asked more procedural questions and exhibited less curiosity. (10)

### **Notes:**

(7) Moore, Raymond S., *Better Late Than Early*, 1975, New York, N.Y.: Reader's Digest Press, p. 8-9.

(8) Article entitled "It Depends on Your Aim" in *Phi Delta Kappan*, 67, p.63, in which Dr. Moore refers to a federally sponsored review of more than 8,000 studies by the Hewitt Research Foundation of Washougal, Washington.

(9) Article entitled, "When Education Becomes Abuse", *Journal of School Health*, 56, 1986, p. 74.

(10) "Children's Questions and Adults' Answers", *Journal of Child Psychology and Psychiatry*, 24.

## **22)** Ministry of Social Development Literacy Report August 2004 <http://tinyurl.com/arhgs>

An unbelievable 46% of adult NZers – virtually all being graduates of NZ state secular schools – are highly illiterate!!! (Read the following extract from the Ministry’s own website address given above.) Definition: The proportion of the population aged 16-65 with literacy skills in English (defined as prose, document and quantitative skills at Level 3 or above), as measured in the 1996 International Adult Literacy Survey (IALS). Level 3 is defined as a “suitable minimum for coping with the demands of everyday life and work in a complex, advanced society. It denotes roughly the skill level required for successful secondary school completion and college entry”. Prose literacy is the ability to understand and use information from texts including editorials, news stories, brochures and instruction materials. Document literacy is the ability to locate and use information contained in formats, including maps, tables and job application forms. Quantitative literacy is the ability to apply arithmetic operations to numbers embedded in printed materials, such as balancing a chequebook or completing an order form. Current Level: Results from the first international literacy survey in 1996 show that 54 percent of New Zealand’s population aged 16-65 had prose literacy skills at Level 3 or above, 50 percent had document skills at Level 3 or above, and 51 percent had quantitative skills at Level 3 or above.

## **23)** **Dumb Comments We Have to Bear** (though the last one’s rather nice)

Recently, when I told our boys’ singing teacher that they were Home Schooled, she commented “Wow, and they don’t even seem backward!” – Ruth, South Island, NZ

A friend of mine took her 6 year old daughter to numerous doctors and specialists about a sore throat that she’d had for 18 months. One doctor told her, “*It’s because you homeschool. She needs to go to school so she can talk more.*” Fortunately one more enlightened diagnosed tonsillitis, so was able to fix the problem. – Wendy, North Island, NZ

My daughter attended a sports class. When she mentioned she was home educated, one of the school kids asked, “What do you do for PE?” Not to be outdone, another one asked, “Does that mean you never leave your house?” – Julie, North Island, NZ

My son was asked at orchestra lessons, “Does your mother email your schoolwork from her work?”

Son: “No, she doesn’t go out to work; she teaches me herself.”

School friend, “But how do you learn?”

Son: “From books.”

School friend: “From books????!!!” – Susan, South Island, NZ

I was at a night class recently when a lady asked how many of my children were in school. Upon discovering that I home educate, she naturally asked why. One of the reasons that I mentioned (in my VERY long list!!) was the level of violence, bullying etc. in schools these days. She replied, “But they need to be at school, to learn to cope with violence and bullying”! – Rebecca, NZ

While attending a music-based play morning in our community, one interested mum asked where I was going to send my son to school when he turned five. On hearing that we were homeschooling our children, an odd expression crossed her face as she replied, “You must really love your children!” – Chelle, NZ