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PIONEERS ON THE HOME FRONT: AN EXPLORATORY STUDY OF EARLY
HOMESCHOOLERS IN HAWAII

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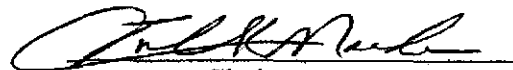
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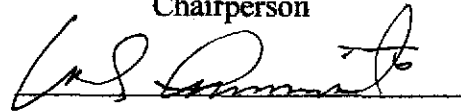
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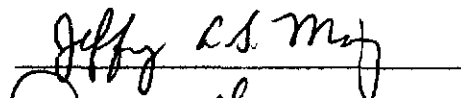
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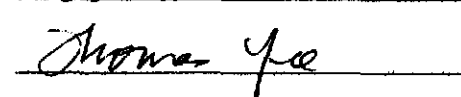
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DEDICATION

This dissertation is dedicated to my husband, Jonathan and daughters, Dussy, Jahna, and Monty. Thank you for the support and inspiration you provided to make this dissertation possible. I also want to dedicate this study to all the homeschooling families who are striving for academic excellence in their children's educational process.

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ABSTRACT

The purpose of this study was to explore the experiences of four pioneering homeschooling families in the State of Hawaii. This qualitative multiple case study examined the motivation, academic, social, legal, and admission to college aspects of early homeschoolers in Hawaii. Research questions guiding the study focused on: what motivated these parents in Hawaii to step outside of compulsory education laws and educate their children, factors influencing parents to persist in homeschooling their children, their experiences with homeschooling and socialization, as well as outcomes for the parents and children.

The results indicated that these homeschooling parents were motivated for mainly academic reasons. Influence of religion varied for each family. Homeschooling support groups influenced parents to continue homeschooling and each participating homeschooling family created a unique personal educational environment in their home with a variety of curricula. Obstacles included relatives, community reactions, and compulsory education laws. Positive outcomes included but were not limited to positive socialization skills, college entrance and completion, and gainful employment by the older children in these families.

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CHAPTER I

INTRODUCTION

Homeschooling, the practice of parents educating their children at home rather than enrolling them in public or private schools, has become more common in the United States since the 1970s (Hill, 2000; Knowles, Marlow & Muchmore, 1992; Lines, 2000; Ray, 2000). Prior to the mid-1980s homeschooling was illegal in more than half of the states in the United States, but parents of widely varying political and religious beliefs united in a nationwide coalition that resulted in legalization in all fifty states by 1992 (Knowles, Marlow & Muchmore, 1992; Marlow, 1992).

Although homeschooling still isn't widespread, it is no longer considered as aberrant as it was prior to its legalization in the 1990s. Homeschool efforts have encountered opposition and setbacks. However, involvement at the national and local levels by strong grassroots organizations such as the Home School Legal Defense Association (HSLDA) and local support groups continue to perform key roles in preventing the homeschool movement from failing (Bolman & Deal, 2003). It is difficult to imagine how much opposition early homeschoolers faced from the government, school officials, and even their families and neighbors during the early years of the movement (Knowles, Marlow & Muchmore, 1992). Despite the opposition, they were highly motivated to defy the norms and laws of the day in order to be able to educate their own children.

Parents have pointed to a range of reasons for having homeschooled their children. For some, it was because of geographic isolation that made travel to and from school onerous (Collom, 2005; Mayberry, Knowles, Ray & Marlow, 1995). Other parents' motivations were grounded in religious beliefs (Jeub, 1994; Lyman, 1998). In addition to

religious values, academic concerns were also suggested as motivational factors for parents' choice to homeschool their children. Similarly, general dissatisfaction with public schools (violence, drugs, sexual activities) and family lifestyle reasons (including children with special needs) were other important motivational factors (Collom, 2005). Still others had pedagogical reasons (curriculum, teaching techniques and approaches), feeling that no school could provide the attention and experiences they wanted for their children (Knowles, Marlow & Muchmore, 1992, Mayberry, Knowles, Ray & Marlow, 1995). A number of parents who homeschooled their children believed that they are able to better educate their children, since parents themselves are the teachers (McCarthy, 1992).

Early critics of homeschooling suggested that the isolation of homeschooled children from their peers would inhibit socialization processes and prevent interaction with others and participation in society. McMullen (2002) acknowledges the downside of homeschooling, including her concerns about the lack of socialization for children, concerns about poor curriculum content, and the serious lack of protection for children taught at home. A common question related to homeschooling is how the homeschooled child will fare in the "real world." Real world is the world of adulthood, the completion of homeschooling and life after secondary school, when one becomes responsible for obtaining one's life's necessities (Ray, 2004). For some college students, the real world is spending four years away from home. For others, it means taking classes and working to provide for their food and shelter.

Critics of homeschooling suggested that parents, no matter how well intended, weren't capable of single-handedly providing their children the academic preparation

they would need to pursue higher education (Menendez, 1996; Reich, 2001). However, studies of the socialization and academic preparation of homeschooled children generally support the position that these children are just as capable of academic success in college as traditionally taught students (Mayberry, 1989, Pedersen & O'Mara, 1990, Pride, 1988, Ray, 1997, Rudner, 1999; Smedley, 1992, Wartes, 1990). Ray's 1997 study on 5,402 homeschooled students showed that homeschoolers on the average outperformed their public school peers by 30-37 percentile points across all subjects.

Similar results were obtained when, as a certified teacher in the Hawaii public schools during the early 1970s, I chose to resign and homeschool our three daughters. They were bright, curious, verbal and playful from birth, but not particularly interested in reading, writing or other traditional activities associated with school at ages five, six or seven. I knew they were not ready for formal schooling and I believed I could provide more appropriate and fun opportunities for learning at home. This allowed me to pace their learning experiences according to their readiness and developmental levels. My student teaching experience in a public school preschool classroom, where I often found students frustrated because of the use of inappropriate activities, (i.e., too much emphasis on academics and not enough developmentally appropriate play), and the days being too long, also prompted my decision to homeschool. I read about studies advocating multi-age, multi-grade students achieving at higher levels and the advantages of starting school when children were ready (Moore & Moore, 1982).

During the late 1970s when our eldest daughter reached school age, I telephoned the Hawaii public school District Superintendent, asked for, and was granted permission to homeschool her. With this and my husband's full support, we embarked on a K-12

homeschooling career spanning nearly twenty years. We persisted in spite of several investigations of our homeschooling by State educational authorities. Friends and relatives questioned and often ridiculed our educational choice. Nevertheless, we chose to homeschool all three of our daughters from kindergarten through high school graduation. Presently, all three hold four-year degrees in education, with two holding Master's degrees, and one recently graduated with a PhD in education at the University of Hawaii. Higher education is definitely a topic of high priority in our family.

Purpose of the Study

The purpose of this study was to explore the motivations and experiences of four families in Hawaii who began homeschooling during the 1980s and 1990s, "pioneers" in the State of Hawaii's homeschool movement. In addition, the study followed up on three children who were homeschooled and examined how being educated at home affected them in terms of their choices in subsequent education, career, and family dynamics. It explored the pedagogical choices and experiences, relationships of family members with regard to education, perceived successes and failures, and the kinds of interaction the homeschool families had with the public school system. In spite of restrictions and obstacles, these parents continued to homeschool. This study examined strategies used and resilience developed by these families in dealing with difficulties encountered while homeschooling their children.

Research Questions

The following research questions guided this study.

1. What motivated early homeschool parents in Hawaii to step outside the compulsory education laws to homeschool their children?

2. What were their educational and homeschooling experiences?
3. What provisions were made for socialization?

Limitations

Insufficient literature on the outcomes of adult homeschoolers set forth limitations for researchers seeking to make assumptions and generalizations on the homeschooling movement. One of the major difficulties with homeschool research involves obtaining participation from a population that, in general, shuns intervention or interaction with organized/formalized groups (Mayberry, 1988). Parent educators generally oppose researchers' intrusion into their homeschooling lives because of the inability of research to fully describe complexities of home education (Kaseman & Kaseman, 1990). Hesitancy of parents to disclose information about homeschool experiences for various reasons such as government control, ridicule from the public, and possibility of investigation also limits the availability of scholarly research in this area.

A third limitation was the fact that the study was limited to parents who began homeschooling during the 1980s on the island of Oahu in Hawaii. Therefore, the sample size was small, inclusive of four families. The sample was also obtained through a network of acquaintances which might have resulted in a sample of homogeneous families. All were Christians, two-parent middle-class families with father as breadwinner and mother primary educator, multiple siblings, and each belonging to a homeschooling support group.

Research questions for this study were limited to only three areas of homeschooling – motivation, educational experiences and socialization opportunities. Participants included four homeschooling families in Hawaii. Therefore, generalization to other areas

and populations of homeschooling is not recommended for purposes of value judgment. Conclusions drawn relate primarily to participants of this study and may not necessarily represent other families. However, with the perusal of more case study research on homeschooling experiences, correlative results may be used to formulate basic conclusions and generalization.

A final limitation is the potential of researcher bias. Having been a pioneer homeschooling parent in Hawaii gives me an advantage in gaining the confidence of my respondents. I am also aware that I hold beliefs and opinions about homeschooling that might affect my objectivity. Therefore, it was important that I engage in activities to mitigate this limitation. To do so, member checking was used with participants to be sure their experiences were accurately recorded. A journal of the researcher's thoughts during the data collection and analysis phases was kept to record any surprises or unexpected ideas. Presenting data as related to the researcher during the interviews minimizes researcher's biases. Allowing the participants' voices to speak and carry the story through dialogue also decrease the possibility for researcher bias. Open-ended questions were posed for listening carefully to the homeschooling experiences as answers were constructed in the interview process to explain various aspects of their homeschooling (Creswell, 1998).

Significance of the Study

The study is significant in that case studies of homeschooling families in Hawaii were severely limited; however, studies on homeschooling have been done in other states. This study revealed actual experiences of homeschooling families on Oahu who ventured into a unique alternative educational homeschooling process for their children during the

1980s and 1990s, prior to legalization of homeschooling in Hawaii. This study is unique in its exploratory approach to hearing the voices of experienced homeschooling families in Hawaii. The challenges combined with persistence in pursuing an alternative to formal schooling and even an unpopular approach to teaching their children were illuminated for this study. As homeschooling continues to expand and grow in Hawaii, interested families will be able to review steps of the early pioneers in advocating with the Board of Education, Department of Education and Legislative Sessions leading to the creation of laws making allowances for families to homeschool. Therefore, this study of four pioneer homeschooling families from the 1980s to the present is significant and will provide an expansion to the limited research database on homeschooling in Hawaii.

Definition of Terms

For purposes of clarification, the researcher has chosen to define the following terms as used in this study.

Homeschooling: Homeschooling is a learning/teaching situation where children spend the majority of the school day in or near their home in lieu of attendance at a traditional, non-traditional, charter or other alternative learning center/institution of education. Parents or guardians are the prime educators of their children (Rupp, 2000).

Real World: This is the time after homeschooling is completed. The real world is the physical reality of everyday life experiences following the completion of homeschooling (through high school) when students enter college, employment, marriage, parenthood, etc. (Ray, 2004).

Socialization: Socialization is defined as “the process whereby people acquire the rules of behavior and systems of beliefs and attitudes that equip a person to function effectively as a member of a particular society” (Durkin, 1995, p. 614).

Academic Achievement: Academic achievement is learning under tutorship and completing a course of study with scholarly results demonstrated through various types of assessment, including standardized achievement tests and advancement into institutions of higher education (Rudner, 1999).

CHAPTER II

REVIEW OF THE LITERATURE

The homeschooling movement has grown over the past thirty-five years while expanding and developing the research base on its effectiveness and acceptance. Parents teach their children at home for a variety of reasons. The primary foci of many homeschooling families tend to be on religious and moral values. However, while many homeschoolers see this as their primary focus and purpose, others teach their children at home secondarily for pedagogical reasons, questioning schools' teaching practices and ability to meet individual children's needs (Green & Hoover-Dempsey, 2007). Others see the one-on-one learning experience as beneficial and a powerful factor in driving up academic achievement (Bracey, 1995; Bloom, 1984; Moore & Moore, 1982). Some have chosen to shield their children's social experiences considering school climate as unacceptable with negative peer influences and possible dangers connected with violence in schools (Moore, 2003; Stevens, 2001). Still, other parents prefer to utilize technology via the Internet and on-line learning for their curriculum instead of enrollment in the traditional school (Bauman, 2005; Lines, 2000). Basically, parents feel they can do a better job of teaching their own children and this choice to homeschool has spurred the growth in the numbers of homeschooling families. This growth may also be partially attributed to the growth of the Internet (Bauman, 2005; Lyman, 2000; Stevens, 2001). Bauman (2005) suggests that the Internet appears to boost confidence for parents who would not normally homeschool their children due to access to educational tutors, counselors and technical support in on-line curriculum strategies.

Heightened interest in homeschooling has stirred debates and discussions regarding academic achievement, socialization, its legality and whether homeschooled children are disadvantaged in the education they receive versus children who attend traditional public schools (McMullen, 2002; Rudner, 1999). Advocates and opponents have challenged each other with biased views of homeschooling. Yet, by its very nature, homeschool environments provide opportunities to implement strategies that are beyond the realm of many classroom teachers (Knowles, 1988). Van Galen (1986), when describing the pedagogues, suggested that the homeschool environment allows for activities on the “cutting edge” of education which can be implemented, discarded, or revised as necessary, based on students’ needs. Research focusing on the descriptions, dynamics, and outcomes of homeschooling continue to address questions related to academic achievement and socialization, indicating a “no-need-to-worry” perspective in these two areas (Ray, 2004; Rudner, 1999). Questions have also emerged about whether or not homeschooled children and children educated in public or private schools have equal opportunities in employment and higher education (Cohen, 1999; Duffey, 2002; Ray, 2000). Research appears to validate admission and graduation of homeschooling students as common occurrences in colleges and universities throughout the United States (Jones & Gloeckner, 2004; Lyman, 2002).

Historical Overview of Homeschooling

Homeschooling has been and continues to be a controversial issue in the United States, yet it has grown steadily over the past several decades (Green & Hoover-Dempsey, 2007). The percentage of United States citizens who believe that homeschooling is a viable choice for educating children has increased from 16% percent

in 1985 to 41% percent in 2001. In the United States there are as many as 1.3 million students being homeschooled and it is a growing and increasingly popular form of alternative education (Bielick, Chandler & Broughman, 2002; Lines, 2000; Ray, 2000; Rose & Gallup, 2001; Wichers, 2001).

Prior to the inception of the common schools, all children were homeschooled. However, by the beginning of the twentieth century, schools had become commonplace and states adopted compulsory school attendance laws. Only a few states allowed homeschooling as an exception to the attendance requirement. A few more required parents only to educate their children, without specifying the means (VanGalen & Pitman, 1991). Initially, homeschoolers risked fines or jail sentences in most states as its practice was considered breaking the law (Cooper & Sureau, 2007). Fortunately, few lived in jurisdictions that would not prosecute homeschoolers. Other families found protection in public or private schools that allowed children to enroll in "independent study" and then sent them home. Most families just hoped to avoid notice. Many homeschooling families were driven underground to hide their children at home from public authorities (Somerville, 2005). Gradually, state by state, the legislature, a state court, an attorney general, or a state board made homeschooling legal. By 1993, homeschooling was legally recognized in all 50 states (Basham, 2001; Bielick & Chandler, 2001).

After the inception of the mid-nineteenth century public schooling concept and adoption of widespread compulsory attendance laws in the decades prior to 1970, few children were homeschooled. During the early 1960s and 1970s educational reformers emerged, perhaps inadvertently, resurrecting the homeschool movement. Writers began

to publish books critical of the rigidity of public schools. Substantial works in support of flexible learning environments were by John Holt (1969, 1981, 1982, 1983), Ivan Illich (1970, 1973), and Raymond and Dorothy Moore (1981). Others included Carl Bereiter (1972), Allen Graubard (1972), Herbert Kohl (1970), and Everette Reimer (1971).

Homeschooling as a Social Movement

Social movements often occur when people are dissatisfied with a situation or social policy, seek alternatives and ultimately select one they feel is for the better (Collom, 2005; Jeub, 1994; Lyman, 1998). This holds true in the case of homeschooling. The nature of homeschooling as a social movement grew astronomically during the 20-year spurt (i.e., 1970s to the 1990s). During the late 1960s, educational turmoil generated considerable questioning about the status, goals, educational practices, and achievements of public schools. Trends in education dealing with ideas on religious instruction, peer pressure into immoral sexual activity and use of drugs, curriculum content and coercive educational practices as mandated by state and federal government set in motion parental choices leaning toward home-based education for those dissatisfied with the traditional public educational system (Collom, 2005; Stevens, 2001). In essence, homeschoolers were against the bureaucratization and professionalization of public schools and wanted personalization and decentralization under family control (Collom, 2005). The social movement associated with homeschooling is often credited as having been generated by parents identified by Van Galen (1986) as "pedagogues" or parents interested in the pedagogy or work of educating their own children. These parents were heavily influenced by writers such as George Dennison (1969), Paul Goodman (1964), Allen Graubard (1972), Jonathan Kozol (1972), and A. S. Neill (1960) who raised questions

about the ability of public schools to meet the educational, social, and developmental needs of students. Out of their work emerged various educational movements, including alternative schools, community control, and deschooling (Knowles, Marlow, & Muchmore 1992).

According to Sexson (1988), homeschooling qualifies as a social movement based on five key factors identified in Gerlach and Hine's (1970), definition: organization, ideology, recruitment, commitment, and opposition. Organizational units linked by various personal, organizational, and ideological ties are characteristic of many homeschooling families. Ideology, a conceptual framework, supports homeschooling movements. Recruitment of friends through existing social networks is also common in the homeschooling arena. Personal commitment preceded by separation from existing values is exhibited by homeschoolers. Finally, opposition to the established order leads toward separation and determination in the pursuit of goals. In addition, the homeschooling movement is an integrated network of diverse constituents coming together to form a coalition to achieve a common goal (Gerlach & Hine, 1970; Sexson, 1988). The common goal of directing the education of their children, instilling religious and family values, and establishing close, positive familial relationships drives homeschooling families to the continuance and expansion of this alternative, educational social movement.

Knowles, Marlow, and Muchmore (1992), suggested that homeschooling during the twenty years between 1970 and 1990 was characterized by five phases relative to the changing attitudes and actions taken between homeschooling and the public. Interwoven throughout these five phases are Sexon's (1988) propositional key factors included in a

social movement – organization, ideology, recruitment, commitment and opposition. The first phase was contention, which originated from statements and practices of a specific group of educational reformers dissatisfied with the public school system. The second phase, defined as confrontation, started when conflicts erupted between public school administrators and homeschool parents. This era peaked toward the end of the 1970s with extensive litigation pursued by both sides. After numerous battles, the third phase of cooperation during the early to mid 1980s started to increase with the easing of legal requirements and public schools allowing homeschools to use their programs and facilities. Consolidation, the fourth phase, resulted from a combination of situations. These included: (1) networks at national, state and local levels, (2) media coverage of changes toward more liberal attitudes toward homeschooling, (3) increased correspondence courses, schools and curriculum available for homeschooling families, (4) heightened public school problems in meeting student achievement expectations, and (5) less negativism toward homeschooling. As homeschool networking continued, families became more polarized and associated with other like-minded homeschool families introducing the fifth phase, compartmentalization (Knowles, Marlow, & Muchmore, 1992). Organization of homeschooling families produced strength to confront opposition during the first and second phases of Knowles theory of changing attitudes. Networking and organization of support groups were also evident throughout the five phases, especially when families diligently worked together to secure legalization of homeschooling in all fifty states. Recruitment of homeschoolers was *on-going* throughout all of Knowles' five phases as the homeschool movement grew, astronomically at times, especially among church groups. Commitment of

homeschoolers to the task of educating their children was of paramount importance and often considered a God-given responsibility. This also was evident throughout the five phases of changing attitudes. Parents' ideology influenced educational ideals for their children in curriculum selection, homeschool environment, and techniques for delivery of instruction. This occurred throughout the five phases and continued to play a major role in the homeschooling experiences of these families. Thus, as noted above, the phases of both Knowles and Sexon characterized the homeschooling movement during the past thirty years.

The homeschool movement was started in the late 1960s by parents who were influenced by writers who questioned the public school's ability to meet the educational and social needs of their children. Dissatisfied parents pursued their rights to educate their own children. They organized support groups and networking to lobby for the legalization of homeschooling and to support each other. The homeschool movement grew throughout the 1970s and 1980s generating considerable questions about the status, goals and educational practices, and achievements of the public schools. Five phases occurred in the development of the homeschool movement (Knowles, Marlow & Muchmore, 1992) and led to legalization of homeschooling in all 50 states with each state defining laws and statutes governing requirements for homeschooling as prescribed by the states' Department of Education.

