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ABSTRACT

Recognizing: (1) that home schooling members have increased dramatically in the last decade, with Florida having the highest home schooled population in the country, (2) that home schoolers are among the heaviest users of the public library, and (3) that home schooling needs have not been fully understood, the University of South Florida School of Library and Information Science conducted a survey in 11 Florida counties with the highest numbers of home schoolers (58% of the total home schooling population of over 14,000 students) to find out how Florida libraries are meeting the challenge. Responses indicate that the biggest challenges librarians face are questions about procedure, establishing a home school, questions on curriculum, and requests for curriculum materials. Resources that a librarian can include in the library's vertical file and ways to maintain close relationships with home schooling groups are suggested. A bibliography of 105 books and articles; a list of 49 curriculum journals; information on 8 journals dedicated to home schooling; Florida home schooling statutes; a breakdown of home schoolers by county; and reference list of 73 home schooling associations are appended to this report. (SLD)

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**Florida  
Librarians  
Respond  
to Home  
Education**

by

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# Contents

Introduction .....	3
The Challenge Homeschoolers Present to Florida Public Libraries: Issues Identified For Research Project .....	5
The Survey: Explanation and a Sample of the Survey Distributed to Library Systems in the Ten Florida Counties that Have the Highest Number of Homeschoolers .....	6
Summary of Survey Results: What Florida Librarians Are Doing and/or Plan to do to Meet the Needs of Homeschoolers and Their Families .....	8
The Home Schooling Challenge: Response of Florida Libraries to Home Education. Article as submitted to <i>Florida Libraries</i> by Paula Geist, Peter Dunbaugh Smith, and Kathleen de la Peña McCook .....	23
Florida Statutes Regarding Home Education: Definition of home education program according to Florida law is addressed in Section 228.041 of the Florida Statutes .....	27
Homeschooling Magazines, Journals and Newsletters: Publications Dedicated to Homeschooling Families .....	30
Journals in Curriculum and Education .....	32
Associations & Support Groups: A Directory of National, Florida, and Out of State Regional Home schooling Support Groups and Associations .....	37
Bibliography: A list of Books and Articles on the Subject of Homeschooling .....	43

# Introduction

## **The University of South Florida School of Library and Information Science**

seeks to graduate information specialists who understand the needs of the community and who know how to respond to the changing role of Florida's libraries.

Recognizing that home schooling numbers have increased dramatically in the last decade, that homeschoolers are among the heaviest users of the public library, that homeschooling needs have not been fully understood, the Research Group in the School of Library and Information Science has compiled this report.

First, a survey was conducted in the Florida counties that had the largest number of homeschoolers. The suggestions from that survey are published in this report and the librarians gave us a direction for further study. The biggest challenges that the librarians face are questions about procedures for establishing a home school, questions on curriculum, and requests for curriculum materials.

Homeschooling is relatively simple in Florida. Normally the parents can get all the information they need about starting a home school from the County Departments of Education and the Florida State Department of Education. If they need additional help, the *Florida Statutes on Home Education*, a directory of homeschooling associations and support groups, and the address of the *Home School Legal Defense Association* (HSLDEA) are included in this report. These groups can assist parents in establishing a home school.

Florida librarians have some excellent suggestions for dealing with the challenges of curriculum and curriculum materials. In addition to their suggestions, this report provides a bibliography of books and articles on homeschooling, a list of curriculum journals, and information on journals dedicated to home educators and their students.

Homeschoolers do get plenty of help with curriculum. In 1991, Patricia M. Lines estimates 25 suppliers supplying a complete curriculum package. State home-school associations also provide guidance on curriculum selections, and some host annual curriculum fairs. But there are other sources for curriculum material besides commercial curriculum packages. Computer software, cassettes, videos, telecommunications, and the Internet have educational material and programs.

One of the articles that is particularly strong in evaluating alternative instruction with the newest technology is *The Ultimate School Choice: No School at All* by David C. Churback (1993). Churback claims that the increase in homeschooling is partially due to the increase in personal computing: "*parents are choosing home schooling because they think their children can learn more at home and computers make education more efficient.*" Churback evaluates the current state of research and development being done in the field of computer-based teaching aids, and describes some Internet resources for education including

commercial vendors like Prodigy and CompuServe's education forum, another source for many homeschoolers seeking advice.

Churbuck also describes *Academy One*, a virtual classroom hosted by the National Public Telecomputing Network. There, students can go to school via modem, entering electronic classrooms to ask questions of other students and faculty.

Isabelle Bruder in *Bringing it Home* (1993) also feels that homeschooling is gaining broader appeal because of technology and describes the role of technology in home education: "*Most home-schooled students now use traditional tools, textbooks and workbooks, but more technologically acclimated people are becoming parents, and they incorporate computers in their childrens' learning.*"

Mary Pride in *Highly Recommended Homeschooling Resources*. (1989) has evaluated curriculum packages, textbooks, and some alternative resources for home education. On Social Studies she writes: "*History resources are mostly bunk. They tend to be propaganda and censor out all the juicy bits. In real life, history is more like a bestselling novel or a great ballad than a list of dates and battles. So if you'd like to generate a little historical excitement, meet Bobby Horton. This almost disgustingly talented man has put together five cassettes of Civil War songs -- four of Confederate songs and one of Union songs. . . . Textbooks just can't take you there the way these songs do.*"

Pride's *Practical Home Schooling Magazine* lists and reviews the available curriculum packages and she also writes *Pride's Guide to Education Software*.

Nancy Henderson in *Teaching Your Kids at Home*. lists a number of schools and other organizations across the country, each with different educational philosophies, who provide curriculum materials and other kinds of support for home teaching programs. For example, "*Independent Study High School (Division of Continuing Studies, 269 Nebraska Center for Continuing Education, University of Nebraska, Lincoln, Neb. 68583; 402-472-1926) offers correspondence courses for grades 9 through 12. The program has nearly 6,000 students, many of whom are living abroad, traveling or supplementing the offerings at their local high school. A parent offers guidance, but students work on their own. Full tuition is \$1,000 per year or more.*"

The University of South Florida, School of Library and Information Science is pleased to be able to present this report to Florida's libraries.

Paula Geist  
Peter Dunbaugh Smith  
Kathleen de la Peña McCook

## The Problem to be Studied

Parents across the country are choosing to take active, personal involvement in their childrens' education. Whatever the motivation, the number of those who choose the option to homeschool has seen a marked increase. In most communities the only educational resource available for these homeschooling parents is the Public Library. How is this increase impacting these libraries?

In 1992-93 the state of Florida had 14,208 homeschoolers, ranking it among the highest in the nation for the number of homeschooling families. The School of Library and Information Science at the University of South Florida in perceiving the need to pool the ideas, talents and experiences of children's librarians working in various public libraries across the state, has put the observations of these professionals into the form of a shared resource, making it available to the librarians who are currently grappling with the challenge of how to serve the increasing number of their homeschooling patrons.

**Some of the issues identified by this research are:**

- Needs of homeschooling patrons
- Need for Curriculum assistance
- Collection development needs
- Special Program needs
- Need for Special Policies
- How are these needs being addressed?
- Budgetary concerns
- Time/Personnel concerns
- What can be done in the future?
- Creative funding
- Organization, National/Local

## The Survey

To learn how Florida Public Libraries are addressing the issue of services to homeschoolers, a questionnaire was developed using open ended essay questions asking responding librarians to discuss their perceptions, opinions, or advice on the subject, and to list any services or programs already in place. This questionnaire was distributed to the directors of county library systems in eleven Florida counties with the highest concentration of homeschoolers (58% of the total homeschooling population in Florida).

### Recipients of the questionnaire included:

**Alachua County Library District**  
401 E. University Avenue  
Gainesville, FL 32601

**Brevard County Library System**  
219 Indian River Dr.  
Cocoa, FL 32922-7781

**Broward County Division of Libraries**  
100 S. Andrews Ave.  
Fort Lauderdale, FL 33301

**Columbia County Public Library**  
490 N. Columbia St.  
Lake City, FL 32055

**Jacksonville Public Libraries**  
122 N. Ocean St.  
Jacksonville, FL 32202-3374

**Orange County Library District**  
101 E. Central Blvd.  
Orlando, FL 32801

**Palm Beach County Library System**  
3650 Summit Blvd.  
West Palm Beach, FL 33406

**Pinellas Public Library Cooperative**  
12345 Starkey Rd., Suite L  
Largo, FL 34643

**Seminole County Public Library System**  
1101 E. First St.  
Sanford, FL 32771

**Tampa-Hillsborough County Public Library System**  
900 N. Ashley St.  
Tampa, FL 33602

**West Florida Regional Library**  
200 W. Gregory St.  
Pensacola, FL 32501-4878

Of the participating county systems, two photocopied the survey and distributed it to each of their branch libraries increasing the total response to 29. While some of the responding libraries did not have formal programs in place and did not perceive an immediate need to address the issue of services to homeschoolers, the suggestions offered by many of these librarians still proved illuminating.

## Sample Questionnaire

\_\_\_\_\_

County

\_\_\_\_\_

Homeschoolers (according to State of Florida Department  
of Education)

### Public Library Service to Homeschoolers

1. Does your library have a formal program that seeks to identify and provide service to registered home schoolers? \_\_\_Yes\_\_\_No.  
If yes, please describe.
2. Please note any special services you have developed in response to the demands of homeschoolers and their parents.
3. Please note any difficulties or challenges presented by homeschoolers and their parents.
4. Please note any programs for homeschoolers that you might be planning.
5. Please note any advise you might have for counties where homeschooler's numbers are growing.
6. Please make any other comments about homeschooling that come to mind.