During the movement toward legalizing homeschooling was also a time where the primary teacher for the children also tended to be the primary caregiver of the children. Mothers tended to be the primary teacher (Mayberry et al. (1995) due to not being employed in the paid labor force (Gladin, 1987; Mayberry, 1988; Wartes, 1988). In fact,

McDowell (2000) found that 63% of mothers surveyed were responsible for 90% or more of the day-to-day operation of the homeschool. It appears today that mothers in the homeschooling families are directly involved in the teaching/learning processes of their children. Fathers hold full time jobs yet participate in learning activities after work. Some mothers manage to maintain a home-based, part-time business while teaching (Green & Hoover-Dempsey, 2007; Ray, 2004). Qualitative research using various methodologies generally targets mothers of homeschoolers for information on homeschooling experiences, since they are directly involved with the instruction of curriculum.

Motivation to Homeschool

Homeschooling demographics have undergone many changes as researchers continue to examine the reasons behind parents' decisions to choose an alternative to traditional public/private schooling (Ray, 2000; Rudner, 1999). The National Center for Education Statistics (NCES) in its 2003 report, "Homeschooling in the United States", derived from the Parent and Family Involvement Survey of the 2003 National household Surveys Program described the characteristics of homeschooled children and their families (Bauman, 2005). Race, ethnicity, income level, and the educational attainment of the students' parents were reported. Additionally, homeschooled students were compared with peers in public and private schools, and changes examined in the homeschool population between 1999 and 2003. There were a total of 11,994 parents of children ages five-seventeen who were surveyed, of whom 239 were homeschooled. The response rate for the survey was 54% and when weighted, representing a total of approximately 50 million students with 1,096,000 of these being homeschooled. When

compared with the 1999 Parent and Family Involvement Survey report on homeschooling, this represented a 29 percent increase over a five-year span. Results indicated that homeschooling parents were almost equally split, offering two main reasons for choosing homeschooling, 31% cited concerns about the environment of schools, such as safety, drugs, or negative peer pressure, and 30% of parents wanted the flexibility to teach religious or moral values. Although not among the two top groups, another 15% of respondents indicated dissatisfaction with academic instruction at schools as their primary reason for homeschooling (Bauman, 2005; Olson, 2007).

Historically, reasons for homeschooling were drawn primarily from religious perspectives. Indeed, Basham (2001) and Van Galen (1988) cited the contemporary homeschooling movement in the United States as beginning in the 1960s and 1970s and were grounded in parents' ideological beliefs (children taught religious values according to their perception) and pedagogical beliefs (children taught in unstructured and child-centered environments). However, current literature suggests a trend where ideological reasons for homeschooling appear to be subsiding in importance, whereas pedagogical and special needs are becoming increasingly important motivators for parents' decision to homeschool (Bielick et al., 2002; Collom, 2005). Yet, despite the reduced influence of religion as a motivational factor to homeschool, the literature is still replete with references to families' religion playing a role in the decision as well as being an influence within the children's education.

Keown (2005) surveyed 252 homeschooled families in Georgia to explore their reasons for homeschooling. Of the 252 surveys mailed, 31% were returned (reason for such a low response rate is related to homeschool parents' distrust of researchers). Data

suggested the main reasons for homeschooling were religion, moral issues, and academics. The demographic portion of the study revealed that the majority of parents were married, Republican, Christian, and possessed more than a high school education. Most mothers were homemakers and fathers worked outside the home. Many of the families' activities centered on church, sports, and homeschool events.

Ray (2004) surveyed all adults in the United States who were homeschooled. The survey was posted online and hard copies made available to anyone interested in responding. Support organizations, publications and word-of-mouth were used to contact every possible qualified participant. The size of the population was inestimable due to various unknown factors. The total number of respondents was 7,306. Results showed academics to be high on the list of parental motivations. The survey instrument included questions on reasons for choosing to homeschool. The most frequently cited reason for homeschooling was "can give child better education at home." He contended, along with others, that there are multiple studies supporting the fact that one of the main reasons parents choose to homeschool includes concern for their children's cognitive development (Bauman, 2005; Bielick, Chandler, & Broughman, 2002; Ray, 2002). Parents want their children to accomplish more academically than they would in institutional schools. Other reasons cited for choosing to homeschool included religious, values and worldview, development of character and objection to teachings in the traditional schools.

De Waal (2003), surveyed parents registered with one of four homeschool associations or received material from curriculum providers in South Africa where homeschooling is presently a growing phenomenon and found that the two major reasons

for homeschooling were academic achievement and religious beliefs. Of 1,000 questionnaires mailed, 422 (42%) were completed, returned and processed. Low return rate seemingly was due to parents' concern about confidentiality and the limited time frame allotted for returning surveys. Some 150 surveys were received after the ten week period and not processed. Other reasons cited for homeschooling included concern about a breakdown in moral standards, lack of discipline and growing negative influences such as drugs and sex in schools. The most infrequent reasons appeared to relate to expensive private education, social and political issues, protection of violence in schools and a way to express their faith. Christian parents composed the largest group of homeschoolers.

Hammond (1993) conducted a statewide study in Hawaii on Hawaiian families' motivations for homeschooling their children. A questionnaire was sent to 572 homeschooling families in Hawaii. Of the 572 questionnaires, 276 were completed and returned (48.3% return rate). Families were asked to rate 11 reasons (e.g., religious, physical safety, academic, and response to special talents) for choosing to homeschool on a scale of 1-5 with 1 representing the lowest degree of preference for homeschooling and 5 the highest. Results indicated spiritual or religious preference as the highest preference for choosing to homeschool. Other reasons cited in descending order included reduced negative peer influence, academic reasons, to enhance family relationships, and individualize curriculum. The lowest rated reason was geographical or logistical reasons.

Mayberry (1988, 1989) surveyed 1600 Oregon families to determine their motivation for homeschooling their children. Thirty-five percent of the questionnaires were returned with 65% of the returned surveys indicating religious beliefs as the paramount reason for homeschooling their children. Academic concerns rated second while social

development was next in line as reasons for homeschooling. The meanings and values embodied in public schools were not the ones these parents wanted taught to their children. They also chose homeschooling as a means of reproducing their way-of-life through control of the education of their children. These parents wanted to articulate to their children their own personal meanings and values in life.

Homeschooling parents and advocates believe that children can learn effectively at home and benefit greatly from being allowed to learn at their own pace and in their own way (Holt, 1983; Moore, 1990; Wartes, 1988). They question the benefits of homeschool research and are generally reluctant to participate. Researchers' experiences, beliefs, and biases influence what they see and how they interpret data, which adds more uncertainty and ambiguity to the research (Knowles, 1988; Wright, 1988). Completing questionnaires including questions as to how many hours a week they teach reading could be sending the message that they are being pushed in the direction of becoming like conventional schools and away from the advantages they have as alternatives to conventional schools. Disclosing information to researchers poses a serious threat to homeschooling because it increases the opportunities for increased control and regulation of homeschooling (Mayberry, Knowles, Ray & Marlow, 1995). A more effective way to communicate information to others would be to share their personal experiences by showing how well homeschooling works for their families and how important it is that homeschooling exist as an alternative that is not controlled by conventional schools or the government (McDowell, 2000). Evidence of disclosure reluctance is manifest in the rate of return for survey research in homeschooling and limited research on actual

homeschool populations (Bauman, 2005; De Waal, 2003; Kaseman & Kaseman, 1991; McDowell, 2000; Rudner, 1999).

Classifying Homeschooling Families

Researchers have attempted to classify homeschooling families into groups based on their ideals and beliefs held toward education and how it should be delivered. Attempts to classify homeschooling families also provided a glimpse into the motivations underlying a family's decision to homeschool (Lines, 2000). However, given the increasingly diverse nature of homeschooling families and reasons underlying their decision to homeschool, clear cut classifications have been difficult and findings mixed. Homeschooling has sometimes been stereotyped by concerned professionals and others based upon beliefs rather than research (Ray, 2004). Therefore, to dispel these stereotypic assertions made by "so called" concerned individuals, researchers have categorized homeschoolers by types.

One of the main classifications was developed by Van Galen (1991), which consists of ideologues and pedagogues and is still used to some extent today. It was also the starting point for attempts at classifying homeschooling families. Van Galen (1991), studied homeschoolers in North Carolina. Pedagogues sought to promote a broader interest in learning and believed children learned in natural and unique ways. Parents publicly proclaimed their competence in educating their children without interference from institutions and tended to avoid the inefficient, nonprofessional bureaucracy of society by independently homeschooling their children. On the other hand, ideologues sought to strengthen intra-family relationships while holding traditional, conservative, and specific values patterned after a philosophy of Christian fundamentalism (Van Galen,

1991). This involved a more religious motivation for homeschooling. Apostoleris (2002), agreed with Van Galen's (1991) ideologue and pedagogue classification since it is useful for distinguishing between homeschoolers dissatisfied with the content delivered in the conventional schools and those dissatisfied with the teaching methods used in conventional schools.

Collom (2005), who also considered the pedagogue and ideologue classifications, contended that the newer homeschoolers are pedagogues committed to promoting academic excellence while believing that both parents are needed to accomplish this task. The ideologues, on the other hand, tended to be the traditional, conservative households with stay-home mothers who comprised the earlier group (1980s and 1990s) of conservative, religious homeschoolers (Collom, 2005).

Lowden (1993) agreed with Van Galen's ideologue and pedagogue classifications but rejected the idea of a Christian element. His observations of United Kingdom homeschoolers documented a lack of the strong religious emphasis in their homeschooling practices.

Mayberry (1989) expanded the two categories to include four: (1) religious (motivated by their religious values and beliefs), (2) academically motivated (believed they can provide a better education than school), (3) social-relational (believed their children do better at home, socially and emotionally), and (4) New Age (followed an alternative lifestyle and committed to upholding their way of life).

Stevens (2001) categorized homeschoolers into two groups. The first was heaven-based, where God was placed at the top, parents in between, and children at the bottom in their hierarchical structure for homeschooling. The second was earth-based, where

families actively sought diversity yet appeared to distance themselves from the Christian organizations because of differences on motivation for homeschooling. Sacred versus secular philosophies characterized these two groups, and/or diversity in religious beliefs.

Neuman and Aviram (2003) suggested two attitudes toward homeschooling similar to Van Galen (1991). First, the pedagogical approach with parent involvement in the education of their children as a very important commitment to the family unit. Their pedagogy is on the continuum and extension of certain viewpoints and ideological values and beliefs as held by the family. Second, attitude related to a holistic phenomenon. This attitude dealt with changes in the lifestyle of the family to encompass the education of their children. Parents who were willing to revise schedules, ideas and goals, forgo pursuits initially important in order to implement educational requirements for their children fell into this category. Both types of attitudes included families virtually taking the responsibility for educating their children (Neuman & Aviram, 2003).

Initial research categorized homeschoolers into two groups, ideologues and pedagogues; however, more recent research has found parents moving between the ideologue and pedagogue classifications, creating new categories and a complex, multidimensional picture with an array of self-described motivations (Bielick, Chandler, & Broughman, 2002). Due to the enormous diversity within this rapidly growing movement, it is difficult to categorize families from a variety of backgrounds.

Rothermel (2003) suggested an alternative approach to classifying homeschoolers, based on four levels by stratum instead of types, which allows for accommodating changes in motives for homeschooling within the family and moving away from seeing homeschoolers as over attached (Wragg, 1997), hippies (Hastings, 1998), middle-class,

or child abusers (Association for Education Welfare Management, 2004). The stratum approach also gives depth of understanding as to increasing numbers choosing to homeschool and their rising status as a movement. At the first level, homeschool families are considered part of a group with very little commonalities other than their choice to homeschool their children. At the second level, differentiation between groups became more apparent. Separation of homeschoolers is based on their perceived need of community. Here, groups divide into group orientations depending on their strong feelings about religion, formal and informal education, and secularism. At the third level interfamily differences emerged, demonstrating considerable differences within groups are evident at this level. Families belonging to a certain group each have individual preferences about different things. Examples of these preferences included families having little in common with each other as to using a formal approach versus a more autonomous method for delivery of instruction to their children. Some families used tutors while others taught their children themselves. Differences on who their children were allowed to associate with were evidence of these preferences. Some were liberal while others conservative. At the fourth and final level, intra-family differences appeared with tendencies and tensions within families as parents themselves differed from each other on opinions regarding how to school their children (Rothermel, 2003).

Blacker (1981) studied homeschooling families in the United Kingdom and found they could be categorized into three groups – competitors, rebels, and compensators. Each group expressed some dissatisfaction with the traditional school system. The competitors were formally well qualified home educators who were competing with the schools to give their children a better education. They believed that learning begins at

birth and the curriculum should be child-centered. The second group rebelled against the school system and sought independence with self-governance. These individuals rejected social institutions and believed education was autonomous with the freedom to exercise their right as facilitator of their children's learning. Choosing this alternative lifestyle tended to create friction with educational authorities in their area. The compensators, meanwhile, attempted to make amends after a problem in school. They were striving to make up for the school's failure in educating their children. The school's philosophy was agreeable; however, for specific reasons they requested a release from school to educate their children at home with the intention of returning to school in the future.

Socialization of Homeschooled Children

When parents decide to homeschool their children they face many hurdles. These include self-doubt about their decision, worries about the reactions of family and friends, bureaucratic interference from school officials, and sometimes even problems with the legality of their decision, depending on how they choose to pursue homeschooling and the laws of their jurisdiction (Mayberry et al, 1995). Arguably, the most common concern and question that homeschooling families hear from bureaucrats, educators, teachers, family and friends alike is, "What about socialization?" (Holt, 1981, 1983; Mayberry, 1988).

Durkin (1995), defined socialization as, "the process whereby people acquire the rules of behavior and systems of beliefs and attitudes that equip a person to function effectively as a member of a particular society" (p. 614). Socialization of homeschoolers was a particular concern of critics in the days prior to widespread legalization. A number of studies examining socialization of children from early education to high school have

been reported. The majority of studies have found that homeschool children suffer no ill consequences in terms of their socialization and confirm that homeschooled children participate in activities outside the home and are able to communicate effectively with others (Byfield, 2001; Chatham-Carpenter, 1994; Medlin, 1998; Montgomery, 1989; Rakestraw, 1988; Ray, 1990, 1997; Rudner, 1999; Shirkey, 1987; Wartes, 1988, 1990).

While many people have expressed concern about the social life and potential isolation of homeschooled children, studies of social adjustment and self-esteem indicated that home-educated students are likely to be socially and psychologically healthy (Montgomery, 1989, Shyers, 1992, Taylor, 1986). Additionally, homeschooled students tend to have a broader age-range of friends than their schooled peers, which may encourage maturity and leadership skills (Montgomery, 1989). Homeschoolers are not necessarily isolated from others of their age; they meet and socialize with peers in their neighborhood and at community classes and activities (Medlin, 2000; Ray, 2004).

Medlin (1998), studied homeschool students' associations with others through reports from parents relative to how many times in a typical month their children had contact with specific groups of people and descriptions of how close the relationships were between students and individuals from each group. This was done to determine the diversity of homeschool students' social contacts. Parents reported that not only did students associate with the elderly, adults outside the family, and public/private school students; they also formed close relationships with these same groups. On the other hand, it was reported that in associating with people from different religious, ethnic, or socioeconomic backgrounds, relationships were acceptable but not as close as the previously mentioned groups.

Chatham-Carpenter (1994) studied public school students and homeschooled students' interactions with others for one month to determine the frequency of social contacts in homeschool versus public school populations. Students ranging from ages 12 to 18 charted three things: (1) who they talked to and what they talked about for every interaction lasting more than two minutes, (2) how accepting and understanding the response of each person spoken to, and (3) how close their relationship was with that person. Results showed that public school students spoke to approximately 56 individuals while homeschool students spoke to 49 different individuals in one month. This difference was not statistically significant. It was noted that most of the public school students' contacts were with peers while the homeschool students' contacts were with younger children and adults as well as peers. Both homeschool and public school students reported contacts as accepting and understanding. However, public school students had more contacts and relationships that were closer than homeschooled students. Additionally, public school students seemed to be more willing to share their inner feelings with others and go to their contacts for advice. It appears that the difference in response from these two groups stemmed from previous experience within the home environment for homeschoolers with closer family relationships and the public school environment with more peer-oriented socialization for the traditionally-schooled students (Montgomery, 1989; Moore, 1982).

Johnson (1991) found that homeschooling parents were actively fostering their children's development in seven key areas: personal identity, morality, career goals, independence, social relationships, social skills, and sexuality. Strategies parents used included such things as regular responsibilities around the house, letting children direct

their own studies, and holding high expectations for their children's behavior (Groover & Endsley, 1988).

In two separate studies, Shirkey (1987) and Montgomery (1989) examined the issue of peer pressure and homeschooling. Shirkey (1987) studied homeschoolers aged six to 13 who had previously attended public/private school. She found that the older children missed their classmates and felt left out of school parties and dances and were not sure what was in style anymore. Shirkey concluded that homeschooled students who no longer attended conventional schools felt isolated and left out. On the other hand, Montgomery (1989), found that only two out of 87 homeschoolers responded having fewer friends was a disadvantage to being homeschooled, with some also stating that an advantage to homeschooling was not having to worry about what's in style.

Wartes (1988), in a study of the social activities of homeschooled children concluded that homeschooled students were not socially deprived. In Washington State 219 homeschooled students, grades K-12 were surveyed. He found that 52.8 percent of the children spent twenty to thirty hours per month in organized community activities; 40% spent more than 30 hours per month with age peers outside the family, and 67 % spent 20 to more than 30 hours per month with non-age peers (youth of more than one year difference in age) outside the family. This study concluded that homeschooled students are just as socialized as traditionally schooled children.

In her study on the social and emotional status of homeschooled children in West Virginia, Stough (1992) maintained that, insofar as self-concept is a reflector of socialization, it would appear that few homeschooled children are socially deprived. A total of 30 homeschooling families and 32 conventionally schooling families with

children seven to 14 years of age participated in the study. The Vineland Adaptive Behavior Scales Classroom Edition was used to gather parent perspectives on social sufficiency of their children. The Kinetic Drawing System for Family and School was used to explore child-family-school interaction patterns for evidence of emotional indicators. The study's results showed no statistical difference between home-schooled and conventionally schooled children in terms of social sufficiency, self-concept, or presence of emotional indicators.

Findings from studies in Canada also appear to support the positive socialization effects homeschooled children receive. A more recent study by the Frazier Institute based in Vancouver, Canada, showed that homeschoolers were friendlier, more independent, and more socially developed with higher self esteem than their peers from public or private schools (Basham, 2001). This study suggested that socialization benefits stem from having parents, rather than peers as primary behavior models (Taylor, 2001). In another study, Byfield (2001) examined reports on research in Canada investigating the social performance of homeschooled children. Data were obtained from the Canadian Census Bureau surveys. Parents of 2,000 homeschoolers were respondents in this study comparing homeschool students and public school students. Findings from this national study in Canada showed that homeschooled students were typically involved in 5.2 outside activities per week such as clubs, sports, music, drama and jobs. Public school students' involvement was not mentioned for comparison in this area. The significance was showing that homeschooled students were involved in outside activities for socialization. Almost all (98%) were engaged in two or more such activities weekly. About 65% watched less than one hour of television a day, a claim made by only 25% of

public school students. Also discovered was less problem behavior among them as compared to public school students.

Sekkes (2004) interviewed twelve homeschooled individuals in their teens and early twenties to determine how the number of social contacts with others affected their attitude toward their homeschooling experiences. The findings indicated that students who expressed a less favorable attitude toward the experience of being homeschooled had minimal social opportunities while being homeschooled. In contrast, those who expressed a more favorable attitude toward the homeschool experience had been given ample opportunities for social experience. "Minimal" was defined as fewer than three social activities per day and "ample" meant three or more social activities per day.

Like Stough (1992), Taylor (1986) also considered self-concept as an indicator of socialization. He used the Piers-Harris Self-Concept Scale (PHSCS) to study 244 homeschooled children. The study found that half of the children scored at or above the 91st percentile, 47% higher than average conventionally schooled children. Higher attainment levels on this scale might be attributable to homeschooling characteristics such as one-on-one tutoring, higher levels of parental interest and communication, independent study, higher sense of responsibility, commencing formal instruction at a somewhat later age than the national average, and lowered anxiety levels. In all, very few homeschooling children were socially deprived (Taylor, 1986).

In another study, Delahooke (1986) compared two groups of nine-year-olds: a homeschool group of 28 students and a matched private school group of 32 students. Using the Weschler Intelligence Scales for Children-Revised (WISC-R) and Roberts Apperception Socialization assessment, a standard personality measure, she determined

that the private school students appeared to be more influenced by or concerned with peers than the home-educated group. Both groups scored "well-adjusted" and there was no difference in scores. The homeschooled students appeared to be less peer-oriented than the traditionally schooled students.

Dr. Raymond Moore (2003), one of the leaders of the modern homeschooling movement found that at least up to the sixth grade, children who spent less of their elective time with parents than their peers tended to become peer-dependent. Case studies, observation and parent responses on peer dependency indicated four losses crucial to sound mental health and positive sociability, (1) self-worth, (2) optimism, (3) respect for parents, and (4) trust in peers. Moore found that these losses are less evident when children spend more time with parents than with peers.

A socialization-related criticism that has been leveled at home educators is that they overprotect their children, sheltering them from the real world. Webb (1989) interviewed home-educated adults in England who attempted higher education. Upon entering the real world it was noted that they were successful in obtaining higher education and employment. Their socialization skills appeared to be sufficiently developed for dealing with demands of college and employment. No major problems hindering success in these areas were reported. Results also indicated that there was no evidence of prejudice regarding employment.

The studies of the socialization of homeschooled children suggest that they are equal to or surpass their peers in adjustment when it comes to self-esteem, peer interactions and adjustment to the real world. There are a number of caveats to be considered when examining this research, however. First, the sample sizes in most of the studies were

very small; therefore, generalization to the larger population is difficult. Second, a number of studies were done by homeschoolers rather than academia or independent sources, bringing into question issues of researcher bias. Third, samples tended to be convenience samples, leading to questions about generalizability of research findings and representativeness of homeschooling families

Homeschooling and Academic Achievement

Many studies conducted on homeschooling achievement consistently conclude positive results (Knowles, 1988; Ray, 2000; Ray & Wartes, 1991; Rudner, 1999; Wartes, 1988). Yet, critics, Apple (2000), Lubienski (2000), and Reich (2001, 2002), suggest that it is not feasible for students to achieve academically and socially under the tutorship of parents. McMullen (2002) also viewed homeschooling as lacking in socialization and adequate academic achievement with poor curriculum content. Notwithstanding critics' concerns, homeschooling has become an acceptable route to academic achievement in the United States and other parts of the world. However, researchers are only able to study those homeschoolers and their parents who are willing to disclose their academic achievement and test scores for research purposes. Therefore, sampling tends to be very selective and generalizably low.

Delahooke's (1986) study in California found no significant differences in homeschool and private school nine year-old students' intelligence and academic achievement test scores. Both were average on the national norms. The New Mexico State Department of Education reported records showing homeschool students academic achievement generally above average but not as high as reported in most research. The Washington State Superintendent of Schools found scores of homeschoolers at the 62nd

percentile in reading, 53rd percentile in math, and 56th percentile in language which is not particularly high in comparison to conventional schooled students (Delahooke, 1986).

Wartes (1988) completed several studies on thousands of Washington homeschoolers, examining Standardized Achievement Test scores and found that in all academic areas these students scored consistently above the national average. Results from one of the studies used six testing services forwarding SAT scores of 424 K-12 homeschoolers. Parents also filled out a questionnaire dealing with their homeschooling. Results of the SAT scores showed their median score was at the 68th percentile. Interestingly, their strongest scores were in science (70th percentile), verbal areas of listening (74th percentile), math applications (65th percentile) and their weakest scores in spelling (52nd percentile) and math computation (42nd percentile). The study concluded that Washington homeschoolers were academically achieving well compared to national norms.

Ray (1999) studied homeschooled students' performance on nationally-normed standardized achievement exams. Lists from various statewide and national organizations were requested to determine families in the United States who were homeschooling their children. The instrument was mailed to 5,995 families and support groups of homeschoolers in all states. Of the instruments returned, (28.8%) these students, overall, scored above the national average in all subject areas. He found that on the average, homeschoolers in his sample outperformed their public school peers by 30-70 percentile points across all subjects. Interestingly, the three statistically significant predictors of reading achievement were father's education level, years the student was taught at home, and number of visits to the public library (Ray, 1999). Given the fact

that most mothers in the study were the primary educators, this seems somewhat incongruent. Also, the low response rate suggested a bias toward favoring families who wanted to share their children's scores.

In a national study by Rudner (1999) 20,760 homeschooled students were surveyed. Students were given the Iowa Tests of Basic Skills for grades K-12 and Tests of Achievement and Proficiency for grades 9-12. Their parents were asked to complete a Voluntary Home School Demographic Survey. Results of this study indicate that students who were homeschooled all their school aged years (K-12) had the highest academic achievement compared to those homeschooled for part of their school aged years. This was especially apparent in the high school grades. To minimize the possibility of selective reporting, families chose to participate before they knew their children's test scores. All participants took the same tests; the Iowa Test of Basic Skills for grades K-8 and the Tests of Achievement and Proficiency for grades 9-12. The achievement gap between homeschooled students and public school students seen in grades one through four began to widen in grade five (Rudner, 1999). By grade eight, the average homeschool student performed four grade levels above the national average. It was also noted by Rudner that homeschoolers in the sample tended to take college entrance exams and sought college entrance at younger ages and earlier grade levels.

Barber (personal communication with Brian Ray, May, 2001), who did research with the Educational Testing Service, reported SAT and ACT scores of 5,663 homeschooled students from across the United States for the school year 1999-2000. It was noted that SAT and ACT scores for homeschoolers were higher on the average than those of public school students. While the home educated scored an average of 568 in

verbal and 532 in math, the public school scored an average of 501 in verbal and 510 in math. These results were obtained from the Educational Testing Service. Other studies analyzing homeschoolers achievement test scores resulted in findings correlating with Barber's results (Ray, 2000; Rudner, 1999).

Similar findings were found in a number of studies on homeschoolers achievement using the Standard Achievement Test scores in several states. Pennsylvania students scored at the 60th to 74th percentiles (Butler, 1994; Frost, 1987; Havens, 1991; Richman, Girten, & Snyder, 1990). Oklahoma students scored at the 88th percentile on average in language, mathematics and reading performance (Ray, 1992). North Dakota students averaged at the 85th percentile (Ray, 1992). Montana students ranked at the 72nd and 70th percentile on the basic battery in two separate studies (Ray, 1990, 1995). Massachusetts students were at the 85th percentile on the basic battery (Ray 1998). Ray (1994) also found Canadian homeschoolers scoring at the 79th percentile on the basic test battery.

Duvall, Delquadri and Ward (2004), examined 33 public school students and 10 homeschooled students with attention-deficit/hyperactivity disorder (ADHD) in Kansas to determine whether parents could provide appropriate instruction at home for increased academic achievement. Two observation devices, Mainstream Version of the Code for Instructional Structure and Student Academic Response (MSCIS - SAR), were used to measure behavioral, direct classroom observations producing information on teacher and student behavior processes. Gains in reading and math for all students were measured by three pre and post tests, the Broad Reading and Broad Math, Woodcock-Johnson Tests of Achievement rate-based scores in reading and math, and the Kaufman Tests of Educational Achievement. Student to teacher ratios existing between the two settings

seemed to be the key variable. The results indicate that when parent-teachers spend more time providing immediate feedback on academic responses, with the student teacher ratio ten times lower in homeschools than in public school classrooms, their students tend to make larger gains academically. This exploratory, qualitative study showed that homeschooled students studied were academically engaged about two times as often as public school students and experienced more gains in math and reading.

In spite of most homeschooling families' reluctant attitude toward being researched, except in cases where success has been realized, much is known about homeschooling practices and academic results (e.g., Bliss, 1989; Breshears, 1996; Colfax & Colfax, 1988; Gustavsen, 1980; Guterson, 1992; Howshall, 1998; Johnson, 1991; Knowles, 1987; Macdonald & Marchant, 1992; Mayberry, 1988; Mayberry, Knowles, Ray, & Marlow, 1995; Medlin, 1994, 1996; Ray, 1990, 1997; Sheffer, 1995; Taylor, 1992, 1993; Van Galen, 1988). For further research on homeschooling results in academic achievement, these studies are recommended for review. However, caution is necessary when interpreting research results. Findings are applicable to the homeschool sample selected for each particular study and not necessarily to the whole homeschool population. A final consideration is that most of the research consists of small samples. Generally speaking, participants for research are gathered through personal networks, support organizations mailing lists, and word-of-mouth (Knowles, Mayberry & Ray, 1991). These do not necessarily represent the whole homeschool population. Therefore, caution is advised in generalizing findings to other populations and localities.

Homeschooling and College Admission

Across the United States, college and university admission officers have been challenged with addressing the growing homeschool population seeking admission at their doors. Researchers noted that in the year 2000, the United States homeschool population numbers were comparable to the combined public school population in Chicago and Los Angeles (Jones & Gloeckner, 2004), which indicated a need for admission regulations to meet this special group's acceptance to our nation's colleges and universities. According to Bunday (2000), homeschoolers have entered colleges and universities in almost all of the 50 states with or without a high school diploma and/or GED. Harvard College and Stanford University has never required a high school diploma for admission. The United States Air Force Academy has a specific Web page for answers to questions about homeschool admission procedures (Bunday, 2000).

Galloway & Sutton (1995) studied sixty public schooled and sixty private schooled students in comparison with all homeschooled students in their first year of college. The purpose of their study was to focus on homeschoolers potential for success in college in comparison to traditional and private schooled students. Results found that homeschoolers held more positions of leadership than their counterparts from traditional schools. The study concluded that they also had more semesters of leadership service than those from private schools and were statistically similar to public school graduates. Data were collected from academic records of 180 first-time freshman students enrolled during the 1992-93 and 1993-94 academic years at a large southeast private university. When comparing their ACT English subtest scores homeschooled students scored higher. However, when comparing test items reflecting vocabulary and grammar skills for the

three groups of college freshman, there was no difference. Conclusions drawn from this evidence showed that homeschooled students exhibited similar academic achievement in college as students who attended conventional and/or private schools (Galloway & Sutton, 1995).

Thirty-four college/university admission officers in Ohio, averaging ten years of experience in college admission work and 88% of who have personal experience working with home schooled students were asked how homeschooled students at their institution compared to the general student population in terms of academic success. About nine percent said, "far more academically successful," 22% reported "somewhat more academically successful," 38% said "academically about average," 0% reported somewhat less academically successful," 0% said, "far less academically successful," and 31% said, "I don't know" (Ray, 2003). Homeschoolers were academically, emotionally, and socially prepared to succeed at college. Parental motivations and involvement are in the best interest of their children. While documentation and evaluation of homeschooled applicants are problematic, it is not insurmountable.

Jones and Gloeckner (2004) studied the differences in first-year college academic performance between homeschool graduates and their traditional high school counterparts. Fifty-five degree-seeking homeschooled graduates and fifty-three traditional high school graduates, matched with the same criteria academically, were chosen as participants. The researchers obtained data from the Colorado Commission on Higher Education to identify results in four areas: (1) overall freshman cumulative grade point average, (2) cumulative credit hours earned, (3) ACT composite subtest scores, and (4) retention. Results show: (1) homeschooler grade point average – 2.78, traditional

high school graduates – 2.59, (2) homeschooler credit hours earned – 23.85, traditional high school graduates – 22.69, (3) SAT combined test score and ACT composite subtest scores for homeschoolers – 22.8, traditional high school graduates – 21.3, (4) both homeschoolers and traditional graduates were 42. Although not statistically significant and the sample being relatively small, results indicate homeschool graduates were all higher than traditional high school graduates in all four areas.

The Admissions Office of Houghton College encourages the enrollment of homeschooled students. Their study represented students from thirteen states with 20-25 in each entering class from an array of majors including art, biology, education, etc. Students completing the survey were homeschooled approximately eight years. Results found that homeschooled students achieved academically slightly above the overall student body. They seem to stay in college at a greater rate than traditionally schooled peers, received top academic scholarships and some have gone into medical school. Based on the data from their sophomore, junior and senior classes, they conclude homeschoolers are doing well academically (Houghton College, 2005).

Piedmont College admission requirements for homeschooled students include submission of: (1) Completed application for admission, (2) Official SAT or ACT scores (alternative institutional testing can be arranged), (3) transcript or portfolio detailing all high school coursework completed, (4) Two letters of recommendation from sources outside the home who have knowledge of the student's academic or extracurricular achievements. An interview with the student and family may be required. The Director of Undergraduate Admissions awaits calls from homeschoolers at a 1-800 number listed

in their online college information bulletin entitled *Welcome Homeschoolers!* (Piedmont College, 2005).

Post-graduate homeschoolers have attended and graduated from U.S. colleges and universities with advanced degrees. They have entered the job market, started businesses, married and had children. Subsequently, these endeavors and accomplishments suggest homeschooling as being a justifiable alternative educational method which socializes homeschoolers in becoming productive, American citizens (Cohen, 1999; Grossman, 2001; Lyman, 2002; Richman, 2001; Sheehan, 2002; Walsh-Sarnecki, 2002).

Post-graduate homeschoolers fare well in college admissions and are welcomed and readily accepted in many colleges throughout the United States. College admission counselors are assisting homeschoolers with bridging the gap between homeschooling and college entrance by providing creative strategies for meeting their needs throughout the application process. Counseling is available to students who attend public or private schools as well as to homeschoolers. Homeschoolers experience high success rates throughout their college experiences academically and socially. A critical analysis on homeschooling college admission research concludes with many positives in favor of homeschoolers.

Criticism of Homeschooling

Opponents of homeschooling originate from various sources including school districts, teacher unions, politicians and researchers. Their concerns can be categorized under several areas to include parents selfishly home-educating their own children and removing themselves from basic and essential participation in the democratic processes

of the U.S. republic (Lubienski, 2000; Reich, 2002). Others suggest socialization denial for fear of contamination with unsound philosophical ideas unacceptable within the confines of their family and religious values (Evans, 2003; Reich, 2002). Some are concerned about the provision of an unfair advantage over students whose parents lack the time or money to homeschool, causative of reduced funding for public schools and academic quality (Apple, 2002). Some wonder whether homeschooled children grow up engaging in civic responsibility, taking active roles in the voting process and being involved with public discourse and other members of the community (Lubienski, 2000). Another concern pertains to their ability to express themselves appropriately in adult social, political and philosophical worlds. Questions also arise regarding their tolerance of the values and beliefs of others (Reich, 2001).

Harsh criticism toward homeschooling parents included isolating their children from the larger society and potentially hindering their social development. Mayberry, Knowles, Ray and Marlow (1995) surveyed public school superintendents and found that they think homeschooled students lack adequate socialization experiences. Comments such as "homeschoolers want to be influenced only by their parents, communities at large are evil, and parents have real emotional problems themselves and do not realize the serious harm they are doing to their children in the long run, educationally and socially" (p. 92, 94) were also expressed by the superintendents.

Luffman (1997) questioned the ability of homeschooled children in coping with the harsh realities of life beyond their family environment. Supposedly, in conventional schools, students learn to handle interpersonal conflicts, work with others in groups or teams and make personal sacrifices for the betterment of the whole group. These are

important skills necessary in later life. Because of the protective cocoon of the home, homeschooled children may be at a disadvantage when they grow up (Menendez, 1996). Others also consider this as inadequately preparing homeschooled children for the labor market (Pfleger, 1998). Menendez (1996) is also concerned about the ability of homeschooled parents to provide their children with a sufficiently broad education. However, many critics will admit that homeschooled children, having more individual attention than children in school, might offset some of the advantages of having many teachers. Also, with the abundance and availability of guidelines, activity booklets covering each grade level, curriculum materials from many sources, teaching tools and manuals for teaching students from kindergarten through twelfth grade, it's no wonder homeschooling families appear to be meeting the needs of their children's academic achievement. Bookstores and publishers throughout the U. S. are stocking their shelves with teaching materials for all grade levels and making it available for not only classroom teachers but also for the general public, including homeschooling families.

A criticism by Apple (2000) suggested that homeschoolers are against the civil government. He contends that homeschoolers, the "right-wing religious ones in particular, are anti-public and anti-state" (p. 263, 269). Lubienski (2000) argued that homeschooling elevates private goods over public goods and takes children (social capital) from public schools, causing a decline in the quality of public schools and its ability to respond as a democratic organization. This, according to Lubienski, is damaging to the public schools and its students. He also contends that our nation was built on principles of justice, freedom of expression, liberty and the notion that education being state-controlled and funded by tax dollars is good. On the other hand, he criticizes

self-supported homeschooling (not tax-funded) which exercises its freedom to educate according to family values and beliefs. Another of Lubieniski's criticisms is that homeschoolers are not involved with community members. However, several studies refute this claim (Ray, 2001; Sikkink, 2001; Smith & Sikkink, 1999; United States Department of Education, National Center for Education Statistics, 1997) reporting findings that homeschoolers are more involved with the community than those of the general public.

Reich (2002), another critic of homeschooling, suggests that home educated students will not end up possessing certain good traits and the idea that they will not be exposed to the right ideas. He says they would less likely "come to learn such common values as decency, civility, and respect" (p. 58). To counteract the likelihood of the above situation Reich proposed state or government control over homeschooling by stating, "because the state must ensure that the school environment provides exposure to and engagement with values and beliefs other than those of a child's parents, the state should require parents to use curricula that provide such exposure and engagement" (Reich, 2001, p. 36).

Many homeschool parents, on the other hand, consider conventional schools as authoritarian institutions where passive conformity is rewarded, peer interactions are too often hostile and derisive or manipulative, and where children must contend with a dispiriting ideological moral climate. They contend that such an environment stifles children's individuality and may harm their self-esteem. Homeschool parents argue that it can make their children dependent, insecure, or even antisocial (Gatto, 2003; Holt, 1981; Linden, 1983; Martin, 1997; Mayberry et al, 1995; Medlin, 1993; Shirkey, 1987).

Considering this perspective, the “social environment of formal schools is actually a compelling argument for operating a homeschool” (Mayberry et al., 1995, p. 3).

Whenever change occurs and individuals step out of the norm in society, criticism is inevitable. However, freedom to experiment brings fresh ideas and approaches to accomplishing the task of educating our children. A balance in education provides for every area of the individual to succeed in life. Often, our view of education takes too narrow and too low a range. According to White (1952), education is defined as the “harmonious development of the physical, mental, and the spiritual powers” (p. 13). This takes into consideration every area of a child’s learning. To prepare children for higher education requires commitment and endurance in spite of opposition and criticism.

Homeschooling in Hawaii

The first recorded laws governing schools in Hawaii were founded in The Civil Laws of the Hawaiian Islands, 1897, which provided for tutorial education at home (Civil Code, 1897). In 1980, Act 157 of the Session Laws was revised to include approval of the superintendent and appropriate alternative educational programs. In 1989, Session Laws of Hawaii, Act 157 was revised by the addition of notification of intent to home school. The Hawaii Revised Statutes: 2004 cumulative supplement enactment of HRS 302A-1132 (1996 Act 89) included further revisions. In 1991, homeschooling was legalized in Hawaii. The Federal Court Librarian provided the above information on education laws (P. Butson, personal communication, January 10, 2006). Beginning in the late 1980s, homeschooling support groups and families lobbied before legislative and Board of Education (BOE) assemblies to discuss legalizing homeschooling in Hawaii. Public Hearings scheduled on each of the islands at various public schools were open to

testimonies brought forward by homeschooling parents seeking revisions to existing regulations and policies by the BOE and Department of Education (DOE). Homeschooling families and support groups continued to monitor and lobby BOE and Legislative assemblies to ensure the privileges of homeschooling are protected in the State of Hawaii (S. Kitsu, personal communication, November 18, 2006).

In general, the people of Hawaii are aware of the existence of homeschoolers. However, research is very limited on this student population within the state. The DOE homeschooling specialist was unable to assist with providing statistics and demographics on this student population. To the researcher's knowledge, homeschooling files are scant and housed in counselors' offices at the public school nearest homeschooling families. Also, very little reference is made to these files.