It is our intention to describe our findings in general without reference to a specific library. However, if you do not mind attribution, please indicate so below.

Person filling out questionnaire \_\_\_\_\_

\_\_\_\_\_O.K. to quote me. \_\_\_\_\_Prefer not to be quoted.



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**Question #1: Does your library have a formal program that seeks to identify and provide service to registered home schoolers?**

Yes  No. If yes, please describe.

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- Yes. In addition to our weekly story hours for preschoolers, we offer a weekly story hour for local home schoolers (grades K-12).
- No. But we have been serving about a half dozen families who are involved in homeschooling.
- See attached, is the summary of my work so far which I am presenting at a program at PLA in March with David Dembeck: *Public Libraries and Home Schoolers*.
- Our library system does not have a formal program that identifies registered homeschoolers, but many of our libraries provide services, such as, assistance in locating materials needed for supplementing their curriculum, providing bibliographies on various topics/themes, and we invite the homeschoolers to our regularly scheduled programs. Homeschoolers and their parents/caregivers are also provided with more individualized library tours and instruction on library usage.
- For over the last two months we have been attempting to collect names and numbers of homeschoolers who use the library. We have talked with homeschoolers who agreed to notify their groups of our plans to provide special services to homeschoolers. We have been soliciting homeschoolers opinions and thoughts about what the Children's Department could do to help them in trying to develop programs for them.
- We have not had requests from home schoolers for specific materials, and we suspect there aren't too many in our area. We would certainly consider getting materials for them, if their requests fitted in with our collection development policy.

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**Question #2: Please note any special services you have developed in response to the demands of homeschoolers and their parents.**

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- We have developed a home school file box where we keep information in legal size folders about homeschool organizations, books, activities, and items of interest to homeschoolers. We have developed a club where librarians read juvenile fiction to 4-6 grades at the request of homeschoolers. We did it for 2 years and had some success but finally dropped it because of inconsistent attendance.
- This home schoolers story hour was established at the suggestion of a local home schooling mother.
- We try to purchase more teacher/teaching books, such as "Themes for Reading", craft books based on curriculum, etc.
- We do a bulletin board for the youth room once a year (for publicity) and have a tour and general use program scheduled.
- We have copies of the *Florida Parent Educators Association Almanac* for patrons.
- Found study space for them. Subscribe to *Florida Parent Educators Association Almanac*.
- Parenting and Educational (Professional) Collections have been developed for their use. Also, materials for homeschooling have become part of the Youth Services collection and are kept current.
- We offer assistance and support as needed. We currently have a bulletin board displaying work of a family of homeschoolers. Reference has created a vertical file and bibliography of homeschooling titles.
- We have just recently started a file of information related to homeschooling. Otherwise, we treat their questions like any others and thus, help them thoroughly to find what they are looking for. I always make it a point to tell them how *eager* I am to assist them, because I have noticed that some homeschoolers feel insecure at first.

- Special PTC (Parent-Teacher Collection) collection w/information on home school curricula, teaching methods, local resources, state and national homeschooling newsletters, child development - we attempt to provide a great deal of support material - everything except text books.
- Library orientation for parents, tours for students, subject area programs in English, History, Science, general reference books (including a bibliography). Puppeteers from the homeschool community work with other students in our puppetry programs. Organizational meetings are held here (one in 4H). All programs are open to homeschool students.
- We extend referral service for new home schoolers by providing them with information on the Florida Homeschoolers Association. We have been able to order some materials from their various lists (the lists provided usually includes outdated material or materials that do not always meet our selection policy criteria). We have also purchased materials on the topic of home schooling. We provide networking information for parents, such as, when workshops are being offered that might be of assistance/interest to them. At least (2) of our librarians have presented workshops for home schooling parents at state conventions, through the Florida Homeschoolers Association.
- Our Children's Librarian has made known to the homeschooling parents of our community that they can request material needed for special units ahead of schedule and the subject matter will be made available. Teachers of local schools have also been offered this service.
- Provide Library tours and bibliographic instruction.  
Professional collection has small number of titles for patron use.  
Library subscribes to Florida Homeschooling Assoc. newsletter.  
Library has beefed up some subject areas.
- We have developed a "Parent/Teacher Collection" that is in response to interest from not only homeschoolers but parents generally, as well as local teachers. The collection includes books on childcare, preschool education, reading guidance, games and activities to do at home, and other topics that might be of interest.
- We do not have any special services for the homeschoolers and the parents; nevertheless, in the selection process of children's books, we acquire books and materials related to the school's curriculum. (Whole Language, Multicultural books, etc.)

- We have offered to schedule special storytimes and craft programs and perhaps workshops primarily geared toward whatever subjects the homeschoolers were currently studying. We would like to offer workshops in using the computer and in using the library for research if the interest and need is there.
- We have expanded our teaching/parenting collection to include elementary level curriculum guides and supplements for a wide range of areas at every grade level. We also subscribe to the *Florida Parent Educator's Association Almanac* and keep it with current periodicals in the Children's Department.
- We provide library use instruction sessions. We also have a homeschooler volunteer program. Homeschool students volunteer in two hour sessions. The students perform a variety of tasks, which range from bibliography searches to assisting with story programs. This program helps not only the student, but family as well, to become familiar with Library services offered.
- Story hours at some libraries have been scheduled to coincide with special homeschool topics.

Library tours with instruction in use of library materials and on-line computer when requested by homeschoolers (the same is done for pub. and private schools).

Parenting/Education collections have been expanded to meet their needs. Vertical files developed with curriculum based titles.

- While we have no formal programs for homeschoolers, we do try to serve their needs by purchasing support materials. We also encourage them to use material available through Adult and family literacy grants.
- Special Services given to homeschoolers include extensive reference for both the parents/guardians and the children...and a film/video program held every Tuesday afternoon at 1 PM. In this service, the adults schedule the films and videos two weeks ahead from the Florida State Library Film Department. Lately we have added a short preschool film of 8-10 minutes for young children accompanying them.

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**Question #3: Please note any difficulties or challenges presented by home-schoolers and their parents.**

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- Homeschoolers use our facilities day and night but are especially noticeable in the morning when other children are in school. Their curriculum is something different and the subjects a bit more unusual. Occasionally, if an older child is alone, he wants us to do his work for him but we try to help without actually doing so.
- Some, but not all, of our home schoolers' parents have objected to stories or story hours relating to Santa Claus, the Easter Bunny, Halloween, magic, evolutionary theory, and dinosaurs. Out of respect for those beliefs, we avoid those themes in this story hour only!
- A recent trend has been requests for curriculum material for each grade. We do not know this information - nor do we have textbooks. We are more than happy to find complementary material that we do have.
- Home schoolers often want a lot of hands-on experiences for their children. They also want activities that combine education w/a social setting, since the child is not in a structured, social environment. They often want suggestions - Places to go & things to do. They also want and need information on home-schooling law. (Not just in Florida, they might be considering a move.)
- 1. Staff time to give individualized reference help.
  2. Having enough resources to meet their needs.
- There seem to be few families in this community to serve as homeschoolers. However, at a neighbor library there were a larger number; they were organized and made many subject requests which the Children's Librarian followed through with. They held their annual science fair in the meeting room and the collection was utilized a lot.
- We only have 1 family of homeschoolers that have made themselves known to us and this mother is looking for others who are interested in doing field trips together...but she is only finding homeschoolers that are heavily involved in religion or doing homeschooling for religious reasons. This is not what she is looking for. We haven't been able to help.

- I have found them to be a delight. They are easy to please and very appreciative of the slightest help. They do work from lists of recommended titles, which requires much borrowing of materials, of course, we don't mind providing this service. (Some of the titles on the list are not in the system.)

- **Difficulties**

Requests for library skills classes for 1 or 2 children (classes require 30-45 min.)

- **Challenges**

Maintaining lines of communication with various local groups. Serving the many individual parents who do not belong to any local group.

- Our collection lacks textbooks and other materials they need. We offer ILL and try to order materials to fill the need. Some behavioral problems as with any children.
- Unfortunately some homeschoolers do not always identify themselves, and many times leave the library without locating their sought after information. On the other hand, some expect extensive, personal service to be extended by the librarian. Another challenge is in finding quality materials to assist with their curriculum and finding materials on how-to-start home schooling. Homeschoolers sometimes ask for special programs beyond what the library offers: history, civics, biographies, etc. They expect **classes** on these subjects.
- I have enjoyed working with the homeschooling parents in our community. A few times requests for homeschooling material by parents were made at the library's busiest times. Efforts were made to comply to the needs of the library patrons and the homeschoolers.
- Home-schooling patrons tend to deplete the collection in one subject area. Often parents are unsure about what they need for the curriculum. If Librarian has no training in education, it is difficult to help the patron.
- The only difficulty encountered thus far is not being able to supply certain curriculum-related materials that are sometimes requested.
- They checked a lot of books out for teaching their children at home.
- The challenge that we face is in identifying and reaching the homeschoolers in our area so that we may better serve their needs.