Only two studies, Hammond's (1993) study on Hawaiian homeschooling families and Harvey's (1999) qualitative study on multicultural homeschooling families were found and reported. Harvey studied family values guiding homeschooling education in the multi-ethnic environment of Hawaii. Six homeschooling mothers with a total of twenty-three children ranging in age from two to twenty-three were interviewed. Research questions were related to reasons for homeschooling in Hawaii with reference to their values and expectations. As noted in other studies, findings concluded reasons for homeschooling were religious beliefs, dissatisfaction with the public/private schools and provide a better educational environment for their children (Harvey, 1999; Knowles, 1988; Ray, 2000; Rudner, 1999). The study consisted of their homeschooling experiences and a limited amount of demographics on parents' educational background and ethnicity (Harvey, 1999). In this connection, Hammond's (1993) study reported on

the demographics of homeschoolers in Hawaii. Most of the available homeschooling research has been conducted in other states and/or countries, thus, the need for more research related studies on Hawaii homeschoolers.

Much of the information relative to homeschoolers in Hawaii has largely come from media and unpublished literature. Writers for the Honolulu Advertiser and Honolulu Star-Bulletin have featured a number of stories about homeschooling families. As noted previously, homeschooling families are reluctant to disclose information, especially anything negative, regarding their alternative educational practices. Families engaged in homeschooling tend to be wary of increased governmental restrictions and control over their homeschooling. However, they will cooperate with the media to publicize accomplishments and successes (Knowles, 1988; Lines, 2000). This continued to spur the growth of homeschooling families in Hawaii, where at least one or more homeschool support groups have been organized on each of the islands where schools have been established (Hawaii State Department of Education, 2002/2003).

Homeschooling takes many forms, from a daily routine following a scheduled curriculum to child-led learning in which parents supervise and help. With the information access legally available and through the Department of Education (DOE), homeschool parents in Hawaii find it relatively easy to comply with the DOE's homeschool requirements. Parents choosing to homeschool their children in Hawaii must notify the local public school principal and complete Form DLTSS 4140, Exceptions to Compulsory Education (Refer to Appendix), and submit a yearly progress report to the local school principal via a portfolio with a summary of subjects covered and/or scores from standardized tests showing progress. The Board of Education (BOE) maintains an

online document library with the latest version of Chapter 12 “Compulsory Attendance Exceptions” for homeschooled children. The Hawaii Administrative Rules under Public School Chapter 12, 8-12-4 states:

School age children may be exempted from compulsory school attendance where the parent of a school age child has provided notification of intent to home school the child. Parents or legal guardians accept complete responsibility for the education of their children while they are being home schooled. The Department of Education is responsible for ensuring that satisfactory progress is made in the education of the home-schooled child and carries out this responsibility by reviewing the child’s annual progress report and monitoring student progress through the required tests at grades three, five, eight, and ten. A home schooled child may participate in any college entrance examination which is made available to all other students (DOE Home Schooling Guidelines, 2003, p. 1-6).

An article from The Honolulu Star-Bulletin (Ashizawa, 1993) offered interesting information on homeschooling. The article was published not long after homeschooling was legalized in Hawaii. The number of students being educated at home increased by about 42% in one decade, between 1983 and 1993, according to the U.S. Department of Education, ranging from 248,000-353,000 (Ashizawa, 1993). From Jan. - June 1993, Mrs. Inouye, editor for the Hawaii Home Schoolers Association’s Newsletter said that she received more than 20 calls from parents, regarding home education for teens (Ashizawa, 1993). Arlene Alejardo, the director of the Christian Home Schoolers of Hawaii, stated in 1993 that four of her five children were home schooled through the 12th grade (Ashizawa, 1993). At that time, the Department of Education’s Assistant Superintendent of Instructional Services explained that guidelines for home school students are kept general to meet the needs of parents and students in hopes that trust be established between the DOE and home school parents and students, enabling them to pursue what’s best for their children (Ashizawa, 1993).

Many homeschooling families in the United States belong to local organizations and support groups (Bates, 1991; Ray, 2000). Hawaii homeschooling families also seem to fit this profile of belonging to local support groups. The Hawaii Department of Education maintains a homeschool support group phone list and makes it available to homeschoolers. It provides information about the availability of networking in support of curriculum and other areas. Some of the homeschool support groups include: Myron B. Thompson Home schooling Academy, Christian Homeschoolers of Hawaii (CHOH), Hawaii Home School Association, Army School Liaison Office for Military Families, and Iroquois Point and Pearl Harbor Christian Home Schoolers (Hawaii State Department of Education, 2002/2003).

Support group newsletters and conversations with homeschooling families indicate networking and collaboration occurring among parents. The homeschool community offers support groups where families can *get together and share ideas or help each other*. Children have regular field trips planned, classes in art, drama, computer skills, Physical Education, Hawaiian studies and other areas, along with membership in various clubs. Members of the home school organizations share books and resources. Some have produced web sites for sharing information on home schooling with other families interested in different aspects of the homeschool movement – curriculum, legality, socialization, academic achievement and networking. Yearly curriculum fairs afford homeschooling families opportunities to exchange ideas, purchase curriculum materials and library books for their homeschool needs (J. Mather, personal communication, June 27, 2003).

Learning Theories and Homeschooling

Homeschooling parents facilitate learning by supporting the interest and development of their children rather than focusing on what their children ought to know (Pedersen & O'Mara, 1990; Pride, 1988; Moore & Moore, 1984; Ray, 1997). Diversity in parents' approach to teaching and learning styles require the use of various learning theories because children learn in different ways.

Bayer (1990) proposed a social constructivist view of learning through five steps of social interaction. These include: (1) starting with what he/she knows, (2) sharing that prior knowledge, (3) building on that knowledge collaboratively, (4) embedding language as a tool for learning throughout the process, and (5) increasingly supporting student initiative. By using socially constructed knowledge, homeschooling students are able to make bridges from prior knowledge to new knowledge. This kind of facilitated learning occurs when parents support the interest and development of students rather than focus on what students ought to know. The latter generally appear to be the focus of public/private education where test scores are used to determine status of educational achievement of students (Gardner, 1999; Kohn, 1988; Pappas, 1999; Raywid, 2002; Vygotsky, 1978).

Similarly Bruner (1996) suggested that learning is a social function occurring only when participating in a culture. This means that learners need to interact with one another through appropriate cultural norms in order to learn new things. Therefore, minds create culture and culture creates minds. Since learning is constructed through social and cultural means, students learn through social interaction with each other to make sense of and to gain a broader perspective of certain topics, themes, subjects,

events, issues and questions that have impacted their lives in some meaningful way (Bruner, 1996).

Bruner's constructivist theory appears to align closest with the homeschooling movement during the 1980s and 1990s when homeschooling families in this study utilized principles advocated by Bruner (1966, 1973); (1) providing experiences and contexts that make the student willing and able to learn whenever he/she is ready (readiness), (2) structuring instruction so it can be easily grasped by the children (spiral organization), (3) designing instruction to facilitate known data and/or fill in the gaps (going beyond the information given). Bruner's theoretical framework proposes that learning is an active process where learners construct new ideas or concepts based upon their current/past knowledge. Thereby, the learner selects and transforms information, constructs hypotheses, and makes decisions relying on a cognitive structure to do so. He later expanded this theoretical framework to include social and cultural aspects of learning (Bruner, 1996). The role of culture in shaping the mind of homeschooling students was emphasized. This appreciation of culture constructing our conception of oneself and our world is powerful in building knowledge in a wider orbit of information with intuitive leaps as Gardner (2001) stated, when referring to Bruner's profound effect on education.

Critical literacy employs writing and reading that encourages problem solving strategies. It uses a historical background focusing on the origins of current educational problems while encouraging students to challenge the status quo through different approaches to learning (Shor, 1999). Critical literacy connects to the social constructivist view of learning through social interaction by starting with what students know, followed

by sharing that prior knowledge, building on that knowledge collaboratively, embedding language as a tool for learning throughout the process, and finally, increasingly supporting student initiative (Bayer, 1990). The social constructivist view of learning connects to Jerome Bruner's learning theory that learning is a social function and only occurs by participation in a culture (Bruner, 1996). The social cultural learning theory supports the social constructivist and Bruner's learning theories by using distributed cognitions as a learning tool which allows students to share individual knowledge in a group to increase the knowledge foundation of students who have never encountered a considerable number of learning experiences (Salmon, 1993).

Some approaches to homeschooling use critical literacy, a critical and questioning approach, as a vehicle to view current educational problems through the lens of historical events and data as well as a vehicle to challenge the status quo and experiment with the unknown in order to improve one's educational condition in society (Pride, 1988; Shor, 1999). They also use it to challenge the status quo in the educational arena in order to provide a more personalized learning environment tailored to the needs, interest and development of their children (Pedersen & O'Mara, 1990; Pride, 1988; Shor, 1999). Homeschoolers tend to interact with multi-aged groups so social interaction is viewed from a multi-age perspective (Pedersen & O'Mara, 1988) and not limited to interaction between similarly aged peers. They are immersed in the social constructivist views of learning when interacting among family, friends, neighbors, community members, and traveling friends. Their educational experiences evolve around many different cultural perspectives on a daily basis. Thus, homeschooled children can use distributed cognitions to obtain a stronger knowledge base from a variety of educational experiences

that rotate and evolve through interactions with family, friends, neighbors, community. (Pedersen & O'Mara, 1990; Pride, 1988; Ray, 1997).

Theoretical Framework

This study on homeschooling focused on reasons parents in Hawaii elected to educate their children at home (Gustafson, 1987; Gustavsen, 1980; Knowles, 1988; Reynolds, 1986; Van Galen, 1986). Knowles' (1988), theoretical framework was used for analyzing motivations and persistence factors among the participants. Knowles' theoretical framework theorizes that parents' reasons for homeschooling generally fall into six major categories:

1. Dissatisfaction with academic standards of schools
2. Dissatisfaction with the standards of discipline and morality perceived in many schools
3. Opposition to the socialization process in schools
4. Desire for family unity
5. Desire to provide for the spiritual needs of their children
6. Desire for a holistic approach to education emphasizing direct and experiential learning

These rationales led to parents' decisions on curriculum choice, legality of homeschooling, academic achievement levels, socialization of children, and dealing with opposition from friends, relatives, and community.

Knowles theoretical perspective on parent's instructional practices was also used to link participants best teaching practices to previous experiences with educational activities. Each of the cases was considered in relation to the three categories.

1. Childhood, family and school experiences.
2. Early teacher role models.
3. Previous teaching experiences.

In summary, these studies showed that parents are homeschooling so they can offer their children the kind of socialization and academic experiences conducive to perpetuating their way of life as prescribed by their lifestyle, rather than what the public or private schools provide. Religious instruction and academic achievement appear to have been the two most important reasons for homeschooling (Ray, 2000; Rudner, 1999; Wartes, 1988). However, a number of other reasons such as peer pressure, violence in schools, and school climate are beginning to take precedence in recent years. The variety of reasons given for homeschooling reflect the diversity of parents choosing to educate their children within the confines of their home instead of an institution, as set forth by government regulations.

Fears that homeschooled children are at an academic disadvantage compared to conventionally educated students have not been confirmed (Ray, 2004; Rudner, 1999). Research on homeschooling socialization and academic achievement has concluded that homeschooling students are achieving and socializing adequately as compared to traditionally schooled students (Moore & Moore, 1975; Ray, 1997, 2000; Rudner, 1999). Along with research on homeschoolers' academic achievement, college entrance and success has been studied with results confirming homeschoolers gaining access to higher education and succeeding comparably to traditionally schooled students (Galloway & Sutton, 1995; Jones & Gloeckner, 2004; Maurean, Ott & Rush, 2005).

Homeschooling clearly represents a challenge which reaches beyond debate about curriculum, methods, and objectives to question the very structure of the system. The challenge involves coping with teaching one's own children at home, selecting the most suitable method of learning for your child and then employing it (Suarez & Suarez, 2006). Meeting opposition from relatives, community, and governmental agencies and building resiliency while continuing this venue also presents challenges for homeschooling families. This do-it-yourself reform in education requires flexibility and conscious effort while always looking for new and creative ways to teach your child (Dobson, 2002). It is for this very reason that educators, policy makers and parents should examine the phenomenon closely in order to learn from homeschooling. Clearly, there is a need for more qualitative research to learn more about how parents are teaching their children and the basis for their success.

Very little research is available on homeschooling in Hawaii. In spite of scant research, homeschooling is known and practiced throughout the state with support groups recruiting families on every island. Legal battles with the Board of Education and Legislature in the 1980s and 1990s produced favorable results with legalization of homeschooling in Hawaii as in other states. Homeschooling parents enhance learning by using techniques suited to individualistic intelligences of each student, thereby experimenting with various learning theories. This study attempts to provide added insight to the existing, albeit limited literature base on Hawaii's homeschooling populace.

CHAPTER III

METHODOLOGY

The purpose of this study was to explore the homeschooling experiences of four families who started homeschooling in Hawaii during the 1980s and 1990s. In designing this qualitative, multiple case studies, the researcher, as an instrument of data collection, interviewed all participants in their natural setting. This enabled the researcher to obtain data focusing on the homeschooling process, and making meaning of their experiences (Creswell, 1998). The following research questions guided the study:

1. What motivated early homeschool parents in Hawaii to step outside the compulsory education laws to homeschool their children?
2. What were their educational and homeschooling experiences?
3. What provision was made for socialization?

Knowles' theoretical perspective on parents' rationales for homeschooling and parents' instructional practices was used to examine the data. The role of the researcher is discussed at the conclusion of this chapter.

Research Design

This study used a qualitative, multiple case study approach to explore the experiences of pioneer homeschooling families in Hawaii (Merriam, 2001). The multiple case study approach was selected to permit an in-depth analysis of personal narratives provided by each participant. The case study design provides understanding of a situation and intensive descriptions of a process. Insights gleaned through discovery influences practices, regulations, policy and future research. It also incorporates the validity feature of member checking and the triangulation of information that allows for

search of convergence of information that relates directly to data situations (Creswell, 1998).

Qualitative research directly concerns itself with experience as it is lived, felt or undergone (Sherman & Webb, 1988). Therefore, in an effort to understand the homeschooling situations in their uniqueness, the researcher attempted to secure a depth of understanding of what the world looked like in each homeschooling family's particular setting, and mediated these experiences through the existing literature and a theoretical lens developed by Knowles (1988). This was done through data collection via the interview process and the collection of personal narratives. Other data collected included certificates of achievement, awards, letters of recommendation, and observation notes. These were used to clarify or describe situations addressed in the interview narratives of participants.

To continue exploration of the experiences of these four Hawaii pioneer homeschooling families, the data collected through interviews were transcribed from tapes and field notes. Transcriptions were categorized by cases and content analyzed. Themes emerged from the personal narratives. Responses to the research questions were coded and categorized to determine underlying reasons, motivations, and best practices in the areas of religious beliefs, educational achievement, peer pressure, relationships and the total environment for their children. Data were presented relative to research questions to include Knowles' theoretical perspectives in the areas of parents' rationales for homeschooling and parents' instructional practices.

Participants

The participants for the study included four families living in Hawaii who started homeschooling during the 1980s and 1990s, homeschooled for a minimum of seven years and whose children went on to pursue higher education. Four parent educators and three homeschooled children were interviewed for this study. All four parent educators were full-time mothers who did some part time work either at home or in the community. The students interviewed were males who were in college or have completed college and are employed part-time or full-time. The participants were all adults at least twenty years of age. In depth information about each of the participants is presented in the next chapter.

Due to the somewhat limited nature of the study the families were selected using the convenience and snowball sampling techniques. The participants were identified by acquaintances who were homeschooling in the 1980s and 1990s when the researcher was also homeschooling. Some agreed to participate, but others could not and referred the researcher to families who were willing to be a part of the study. Of approximately 20 homeschooling families contacted, only four agreed to participate. The families of other homeschooled children were not interviewed for various reasons such as unavailability, age (primary grades), or unwillingness to participate. Following approval by the Committee on Human Studies, participants were made cognizant about their role as participants in a dissertation on homeschooling experiences along with the purpose and methodology of the study by telephone. Each of the four family participants willingly consented to be interviewed and disclosed their homeschooling involvement. I explained that an audio tape would be used for the interviews. These tapes would then be transcribed on a word processor/computer. Additionally data transcribed would be sent

to them for verification and returned to me for analysis, in search of themes and underlying subtopics for presentation in the dissertation. All tapes will be destroyed upon completion of this project. As requested, each participant will receive a copy of the data when finalized for the dissertation.

All families resided on the island of Oahu in the State of Hawaii. They represented a mixture of varying ethnic backgrounds and education levels. All families are socio-economically representative of the middle class in society as their income at the time of homeschooling was between \$35,000 and \$65,000. Due to the sample size and the selection process this data cannot be generalized beyond the group being studied. Participants for this research are referred to by pseudonyms in order to retain their anonymity.

The table at the end of this chapter presents demographics of participant families. The ages of children when families started homeschooling are listed by cases. Years married was when parents decided to begin teaching their children at home. Fathers of these families all worked as tradesmen, three at Pearl Harbor Shipyard and one at an electrical company. Mothers were homemakers and/or part-time hairdresser and store manager. Families' annual incomes while homeschooling appear to fall in the middle socioeconomic class. Number of siblings in parents' families numbered from one through five and number of children in these homeschooling families numbered from two through five. All families were members of Christian religions and parents' educational backgrounds ranged from High School Diploma through Bachelor's Degree. Most of the parents were born in Hawaii except for two, one in Japan and the other in Pennsylvania. Parents' ethnic groups included Japanese, Filipino, Caucasian and Hawaiian.

Data Collection & Instrumentation

Data collection occurred over two to three months at specific locations of the participants' choice. Preference was given to conduct interviews in participants' homes. Three of the participants agreed to meet in their homes for the interviews. One chose to hold the interview at her church. Face-to-face and telephone interviews with the aid of a tape recorder, transcription device, and computer/word processor were used to maintain accuracy. The interviews were also used to obtain information about personal attitudes and facts that were used to find themes relating to the motivations for homeschooling, academic achievement, and the socialization process with a holistic approach to education and experiential learning. Note-taking and anecdotes were used for observational recording and clarification of ideas and attitudes. Interviews included previously stated open-ended, research questions. The interviews were flexible and exploratory in nature with more informal conversation (Merriam, 2001). Field notes were recorded during and after the interviews. These included insights, interpretations, surprises, and other information that surfaced for contextualizing the interviews and its meanings (Patton, 2002). In addition, some of the participants agreed to share documents and artifacts they kept from their homeschooling days. These items were used to verify and triangulate information, as well as to better understand the priorities and experiences of the participants. Documentation of achievements and artifacts relating to homeschooling experiences assisted with determining validity of information disclosed in the interviews. Data were used only for educational purposes in the development of this dissertation.

Data Analysis

Data were organized through labeled tapes, pictures, and portfolios for each participant, and inclusive information about that particular case. Data analysis occurred through the use of descriptions, themes and assertions (Knowles, 1988). These procedures were appropriate for the study because analysis could be carried out through descriptions of post graduate homeschoolers' personal narratives, interviews, and journals. The in-depth, detailed description of each of the four cases as well as within case analysis provided themes across the cases for recognition of "lessons learned" (Lincoln & Guba, 1985). Establishing patterns while looking for correspondence between two or more categories is another form used for analyzing the data (Stake, 1995). Themes, categories, and patterns blossomed within the cases as threads wove through each major topic addressed in the research questions. Discovery of common themes connected post graduate homeschoolers' socialization into mainstream American society with their past homeschooling experience.

After analyzing the data through descriptions, themes and assertions, content analysis was used to identify patterns of experiences participants brought to the homeschooling experience (Patton, 2002). After gathering and reviewing all of the information as transcribed, validation was attempted. This was done through triangulation and member checking between themes, descriptions, and assertions. That is, triangulation was done through using the researcher's field notes, observations, and documents to further verify and increase the researcher's understanding and ability to accurately interpret the findings resulting from participants' responses during the interview and member checking process. Member checking, on the other hand, is a

process whereby information was returned to participants to ensure correct transcription of data in portraying their perspectives of the homeschooling experience, a key verification step in analysis (Creswell, 1998; Stake, 1995).

Interpretation involves making sense of the data, the "lessons learned" as described by Lincoln and Guba (1985). Webster (1990) defined interpretation as bringing out the meaning of something, in this case, homeschooling. Narratives were presented describing each homeschooling family's experiences with details of each case. For purposes of clarification, narrative refers to their story or account of the experience of homeschooling. Generalizations can be made only to this group of case studies and people can learn from these cases either for themselves or for applying it to other populations of homeschooling cases (Creswell, 1998).