- Often homeschool parents or those considering the possibility of doing it are looking for a contact person, the *Florida Parent Educator's Association Almanac* fills that need for us.
- One challenge has been the high number of out-of-print material on reading lists. We do use ILL services to help alleviate this problem.
- Major problem is identifying the homeschool families. Since we do not normally have textbooks in our collection, it has been a frustration for homeschool parents. High number of out-of-print titles on their reading lists--we use ILL to fulfill requests.
- One difficulty we have encountered is requests for text books. Our policy has been to purchase support materials rather than actual text books. We have also found that certain subject areas are in high demand by both public and homeschoolers at the same time. We also are having higher demand for educational computer software.
- Our public library children's nonfiction books lack the linear, sequential quality of programmed instruction. Even when the substance is there, one wonders about the ability of individual parents to structure it. The public library's mission in contrast to that of the school library might encourage creative though by virtue of the fact that its resources make no pretense that knowledge can be precisely broken down into subjects.
- Although I have not had any unreasonable demands on my reference time, I am aware that other Librarians find this a major problem. The Library Literature emphasizes this also. My challenge is to find the very specific materials they need or to suggest other sources. One homeschooler parent requested Creationism materials very persistently. After I explained Library policy, the issue appears to be settled.

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**Question #4: Please note any programs for homeschoolers that you might be planning.**

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- They come to our scheduled programs but we have not scheduled any programs just for homeschoolers.
- The weekly story hours are both educational and entertaining. We have covered such themes as library usage, music, meteorology, art, conversation, folklore, poetry, and other cultures. We've had humorous guest speakers from the community speaking on bike safety, personal safety, drug abuse, self-esteem, spiders, animal training, physically disabled, wildlife rehabilitation, and recycling. We also include book talks and book displays to encourage the children to read more on the theme on their own.
- None - other than what we do for the general public.
- I would like to start a reference file for homeschoolers. Activities/Events/Attractions etc. I would like to collect articles, Resources, guides to help homeschoolers.
- We wouldn't restrict any of our programs to homeschoolers only. However, they do attend our other programs regularly.
- Busy trying to keep regular preschool programming from being cut - special homeschool programming not possible.
- 1. Parent orientation is annual.
  2. Student tours & programs about specific resources are offered upon request.
  3. PLA program in Atlanta.
  4. Possible FLA program in 1995.
- Our librarians do not plan special programs just for homeschoolers. Homeschoolers are invited to attend any and all of the programs offered to the public. These include story times, after school, puppet shows, film programs, etc. Most libraries also conduct tours of the library and instruction on how to use the library.



- At this time I have not planned any programs for homeschoolers, however if a request was made by the parents I would do whatever I could.
- Not at this moment. We have only one person doing Children's and Reference. Maybe in the near future when we get additional personnel.
- The homeschoolers have expressed an interest in and a need for workshops on how to most effectively use the computer. They also have requested possible programs for instruction of performing effective research in the library and use of the materials available. We are sending a letter to whatever groups we can identify in order to solicit comments, suggestions and receive a better view of their particular requirements.
- We include the Kindergarten age homeschool children in our regular storytime programs. We also conduct "field trips" for homeschool groups and assist them in learning appropriate grade-level reference skills just as we do for school groups from public or private schools.
- We plan on expanding our volunteer program.
- We have a homeschool volunteer program which will be expanded. Students volunteer in the children's room for two-hour sessions. Student and family become more familiar with what the library has to offer.
- We have no programs that specifically target homeschoolers. However, they do attend our storytime programs. We also conduct tours and story programs for schools and organizations upon request.
- Programs that are being planned.

Purchasing guides, handbooks and books on Homeschooling concerning general information and techniques.

Compile a bibliography (or brochure) on our Library's "Information Materials for Homeschoolers."

A program on *Introduction to Library Skills* for the very young homeschoolers and *Library Skills and Research Tools* for 5th graders through High School. This program would be similar to the courses offered by media specialists.

Offer our meeting room, VCR, and projector for homeschooling organizational meetings.

A "Reserve Shelf" has been offered to them for materials several families have been working on together.

Notices, including the "Library Cooperative News and Events" and information of other county-wide Library programs will be sent to district and local organizations for inclusion in their newsletters. Maintain phone contact with the leaders of the local and district-wide organizations.

Special borrowing privileges will be given for home and group use of FL State Films and other books as needed similar to our Teacher Loan Privileges. A pamphlet file is being compiled with information for parents: homeschooling laws and regulations, names and addresses of local and district organizations, and bookseller and supplier's catalogs.

Notify the local and district homeschool parents of the availability of Library tours for homeschoolers, possible workshops or Library guest speakers of interest to them, opportunities for displays of homeschool art projects in the Youth Room of the Library and news of new books on homeschooling pertinent to them.

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**Question #5: Please note any advice you might have for counties where home-schooler's numbers are growing.**

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- They use resources we already have, so mainly we just need to make them feel welcome. The resource file has been well used and is most helpful.
- To consider providing similar library programs for these people. They depend heavily on library resources and visit the library often. Such programs can further educate them as to what the library has to offer and how to find it, in addition to promoting literacy and life-long learning.
- Perhaps a homeschooling association.
- Encourage formation of a group to meet with other homeschoolers.
- Please have **one** central person or organization (well published) that home-schoolers & librarians can contact for information, suggestions, and direction.
- I have not found it necessary to alter my reference services, collection development or programming. I would only advise that staff members keep an open mind, because I have noticed some prejudice against this group and I have found them to be a pleasure to work with.
- 1. Make and maintain contact w/local homeschooling groups.
  2. Join state & national home schooling associations.
  3. Encourage parent's groups to meet at library so library keeps abreast of latest developments.
  4. Display joint project products on library bulletin boards - in library display cases.
- Read everything you can find on the subject of homeschooling. Obtain materials on the subject and that are requested.
- 1. Try to provide materials to supplement their curriculum and include some teacher resource-type materials.
  2. Establish close contacts with leaders of the homeschoolers organization in your area.
  3. Develop and make available useful bibliographies.

4. Be careful of parents who would ask you to tailor your programs to their curriculums (teaching "classes").
  5. Extend every courtesy and service to home schooling parents as you would to regular classroom teachers.
- Do not make any personal judgements on homeschooling. Get acquainted with individual homeschooling parents and organized homeschooling groups within your community. *The WiSE Private School* and *Home Educators* are groups that meet or have met in our library. They helped me understand all that is involved in home schooling. I found that once I showed interest they were very cooperative.
  - Teaching background for one librarian in Children's Services. If doing formal programs for Home-schoolers, be sure to have adequate staffing.
  - I believe we need to make a strong effort to reach the homeschoolers and provide them with all the services we can to support their efforts. If you can identify some homeschoolers who use the library on a regular basis you may be able to enlist their aid in communicating with others who are more difficult to reach.
  - Give homeschool parents and students the same respect and assistance you would give public or private school teachers.
  - A file with homeschool reading lists is great to have on hand. If you are able to, work with the person compiling the read lists, so if a book is out of print you may be able to suggest a compatible replacement.
  - Generally, we feel homeschoolers need to be treated with the same respect as other students and teachers. Effort must be made to make them feel welcome.
  - Be prepared for request of names and addresses for homeschool organizations, text book companies, correspondence courses, and individuals or organizations who do student testing.
  - For a Children's librarian there is no substitute for having read every book in the collection.

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**Question #6: Please make any other comments about homeschooling that come to mind.**

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- We have found them appreciative of our resources and grateful for our help.
- Our homeschoolers are members of an organization of home schooling families. They have a local newsletter in which they advertise our library program. Each year they choose a library liaison to work with me in organizing the story hour, suggesting themes, or speakers. These liaisons have been an enormous help.
- The Children's Dept. has actively encouraged homeschoolers to participate in reading programs and other special promotions. The statistics, however, demonstrate that the rate of participation is low. During the summer reading program, few homeschoolers registered. Only 23% of those registered completed the program, same level as other children. During the Read The Zoo Program for 3rd graders, 3 homeschoolers registered, none completed the reading requirements. Some homeschoolers have been regular participants of the After School Craft programs. The degree of involvement in different activities vary. As a general rule homeschoolers use the library resources complementing their curriculum. Aside from tours to explain how to use the library, there have been no requests for special programming.
- With the publicity and coverage of the increasing violence within our schools, as well as the incidence of growing problems with weapons in schools, parents will be looking for alternatives to their children's education and homeschooling is one answer that I feel will continue to grow until there is change in the Public School System.
- I feel it is difficult to reach homeschoolers because we don't really know who they are.
- It is difficult to plan ahead since members could vary widely from year to year.
- Info regarding homeschool population was discussed soon after I arrived at this library. There seem to be few families involved in this area.

- Parents could use instruction in how to prepare Basic lesson plans and unit study. When we are thinking about assisting this group we should keep in mind the various motivation that parents have for homeschooling.
- Perhaps before any future lists of required books are created, the creator of the booklist could contact the county's "Home School Liaison?" and we could let them know if the titles are widely held and/or available.
- Policy for service to homeschooling parents should be written as early as possible - should address textbook purchase, amount of support for church curricula library willing to provide, use and scheduling for meeting rooms, types and number of library education classes to be offered, list other services that library will provide.
- Since articles have begun to appear in the literature (library.) I have tried to offer more to homeschoolers & their parents. We continue to build as we learn what others do as well.
- Most materials requested by homeschoolers are out-of-print - try to steer them toward newer materials. Wish parents would inform librarians about subject material needed in advance. Suggest to homeschoolers to study topics when there is less demand on materials. Encourage them to study *Native Americans* in April instead of November. Try to combine homeschoolers with small private schools. Many homeschoolers have classes year-round so when programming invite them to participate in summer reading activities. Relax, homeschoolers are very appreciative of your input and suggestions.
- This program goes hand-in-hand with a Homework Help program.
- In my experience with homeschoolers, I have generally found that the children become skilled in using the library and often read and use materials at a higher grade level than one might expect.
- As a public library, one of the roles is that we serve our patrons as an independent learning center. We buy books and materials for children's and adult's to meet this need and demand.

- The homeschoolers that I have talked with seem to feel like they are alone and not part of the mainstream. They appear almost apologetic as if they do not merit the same attention traditional school-going parents do. They are often unable to attend the functions that we have scheduled and are, for the most part, unaware what is available to them at the library. When you can make contact and talk with them, they are most appreciative of anything you can do to help them. I feel this area is very important and is largely an untapped or undervalued source of patronage.
- Homeschool parents should be prepared to realize that they will have to purchase school-based materials and texts just as public and private schools do if they plan to make a go of it. The public library cannot fill every need in every curriculum area. Often they do not understand why the public library does not have standard text books for all grade levels for their children.
- These patrons are extensive library users; cultivate this group. Their needs are not significantly different from any other library patron.
- When working with homeschoolers expect a wide variety of teaching styles, curriculum needs, and competency levels. It is also important not to make any value judgements concerning these items.
- When we were living overseas I homeschooled my children for a year. I found it a pleasant experience and the children certainly did not suffer academically.
- Serving homeschooling families is wonderfully stimulating in that it offers unusual opportunities to present extraordinary materials that may otherwise lack some glamour, to piece together the many facets of a subject from a broad range of classification. It is very gratifying to develop an ongoing relationship in which scholarship and intellectual growth become apparent over time. Habits of lifelong learning may be fostered at this time.

## The Home Schooling Challenge: Response of Florida Public Libraries to Home Education

Florida librarians are responding to the challenge presented by the increased number of students getting an education at home. Florida has the largest number of home schoolers in the country, and they are among the most frequent and intensive users of the public library. The University of South Florida, School of Library and Information Science conducted a survey of libraries in counties where 500 or more home schooled students are registered to find how Florida libraries are meeting the challenge.

Other organizations and industries catering to the home education market are growing to meet increased demands for materials, services, and information needs. There are over 25 vendors supplying a complete curriculum package for home schoolers and other publishers are targeting the home education market with supplemental materials. Home schoolers have their own newsletters, journals

and support groups. The Home School Legal Defense Organization provides legal services for its members nationwide.

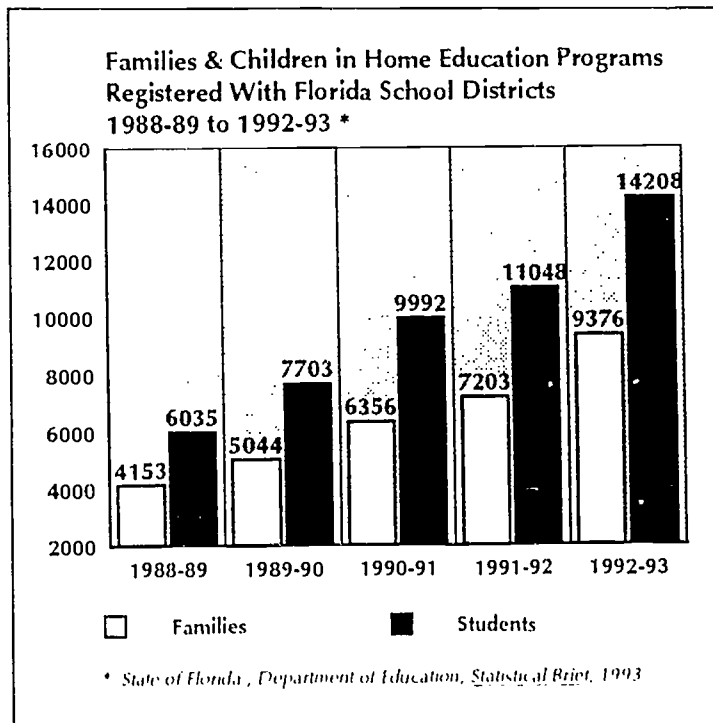
The Florida Parent Educators Association has recently gained national attention and proved to be a significant political influence. Thousands of calls were logged to state legislators demanding an amendment to a new bill that would require teachers to be certified in every subject they teach. Although the bill did not specifically include the parent/teachers of home schooling, it did not exclude them either.

### Florida leads the Nation in Home Education Registration

In states where home schooling is not reported, numbers can be estimated from sales of home school curricula, journal subscriptions, and reports from leaders of home schooling organizations and support groups. Patricia M. Lines, an analyst in the Department of Research, U.S. Department of Education, estimated in 1991 that home education of a half million children, 1% of the school age population, is a conservative estimate.<sup>1</sup>

In her estimates of home schooled students, Lines ranked Florida first with over seven thousand registered home schoolers in 1990. Since then the Florida home schooled population has doubled. The Florida Department of Education reports 14,208 students from 9,376 families registered for home school in the 1992-93 school year.<sup>2</sup>

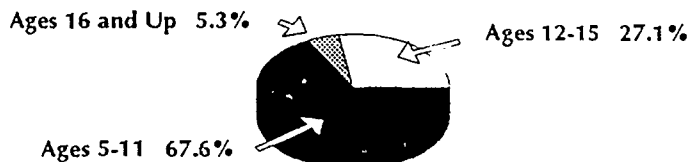
No one expects home schooling to become mainstream. In an article for *Wilson Library Bulletin*, James LaRue and Suzanne LaRue estimate that home schooling may grow to include 5%





of the school age population.<sup>3</sup> Home schooling parents agree that it is hard work that takes time and money. The family must absorb the opportunity cost of having one parent staying home to teach. An average curriculum package costs several hundred dollars and supplementary educational, craft, and project materials add significantly to the expense. The average profile of a home schooling family is middle class, white, and at least one parent with a college education.

### Age Level Distribution of Students Enrolled in Florida Home Education Programs, 1992-93



State of Florida, Department of Education, *Statistical Brief, Series 94-8B, 1992-93*

### The Average Home-schooling Family\*

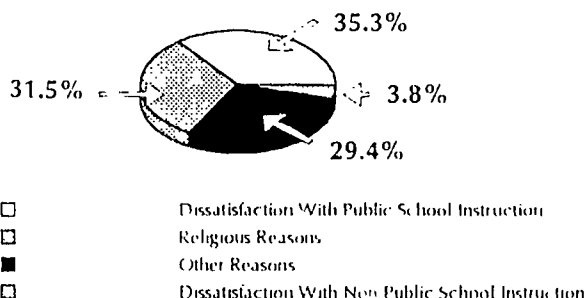
Father's years of education	14.9
Mother's years of education	14.09
Teaching done by fathers	9.95 %
Teaching done by mothers	88.32 %
Teaching done by other person	1.71 %
Number of children per family	3.21
Percentage of income by father	96.37 %
Percentage of income by mother	3.48 %
Number of visits to library per month	3.09
Cost per child per year to homeschool	\$488.53

\* Statistics from Home School Legal Defense Association

The Florida Department of Education is required to survey families educating their children at home. Of the 30% of surveys returned, the principal reasons cited for home schooling were dissatisfaction with public schooling, religious reasons, and dissatisfaction with non-public school instruction. Other reasons include overcrowded classrooms, lack of individualized instruction, adverse peer pressure, unsafe school environment, expense of private schools, and medical/health problems of the child.

One reason for the increase in home schooling is the relaxation of local laws and regulations. Florida has simple rules for home schooling. Parents must notify the county of their intent, document student work, and have the students evaluated once a year by a certified teacher.

### Reasons For Establishing a Home Education Program, 1992-93 \*



\* State of Florida, Department of Education, *Statistical Brief, 1993*

Positive results from studies on home schooled populations are encouraging to parents disillusioned with public education. Students educated at home routinely score high on achievement tests. Home schoolers, active in community sports and social events, also score high on socialization and self concept.<sup>4</sup>

Over half of Florida's home schooled population are registered in ten counties with Broward County leading with 1,181 students from 799 families. The other nine counties (Palm Beach, Duval, Pinellas,

ties (Palm Beach, Duval, Pinellas, Dade, Orange, Hillsborough, Brevard, and Escambia) account for 7,510 home educated students from 5,074 families. (see table 1)

## Florida Librarians Meet the Challenge

The increasing number of home educated students in the community is both a challenge and an opportunity for public librarians. In the University of South Florida School of Library and Information Science survey of public libraries in counties with 500 or more registered home schooled students, most of the challenges presented by home schoolers fell into two categories: demand for materials in the collection and demand for services. Seasonal depletion of the collection in some subject areas and requests for out-of-print materials were the two specific problems most often cited.

Opening lines of communication with local home schooling groups and individual parents helps control the demand for these materials. Provision of current information on home schooling will help guide home schooling parents. Virginia K. Bird, in her 1992 article for *Florida Libraries*, cites a list of invaluable resources to include in the library's home schooling vertical file:

- Materials concerning laws and legal issues regarding home schoolers.
- Lists of local support groups and youth organizations.
- Copies of school curricula.
- Bibliographies for both children and parents.
- Lists of children's television programs broadcast locally.
- Newspaper and magazine articles (including the Florida Home Schooling Association newsletter).
- Information on local, state and national organizations that support home schooling.<sup>5</sup>

Many parents have computers and need information concerning access to electronic resources in education that are currently available through the Internet. An excellent

example of this type of resource is the Florida Information Resource Network (FIRN) which allows home schooling parents access to electronic mail, freenets, the Library of Congress, NASA, World Classroom, Kidlink, and many other educational sources. To obtain a FIRN account, parents must be sponsored by someone in the public school system.

**Janice Taylor Fletcher**, Childrens/Youth Adult Librarian at the Largo Library, suggests ways to maintain a close relationship with local home schooling groups:

- Encourage them to meet at the library;
- Join state and national home schooling associations;
- keep individual home schooling parents abreast of information concerning these organizations.