Role of the Researcher

The role of the researcher in a study of narratives such as these is as an instrument of data collection and one who focuses on the participants' perspectives and their meaning (Creswell, 1998). Homeschoolers historically have been a difficult population for academic researchers to study (Mayberry, 1988; 1989). Kaseman and Kaseman (1990) concluded that homeschool parents are not interested in researchers delving into their lives, probably because of researchers' inability to disclose the complexities of homeschooling experiences. As an "insider" the researcher was able to gain the confidence of these homeschooling families in Hawaii and therefore obtain rich and forthcoming narratives from them. I was a homeschooling parent of three children in Hawaii during the 1980s and 1990s and as such, became a part of the study. All three children were homeschooled K-12 grades and enrolled in local community colleges and

universities. All three completed Bachelor's degrees in elementary education and physical education. Two completed Master's degrees in Curriculum Studies and Educational Administration with one finishing the PhD degree in Curriculum Studies. This situates the researcher in a unique position toward gaining the confidence of a group of parents who are often reluctant to participate in research. However, this position could pose a problem as we are all influenced to some degree by our past experiences, which in turn affect how we see the world and the people within it. It is probably true that no matter how hard a researcher tries to be impartial, his/her conclusions will possess some degree of bias. As a result, two strategies were employed to minimize researcher biases that may have affected analysis of the data: member checking and keeping a journal of reflections on how the researcher's own attitudes may have influenced what was perceived. Comparisons of interview data and journal anecdotes were analyzed and used to triangulate themes. Data connections were also conducted using both theoretical perspectives to decrease the deficiency of a single strategy, increasing possibilities for interpretation of data.

Table 1: Participant Families' Demographics

Homeschool Family Description				
	Case 1	Case 2	Case 3	Case 4
Ages	35, 35 16, 13, 12	35, 33 8, 7	30, 27 4, 3	32, 32 5
Years Married	16	8	5	9
Occupation				
Father	Electrician	Shipfitter	Welder	Pipefitter
Mother	Store manager	Homemaker	Hairdresser	Homemaker
Annual Income	\$40,000	\$65,000	\$35,000	\$43,000
Parent Siblings				
Father	2	2	3	2
Mother	5	4	1	3
# of Children	3	2	4	5
Religion	Christian	Christian	Christian	Christian
Educational Level				
Father	High School	1yr. college	AA	2 yrs. college
Mother	High School	AA	AA	Bachelor's
Place of Birth				
Father	Japan	Hawaii	Pennsylvania	Hawaii
Mother	Hawaii	Hawaii	Hawaii	Hawaii
Race				
Father	Japanese/Filipino	Filipino	Caucasian	Japanese
Mother	Japanese	Hawaiian/Caucasian	Japanese/Korean	Japanese

CHAPTER IV

PARTICIPANT DESCRIPTIONS

Participant descriptions in this study have been categorized by cases in this chapter. Pseudonyms reference family members to preserve anonymity. Case one is about Ariana and her family. Case two shares the experiences of Emily and son Kevin. Case three is about Chris and her experiences and Case four is about Dawn her two sons Eldon and Ishmael.

Case Study Number One: Ariana

This case describes the homeschooling experiences of Ariana and her family. When Ariana and her husband were both 35 years old and married for 16 years, they mutually decided to homeschool all three of their children whose ages were 16, 13, and 12. She withdrew her children from their Christian private school to be able to guide their educational and social experiences as her religious convictions directed. Problems with her daughter's choices of friends at school and development of a negative attitude toward parents and family also precipitated changes in Ariana's family's lifestyle toward homeschooling. Ariana mentioned seeing changes in attitudes and conduct by another church member's daughter who was rebellious while in school, yet, after one year of homeschooling became obedient and respectful to her parents. At that time that was the only homeschooling family in their church. After watching that rebellious teenager's transformation for one year, Ariana's family decided to start homeschooling. Soon after, another family followed. Eventually, about 50% of their church's families were homeschooling. The pastor of their church was favorable toward the idea and encouraged members to teach their children at home if possible. In spite of their late start

into homeschooling, Ariana was thankful she pulled her children out “just in time” to guide them in following God’s will for their lives. Ariana asked to be interviewed at her church office in Mililani where she has been a long-time member and actively involved in youth ministry and other areas of service for the Lord. Her children have also been very active in church activities.

Ariana became a full-time, homeschooling mom at home when they decided to embark on this adventurous project. While homeschooling she was also able to manage a local toy store. Ariana’s husband worked as a planner for the electric company. Their annual family income at the onset of homeschooling was approximately \$40,000.00. Ariana’s family resided in the town of Ewa, which was originally the home of immigrants from other countries who migrated to Hawaii to work on the sugar and pineapple plantations. This was a rural community which had slowly been urbanizing with tracks of homes being built where the sugar and pineapple fields used to thrive. Her immediate community was quiet during the day with people at work and retirees at home. Children in the community would come to her house after school to play with her children. She considered her home environment very conducive to homeschooling and children were always welcomed at her house. Ariana considered it an opportunity to witness for the Lord to these children and teach them Biblical principles. She also fed them when hungry and they were able to eat and play with her children. The nearest town was within a couple of miles and several public elementary schools, middle and high schools were within two to five miles from their house.

Ariana’s husband was one of three children in his family. He was born in Japan and is of Japanese/Filipino ancestry, but was raised on the island of Oahu in the state of

Hawaii. Ariana has three brothers and two sisters of Japanese ancestry who also grew up on Oahu. Both Ariana and her husband completed high school. She attended Leeward Community College for one year.

All three of their children are college graduates -- one from the dental hygiene program, another in business administration and the third in computer technology. All three children were born and raised in Hawaii and were homeschooled through to the twelfth grade. Besides homeschooling her three children, Ariana was able to homeschool two of her nieces who came to live with them. One started in the eighth grade while the other in the second grade. Altogether, she has homeschooled five children.

Ariana and her family continue to support the homeschool movement in Hawaii. Her leadership role with the Christian Homeschoolers of Hawaii (CHOH), the largest homeschooling support group in the state, has been instrumental in recruiting and assisting homeschooling families for over two-and-a-half decades. During the latter part of the 1980s and early 1990s she, along with many families, lobbied the Board of Education and Legislature for favorable legislation toward homeschooling in the state of Hawaii. Through much persistence on the part of these homeschooling families, homeschooling became legalized. Ariana remembered the challenges they faced and testimonies shared at public hearings held in the school districts throughout the state prior to legalization. She willingly shares her expertise with whoever is interested in learning the process for homeschooling their children.

Ariana mentioned having to keep the children indoors or always with her during school hours because of questions that might arise about truancy by neighbors and others in the community and elsewhere. At that time, authorities still questioned the legality of

homeschooling. Since she was the only homeschooling family in her neighborhood at that time and most of the residents were at work or retired and keeping to themselves, she did not encounter problems about her choice to homeschool. Her convictions were so strong that she felt confident and comfortable staying home with her children and as questions arose she was always prepared to explain her homeschooling goals and objectives to encourage others to do the same.

Case Study Number Two: Emily

Case two is about Emily and her family. At the beginning of this family's homeschooling days the children were seven and eight years of age. Emily and her husband expressed wanting Christian values promoted in the education of their children. People at her church announced an upcoming homeschool meeting which she attended and after which decided to homeschool. Emily and her husband were 33 and 35 years old, respectively. They were married for eight years when they decided to tackle the tremendous task of educating their children at home. Emily was a housewife doing some part-time work and her husband a ship fitter. Their family's annual income at the time of homeschooling was approximately \$65,000.00. Both Emily and her husband were born and raised on Oahu. Emily grew up with four brothers while her husband was brought up with two brothers. Emily completed three years of college and obtained an Associate of Arts Degree, while her husband completed one year of college. Both of their homeschooled children have completed four-year college programs and obtained their BA and BS degrees in Computer Science and Business, respectively. Emily is of Hawaiian and Caucasian descent and her husband is of Filipino ancestry. They

homeschooled their children from the early 1990s until both graduated and enrolled in college.

Emily's family resided on the north shore in a rural area where sugar and pineapple plantations thrived with immigrants from countries all over the world working for the Dole Pineapple and Waialua Sugar Companies. The sugar plantation stopped growing sugar during the latter part of the 1990s. Dole Pineapple Company has cut back its production but continues to sell pineapple to tourists as an attraction. Other diversified farming companies continue to farm hundreds of acres in this area with papaya, coffee, bananas, mangoes, corn, and other experimental crops. The nearest town, Haleiwa, is small and quaint and about two miles away from their house. Tourists from around the world visit and dine in a number of restaurants serving various ethnic foods. They'll eat "shave ice," purchase surf clothing and accessories, and try their skill at water sports made available through the various businesses. This is where Emily's son was able to gain employment with the surfing industry and learn about computer networks from self-employed business people. Haleiwa town is not just a tourist attraction, but also a hub for independent small business people selling everything and anything. Ethnic groups represented in the farming and business industries in Haleiwa are Caucasian, Filipino, Japanese, Portuguese, Mexican, Brazilian, Australian, Hawaiian, Thai, Vietnamese, Spanish, Chinese, and you name it, it's there. It's a beautiful, "laid-back" community buzzing with people and things to do. Cultures are distinct, yet blend together to the rhythm of harmony.

Emily was employed part-time as a house cleaner and substitute teacher. There are two public elementary schools and one intermediate/high school within a mile or two

from their house. One private school is also located about a mile away. Her two-story home is situated within her in-laws extended family property. She invited me to her home for the interview. We met upstairs in her living room where we could see the surrounding homes occupied by relatives. Her husband was cleaning their boat on the driveway and graciously greeted me as I approached their fence. He then directed me upstairs to where Emily was waiting. Grandparents, children, grandchildren and in-laws reside adjacent to each other. So, there were always playmates available for her boys. Neighboring children, who played with her boys, frequented the streets and common areas after school, weekends and holidays. They were also playmates for her children. There are many houses in their area with people needing housework done for their own homes or rentals.

There were quite a few homeschoolers living on the north shore, all belonging to a large support group of about 200 students. They met at one of their homes once a month to discuss homeschooling issues (of course, not all were in attendance). Parents planned mother's luncheons, field trips and other educational activities while the children played games together or watched a video. Emily was the liaison between the public school and homeschoolers for the support group. She was also actively involved with planning field trips and other activities for the homeschool group. The researcher also resided on the north shore and was a member of this homeschool support group. Most of the members of this group were affiliated with the North Shore Christian Fellowship. However, Christians of other faiths were included and welcomed into membership.

Case Study Number Two: Emily's son Kevin

Kevin, Emily's oldest son, was seven years old and in the second grade when Emily decided to withdraw her two boys from a private school to begin homeschooling. He was homeschooled through the twelfth grade and later enrolled in Marymount College for his first two years of college. He then went on to complete a four year degree in business at Pepperdine University. Upon completion he returned home and was employed with the State's Library System where he is presently working with computers and assisting individuals with researching the library's exhaustive volumes of books, CDs and other data.

Kevin shared documentation from Marymount College in California congratulating him for academic achievement meriting a place on the Dean's List, Fall Semester 2000. He also received a certificate of appreciation from Pepperdine University – Florida Project Serve - for dedicated volunteer service. Alpha Phi, Delta Delta Delta, Psi Upsilon, United Colors, and Friends served him with the Director's Award for his extraordinary participation in Songfest The Musical! Reel Songs, Reel Stories, Reel Different! In 2002 he was awarded a certificate of distinction for academic excellence in behavioral and social science. The President, Dean of Academic Affairs, Assistant Dean of Academic Affairs and the Department Chair signed his certificate. On March 27, 2001 he was inducted into the Phi Theta Kappa Society International Scholastic Order of the Two-Year College. Work experience included field support computer technician and consultant at the Pepperdine University Information Technology Department. He's worked in sales, computers and construction for a number of businesses on the mainland and in Hawaii. He earned his Associates of Science degree in May, 2002 from

Marymount College and a Bachelor of Sciences: Business Administration degree from Pepperdine University July, 2004 with a GPA of 3.10. He loves water sports and is certified in PADI Open Water Scuba Diving.

Case Study Number Three: Chris

Case three is about Chris and her family. Chris was 27 and her husband 30 years of age when they began homeschooling their first child at three years old. Subsequent children also started homeschooling around that age as well. As Christians, Chris and her husband felt it their responsibility to educate their children according to biblical principles. They were married for five years when their homeschooling experience began. His occupation at the onset of homeschooling was welding and then he moved to oversee nuclear teachers at Pearl Harbor Naval Shipyard. Chris was a hairdresser in addition to being a full-time homeschooling mom. Their family's annual income when beginning homeschooling averaged \$35,000.00. Her husband was born in Pennsylvania and grew up with two younger brothers and one younger sister. He's of Caucasian ancestry. On the other hand, Chris was born in Honolulu, grew up with one older brother and is of Japanese/Korean ancestry. Both Chris and her husband have an Associate of Arts Degree in their respective trades. Their oldest son completed an Associate of Arts degree at the Art Institute of Los Angeles and their daughter holds a Bachelor's degree in Deaf Studies and Social Work from California State University at Northridge. This family has homeschooled their children from 1984 – present (2007).

Chris lives with her family in Kaneohe on the windward side of the island. She also invited me to meet with her and conduct the interview in her living room. She was home alone at that time. This is a suburb with many homes next to each other. The nearest

shopping area is walking distance from her house, and the nearest public elementary school is located just a short block down the road. The middle school is about a mile north of her house and the high school the same distance going south. There were other homeschoolers living in Kaneohe with their own support group. Kaneohe is known for its beautiful mountains and country style living with single-family dwellings, apartments, and some large condominiums interspersed between businesses of all sorts from medical buildings to eateries and large super markets with one large and one small shopping mall. Children living all around Kaneohe are always ready to play after school, weekends and on holidays. Kaneohe's population consists mainly of the working middle class where both parents work out of the home and children go to school. So, Chris was also careful about keeping her children indoors or with her during normal school hours to avoid any oppositional comments in reference to truancy.

Chris, even prior to having her own children, was always interested in the homeschooling movement and attended support group meetings to keep abreast of best teaching practices occurring within homeschooling families. She knew she would homeschool before her children were born. She also lobbied for favorable homeschool legislation with the Board of Education and Legislature and took an active role in its legalization. Her efforts in organizing activities for wholesome socialization for homeschooling teenagers have received many positive comments from not only the homeschooling communities but also the public/private school students. She played a major role in planning the yearly banquet for homeschooling students. This was developed to replace the public school's prom. Chris was also involved in co-op and team teaching with other homeschooling families.

Case Study Number Four: Dawn

Case four looks at homeschooling experiences in Dawn's family. She and her husband were both 32 years old when starting to homeschool their first son who was five years of age. Her interest in homeschooling started with a friend at church who was homeschooling her own children. Dawn always wanted to be a stay-home mom with her children and when she heard about the possibility of homeschooling and not having to work out of the home she and her husband decided this was best for their children. Dr. Raymond Moore's book impressed her to teach her children when they were ready, rather than when mandated by school authorities. She also wanted to teach her children religious instruction through nature and the Bible. Dawn knew that she would have to work for tuition if she sent her children to the private church school. This meant that she would not be able to spend quality time with them during the day. So, from the beginning she decided to homeschool all of her children through 12 grades. Her husband worked at the shipyard in the pipefitting department. She has been a homemaker throughout their children's homeschooling experience. All five of their children have been homeschooled. Two are in college and three are still being schooled at home. Family annual income at the beginning of homeschooling averaged \$43,000.00. Dawn came from a family of three children, two girls and one boy while her husband had one sister and one brother. Both Dawn and her husband were born and raised in Hawaii on the island of Oahu. They both claim Japanese as their ethnicity. Dawn has a Bachelor's Degree in Liberal Arts and her husband attended college for two years. Their oldest son presently holds a Bachelor's Degree in Religion and History from a California-based, 4-year college and is looking to enter graduate school soon. Their second son graduates

this semester with a Bachelor's Degree in Psychology from the University of Hawaii. Another son continues to be homeschooled as a sophomore at the high school level. Two younger girls are homeschooled at the elementary and middle school levels. They have been homeschooling from 1986 to present (2007).

Dawn's family resides in Pearl City toward the Leeward side of the island of Oahu overlooking Pearl Harbor Naval Shipyard. We did her interview at her home while the children went about their normal day's duties in the home. They carried on without any interruptions to our meeting. It is a beautiful suburb with several subdivisions sprawled up the Koolau Mountain sides and ridge. After school hours Dawn's children were allowed to go outside and play with neighboring children. There are several shopping malls, supermarkets, industrial businesses, and other retailers spanning a three mile stretch along the coastline. There are also several public elementary, middle and high schools within one to three miles of Dawn's home. Other homeschoolers reside in this district. Her sons attended the nearby community college located in her district.

They were involved in a homeschool support group. The children played together when parents met to discuss issues on homeschooling. Dawn kept abreast with best teaching practices and realized the importance of teaching children to enjoy reading, which opens the door to anything they are interested in learning about. She bought books from the library book sales and filled her home with reading material on any and every subject of interest to her children. The all became excellent readers with amazing comprehension skills.

Case Study Number Four: Dawn's son Ishmael

Ishmael, Dawn's oldest son, was never enrolled in a public/private school. He was homeschooled K-12 grades. He enrolled in and took the placement tests for Leeward community college, scoring high in English and math, bypassing remedial courses and was able to register for ENG 100 and higher level math courses. Ishmael received his AA degree from Leeward Community College and graduated with honors on May, 2003 (magna cum laud: 3.75-3.899 with a cumulative GPA of 3.93). He also held a Bachelors degree in Religion with honors, received from Pacific Union College in June, 2006 with a GPA of 3.846. His SAT score was 1390 (730 Verbal, 98%; 660 Math, 88%) and his ACT score was 32 (99%). While at Leeward he was selected as Student Responder (Valedictorian) May, 2003 and representative to the All-USA Academic Team, 2003. He was a member of Phi Theta Kappa, 2001-2003, Sigma Tai Delta Honor Society, 2005-2006, The National Scholars Honor Society, 2006, National Dean's List, July 13, 2001, Academic Dean's List for both colleges. His work experiences include being a Youth Pastor for two years, General Psychology Teaching Assistant for four years, Learning Resource Center Tutor for five years, Supplemental Instruction Leader – 2002, and Peer Mentor Ohana Advisor in 2007. He's held several leadership roles as President and Vice-President of Alpha Lambda Gamma chapter of Phi Theta Kappa, President of Leeward Aikido Ohana – 2003, Founder of Leeward Community College Home-School Organization, substitute teacher for Intro to Logic, Physical Geography, Intro to Psychology, and Intermediate Greek at the college level.

Case Study Number Four: Dawn's son Eldon

Dawn's second son, Eldon, was also homeschooled K-12 grades. He followed Ishmael, his older brother, to Leeward Community College, also scoring high on the placement tests, thereby, registering for college level English and math instead of remedial courses. Prior to enrollment at the community college, Eldon worked as a computer technician for six years (read his way into certification and was hired by the service provider for all University of Hawaii's computer system throughout the islands of Hawaii). He applied for the Rhodes Scholarship and was a finalist for this most prestigious scholarship which requires the highest levels of intellect, moral character, concern for others, leadership ability, and physical vigor. While attending Leeward community college he, like his older brother Ishmael, was hired as a tutor in the learning center. As a member of the Phi Theta Kappa International Honor Society at Leeward, Eldon volunteered in support of several community service organizations including the American "Cancer Society and the Hawaii Food Bank, attending regional conventions/conferences. He also started Leeward Community College's Homeschool Organization to help students (both homeschooled and non-homeschooled) adjust to the college environment and cultivate friendships. Other community services rendered included volunteering at the Hawaii Farm Fair in the agricultural section, assistant judo coach at the United States Judo Federation Junior Nationals in Monterey, California and Sacramento, California in 2002, and teaching free computer classes for the elderly in the Aiea community.

After completing his AA degree at Leeward Eldon transferred to University of Hawaii Manoa (UHM) to study psychology. Upon completion of his four year degree he

prepared for the GRE and researched graduate schools. He was focusing on tutoring psychological research methods and undergraduate statistics, which are required for psychology majors. While at the University, he was elected president of the Regents and Presidential Scholars. Besides the Presidential Scholarship, he won a Golden Key outstanding UHM senior scholarship and a FAPAC (Federal Asian Pacific American Council). On the GRE he scored 670V (95th percentile) and 800Q (94th percentile). He also received a 5.5 (87th percentile) on the analytical writing (essay) section. His goal was to score high to qualify for applications to Stanford University and other ivy league schools. Eldon accepted invitations to be a guest speaker on computer science at several high schools and talk shows while attending the University of Hawaii.