Fletcher points out the need for the library to create a policy for service to home schoolers. The policy should address: purchase of textbooks, scheduling of meeting rooms, library instruction classes, and other services. In this way, librarians may predict many of the questions that the home schooling parent might ask and prepare themselves in advance.

### National Percentile Scores by Homeschoolers on Standardized Achievement Tests

National	Percentile
Total Reading	84th
Total Listening	85th
Total Language	80th
Total Math	81st
Science	84th
Social Studies	83rd
Basic Battery	82nd
Complete Battery	82nd

\* Statistics Home School Legal Defense Association

As the population of home schoolers increase and library budgets are cut, the li-

brary finds it difficult to meet the home schoolers' demands for materials and services. Many libraries are unable to plan special programs for home schoolers, creative use of existing resources is one solution. Make home schooling parents aware of children's programs already in place. This includes not only library programs, but community after-school programs that are offered by the local schools. Use the community's resources. A good example is provided by **Connie Carras**, Children's Librarian at the Winter Park Public Library, who has received support from Ben Franklin's, a local store, to sponsor an arts and crafts program at her library.

Home schoolers present an opportunity for the librarian to work with students who will realize the library's full potential as an educational institution for lifelong learning. As Karen Aust, Librarian at the Gulfport Public Library states:

*Our public library children's nonfiction books lack the linear, sequential quality of programmed instruction. Even when the substance is there, one wonders about the ability of individual parents to structure it. The public library's mission in contrast to that of the school library might encourage creative thought by virtue of the fact that its resources make no pretense that knowledge can be precisely broken down into subjects...It is very gratifying to develop an ongoing relationship in which scholarship and intellectual growth become apparent over time.*

The broad nature of the public library's collection can make it difficult for the home schooling parent to choose adequate curriculum materials for their child. However, with guidance and assistance from the librarian, the library's resources can be utilized to their full extent.

#### Notes

1. Lines, Patricia M. Estimating the Home Schooled Population. Office of Research, U.S. Dept. of Education, working paper, October 1991. Text-fiche.
2. Florida Dept. of Education, Statistical Brief, December 1993. Series 94-8B.
3. LaRue, James and Suzanne LaRue. "Is Anybody Home? Home Schooling and the Library." Wilson Library Bulletin 66 (September 1991): 32.
4. Kay, Brian D. and Jon Wartes. "The Academic Achievement and Affective Development of Home-Schooled Children," in Home Schooling: Political, Historical, Pedagogical Perspectives. Galen, Jane Van, and Mary Anne Pitman, eds. Norwood, NJ: Ablex Publishing Corp., 1991 : 43-62.
5. Bird, Virginia K. "Public Libraries and Home Schoolers: How Librarians Can Help," Florida Libraries 35 (August/September 1992) : 116-118.

1992-93

Florida Home Schoolers Ranked by County

County	Students	Families	County	Students	Families
Broward	1,181	799	Walton	105	56
Palm Beach	886	608	Indian River	103	57
Duval	824	589	Putnam	98	60
Pinellas	752	473	Gadsden	74	43
Dade	741	472	Nassau	65	38
Orange	725	541	Charlotte	61	45
Hillsborough	683	460	Jackson	51	34
Brevard	584	382	Okeechobee	45	29
Polk	573	392	Bradford	43	30
Escambia	561	358	Washington	41	19
Alachua	446	276	Gilchrist	40	26
Columbia	401	140	Hendry	40	25
Seminole	395	254	Suwannee	39	27
Hernando	296	207	Levy	36	27
Pasco	287	216	Taylor	32	22
Volusia	285	186	Hardee	32	23
Sarasota	276	183	Desoto	32	21
Okaloosa	260	158	Jefferson	30	17
Lee	255	168	Sumter	25	19
Bay	249	154	Union	18	8
Leon	246	174	Madison	18	10
Santa Rose	222	154	Baker	15	10
Lake	217	147	Wakulla	14	11
Marion	201	137	Calhoun	12	9
Martin	191	120	Gulf	10	6
Collier	184	110	Holmes	8	6
Manatee	180	123	Lafayette	7	6
Monroe	156	105	Flagler	7	5
Osceola	154	107	Liberty	4	4
St. Johns	147	100	Dixie	4	4
Clay	143	90	Hamilton	3	1
St. Lucie	140	119	Glades	2	2
Citrus	138	97	Franklin	0	0
Highlands	115	79			

State totals :           14,208 Students           9,378 Families

State of Florida, Department of Education, *Statistical Brief*, 94-8B, , Dec. 1993

## Florida Statutes Regarding Home Education:

- I. Definition of home education program according to Florida law is addressed in Section 228.041 of the Florida Statutes.

### Section 228.041(34)

HOME EDUCATION PROGRAM.--A home education program is sequentially progressive instruction of a student in his or her home by his or her parent or guardian in order to satisfy the requirements of s.232.01.

- II. Section 229.808(5) of the Florida Statutes requires the Department of Education to survey all registrants of Florida Home Education Programs.

### Section 229.808(5)

To ensure completeness and accuracy of the data base, each existing nonpublic educational institution falling within the provisions of this section shall notify the Department of Education of any change in the name of the institution, the address, or the chief administrative officer. Each new institution shall notify the department of its establishment.

- III. Section 232.02(4) of the Florida Statutes requires that parents notify the superintendent of schools of the county of residence of their intent to establish and maintain a home education program within 30 days of its establishment.

### Section 232.02

Regular school attendance.--Regular attendance is the actual attendance of a pupil during the school day as defined by law and regulations of the state board. Regular attendance within the intent of s. 232.01 may be achieved by attendance in:

- (1) A public school supported by public funds;
- (2) A parochial, religious, or denominational school;
- (3) A private school supported in whole or in part by tuition charges or by endowments or gifts; or

(4) A home education program as defined in s. 228.041, and which is in compliance with s. 229.808, provided that no parent or guardian with whom a pupil is residing has been named as a perpetrator in a confirmed report of abuse or neglect of a child pursuant to the provisions of chapter 415 or has been determined by a court of law to have abused or neglected a child and provided that at least one of the following conditions is met:

(a) The parent holds a valid regular Florida certificate to teach the subjects or grades in which instruction is given and complies with any other requirements prescribed by law or rules of the state board; or

(b) The parent does not hold a valid regular Florida certificate to teach and complies with the following requirements:

1. Notifies the superintendent of schools of the county in which the parent resides of his intent to establish and maintain a home education program. The notice shall be in writing, signed by the parent, and shall include the names, addresses, and birth dates of all children who shall be enrolled as students in the home education program. The notice shall be filed in the superintendent's office within 30 days of the establishment of the home education program. A written notice of termination of the home education program shall be filed in the superintendent's office within 30 days of said termination.
2. Maintains a portfolio of records and materials. The portfolio shall consist of a log, made contemporaneously with the instruction, which designates by title the reading materials used and samples of any writings, worksheets, workbooks, and creative materials used or developed by the student. The portfolio shall be preserved by the parent for 2 years and shall be made available for inspection by the superintendent, or his agent, upon 15 days written notice.
3. Provides for an annual educational evaluation in which is documented the pupil's demonstration of educational progress to a level commensurate with his ability. A copy of the evaluation shall be filed annually with the district school board office in the county in which the pupil resides. The annual educational evaluation shall consist of one of the following:

- a. A teacher selected by the parent shall evaluate the pupil's educational progress upon review of the portfolio and discussion with the pupil. Such teacher shall hold a valid regular Florida certificate to teach academic subjects at the elementary or secondary level. The teacher submit a written evaluation to the school superintendent;
- b. The pupil shall take any nationally normed student achievement test used by the district and administered by a certified teacher. Such test results shall be reported to the school superintendent;
- c. The pupil shall take a state student assessment test. Such test results shall be reported to the school superintendent;
- d. The pupil shall be evaluated by an individual holding a valid, active license pursuant to the provisions of s. 490.003(3) or s. 490.003(5). Such results shall be reported to the school superintendent; or
- e. The pupil shall be evaluated with any other valid measurement tool as mutually agreed upon by the school superintendent of the district in which the pupil resides and the pupil's parent or guardian. Such results shall be reported to the superintendent.

The school superintendent shall review and accept the results of the annual educational evaluation of the pupil in a home education program. If the pupil does not demonstrate educational progress at a level commensurate with his ability, the superintendent shall notify the parent, in writing, that said progress has not been achieved. The parent shall have 1 year from the date of receipt of the written notification to provide remedial instruction to the pupil. At the end of the 1-year probationary period, the pupil shall be reevaluated as specified in this subparagraph. Continuation in a home education program shall be contingent upon the pupil demonstrating educational progress commensurate with his ability at the end of the probationary period.



## Homeschooling Magazines, Journals, & Newsletters

### ***Christian Home & School***

Ed. Gordon L. Bordewyk. Christian Schools International. 3350 E. Paris Ave., S.E., Grand Rapids, MI 49512, 616-957-1070. 6 per yr. Circ. 52,500. Price: US. \$11.95. Aimed at contemporary Christian families. Focuses on family life and educational issues.

### ***Growing Without Schooling***

Ed. Susannah Sheffer. Holt Associates. 2269 Massachusetts Ave., Cambridge, MA 02140. 617-864-3100. First Published: 1977. Bimonthly. Circ. 5,000. Price: US. \$25 Forum for discussion on learning, teaching, home education, and schooling in contemporary society.

### ***Home Education Magazine***

Eds. Helen E. Hegener, Mark J. Hegener. Home Education Press. Box 1083, Tonasket, WA. 98855, 509-486-1351. First Published: 1984. Bimonthly. Circ. 5,200. Price: US. \$24. Contains articles, news, resources and reviews for home schooling families.

### ***Home School Researcher***

Ed. Brian D. Ray. National Home Education Research Institute. Western Baptist College, 5000 Deer Park Dr., Salem, OR 97301-9330, 503-581-8600. First Published: 1985. Quarterly. Price: US. \$25 to individuals; institutions \$40 (effective 1993). Covers research topics relating to home education or home schooling in the US and in other countries.

### ***Home Schooling Laws in All Fifty States***

Ed. Steve Deckard. Companion Press. 167 Walnut Bottom Rd., Box 310, Shippensburg, PA. 17257-0310, Subscr. to: 228 Central Dr., Briarcliff Manor, NY 10510-1213, Tel. 717-532-3040. First Published: 1986. biennial, 6th ed. Price: US. \$22. Describes state laws on educating a child at home. Each state contact is listed, as well as the application process, curriculum, record-keeping, testing and teacher requirements.

### ***Learning Edge; Home Based Education Program News***

ed. Jo Hinsdale. Publisher: Clonlara Publications 1289 Jewett, Ann Arbor, MI 48104, Tel. 313-769-4515. Features information for families enrolled in a home-based education program, including articles of general interest to home educators. Covers teaching, learning methods and materials.

### ***National Homeschool Association Newsletter***

Ed. Meg McClorey. National Homeschool Association. Box 157290, Cincinnati, OH 45215-7290. First Published: 1988. Quarterly. Price: US. \$15. Provides current news and information on home schooling.



***Quebec Home & School News***

Ed. Charlene de Conde. Quebec Federation of Home and School Associations. 3285  
Cavendish Blvd., Ste. 562, Montreal, PQ H4B 2L9, Canada, 514-481-5619. First

Published: 1948. 5 per yr. during school yr. Circ. 6,200 Tabloid. Price: Can. \$12.

Geographic Location: Canada. Communication and information medium for parents and  
others interested in education in Quebec and in Canada.

## Curriculum Journals

***Arts and Activities; the Nation's Leading Arts Education Magazine*** ed. Maryellen Bridge. Publisher: Publishers Development Corp. 591 Camino de la Reina, Ste. 200, San Diego, CA 92108, Tel. 619-297-8032 Publishes articles dealing with the theory and practice of art education at the elementary and secondary levels, as well as teacher education and related issues. Reviews useful products, materials and supplies.

***Big Picture***

ed. Bill Gubbins. Publisher: Whittle Communications L.P.; Corporate Communications 333 Main Ave., Knoxville, TN 37902, Tel. 615-595-5300 Written for elementary school students. The goal is to combat curriculum segmentation by demonstrating how topics interrelate.

***Class Act***

ed. Susan Thurman. Publisher: Class Act Box 802, Henderson, KY 42420 Includes practical ideas, activities, lessons, games and assignments for language arts teachers, grades 6-12.

***Classroom Computer Learning Directory of Educational Computing Resources***

Ed. Holly Brady. Pitman Learning, Inc.; Learning Periodicals Group 19 Davis Dr., Belmont, CA 94002, Tel. 617-923-7707, Annual Circ. 80,000, \$19.95 Special Features: Advertising

***Computers in the Schools; the Interdisciplinary Journal of Practice, Theory, and Applied Research*** Ed. D. LaMont Johnson.

Haworth Press, Inc. 10 Alice St.,inghamton, NY 13904, Tel. 607-722-5857 Special Features: b'bl. charts. illus.. Advertising. Book Reviews For educators and school administrators. Features articles that combine theory and practical applications of small computers in schools.

***Computing Teacher***

International Society for Technology in Education. University of Oregon, 1787 Agate St., Eugene, OR 97403-1923, Tel. 503-346-4414 Special Features: charts. illus.. index. Advertising. Book Reviews. Provides feature articles and columns in language arts, Logo, science, mathematics, telecommunications, equity and international connections for the K-12 educator.

***Core Teacher***

ed. Gordon F. Vars. Publisher: National Association for Core Curriculum, Inc. 404 R.I. White Hall, Kent State Univ., Kent, OH 44242, Tel. 216-672-2580 Describes interdisciplinary programs in elementary, middle, high schools and colleges.

***Creative Classroom***

ed. Elaine Israel. Publisher: Children's Television Workshop One Lincoln Plaza, New York, NY 10023, Subscr. to: Box 53148, Boulder, CO 80322-3149, Tel. 212-595-3456 Special Features: film rev. bibl. charts. illus. Advertising. Book Reviews Presents hands-on teaching techniques for teachers grades pre-K-6.

***Current Health 1; the Beginning Guide to Health Education*** ed. Sandra Maccarone.

Publisher: Weekly Reader Corporation 245 Long Hill Rd., Middletown, CT 06457, Subscr. to: 3000 Cindel Dr., Delran, NJ 08075 . Contains current information on all aspects of health and well-being. For grades 4-6.

***Current Health 2; the Continuing Guide to Health Education*** ed. Sandra Maccarone.

Publisher: Weekly Reader Corporation 245 Long Hill Rd., Middletown, CT 06457, Subscr. to: 3000 Cindel Dr., Delran, NJ 08075 For grades 7-12. Contains current information on all aspects of health and well-being.

**Curriculum Review**

ed. Janine Ragan. Publisher: Curriculum Review Company 212 W. Superior St., Ste. 200, Chicago, IL 60610-3533, Tel. 312-922-8245 columns, and reports on current trends in curriculum development. Provides analytical reviews of textbooks, supplement materials, multimedia kits, and software.

**Drama--Theatre Teacher**

ed. Laurie Brooks Gollobin. Publisher: American Alliance for Theatre & Education Theatre Department, Arizona State University, Box 853411, Tempe, AZ 85287-3411, Tel. 602-965-6064 Practical articles on theatre education with an emphasis on classroom instruction, pre-school - 12th grades.

**Educators Grade Guide to Free Teaching Aids**

ed. Thomas John Haider. Publisher: Educators Progress Service, Inc. 214 Center St., Randolph, WI 53956, Tel. 414-326-3126

**Elementary Mathematician; a Mathematics - Multidisciplinary Teaching Unit for Grades K-3**

SPONSOR: Consortium for Mathematics and its Applications. Publisher: COMAP Inc. 57 Bedford St., Ste. 210, Lexington, MA 02173, Tel. 800-772-6627

**Elementary Teachers Guide to Free Curriculum Materials**

ed. Thomas John Haider. Publisher: Educators Progress Service, Inc. 214 Center St., Randolph, WI 53956, Tel. 414-326-3126 Lists free pamphlets, pictures and chart materials.

**GPN Educational Video Catalog. Elementary - Secondary Visual Instruction**

ed. Richard L. Spence, Thomas Henderson. Publisher: Great Plains National Instructional Television Library Box 80669, Lincoln, NE 68501, Tel. 402-472-2007 Lists series and singles available for lease or purchase on videotape, videocassette, and videodisc.

**Green Teacher**

ed. Tim Grant. Publisher: Green Teacher 95 Robert St., Toronto, ON M5S 2K5, Canada, Tel. 416-960-1244 Special Features: film rev. charts. illus. Book Reviews. Covers teaching methods, philosophy, resources in the areas of environmental and global education for elementary and secondary teachers.

**Journal of Computer Assisted Learning**

Ed. R. Lewis. Blackwell Scientific Publications Ltd.. Osney Mead, Oxford OX2 0EL, England, Tel. 0865-240201. Special Features: illus. charts. index. Advertising. Book Reviews

**Journal of Learning Disabilities**

Ed. J. Lee Wiederholt. Pro-Ed Inc.. 8700 Shoal Creek Blvd., Austin, TX 78757-6897, Tel. 512-451-3246 Special Features: bibl. charts. illus.. index. Advertising. Contains articles on practice, research, and theory related to learning disabilities.

**Kaleidoscope**

ed. Linda Pils. Publisher: Wisconsin Academy of Sciences, Arts and Letters 1922 University Ave., Madison, WI 53705, Tel. 608-263-1692 Instructs K-3 grade teachers on how to incorporate simple science concepts and activities into a daily curriculum.

**Lollipops; the Magazine for Preschool and Early Childhood Educators**

ed. Donna Borst. Publisher: Good Apple 1204 Buchanan St., Box 299, Carthage, IL 62321-0299, Tel. 217-357-3981 Focuses on social studies, sciences, music and art for teachers of preschool to second grade.

**Parents Express; the Community Service Newspaper for Schools, Kids, Involved Parents**

ed. Cynthia Roberts. Publisher: Parents Express Box 12900, Philadelphia, PA 19108, Tel. 215-629-1774 Deals with family, child-raising, health, emotional health, education, and activities for families of children ages 1-16.

**Professional Theatre for Young Audiences**

Publisher: American Alliance for Theatre & Education Theatre Department, Arizona State Department, Box 53411, Tempe, AZ 85287-3411, Tel. 602-965-6064. Provides a profile of theatre organizations that produce work for young audiences.

**Ranger Rick's Naturescope**

Publisher: National Wildlife Federation 1400 16th St., N.W., Washington, DC 20036-2266, Subscr. to: 8925 Leesburg Pike, Vienna, VA 22184-0001, Tel. 202-797-6800. Provides elementary and middle school educators with science and environmental education information.

**Reading Teacher**

ed. Nancy Padak, Tim Rasinski. Publisher: International Reading Association, Inc. 800 Barksdale Rd., Box 8139, Newark, DE 19714-8139, Tel. 302-731-1600

**Remedial and Special Education (RASE)**

Ed. Lorna Idol. Pro-Ed Inc. 8700 Shoal Creek Blvd., Austin, TX 78757-6897, Tel. 512-451-3246. Special Features: Advertising. Book Reviews. Features articles on a wide spectrum of subjects, bridging the gap between theory and practice. Two issues per year provide in-depth coverage.