CHAPTER V

RESULTS

The purpose of this study was to examine the motivations and experiences of four families in Hawaii who began homeschooling during the 1980s and 1990s, “pioneers” in the State of Hawaii’s homeschool movement. Data provided insight into the experiences and effects of being educated at home, subsequent education of the children, careers, and family dynamics. Pedagogical choices and experiences, relationships of family members with regard to education, perceived successes and failures, interactions of homeschool families with the public school system, as well as legislative and board of education lobbying are disclosed in the narratives. In spite of restrictions (perceived and real) and obstacles, these parents pursued homeschooling.

Research Question #1: What motivated homeschool parents in Hawaii to step outside the compulsory education laws to homeschool their children?

Two themes related to reasons for deciding to homeschool emerged from this study. Bonding and family unity/closeness was the first theme to emerge across all four cases and second was the desire to teach their children what they thought was important, albeit with varied degrees of religious influence.

Bonding and Family Unity/Closeness

Relative to family bonding and closeness, the amount of time spent together doing things together certainly seemed to help develop close relationships. Ariana explained it resulting from positive peer pressure and the atmosphere. “When you start home schooling it’s a lifestyle. It’s a total, family-oriented lifestyle and we liked it.”

With the amount of time spent together the families all realized the closeness and tight knit relationships that developed between siblings and between siblings and parents. Here are examples of their bonding and close relationships.

[Ariana] I quit my job and we pulled the kids out of the Christian private school. We went from four pay checks to two pay checks. It was a culture shock for us. But, it was all worth it. One of the reasons we homeschooled was because of the positive peer pressure of the kids and the atmosphere in our homeschooling experience. They would help one another. They would also compete against each other. They were their own support group. We didn't belong to a support group while we were home schooling. We didn't have time. The five of them got along really well. We went everywhere together. We did everything together. As far as our relationship, because of our homeschooling we have a very good relationship with all three of our kids (and our two nieces). We talk to our son almost daily. You know the computer instant chat where you type and they respond? We don't talk on the phone but we email each other. Both my daughters attend the church that we go to and they work with the youth club. So, they are very active in church work.

[Emily] I quit my substitute teaching job to stay home with the boys. We noticed that they were not happy at the private school, so we kept them home and started homeschooling. As a substitute teacher I would go home and just didn't feel like I was giving my best to my sons. I was almost drained by the end of the day just giving my attention to the classes I taught. I came to realize that I lacked giving

attention my own children. I always wanted them to be closer to home where we were able to bond with our children. When we heard about homeschooling from our church members, I thought – I just want to teach my sons and be with them!!! So, I thought I would try it for a year and we just took it from there. Positive things in homeschooling included bonding with our family.

[Emily's son Kevin] My mom wanted to be with us the whole way. She supported me all the way. She never worked out and was always home. She was always there for us from the crack of dawn until sunset.

As I look back, I see homeschooling as a positive experience. In the future, if I have one child, I will think about homeschooling. But, if I have two or three, I would think about putting them in school, except one will be homeschooled. I wouldn't mind seeing them homeschooled when they're younger, at that "budding" stage when they're learning values – right from wrong, maybe five through eight years old. I think of homeschooling as for their first few years in grade school, but not all the way up through high school.

[Chris] Homeschooling has kept our family ties very close. I was able to homeschool and bond with my children while continuing my part time hair dressing business at home and maintain those skills. That was a great benefit as we were raising our children. I could still do that, yet, control how busy I wanted to be. The other thing I did was alterations, because I wanted to become a fashion designer. I later gave that up but continued to do a lot of sewing for a number of

people. Working with alternations worked really well with homeschooling, because I would be able to take the measurements, and other needed information, then, pop up my sewing machine on the dining room table with the children sitting around me. I would give a spelling test or the kids could do work right by my side. I could still keep my hands busy with my presence there to provide help as needed and continue with instruction on the various subjects of homeschooling. I could see that our children's close relationships will continue throughout their adult life. I told them when I'm dead and gone you'll only have each other. So, you better learn to get along with each other now.

If we had chosen to put our children in private school it would have meant that I would need to go and find a full time job. I thought, why should I go out to work and have somebody else teach my children rather than stay home and teach my children myself and not have all the peer pressure and all of those influences once again. If I had multiple children it would probably mean a greater demand on getting a job because I would have to make more money for tuition, etc. Just the thought of a full time working mother was being considered. I remember the days when I was growing up and my mom worked full time. I would come home to an empty house. I didn't want that for my children. At the very beginning my husband and I made the commitment for me to be home. Whether that was going to be after school or when homeschooling came along. That commitment was definitely there for me to be home when they were home. Working full time would have taken that idea away. It would have meant after school care or coming home to an empty house. I remember the trouble that I got into because

there was no one here at home when I got home from school. She (my mom) was just tired. I remembered my mother being so tired at the end of the day. I didn't want to be tired, grumpy and out of sorts for my children.

I reflected on my own public school education and realized how poor that was and the fact that especially in the area of English and History, there was just so much that either they didn't teach or I just didn't gain. I thought those things were really valuable and I wanted my children to have a much more solid education, minus the peer pressure, drugs and those kinds of influences. I felt homeschooling would be the only way I could do that.

[Dawn] I have found that homeschooling is much more than academics. I could be a stay-home mom, bond with my children and not have to find employment out of the home to pay tuition fees. This would be the case if they attended a private school. Homeschooling was the close relationship that we had with our children, having siblings be best friends, less peer pressure, finding a passion, and not conforming to the world. My motivation to keep on homeschooling my younger children is the good relationship that I continue to have with my older boys. We have a rapport that a lot of young men do not have with their parents.

[Dawn's son Ishmael] I want to homeschool my own children. Because I can tutor others, I think I can do it. I want to socialize my own children.

[Dawn's son Eldon] My mom decided that she could kill two birds with one stone (while being a stay-home mom), spend quality time with her kids and give them a quality education. She didn't want to send us to public school, and knew that if she wanted to send us to private school, it meant that she would have to go to work and raise the money for tuition.

Ariana remembered an instance when her daughter realized that the atmosphere she grew up in was not the norm. She shared the following,

[Ariana] She called up one night after being at college about a month. She was crying and I said, "What's the matter?" She said, "you know mom, I didn't realize how special our family was and what we had as a family. I thought our family was typical and normal, nothing special. I took having a family for granted." She told me that in the dorm she would hear stories from the other Christian girls. They would talk about the abuse and some of the stuff that nobody else knows about. On the outside they would appear to be perfect Christian families, yet on the inside there would be all kinds of turmoil. She would say, "I just want to thank you for our family life."

Teaching What was Important

Religion played a role in the lives of these families. However, the degree to which religion was a major influence varied between each of these cases. For instance, for one family it was a very significant driving force in everything they did. For example, for Ariana and her family their faith appeared to be a driving force prevalent in all aspects of their life. It influenced the type of schools their children attended, decisions they made

regarding what their children learned and who they socialized with, and their beliefs relative to raising their children.

[Ariana] We watched a rebellious teenager in our church do a complete turnaround in her behavior. She became such a sweet teenager, very obedient, very respectful, and I thought, "Gosh! What a difference!" It took me a year before I could say, "ok, maybe we should do this." So, I quit my job and we pulled the kids out of the Christian private school. We went from four pay checks to two pay checks. Was it a culture shock for us! When we first started homeschooling, Betsy was in the tenth, Charlotte in the seventh, and Derek in the sixth grade.

Our daughter was getting into the wrong crowd and making some choices that we felt were not in her best interest. I really believe that we pulled her out of school just in time. Over and over again we would say to her, "we are responsible for you." This is something we feel called by God to do.

Again, after completing high school, Betsy got into a wrong relationship with a boy. I was praying how we could resolve that situation. One day when I was taking her to work I said, "You know, Betsy, I'm going to send you to Bible College for a year." She looked at me, totally shocked, like where are you going to send me to school? I said, "I'm going to send you to a Christian college. The look of shock came on her face and then one of relief. I saw it and I think she knew she was in a wrong relationship and she didn't know how to get out of it. So, I pulled her out. I made that decision even though she was eighteen. We sent her to school for a year. Eventually, she finished college and realized everything

worked out in her best interest. Because of homeschooling our relationship was very good. Both our daughters attend church and work with the youth club. We're happy they are still active in Christian ministry.

To homeschool is a Biblical conviction. I said, "Someday I'm going to have to stand before the almighty God and give an account of how I raised you." I want to be able to tell Him that I'm standing before You and I did the best I could with the information I had and the knowledge I had and what You gave me. This is why we are homeschooling. We felt this was best for our kids. We wanted to raise them up to love God. You cannot do that in a public school setting. You have to do it yourself.

Private school and public school - there's very little difference. There's no difference in peer dependency. There's no difference in the problems with drugs, with sex, with pornography and with obscenity. All of these exist in the private school. Just because you put a Christian name on it doesn't mean that what's coming out of there is anything that we would approve of. When I told you that we were our own support group, our kids were the peer group. I had control of it. And, I wanted control over it. We had other kids over our house all the time because we were home. I was the mom who didn't work. We had a revolving door at our house. Kids kept coming in, hanging out and we would feed them. There were all kinds of kids at our house. We didn't shelter our kids from them. Not all the kids were Christians or what we would want to pair up with our kids but we always tried to be an outreach.

For Emily, Chris, and Dawn, it appeared that the degree of influence their faith had on their life and decision making varied much more for each of them. It was a part of their life, but did not appear as prevalent an influence as it was for Ariana and her family. In Emily's family, when deciding to homeschool, their decision appeared more related to how she viewed her role as a parent and being able to teach her children what she wanted them to learn.

[Emily] I wanted to be able to teach my own sons things that I had learned. And I heard about this opportunity at our church. I thought that it was part of being a mother. Here I was sending them to school and I wasn't able to do what a mother could do. Not in a selfish sense and not in an egotistical sense, but just being a mother was the reason I wanted to homeschool. I wanted my sons to have a good Christian foundation where every subject had Christian ideals woven into it – even in math. God had his hand in this matter all these years. God had a plan for our son to learn how to build computers and trouble shoot. I wanted them to have a good foundation with good morals. When we asked our boys if they wanted to be homeschooled, they were ok with it, because they met friends attending our church who were already being homeschooled. I taught Sunday school and wanted also to teach my boys the things I had learned. Our church family support group was very helpful and encouraging.

I always believed that kids should have a wide range of just knowing a lot of different things, not just doing their regular grammar, math, social studies, and history. We also felt that they should have music, art, foreign languages, learning life skills like cooking and sewing, learning Hawaiiana, and other cultural things.

I didn't think they were going to get that in the schools they were going to attend. I don't think any kid gets all of this in schools. You'd have to get it in extracurricular activities after school. I thought I could give them a little bit of that in a homeschool setting.

I also saw what teachers are able to do and not able to do in a classroom setting and also what kids were exposed to in the classroom setting, beyond parental control. When I heard about homeschooling the thoughts came to my mind; I don't have to deal with peer pressure and I don't have to deal with teachers – whether I agreed or disagreed with them. I never thought about those things with my kids in school. I'm just one of those mothers who were always involved with what they were doing and always helped out with the school. That was the main focus – the main idea.

[Kevin] My parents decided on homeschooling while I was attending a private school. They decided not to send us to public or private school because public school wasn't the greatest at that time, private school was kind of expensive and mom wanted to be there with us the whole way. I think those were the two major forces that drove us to homeschooling – the quality of education you could get and mom just wanting to be with us all the time. Some friends from church told my mom about homeschooling and that's what made her decide to do it. Homeschooling kids have a better quality education with more options. The value of homeschooling is worth more than going to public/private school. In the long run, it's what you make of it.

In Chris' family, the decision to homeschool was more of an academic decision and also that it was her job as a parent. It emerged from her own experiences in school and the desire to give her children more than she received. In relation to academic achievement, she wanted to provide a personalized education, tailored to meet their individual needs. Further, the potential to minimize negative influences and eliminate distractions from peer pressure and drugs also influenced her decision to homeschool. Readiness was also a factor when providing appropriate levels of instruction and curriculum materials. When asked about what motivated them to homeschool, Chris responded.

[Chris] First of all, it was truly more an academic motivation. Then, I could really see how the years of training and the years of building this character were going to really shape and mold this child. I had a desire for my children to have the very best throughout all those years of learning academics and acquiring their spiritual foundation was important. I felt that if character was not developed early to be a good character and training wasn't worked on a regular basis, how could my children turn out to be responsible citizens both to God and their fellow men. Therefore, I realized that I would be the best person to educate my own child. Did I want to leave that up to someone who would be a total stranger, whether they were Christian, non-Christian, religious or not they would still be a total stranger to me, my family, and my child? That just didn't seem like it would be the best. She would not have the greatest desire to have the best care for my own child. That was my child and how could somebody else have a desire for the very best for my child.

As far as private school, that would possibly be an option, but it would mean that I would have to go to work and I thought that would create more havoc than good and still the same reason remained that it would be a stranger teaching my child. I would not know his/her values. I would not know of things in the closet, perhaps, or persuasions that I would not agree with. I felt like I needed to do that job. I felt responsible to God because God blessed us with these children.

Just on looking back at more reasons for home schooling, I reflected on my own public school education and realized how poor that was and the fact that, especially in the area of English and History, there was just so much that either they didn't teach or "I was out to lunch" or I just didn't gain. I thought those things were so valuable and I wanted my children to have a much, much more solid education, minus the peer pressure, minus the drugs and those kinds of influences. I felt home schooling would be the only way I could do that. I thought, why should I go out to work and have somebody else teach my children. I would rather than stay home and teach my children myself and not have all the peer pressure and all of those *negative influences once again*. Everybody bought into public education or private education and nobody had thought about how our nation was founded which was basically homeschooling. As parents were becoming very frustrated with the school system we started looking to going ahead and educating our own children.

Conversations with Dawn were much different than with the other three. Dawn seemed to be much more conservative and direct in her responses which limited the amount and richness of information that could be obtained. While friendly and

personable, Dawn was much less willing to fully elaborate or offer much detailed information. Efforts that sought more information and details were unsuccessful.

She read the Bible to her children and also included it in their homeschool curriculum. However, while her motivations to homeschool were not as clearly communicated as the others, that decision did not appear to be religiously driven or motivated. She shared,

[Dawn] The Lord blesses those who believe in Him, and I believe that homeschooling is what He wanted for my children. I can teach them what I feel is important for them to learn – God, the Bible, and important values. We read the Bible and many devotional books about animals, people, and the days of Creation. I read devotions (religious material) in the morning and (character building) bedtime stories in the evening. Family values are taught at this time by the example of parents. The early years in a child's life are the formative, life-long learning years and it's very important for character development. I wanted my children to learn morals and ethics from me rather than from their peers or from the media.

[Ishmael] My mother wanted to homeschool her own children and teach us important family and religious values.

[Eldon] Obviously, homeschooling was my mom's choice, but I believe she did it because she knew she could give us a better Christian education –both Christian and education – than the public schools could and even more than most private

schools could. Not only learn the Christian side of schooling, but she also wanted us to excel academically. Public/private education is mass produced, while homeschooling is custom-built. Our education was better spiritually and intellectually.

Research Question #2: What were their educational and homeschooling experiences?

Several themes emerged from conversations with the participants about their homeschooling experiences. In particular, the following were acknowledgements and realizations on the part of these mothers regarding themes that sparked clear and poignant memories and stories: Structure of the day, parent as teacher, dealing with opposition, extra-curricular activities, and employment.

Structure of the Day

"Schooling can go on anywhere." This is a sentiment Chris expressed when explaining her experiences in adjusting to the flexible days that are a part of homeschooling. She also stated, "...we're not bound by time, place, and space." These parents all realized and acknowledged that the structure of homeschooling was different than what it is in public and private schools. The following statements by the participants further elaborate on this theme.

Teaching to meet the interests and biological needs of their children also meant ensuring they were ready to learn. Ariana discussed the advantage of being able to wait until her children were ready to learn and the flexibility that could be built into teaching this way.

[Ariana] When flexibility is an option, parents are able to watch for readiness in offering the various levels of difficulty in subject matter. And, if I could do it

again, I'm sure I would do it differently. It's the hot-house effect. You put your kid in the hot house, make them strong, and one day you're going to put them out into the world. But, you do this when they're ready. And, five years old in Kindergarten is not when they're ready. It's so strange when you see these Kindergarten kids going off to school on their first day and their parents are crying because they let their kids go. I say, "Doesn't that tell you something? You're crying because it's the wrong thing to do," whereas, homeschooling is a totally family-oriented lifestyle with lots of flexibility.

The first day of home schooling I had the schedule on the wall. Eric (my husband) built a schoolroom for the kids. He put three desks and three white boards, so we were going to have school. We had breakfast. Then, we went into this schoolroom. We had this chart on the wall – 8:00 began school, 8:05 prayer, 8:10 flag ceremony, etc. You know what? That went out after the first week. We were trying to bring school into the home. I spent two years unlearning. And, that's what we did.

The first two years we were just unlearning how to learn, because we thought it had to be with a textbook. We thought it had to be at their desk. It just didn't work. After the first week the schedule went out the window. They did all their schoolwork around the dining room table. Nobody did their schoolwork at their desk. We turned that schoolroom into a storage room and stored all the stuff in there because nobody did school work in the schoolroom. Because both my husband and I were raised in the public schools; we had ingrained in us a certain way – this is how kids learn.

Each child had a teacher's plan book. By that time they could go into their own teacher's plan book and see what they had to get done that day without me. By the time they were graduating and in their senior year they were doing their own lesson plans. I just did the tests. They averaged two and a half to three hours per day doing school assignments. Also, our house was cleaner when we had kids because they took turns doing all the household chores. If he could do his schoolwork in two hours and be on the beach for the rest of the day, that would be ideal for our son. A lot of his friends were envious of the fact that he was able to do that.

For our teenagers, since they were fourteen, they all had part-time jobs in the afternoon. They did their school work in the morning from about eight to twelve and they all had jobs from about one to four or twelve to four, five days a week.

[Emily] Being homeschoolers, you don't really have a set 8:00-2:30 time frame for instruction. So, you have a lot more flexibility and my sons, when older, were into surfing. My son asked if he could go surfing before he did his schoolwork and I said, "Sure." I don't remember how he got to the beach that day. I think I dropped him off at the beach.

We were flexible because there were days when things would happen and Lesson #1 would have to be moved from Monday to Tuesday or the next day. That was the way we did our schedule. We planned it so our school day usually started at 8:00 am. Homeschooling allows us to be flexible with our time schedules and assignments. Sometimes, we would start at 8:30 if something

pressing came up at 8:00. We realized that it didn't take long to get through all of the subjects. Sometimes, we were finished by 1:00 pm and could take a break for lunch and then do extracurricular activities after lunch or after the last class. It was normally set up where we would do four subjects in the morning and two subjects in the afternoon. Usually, the ones in the afternoons were the ones when you wouldn't fall asleep. We did mostly the core subjects in the morning. For the most part, both boys worked independently. However, they worked together in assisting each other whenever needed.

When teaching our children how to drive – it was a joint effort. Both my husband and I taught them. This is possible when homeschooling – anytime during the day, whereas, in a school setting it is impossible to do this with 20 or 30 students at the same time.

[Kevin] As far as instructional time, it varied and was very flexible. When I was smaller it was in blocks, hour with her an hour without her and hour here an hour there. Because I had my brother and he was in a different grade, he would be hour with her and hour without her. So, we'd switch. When my brother left and enrolled in Kamehameha School at the 11th grade, I would get up 7:30 or 8:00 and take my time eating breakfast, maybe go surfing, then go home to school, maybe two hours or an hour of school. Then, I would go to work. Some days I wouldn't do any school at all. I would do school Monday, Wednesday and Friday and go to work Tuesday and Thursday. Or, I would get up, go surf, do school work, go surf and then go to work. It fluctuated depending on what I was doing at the time. It

was very flexible. This started during the seventh and eighth grades. Prior to that, instruction consisted of blocked periods of time. Surf was an hour or two per day. It depended when the surf (waves) was up. My mom was fine with that. I would come home, relax, do school and go swim practice or water polo practice. When I started driving, it fluctuated with swimming during 9th and 10th grades. I've been working on and off since age 14 so my schedule changed throughout high school. At times, I worked nonstop, other times, on and off. Working was education and fun. I was learning with the computers at work.

[Chris] One of the beautiful things about home schooling is the fact that we are not bound by time. We are not bound by place. Nor are we bound by space. As far as time goes, there was flexibility. We didn't have to teach every morning from eight to two and then check your brain out. There are some single parents who are trying to home school their children. Bless their hearts. They have to do it either in the evening or in the afternoon or sometime on the weekends because they need to work. Anyway, we've helped those people try to figure out some sort of a schedule to stick to in order to make their home schooling feasible.