**SSMA Classroom Activities Monograph Series**

Publisher: School Science and Mathematics Association c/o Donald L. Pratt, Curriculum and Foundations, Bloomsburg University, Bloomsburg, PA 17815, Tel. 717-389-4915. Covers various topics on developing mathematics and science curricula in elementary schools.

**SSMA Topics for Teachers Monograph Series**

Publisher: School Science and Mathematics Association c/o Donald L. Pratt, Curriculum and Foundations, Bloomsburg University, Bloomsburg, PA 17815, Tel. 717-389-4915. Covers teaching techniques and curriculum development for elementary school teachers of science and mathematics.

**Scholastic Action**

ed. Denise Willi. Publisher: Scholastic Inc. 555 Broadway, New York, NY 10012-3999, Tel. 212-343-6100. Helps develop basic English skills for remedial and special students of grades 7-12 with reading levels of grades 4-5.

**Scholastic Choices; Personal Development & Living Skills**

ed. Lauren Tarshis. Publisher: Scholastic Inc. 555 Broadway, New York, NY 10012-3999, Tel. 212-343-6100. Aimed at adolescents.

**School Arts; the Art Education Magazine for Teachers**

Ed. Kent Anderson. Davis Publications, Inc. (Worcester) 50 Portland St., Printers Bldg., Worcester, MA 01608, Tel. 508-754-7201 Special Features: film rev. bibl. illus. stat. tr.lit.. index. Advertising. Book Reviews

**Science and Children**

Ed. Lolie Gwynn. National Science Teachers Association 1840 Wilson Blvd., Arlington, VA 22201 Special Features: film rev. charts. illus.. index. Advertising. Book Reviews

**Science World**

ed. Bonnie Price. Publisher: Scholastic Inc. 555 Broadway, New York, NY 10012-3999, Tel. 212-343-6100

**Scienceland; to Nurture Scientific Thinking**

ed. A.H. Matano. Publisher: Scienceland, Inc. 501 Fifth Ave., New York, NY 10017, Tel. 212-490-2180

**Social Studies and the Young Learner**

Publisher: National Council for the Social Studies 3501 Newark St., N.W., Washington, DC 20016, Tel. 202-966-7840. Provides creative teaching ideas for grades K-6.

***Teachers & Writers Magazine***

ed. Ron Padgett. Publisher: Teachers & Writers Collaborative 5 Union Sq. W., New York, NY 10003-3306, Tel. 212-691-6590. Provides ideas and strategies for the teaching of writing. Includes practical classroom activities, new resources and articles that emphasize a how-to approach.

***Teaching Children Mathematics***

ed. Harry B. Tunis. Publisher: National Council of Teachers of Mathematics 1906 Association Dr., Reston, VA 22091-1593, Tel. 703-620-9840. Articles, teaching ideas, and features of interest to teachers of mathematics in kindergarten through the middle grades.

***Teaching Elementary Physical Education***

***(TEPE)*** ed. Christine Hopple. Publisher: Human Kinetics Publishers, Inc. Box 5076, Champaign, IL 61825-5076, Tel. 217-351-5076. Provides elementary physical educators an exchange of information. Bridges the gap between theory and the demands of the real world in elementary physical education.

***Teaching K-8; a Magazine for Teachers of Preschool Through Grade Eight***

ed. Allen A. Raymond. Publisher: Early Years, Inc. 40 Richards Ave., Norwalk, CT 06854-2309, Subscr. to: Box 54805, Boulder, CO 80323, Tel. 203-855-2650. Articles cover innovation and techniques of individualized instruction.

***Teaching K-8; a Magazine for Teachers of Preschool Through Grade Eight***

Ed. Allen A. Raymond. Early Years, Inc. 40 Richards Ave., Norwalk, CT 06854-2309, Subscr. to: Box 54805, Boulder, CO 80323-4805, Tel. 203-855-2650. Articles cover innovation and techniques of individualized instruction.

***Technology and Learning; the Leading Magazine of Electronic Education***

Ed. Holly Brady. Peter Li Education Group 330 Progress Rd., Dayton, OH 45449, Tel. 513-847-5900. Special Features: charts. illus. Advertising. Book Reviews. Features news, and announcements of educational activities and opportunities in programming, software development, and hardware configurations.

***The New Good Apple Newspaper***

ed. Donna L. Borst. Publisher: Good Apple 1204 Buchanan St., Box 299, Carthage, IL 62321, 217-357-3981. Focus on educational ideas & activities for teachers of grades 2-8.

***Weekly Reader, Edition 1***

ed. Sandra Maccarone. Publisher: Weekly Reader Corporation 245 Long Hill Rd., Middletown, CT 06457, Subscr. to: 3000 Cindel Dr., Delran, NJ 08075. Classroom periodical with news stories, photos and articles. Includes separate teacher's guide.

***Weekly Reader, Edition 2***

ed. Sandra Maccarone. Publisher: Weekly Reader Corporation 245 Long Hill Rd., Middletown, CT 06457, Subscr. to: 3000 Cindel Dr., Delran, NJ 08075. Classroom periodical with news stories, photos and articles to support curriculum for second grade students. Includes separate teacher's guide.

***Weekly Reader, Edition 3***

ed. Sandra Maccarone. Publisher: Weekly Reader Corporation 245 Long Hill Rd., Middletown, CT 06457, Subscr. to: 3000 Cindel Dr., Delran, NJ 08075. Classroom periodical with news stories, photos and articles to support curriculum for third grade students. Includes separate teacher's guide.

**Weekly Reader, Edition 4**

ed. Sandra Maccarone. Publisher: Weekly Reader Corporation 245 Long Hill Rd., Middletown, CT 06457, Subscr. to: 3000 Cindel Dr., Delran, NJ 08075. Classroom periodical with news stories, photos and articles to support curriculum for fourth grade students. Includes separate teacher's guide.

**Weekly Reader, Edition 5**

ed. Sandra Maccarone. Publisher: Weekly Reader Corporation 245 Long Hill Rd., Middletown, CT 06457, Subscr. to: 3000 Cindel Dr., Delran, NJ 08075. Classroom periodical with news stories, photos and articles to support curriculum for fifth grade students. Includes separate teacher's guide.

**Weekly Reader, Pre-k Edition**

ed. Sandra Maccarone. Publisher: Weekly Reader Corporation 245 Long Hill Rd., Middletown, CT 06457, Subscr. to: 3000 Cindel Dr., Delran, NJ 08075. Supports nursery school and pre-kindergarten curriculum.

**Weekly Reader, Senior Edition**

ed. Sandra Maccarone. Publisher: Weekly Reader Corporation 245 Long Hill Rd., Middletown, CT 06457, Subscr. to: 3000 Cindel Dr., Delran, NJ 08075. Classroom periodical with news stories, photos and articles to support curriculum for sixth grade students. Includes separate teacher's guide.

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## Associations & Support Groups

### Florida & National

From "Homeschooling"  
*Countryside & Small Stock Journal*

ABC Homeschool Cooperative, c/o Joyce Bussell, 1140 NE Town Terrace, Jensen Beach, FL 34957; (407) 334-2083.

The Family Learning Exchange, 2020 Turpentine Rd., Mims, FL 32754; (407) 268-8833.

Florida Parent Educators' Association, 9245 Woodrun Rd., Pensacola, FL 32514, 904/477-9642

Holt Associates, 2269 Massachusetts Ave., Cambridge, MA 02140, (617) 864-3100. Free catalog of homeschooling books and resources.

Home Education League of Parents, Suite 131, 3208 Cahuenga Blvd. West, Los Angeles, CA 90068-1409, 1-800-582-9061. National non-profit organization supporting families who homeschool with a monthly newsletter, chapters throughout the country, and other services.

Home School Legal Defense Association (HSLDA), (Formally National Center for Home Education) P.O. Box 159, Paeonian Springs, VA 22129, (703) 338-2800 Fax (703) 338-1952. Provides legal assistance to families whose attempts to educate their children at home are challenged by state government or the local school board. Monitors legal and legislative developments nationwide pertaining to what the group believes is a family's right to educate its children at home. Conducts legal seminars; compiles statistics; sponsors speakers' bureau. Publishes: *The Home School Court Report* (bimonthly newsletter), *Constitutional Law for Christian Students*, *Home School Statute Chart of the 50 States*, *Home Schooling and the Law* (books), *Should Home Schoolers Obey the Law* (booklet), and brochures.

National Homeschool Association, P.O. Box 290, Hartland, MI 48353-0290, (513) 772-9580. This national organization serves homeschooling families and the general public as an advocacy and information network, a quarterly newsletter, and an annual conference.

Nationwide Study of Home Education, Home Centered Learning Annotated Bibliography,

Home Education in Oklahoma, Home Education in Montana, and Home Education in North Dakota. c/o Dr. Brian Ray, Western Baptist Coll., 5700 Deer Park Dr. SE, Salem, OR 97301-9392 (503) 581-8600 Fax, (503)585-4316. Performs data gathering research and serves as an information clearinghouse on the subject of home schooling. Provides testimony in court cases and legislation hearings on the relative merits of home education. Maintains library and speakers' bureau; compiles statistics. Publishes *Home School Researcher*, (quarterly Journal) and *A Review of Home School Research*.

Parkland Home Educators, 517 Roughbeard Rd., Winter Park, FL 32792; (407) 657-7560.

## Out of State, Regional Associations

Austin Area Homeschoolers, 6502 Bradley Dr., Austin, TX 78723; (512) 926-6421.