About four years ago my mom was dying and we went to her house everyday. My dad was still alive and he would help me supervise the kids with their schoolwork. School could go on there, too. School could go on in the car when we were heading to the doctor's office for all the visits she had scheduled. We managed to get through the majority of our curriculum even the year that she was dying because we're not bound by time, place and space.

[Dawn] With my older boys I kept a rigid schedule. I was up by 6:30 a.m. The children were normally up by 7:00-7:30 a.m. getting ready for the day. We started school at 8:00 a.m. (if they wanted to start earlier, they could) and we were normally done by 11:00 a.m. The school day lasts from 1-5 hours depending on the grade level. During the elementary years, the 6-8 year old can study up to one hour learning reading, math and penmanship. When they are 9-11 years old; math $\frac{1}{2}$ hour, science/history $\frac{1}{2}$ hour, English 20 minutes, literature 1 hour. The high schooler does math 1-1/2 to 2 hours, science/history $\frac{1}{2}$ hour, literature 1 hour, electives 1 hour. When they got into high school, school lasted until 12 noon and they did everything themselves.

[Ishmael] We were rigid at times, yet with flexibility. I woke up at 4:00 am (my choice) and started schoolwork. By lunchtime I was finished and did other subjects after lunch. At age 15-16, I started my school day between 6:00 and 7:00 am. I finished later in the afternoon. When we were finished with our schoolwork we would go outside to play with friends in the neighborhood. We'd play basketball, football and hockey, go swimming in the district pool, bike to Pearlridge Shopping Center a couple miles down the street, and do weight lifting. This fulfilled our Physical Education requirement.

[Eldon] Until I was fifteen or sixteen I thought we were behind the other kids academically, because we did school work only about two hours each day. Kids

went to school about eight hours during the day and they're probably learning more than we do. They were doing school work four times longer than we did, so I assumed we were behind. Now, that I think about it, we did our textbooks and formal learning for about two hours and then we would read books for fun.

Parent as Teacher

None of these parents was a certified teacher (i.e., completed a teacher education program). However, they developed their own teaching strategies from and through their own respective experiences. They also asked others about best teaching practices and curriculum choices available and being used by other homeschooling families. Others included mainly church members and support group families. Much of this was done "through the grapevine."

[Ariana] Because both my husband and I were raised in the public schools; we had ingrained in us a certain way – this is how kids learn. Back then there wasn't all the material that we have today to understand that kids have different learning styles. Kids learn differently and you need to custom your curriculum to the way they learn rather than the way a parent teaches. You see, I had to learn that. That took me maybe four or five years before I could understand that the kids were learning differently. I was teaching the way I wanted to teach which wasn't meeting their needs.

After the first year of homeschooling I had two nieces come to live with us. We went to court to get custody of the kids and were allowed to homeschool. The older one, in the eighth grade, was tutored in geometry and finished the whole year's course in six months. A neighbor homeschooling mom helped me tutor the

younger second-grader. That's how I could manage homeschooling five children all at once. It sometimes was a zoo. We would all be around the dining room table. One would be doing math. One would be doing English. One would be doing history. And, all three of them were firing questions at us. There were some days when I would say, "I don't know what I'm doing. I don't know what I'm saying." But, it was fun. I think it's much, much easier to homeschool five than it is to homeschool one. I think it's because of the positive peer pressure and they would all compete against each other.

It helped us, because we had to defend what we were doing, even though we were doing it "illegitimately", to hear the superintendent tell you that, "Oh, I think you're okay but there are people who are keeping their kids in the taro fields." I thought, if he only knew that I don't have a college education and I'm not certified to teach, I am a lawbreaker if you want to put it that way.

About our educational background, I graduated from high school and had a year at Leeward Community College (LCC). All our children graduated from college. The proof is "in the pudding".

Our oldest daughter challenged my role as a parent-teacher. She didn't respect me as a teacher. That's something I had to earn. It was constantly, "well, we don't do it like that at school." I got that over and over again. For me and for the kids, we had to learn. They may have done it that way at school but this is not how we are going to do it. I have a strong personality and so does Betsy. She got it from me, obviously, but that helped because I would not back down.

To begin with, I didn't have any skills in designing a curriculum. I just took advantage of Abeka's teacher resources. If I had to do it all over again, I would have gone to college to become a teacher. I loved it – looking at the teacher's guide, structuring the curriculum to what I thought they should do. Today, I think it's much more difficult to choose a curriculum because there are so many available. Back then, you had Abeka, Christian Liberty and Bob Jones, and that was it.

My husband taught two classes. He taught government with Michael Farris' Constitutional Law and he did Abeka biology. He also taught Bible. These classes were taught after work. While teaching them he was able to spend some quality time with the children.

Emily's teaching experience as a substitute for schools influenced her teaching practices while homeschooling.

[Emily] I guess I always had that teacher instinct in me. I enjoyed teaching. I'm always up for a challenge and teaching my boys was something I always wanted to do. Because they were close in age I could teach both of them a lot of things at the same level. However, there were certain subjects they needed to learn at different levels. As far as instruction – I would usually plan it so that one son would be doing something that he could do on his own without me instructing him. Then, I would work with the other son, helping and checking up on where he needed direction. Alternating back and forth between the two boys was necessary to accommodate their educational needs. And, it worked out okay. There were times when it didn't work and we had to make adjustments. I know

my sons would tell me – we tried hard. It didn't work out sometimes. But, the main goal was that we completed all the books that were ordered for that year.

With flexibility in structure came some adjustments to still conform to traditional school schedules and people's perspectives of school, including her children's ideas. Emily shares the following:

[Emily] You saw what teachers were doing in the classroom when you worked in the schools and you saw that you could do it with your own children and I decided to do it, homeschooling. I realize that it wasn't I'm the teacher and they're my students, but it was hard. I realize that I'm their mother and they're my sons and we're just doing this. This realization freed me from being so structured. So, I had to be flexible. It also taught them that they needed to be flexible.

There were times when we struggled through doing problems and after trying several ways to solve it we'd just give up. My sons would say, "Mom, you know you're not a teacher." I would say, "No, I'm not a teacher, but I'm doing the best I can and we're in this together." Then I would say, "Do you think I should put you back in school – in a private or public school?" You know, sometimes we would have those moments when they would say, "Maybe, we should go back to school." I would just chalk it up as just they being rebellious at that time. It was just a reflection of frustration.

One year I was the field trip coordinator for our home school support group and I went "gung-ho" planning all those field trips and setting them up. It was really neat and a lot of times it ended up that we were the only ones that went to the field trip. We got all the special attention of the Academy of Arts and the

Bishop Museum, but it was okay. The other people didn't show up, but it was okay. It took a lot of time and coordinating. It was overwhelming.

Art and Japanese were offered along with other subjects by some home schooling mothers. We could send our children for instruction. But, I didn't send them to everything. The only thing that we utilized through the home school mothers was the SAT testing that they offered on a yearly basis. Two of the home school mothers did the SAT testing. One was an actual certified teacher, because you have to be a certified teacher in order to do the testing. The other one was just a home schooling mother. Our children did all the required SAT testing. They took it every year, even though it wasn't required for every year.

[Kevin] Instruction wise, there were some obstacles. It was hard for me to gain in math. The hardest thing I remember was when math problems came up and my mom was not too sharp with math, so she wasn't like a teacher, per se. But, it was hard for me to grasp the information, not having a mentor that knew the subject fully. If I had a math class and a math teacher it would have been better. But, I had a mom and a book. The book was not a math teacher and the book didn't speak to you. So, that was hard, in a sense. It was frustrating. Many times I tried to figure out a math problem and I couldn't figure it out. I couldn't just walk next door and ask somebody how to do it. I wanted to learn the process but I couldn't. Maybe it kind of hurt me in the long run. Little things I should have learned in school I didn't learn until college. I had to learn it or re-learn it all over again. So, instruction wasn't that great because mom didn't know that much about

teaching. She didn't specialize in teaching. It wasn't only in math. It was also for physics and Spanish. I took all these classes and I didn't understand much because my mom couldn't teach me. To learn just from a book was almost impossible. My brother was able to take those kinds of classes like math and physics and learn them at Kamehameha School. Whereas, for me, I couldn't take those classes and really learn the subject because I had a teacher that was not a physicist, let alone not very good in math. Mom was not the greatest mathematician. This was not really a handicap later in life because I didn't really need physics for a college degree and what I wanted to do. I took math (one remedial class) at the junior college and continued up to business calculus. A lot of people at that school had to take those remedial classes, also. I didn't feel intimidated at all by taking those classes because I had the opportunity of meeting a lot of people and we had fun. So, I really wasn't mathematically handicapped. While homeschooling I didn't feel deprived because I was involved with sports and jobs.

[Chris] Every child has been given a gift of some sort. As parents, it's our job to find out what that gift or talent is. There is no way a teacher can tailor a curriculum or give that child all the other things that they might need to really develop his/her academic skills.

I had no degree to show but I taught them to use the bathroom. I taught them some basic things like ABCs, etc. so surely I could teach them a little bit more than that. To me, that was just common sense.

Because of my lack of training as a teacher I decided that if I could not teach my child to read, then it probably wouldn't be good to go forward with homeschooling. So, by the time he was three I needed to reassure myself that I could teach him to learn to read. My parents were so impressed that they said, "Ok, this is good; he can read at three." By the time he was five he was well on his way. So, at five they said, "Ok, you can keep him home for kindergarten." I said, "We'll see, we'll see." As the other children came along, first grade came and they saw that he was doing all kinds of neat projects. He was learning a lot and they saw that he was definitely quite well behaved.

As the children got older we were more serious in concentrating on academic subjects like Hawaiiana, American History, Ancient History and Physical and Life Science. Basically, how that would work was we would get together, about five families or less. Then, we would decide what topics we wanted to study and which topic each parent wanted to teach? I'm going to be participating in another co-op come September. The four families will be getting together to study American History. We decided to go ahead and basically use a timeline and teach some of the more important things on American History on that timeline. These topics became the ones used for our studies. We listed all the topics and subjects and each mom decided, okay, I like this one. I like that one. I like American Revolution. We're starting from the discoverers. So, one of the mom's is taking that first class on discoverers. She has a sailing trip planned for our kids to go on where they pretend that they are discovering a new country and just kind of discuss how it would feel being on a ship sailing to some new place. I'm taking

the Constitution. So, we'll go ahead and actually build Congress with legos. We're going to build the House of Representatives, Senate, White House and maybe the Supreme Court to show the three branches of government. We'll use a lot of hands-on things to try to learn some difficult and boring subjects, boring at that age.

Another way I like to teach which I call indirect learning is where I have three maps on a roller in my dining room. Because we eat our meals in the dining room we pretty much memorized what the world looks like, what our state looks like and what our country looks like, just because those maps are hanging there in front of our faces. We'll play a map game where you have to choose a country and somebody else has to guess what country you're in, etc.

Learning has been really changing. There is so much you can do at home. I don't think we're handicapped in any way. We don't have a lab, per se. We also took advantage of hiring tutors. There was a group of us who hired a young teacher with a science major and she taught the girls biology. There were about ten girls and they just loved all the biology connections and dissections. John finished a course in biology where he did some dissections. He just finished a chemistry course with a certified science teacher. We have been able to find ways to teach all the courses needed to fulfill all of the requirements. In the beginning the hardest subject for me to teach was grammar. I told Matthew that I really don't take any credit for teaching him. I had so many holes to fill in my own education. By taking him through intermediate school I, at least, pretty much filled the "pukas" (holes), especially in the areas of grammar, writing and English.

Dawn placed reading as very important to learning and as a parent-teacher used books for instruction. She read extensively to her children and taught them to love reading. She chose teaching/learning materials from a variety of resources and structured instruction to meet the needs and interests of her children. If one program was not conducive to her children's interest and learning needs she continued to experiment with curriculum materials from different publishers. Flexibility was evident when Dawn planned for instructional activities as she carefully monitored her children's readiness for learning and made adjustments when necessary.

[Dawn] When my two older boys were young, I read to them three times a day. I read their devotions in the morning, a story after lunch, and a bedtime story before retiring at night. I did not teach them how to read. They both taught themselves by the time they were six-and-a-half years old. I started at age five and if they could not understand concepts taught, I waited for six months and would try again. My third son did not learn to read until he was eight years old. When he did learn, he was able to read age appropriate books. After they learned how to read, I gave them the Standard Basic Bible readers, plus whatever books I allowed them to borrow from the library. As they grew older, I would start reading a book to them and they would tell me that I was too slow, so they would take the book and read it by themselves. So, I would start another book and again, they would say that I was too slow and finish reading the book by themselves. This continued with many books so I don't know the middle or endings of these books. Yet, they were advanced in math. We tried several different approaches to teaching and learning the different subjects.

I am a visual/auditory person and felt comfortable teaching my boys using that method. One of my boys is a visual/hands-on person and probably would have benefited with more hands-on activities. Nevertheless, the approach I used for homeschooling has not handicapped him in any way at the college level. I bought chemistry kits and electronic kits for him to use. Once he set off some car alarms by mixing a few chemicals together in a plastic bottle and setting it off in the street.

[Eldon] With five brothers and sisters my mom would sit down with us and teach until we were about ten years old. After ten, we pretty much learned on our own. She gave us books to read. She barely knew how to turn on a computer. So, there was no way she could have taught me HTML. This was the year 2000, the turning point in my life. At age sixteen I sacrificed almost everything except for schoolwork, judo, meals and sleep. All my free, waking time was spent learning about computers and became certified. I was hired by the company that had the UH system as its biggest client with about 5,000 computers. We serviced all their computers.

Curriculum

These parents sought out curriculum while taking into account the varied learning styles of their children. In some instances their own children accused them of not being a teacher, but these parents believed that what they were doing was in their children's best interests. If a chosen curriculum was not working well, they would select another or develop one by putting textbooks from several publishers together to provide for learning

in all subject areas. They did team-teaching, co-opting, and hired tutors to teach certain subjects. Technology, when it came into being, was used to provide for independent study and a broader approach to learning from the internet.

[Ariana] We used Christian Liberty Academy curriculum the first two years. And some of the curriculum the children didn't like because they grew up with Abeka for all their high school years. It is a very classical type of education. It includes textbooks and workbooks. And because they were used to it I saw no reason to change it. Some people say it is not flexible but I thought it was very flexible. It requires a lot of reading and it is a lot of work for parents but I think the children got a good education. In fact, when all of our children went to college and entered their first English class, they would call me and say, "Mom, we already had this in high school". And, they had to sit through it all over again. So, they took their Abeka handbooks with them to college and that's what they used.

We didn't do any team teaching, but Betsy took geometry one year from a tutor and one year we took government class at the North Shore Christian Fellowship. One of the pastors there did a government class for one hour per week. I was able to see what other people were doing.

[Emily] I went with what was popular at that time in our homeschool group. Also, I wanted one that was Christian-based. I wanted my sons to have a good Christian foundation where every subject had Christian ideals woven into it – even in math. But, I had to add on to the curriculum because the curriculum

programs didn't include Hawaiian and other things that I wanted to teach them. We did pick one. That was Abeka. It was the more popular one at the time. It was a lot cheaper than sending them to a private school. But, that wasn't a concern of ours because whatever curriculum we thought best, that was what we were going to use. It turned out to be very, very good for us. They had everything.

[Chris] As far as other types of curriculum, at the beginning there were about two or three to choose from. I really didn't have much of a difficulty in deciding which ones I wanted. But now, a new homeschooler would most of the time be overwhelmed at the amount of choices they have.

Because I have four children, by the time my oldest was in high school, at the age of thirteen, our youngest child was born. I was pretty busy with three younger ones and the one going into high school. We decided to put him on an all-video course. He basically went through high school with this and we skipped a year after seventh grade. He went through high school using a video course. He didn't really mind that. I know it provided a very good, solid, traditional education, which was our goal.

Our oldest son Matthew just loved art from the time he was little. So, we took him to art classes for five years. It got to the point when he reached his sophomore year in high school that his art teacher said that she reached her max and had nothing else to teach him. We had to find another teacher for him. We went and tried to look for another teacher but at that point he had gained enough

skills where we basically gave him books and told him to produce his magnum opus every year. He learned to use different mediums. One year he produced a painting using water color. The following year he used acrylic. He did several people drawings, also.

One of the newer modes of instruction is on-line learning. Our daughter, during her sophomore, junior and senior years took advantage of enrolling in some on-line courses. That means you sign up and download a net meeting program. You get on-line once a week with a group of other kids who registered for that class. So, you may have students from all over the world and they are all logging in at the same time.

We did a lot of curriculum sharing. I did co-opting in American History where the children were able to learn about some of the great values of the American Revolution. We went to the beach and the children had to build the land forms using the data gathered and they labeled all the rivers and land forms. Then, they brought out all their little army men. I wrote up a script for each group. We had three groups from three battles. Each group had to tell us how the battle went and show us literally how we won that battle. That just stuck in the minds of the children for years later. That's been one of the really fun activities. The children considered homeschooling as play time even though they were learning something. So, the co-op has been just a really big part of my homeschooling. I've always enjoyed working together with other families. We've gotten our curriculum directly from the publishers. Most of the publishers are recognizing us as legitimate home school families where we can order

curriculum and they're not shutting us out. Whereas, before, if you said, "I'm a home schooling mom wanting to order curriculum," they would reply, "Well, you don't really qualify to order with our company." But now, that's open to us. We can order directly from universities and vendors themselves. The book salesmen come down and we can order through them. The explosion in the amount of curriculum available is just incredible. Every single subject you can think of, especially upper level courses are easily accessible. There are videos, CDs tutors, on-line courses, etc. The sky is the limit.

As Chris' children got older, she experimented with several approaches to teaching the different subjects at different levels. The use of technology increased in her experience. Dobson, who homeschooled her three children and authored numerous books on homeschooling, suggests homeschoolers utilize the computer in homeschooling for easy access of information and other learning experiences (Dobson, 2002). Pride, mother of nine homeschooled children, outlines advantages for laptop homeschooling as: (1) saves you the time and stress of dealing with old-fashioned flashcard-style drill, (2) interacts with your child so there's immediate feedback, (3) highly motivating as children love to use computers as a fun factor, (4) great for teaching research skills, and (5) students would rather spend more time on homework at a computer than with a workbook (Pride, 2004).

[Chris] A teacher would pop up on the screen and actually do instruction, teaching concepts the students needed for the week. They would do homework during the week. Parents would oversee that. Then, they would come with their homework to the next class. This was helpful, especially for a subject I didn't

want to teach. We used other materials like interactive CDs that could be purchased. Our son did one with algebra. It had some game modes, fun rockets and all kinds of exciting things that would keep him engaged. Actually, that was a very good review for algebra I. Our daughter took anatomy and physiology classes on-line the year she graduated. That was exceptional. All the websites recommended for her to look at were just beautiful. We also took advantage of hiring tutors for our children. A young teacher with a science major taught the girls biology. Our son finished a course in biology where he did some dissections. He just finished a chemistry course with a certified science teacher.

[Dawn] I felt my children would receive a better education if I could get a curriculum that would be suited for them, rather than go through a "curriculum house" that offered what they thought was the best for each grade level. The curriculum we used came from many different sources. Plus, we read the Bible and many devotional books about animals, people, and the days of Creation.

We tried many different things (unit studies, Charlotte Mason, classical, etc.) and I finally settled with the system of finding textbooks that I considered the best for my children. If my oldest son did not care for it, or if I felt it was taking too much of our time, we stopped using it. Our basic curriculum was mainly *Saxon Math*, *Understanding Writing*, *Abeka* science and history books and **read, read, read**. During high school, we tried different history/science books, but the boys still had to read a lot. We experimented with a variety of language arts books but never found anything that we liked.

When I had only two children, I had a "library" in one bedroom. The shelves lined the walls and there were book shelves standing in the middle of the room filled with books. These books came from the library book sales and from my sisters who would buy books as gifts for my boys. We used the *Alphaphonics Program* to teach them how to read. Other books used to teach reading were the *Standard Basic Bible Readers* and the *Moore/McGuffey Readers*. They also read books I allowed them to borrow from the nearest public library.

We did Math Flash Cards and Math-It. My son found a calculator and taught himself how to add and multiply using it. When we played Monopoly my second son at five-and-a-half would give me change faster than I could count it. When we baked a pie, I would tell them we are cutting the pie and giving $1/8^{\text{th}}$ each to grandma and grandpa, thereby teaching fractions in a practical way. When I baked, we learned more fractions using measuring spoons and cups. When we made juice, there were pints, quarts and fractions, also. To teach time, I would draw the clock face on a paper plate and explain about minutes, seconds and hours. Then, I would buy a traditional watch with a face and hands and give it to our children to use when they went out to play. I would tell them what time to come in and they would learn to use their watch to tell time.