BRANCH (Blue Ridge Area Network for Congenial Homeschoolers), Rt. 3 Box 602, Afton, VA 22920; Joan Cichon (703) 456-9822.

Center City Homeschoolers, c/o Marion Cohen, 2203 Spruce St., Philadelphia, PA 19103; (215) 732-7723.

Central Kansas Home Educators, Rt. 2 Box 20, Sterling, KS 67579.

Children's Circle, c/o Debbie Grief, Rt. 1 Box 132-A, Mouth of Wilson, VA 24363.

Christian Home Education of Colorado (HOME), 1015 South Gaylord St., Ste. 226, Denver, CO 80209, (303) 777-1022, Families interested in educating their children at home. Provides information on curriculum, resources, and issues facing both parents and children.

Colorado Home Educators' Association, c/o Clark Echols, 3371 W. 94th Ave., Westminster, CO 80030.

Connecticut Home Schoolers Association, PO Box 693, Essex, CT 06428

Corinth Home School Association, Contact: Susan Buttles, 105 Oak St., Corinth, NY 12822-1295

Families for Home Education, 5458 Oxbow Rd., Cazenovia, NY 13035; (315) 655-3238.

Family Learning Organization, P.O. Box 7256, Spokane, WA 99207-0256; (509) 467-2552.

Fingerlakes Unschoolers Network, c/o Linda Holzbaur, 249 Coddington Rd., Ithaca, NY 14850; (607) 277-6300.

Free to Learn at Home, 4439 Lake Forest Dr., Oakwood, GA 30566; (706) 536-8077.

Georgians for Freedom in Education, 7180 Cane Leaf Dr., Fairburn, GA 30213; (404) 463-3719.



H.O.M.E., c/o Alison McKee, 5746 Bittersweet Place, Madison, WI 53706.

HELP-Columbus, c/o Laurie Clark, P.O. Box 14296, Columbus, OH 43214; (614) 268-5363 or (614) 539-9726.

HELP-Toledo, c/o Jeff and D'Orcie Jablonski, P.O. Box 98, Perrysburg, OH 43552-0098; (419) 476-1088

HELP-Miami Valley, c/o Leslie Baynes, 1340 Rice Rd., Yellow Springs, OH 45387; (513) 767-2346.

HELP-Aurora, c/o Cafi Cohen, 1499 S. Lima St., Aurora, CO 80012; (303) 751-6421.

Heritage Home Educators, 2122 Houser, Holly, MI 48442; (313) 634-4337.

Home Schooling Network, 47 Clermont Lane, St. Louis, MO 63124.

Home Oriented Unique Schooling Experience (HOUSE), Betty Wilfong, 6155 N. Moody, Chicago, IL 60646, (312) 775-6092; or Dorothy Werner, 1400 N. Mason, Chicago, IL 60651, (312) 889-7608.

Homeschool Association of California (HSC), P.O. Box 431, Petaluma, CA 94953-0431; voice mail (707) 765-5375.

Homeschool Adventures: Program for Parents and Youngsters (HAPPY), 777 Kolani St., Wailuku, HI 66793; (808) 242-8225.

Homeschoolers for Peace and Justice, Kansas City, MO, contact Karen (816) 361-5673; or Victoria, (816) 753-2691.

Homeschoolers' Support Association, P.O. Box 413, Maple Valley, WA 98038; (206) 432-9805.

Houston Alternative Education Alliance, 117023-B Grant Rd., Suite 112, Cypress, TX 77429; Kay Crowley, (713) 370-3756; Ann Cabanas-Brown, (713) 729-4910.

Humboldt Homeschoolers, c/o Paige Smith, 688 S. Westhaven Dr., Trinidad, CA 95570; (707) 677-3290.

Kentucky Home Education Association, P.O. Box 81, Winchester, KY 40392-0081.

Kittitas Valley Homeschool Association, P.O. Box 1492, Ellensburg, WA 98926; Debbie Williams, (509) 926-4033.

La Crosse Educational Alternative Resource Network (LEARN), c/o Chris Mayou, W. 6442 Schilling Rd., Onalaska, WI 54650.

Lawrence Area Unaffiliated Group of Homeschoolers (LAUGH), c/o Barbara Michener, RR 1, Box 496, Perry, KS 66073; (913) 597-5579.

Live Oak Home School Club, c/o Sesario R. Escoto, 1916 Capitola Rd., Santa Cruz, CA 95062-3098

Lompoc Valley Home Educators, Chris, (805) 733-2710, or Agnes, (805) 735-3008.

Longfellow Home School Association, 2000 Harrison Ave., Local, Butte, MT 59701-0000

Maine Homeschool Association, P.O. Box 9715-199, Portland, ME 04988.

Massachusetts Home Learning Association, P.O. Box 1976, Lenox, MA 01240; (413) 637-2169.

Minnesota Homeschoolers Alliance, P.O. Box 281, Maple Plain, MN 55359; (612) 491-2828.

Montana Coalition of Home Educators, P.O. Box 654, Helena, MT 59624; (406) 443-5826.

New York State Home Education News, P.O. Box 59, East Chatham, NY 12060: (518) 392-6900.

New York City Home Educators Alliance, 341 E. Fifth St., New York, NY 10003; (212) 505-9884.

New Mexico Family Educators, P.O. Box 92276, Albuquerque, NM 87199-2276.

New Hampshire Alliance for Home Education, P.O. Box 4541, Manchester, NH 03108.

North County Home Educators (Anne Arundel Co.), 303 Royale Dr., Baltimore, MD 21226; (410) 437-5524.

North Texas Self-Schoolers, Sarah Jordan, 150 Forest Lane, Double Oak/Lewisville, TX 75067, (817) 430-4835; or Barb Lundgren, 3013 Hickory Hill, Colleyville, TX 76034; (817) 354-4305.

Northern Virginia and Washington, D.C. Metro homeschoolers in LEARN, 47756 Fathom Place, Sterling, VA 20165.

Ohio-Home Educators Network (O-HEN), P.O. Box 23054, Chagrin Falls, OH 44023-0054; (216) 543-5644 or (216) 562-5173.

Older Homeschoolers' Group, 9120 Dwight Dr., Detroit, MI 48214; (313) 331-8406.

Oregon Home Education Network, 4470 S.W. Hail Blvd., #286, Beaverton, OR 97005.

Ozark Lore Society, c/o Ozarks Resource Center, Brixey, MO 65618; (417) 679-4773.

PATCH, c/o Rosemary Craig, 22215 S.W. Jaquith Rd., Newberg, OR 97132.

Pennsylvania Home Education Network, 285 Allegheny St., Meadville, PA 16335; (412) 265-2734.

Phoenix Learning Alternatives Network (PLAN), 8835 N. 47th Place, Phoenix, AZ 85028, Nancy Sherr, (602) 483-3381; Cherie Hutchison, (602) 482-9390.

South Dakota Home School Association P.O. Box 882, Sioux Falls, SD 57101; (605) 334-2213, (605) 334-1735.

South Valley Homeschoolers Association, (So. Silicon Valley area), c/o Sheri Russell, 7273 Carr Place, Gilroy, CA 95020; (408) 848-1585.

South Metro Families for Home Education, c/o Joan Torkildson, 17020 Hamilton Dr., Lakeville, MN 55044.

Southern Maine Home Education Support Network, 25 Belmeade Rd., Portland, ME 04104; (207) 353-5388.

Spice, 10414 West Mulberry Dr., Phoenix, AZ 85039; (602) 877-3642.

SPICE (encompassing Sacramento Valley), P.O. Box 282, Wilton, CA 95693, contacts: Loni Rossbach, (106) 362-1813, Bonnie Sellstrom, (916) 687-7053.

St. Mary's Home School Organization, c/o Carol Ramthun, 7555 Forest View Rd., West Bend, WI 53095-9001, Contact: Carol Ramthun

Teaching Parents Association, 16109 N.E. 169th Place, Woodinville, WA 98072; (206) 483-6642.

The Association for the Enhancement of Creative Learning, P.O. Box 1925, Wimberley, TX 78676; (512) 392-2512, (512) 847-9838. Becky Davis, 1005 Delta Dr., Corpus Christi, TX 78412.

The Dona Ana County Family Educators (DACFE), Phylis Radtke, 1766 Royal, Las Cruces, NM 88001.

TLC (Tri-Lakes Community Home Educators), Lynn Waickman, P.O. Box 270, Ray Brook, NY 12977; (518) 891-5657.

Tri-County Homeschoolers, c/o Betsy Lewis, 130 Blanchard Rd., Stone Point, NY 10980; (914) 429-5156.

Tucson Home Education Network, 4700 N. Tonalea Trail, Tucson, AZ 85749; (602) 749-4757.

Unschooler's Network, 2 Smith St., Farmingdale, NJ 07727; (201) 938-2473; modem number for message board (908) 938-7981.

Unschooling Families Support Group of Central New Jersey, Karen Mende-Fridkis, 150 Folwell Station Rd., Jobstown, NJ 08041; (609) 723-1524.

Utah Home Education Association, P.O. Box 50565, Provo, UT 84605-0565; (801) 488-3676 or (801) 759-3346.

Valley Home Educators, 209 Stull Court, East Wenatchee, WA 98802.

Vermont Homeschoolers' Association, RD 2, Box 4440, Bristol, VT 05443; (802) 453-5460.

Washington Homeschool Organization, 18130 Midvale Ave. N., Seattle, WA 98133; (206) 546-9483; voice mail (206) 298-8943.

Wisconsin Parents Association, P.O. Box 2502, Madison, WI 53701-2502.

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