Physical Education and music included taking judo lessons two to three times per week and a couple of them went running in the afternoon to get ready for the Great Aloha Run. The children learned to play the piano up to level two and one child is learning the ukulele. My daughters are learning creative sign language for their music class.

When my children were about nine years old, I started schooling with textbooks. I worked verbally with them on *Miquon Math* approximately five to ten pages per day. They normally finished the six books within the first semester of school and then I started them on *Saxon Math 54*. We did math verbally through the sixth grade. In the meantime, they read their Abeka literature books, Christian Liberty Press books, library books, Abeka science and history books, and *Understanding Writing and Simply Grammar*. We worked with *Writing Step by Step* and *Beginning Word* (Sentences, Paragraph, Reasoning Skills). We did *Winston Grammar*, *Easy Grammar*, *Easy Writing*, and *The Complete Book of Maps & Geography*. Our handwriting program was *Italics*, and because my boys could not spell very well, *Prescriptive Spelling* and *Riverside Spelling* were used. We did Bible, math, and English verbally and they read their science, history and literature by themselves.

When my children were in middle school, they were starting to work independently. They taught themselves to do math and I corrected their work. They do corrections and the next lesson the following day. We did Abeka science & history, but I am changing to the *Exploring Creation through Science* series. We tried to learn Spanish and Japanese with the Learnables, but from what my older boys have been told, they weren't good at it, because there was no one to practice and converse with. We used *Building Thinking Skills*, Analogies, and worked on typing during the summers.

By the time they entered high school, I expected my children to teach themselves from the curriculum books we ordered. There were so many different

books to cover the individual subjects: *Streams of Civilization* for history, *Land of Fairplay*, *God and Government*, *Exploring Creation through Chemistry*, *Usborne* books, *Abeka Biology*, *Conceptual Physics*, *Analogies*: Abeka literature books, Bob Jones literature books; *Middle Ages*, *Rome*, *Greece*; *Geography*, (Bob Jones); “*Uncle Eric*” books for economics; and *Saxon* math. My boys did *Advance Math* twice because they felt they were not grounded in it. For English, I had the boys write a research paper during their junior/senior years and a couple of essays in their freshman/sophomore years, *Elements of Style*, *Composition & Grammar Handbooks*, *Understanding the Times*, *Kingdom of the Cults* and a video series, *How Should We Then Live?*.

Homeschooling was a little relaxed in that I did not ask my boys to answer the questions at the end of the book. They were not given quizzes or tests after completing a course. There was no grading system and no comprehension testing. The only test used was the SAT/IOWA Basics required by the DOE. This was my gauge on how they were doing. For example, my boys received good scores for everything but capitalization, punctuation and spelling. So, I looked for curriculum focusing on these weak areas. Our son did not learn how to read until he was eight years old. If he attended a conventional school, he probably would have been stigmatized with a learning disability. Yet, he was advanced in math. The curriculum we used came from many different sources. We read the Bible, many devotional books, and books about animals, people and Creation – nature. We tried many different approaches (unit studies, Charlotte Mason, classical, etc.) and finally settled with the system of finding textbooks that I considered best for

my children. If my eldest son did not care for it, or if I felt it was taking too much of our time, we stopped using it.

[Ishmael] Mom used a variety of teaching methods and curriculum. We did science and history worksheets with books on every subject. She always read books to use when we were very young. During our pre-teens we played math games. I don't remember struggling with math until advanced math during my sophomore year. I could not understand calculus or physics. My mom did the best she could, experimenting with me being the first of five children. She always taught us that when we start a task, we need to take it to completion. Her teaching paid off since I placed in Eng 100 and Math 205 on the placement test for Leeward Community College and adapted well to college.

[Eldon] My mom let me focus on whatever interested me at the time. When I was about ten, I liked electronics, so she let me do electronic stuff. Around 13 my interest turned to nuclear physics. When I was about 13 or 14 I would go through encyclopedias just for fun. And, I didn't think I was doing school work. We did our textbooks and formal learning for about two hours and then read books. My math was never too good, so I didn't understand all the formulas and stuff, but I enjoyed learning the concepts and theories. I realized I couldn't just learn what I wanted to, just focusing on the hard sciences. So, I got motivated and studied religion, history and other things. I got interested in computers and within a year became proficient and certified by reading books. When I was 16, I got my A+

(which is a computer hardware certification), N+ (a computer networking certification), and MCSE (Microsoft Certified Systems Engineer) certification. Industry-standard certification is equivalent to a college degree in the IT industry. Sixteen was a turning point in my life when I totally focused on computer technology for the next two years, prior to entering college.

Dealing with Opposition

The nature of homeschooling was much different from traditional schools and at that time, was not seen as a viable alternative. With laws stating that children must be in school during certain hours of the day, any deviation from that spawned questions and curious looks and comments from adults. Additionally, given the unorthodox nature of homeschooling and lack of widespread approval for it as an alternative to education at that time, it can be understood why families that homeschooled were cautious about what they said about homeschooling and curtailed their activities to abide by the structure and time frame of traditional schools.

Another theme relative to homeschooling experiences involved persisting with homeschooling despite facing opposition from family members, community members, and the Department of Education. Ariana shared experiences regarding other people's perspectives of homeschooling. People in her community and members of her family questioned the merit of homeschooling her children.

[Ariana] People thought we were crazy homeschooling Christians. They thought we were radical. A lot of people who thought we shouldn't be homeschooling suggested that we were too protective of our children and keeping them away from certain things unnecessarily. I would say to them, "You are right. We do

protect them.” I tell my kids that you don’t have to experience things to know about it. But some people have to learn the hard way.

This story was so funny. He (son) was getting a pay check at age 14. So, I would take him to the bank because he couldn’t drive. I would take him to the bank to deposit his check into his savings account. One day he was taking a really long time so I went to see if there was something wrong. He was talking to the teller. So, I walked up to the teller and she said, “I’m just so fascinated with your son.” I asked, “Why?” She replied, “Well, I asked him what he was doing out of school. He said that he’s homeschooled and he has a part time job.” And, she asked him, “What’s the matter with you?” Back in those days if you were homeschooled something was wrong with you. The assumption was that you had a disability. There was some reason why you couldn’t go to school; that’s why you stayed home. When she found out that he could speak intelligently, communicate effectively, add up the deposit slip and all this kind of stuff, she was totally blown away.

Ariana also shared some history of how homeschooling moved from a covert operation to becoming legally recognized in Hawaii. Homeschooling families had to be careful early on and not be visible during normal school hours. While being flexible in homeschooling activities, families sometimes had to deal with opposition expressed by relatives and the community, regarding homeschoolers activities during normal school hours. Prior to legalization of homeschooling in Hawaii as well as during its early years of being a legal alternative, these families had to answer questions, accusations, and challenges as to what they were doing.

[Ariana] Back in those days when we first started homeschooling we would whisper it around that we were keeping our kids at home. There were no homeschooling laws. When we chose to homeschool, my in-laws simply told us we were wrong and they didn't agree with our homeschooling ideas. I think for almost a year they didn't even speak to us because they thought we were making the biggest mistake of our life. However, my mother-in-law now really appreciates the fact that our kids are well adjusted and maybe homeschooling wasn't such a bad thing after all. It wasn't until the kids were in college that they saw homeschooling as a positive option.

Ariana actively participated in the lobbying efforts of homeschooling families during the late 1980s and early 1990s as they testified at the Board of Education and Legislature's public hearings throughout the state. She rallied homeschool support groups to submit testimonies advocating the legalization of homeschooling in Hawaii. Homeschooling was legalized and the movement continues to grow.

[Ariana] Homeschooling families united and persisted in lobbying the Department of Education until laws were enacted legalizing homeschooling in Hawaii.

Opposition encounters were few for us, because we had the stamp of approval from our church, immediate family and some relatives. If anyone questioned, I answered their question thinking they wanted information, not to try and talk me out of it. People were defensive when we shared that we homeschooled. Whenever we shared about home schooling the response was usually, "Me, I could never do that!" I would comment, Yeah, I never thought that I could do it

either, but look, I did it. Another comment was, "You must be so patient." I would say, I am the least patient of all parents; ask my kids.

I had the support of my husband, church, support group, immediate family, and some relatives. There was no opposition from my dad. He was in total favor of our decision to homeschool. He was a Buddhist, not a Christian and worked at the Post Office across the street from the school where Betsy was in attendance. He witnessed the negative behavior from students loitering in the school's parking lot during and after school hours. When we told him we were going to homeschool our kids, he said, "Oh, good. You go and do that." He wasn't familiar with homeschooling but was happy we were pulling her out of that school. On the other hand, Eric's (my husband) family was opposed to our homeschooling at first but changed their minds after seeing positive results in our children, as was mentioned earlier in this study.

Emily shares truancy concerns relating to opposition from an elderly community member in a surfing incident.

[Emily] He (our son) was out in the line up for surfing and one of our neighbors saw him there and was not very happy about him being there. The neighbor made a comment, "Aren't you supposed to be in school?" He was an older, senior person and said something to the effect that at that time of the morning only older people should be out there surfing the waves and the younger children should be in school. When my son came home and complained about it, the light bulb went on in my head about truancy. So, we just had to stay together during school hours

and did assignments at home or at the beach. If he wanted to go to the beach, we would all go together to avoid truancy questions.

Questions raised by family members were positively addressed when Emily held an open house inviting them to witness the boys' academic achievement.

[Emily] Family members were thinking that homeschooling wasn't good for my boys academically and socially. They didn't put a guilt trip on us, but they did air their concerns. I already wanted to homeschool and when they found out about it, they had their reservations about our decision. The first year of homeschooling we had a family night, similar to what they do at the public school, where the school will have an open house night. We had our own little open house at our home. The boys and I prepared a little play/skit. They practiced it. They had all of their artwork on display with some of their reports. They had a little shield that they told about why they liked homeschooling and what they did. We had refreshments. We invited mom and dad and my husband's parents. Our parents saw that it was like the traditional school set up and the veil was lifted from their eyes. They said, "Oh, this is very interesting." It seemed like all their reservations just kind of left. I also invited a very, very good friend of mine who was in the library system. She was very impressed about the whole idea of homeschooling. We never did this again. It was just to break that feeling of questioning homeschooling. I showed them our daily schedule and how we had it all mapped out.

[Kevin] There's the social aspect when you're homeschooled. At that time I was home with my brother. So, we were always fighting for time with my mom since she was the sole teacher. That was kind of an issue, my brother being a rival for her attention. My brother is one year younger. It was sibling rivalry, who gets the better grades, etc. Sometimes, it was hard finding friends, getting real close to friends, keeping close friends. Other than that, there weren't too many obstacles (opposition). The support we had from other homeschoolers was really good. We had a really great support group and our homeschool friends still "hang out" together to this day.

I did have some relatives that didn't fully agree with homeschooling. I don't think my grandma and grandpa completely agreed with it. Of course, they were close by. But, I think now they look back and look at me and they go "wow, it was worth it. He's got a college degree. He has a good job. He's got a career. He's got a lot of opportunities and experiences behind him." So, I don't think they regret it in the long run.

Instruction wise there were some obstacles. It was hard for me to gain in math. The hardest thing I remember was when math problems came up and my mom was not too sharp with math so she didn't know how to do the math problems. I had to dig through the book myself. She was not a certified teacher and doesn't have a college degree. She has her associate degree.

Chris and Dawn appeared to be successful in avoiding opposition by keeping their children indoors during normal school hours and always accompanying them, if the need arose for the family to leave home and be in public areas between 8:00 – 2:00pm. This

was prior to employment age as specified by the Child Labor Board. They also mentioned very little opposition from family, relatives, the community and the public, in general. However, Dawn and Chris mentioned their parents concern at first about their decision to homeschool, but it didn't take long for them to change their minds with the results in their grandchildren's academic achievement and development of positive behavior skills.

[Chris] The idea of homeschooling was so new back in 1982, 1983. Raymond Moore's books were one of the first and few books out there. The whole idea of a parent, without a degree or teaching certificate, teaching their own children, was almost looked down upon as neglect in many states. Here in Hawaii this was such a gray area that the Department of Education didn't know what to do with a parent who was doing that. I heard of a lady who was sent to jail because of homeschooling. I can't remember all the specifics about that, but she had been charged with truancy. This was probably before 1983. Because homeschooling was such a new idea, there weren't too many statistics out as far as its success, failures, etc. Everybody bought into public education or private education and nobody had thought about how our nation was founded, which was basically homeschooling. As parents were becoming very frustrated with the school system we started looking to going ahead and educating our own children. Some people asked, "Who in the world are you, teaching your own children when you have no degree?" However, most of the people around us were very understanding and encouraging. I wouldn't take my children out too much during broad daylight or during school hours. We would pretty much keep the kids indoors because of all

the questions people would ask and all the funny looks I would get when I would say I'm homeschooling them.

And there was family. My parents were horrified to think that we were going to do this thing. We also had uncles and aunts who thought we were crazy, trying to homeschool. However, as time went on, they were impressed when they saw that I could teach my children how to read, write, do math and learn all the other subjects required in traditional schooling.

I was involved with the homeschool groups' efforts at lobbying for legalization of homeschooling to minimize opposition from the community. I believe it was through much prayer that the Board of Education totally changed their minds and said, "Ok, we're going to go ahead and allow a parent or guardian to be defined as an approved teacher who is permitted to homeschool their own children."

[Dawn] Some opposition or obstacles I had while homeschooling would be my parents, in-laws, and husband who, throughout the first six years, would question my ability to teach my children. "Are the children learning everything the public schools were teaching? How do they get along with other children? When are you going to send them to school?" I had strong convictions to do this and the questions stopped after about six years when they realized that the children were not going to school. The Lord blesses those who believe in Him and I believed that this is where He wanted my children.

[Ishmael] I never sensed any rejection from others toward our homeschooling. There were times when we would go out with our mom during school hours and people would ask why we were not in school. We would tell them that we were homeschooled, and they would ask, "What is it like?" I was never ashamed of being homeschooled. Family and relatives seemed fine with homeschooling. If anything, they might have questioned my mother, but they never questioned us.

Extra-curricular activities

Extra-curricular activities were used as a means of broadening Ariana's children's perspective of education and supplemented their learning experiences. Travel played a major role in making book learning come to life.

[Ariana] As far as extra-curriculum activities, we were able to travel every year for about three years. We went to the national home school leaders' conference and took our kids. One year we went to New York. We visited all the monuments in Washington, D.C. and had lunch with Hawaii's Senator Inouye in the cafeteria where all the senators ate. Of course, we did Disneyland one year. We also went to Florida and visited another homeschooling family. So, our children had some good experiences. History came alive for them. We did a couple of the Smithsonian Museums because we spent only a couple of days there.

Emily provided extra-curricular activities for a broadened perspective in education. Community service projects and field trips were also included in their curriculum, along with travel experiences. Ray (1992) contends that in homeschooling families there is an emphasis on service and responsibility that turns differences into opportunities for compassion.

[Emily] We did house cleaning for people in the community and the boys would help me. I also stressed that they do community outreach, which really benefited us because part of the stipulation for receiving financial aid for college was that they do forty hours of community service in something that would benefit the Hawaiian community. Homeschooling families in our church worked together on community projects. As noted in this study, research from The United States Department of Education, National Center for Education Statistics, 1997, also found that home-educated adults were more civically involved than the overall national population. Our son attended summer camps where the children were taught a variety of outdoor skills. He also took wind surfing lessons one summer. Another summer he participated in the ocean awareness program at the community surf center. Both boys were part of North Shore teams and clubs involved in swimming, water polo and soccer competitions. We also traveled as a family. An interesting trip was to the island of Kauai after Hurricane Iniki hit. We witnessed the extensive damage incurred by this storm.

Employment played an important role in their homeschooling experience. As soon as Ariana's children were old enough, they applied for jobs.

[Ariana] For our teenagers, since they were fourteen, all had part-time jobs in the afternoon. They did their schoolwork in the morning from about eight to twelve and worked at jobs from about one to four or twelve to four, five days a week. Back then it was a lot easier to get a child labor card. We went down there, filled out the form and they gave us a little green, child labor card.

Work outside of the home also contributed to their homeschooling experience, once schoolwork was completed for the day. Emily's son enjoyed working with computers and found a related job. Emily shared the following story.

[Emily] Our son worked with computers. He got a job with Strong Current in Haleiwa doing computer repairs. There was always the stipulation that he needed to do his schoolwork at home first. He did the computer job during his junior year. He worked at Strong Current during his senior year. He also designed a web page for Strong Current. He also designed a web page for another man who makes his own customized knives. He made it a business and created his own company. He went and got his own GE (General Excise) license so he could legally operate his own business designing web page pages for clients.

Emily's son shares the extracurricular experiences in sports, employment, travel and other opportunities for learning afforded with homeschooling.

[Kevin] While homeschooling I didn't feel deprived because I was involved in sports and worked for hire. I surfed, had three jobs, played water polo, soccer and baseball, and was a member of a swim team. My first job was packaging surfboards, which were sent to Japan. Then, I started working with North Shore Computers for one year, building custom-built computers. I later got a job at the Waialua Youth Center where the director taught me the basics about computer websites. A friend from church called me to work for him in his computer business when I was only sixteen, a sophomore in high school. I wasn't certified, but he taught me everything I needed to know to actually run his business building computers for private schools. I could just watch him and learn because

I would always watch my dad and grandpa build things and learn to do it myself. I finally was able to operate my own business developing websites and building computers for people. After learning about computers, retail sales, and the surfing industry, I moved into construction work, building cabinets and countertops. In college I was able to use some of the skills learned at my jobs. If I wasn't homeschooled, I would not have been able to develop these skills. I won a director's award by directing a musical doing the lighting, stage props, sound, and all the behind-the-scene arrangements for the musical. I also went to Mexico and other places to do construction, building houses and other structures. I learned these skills from my dad and grandpa. We poured foundations, built walls and put on roofs. Since completing college I've been working temporarily in the library system doing everything in the library.

When I was fourteen I opened my first checking account. At fifteen I had my own credit card and kept a good credit record by always paying my bills on time. I also had my own savings accounts. At age fourteen-and-a-half mom and dad taught me how to drive and I got my license.

Experiences in extra-curricular activities that were influenced by her faith as well as by Chris' desire for her children to learn other aspects of life like civic responsibility and being able to speak coherently and well were also a part of her educational plan.

[Chris] Before our children graduated from high school I wanted to expose them to as much experience in civic as possible. I required them to volunteer at the legislature for at least one session. Our son was well liked and offered a job for a couple of weeks. He learned what it meant to dress and behave properly in a

formal setting. Our daughter volunteered for a representative and they wanted to hire her for the following legislative session. However, she had to continue in college and could not work.

Our children were involved in debate and speech. It taught our kids team policy debate. I prayed for God to show me what was missing in our daughter and He directed me to the debate and speech arena. We gathered six girls together, found a manual and started the program. It was tough. I didn't quite know what I was doing. The children didn't quite know what they were supposed to do. There were a lot of tears. Two-and-a-half years later she and her partner actually took first place in Hawaii. They were able to compete in Tennessee at the national level. Through the tears she realized the value of the skills that only debate can teach you. It forces you to organize your thoughts. It forces you to come up with logical arguments to whatever point you're trying to prove. Her observations of the legislative sessions helped her with the debates. There were speech events and drama, which our son enjoyed. The debates helped him with these events.

Though traditional subjects were still a part of her children's education, Dawn also included extra-curricular activities as she taught her children through practical day-to-day activities in and around the home. Her husband contributed his expertise in the construction field by teaching the boys how to build an extension to their house

[Dawn] My husband started building an extension to our home. That was a different kind of learning experience. Our second son did not get much schoolwork done during that year, because he was working close to full-time,

helping his father build our house. He received an education in construction, measurement on a large scale, pounding nails, leveling, using a screwdriver and wrench, etc. He might someday build his own house. Our eldest son didn't have an interest in construction but enjoyed reading books by Shakespeare, Sherlock Holms, Steinbeck, etc.

Dawn's extra-curricular activities also included domestic duties in their household. Her children were taught life skills and responsibility for their share of the family's chores.

[Dawn] I believed it was important for children to learn responsibility. Teaching them to be self-sufficient lessens my daily workload. By the time they were six years old they could put away dishes and fold clothes. They washed the bathroom at eight and the bathroom sink at ten. They took turns washing dishes, vacuuming and sweeping. At age fourteen they worked for hire and opened their savings and checking accounts. At eighteen, they applied for a charge card and learned to pay off their balance every month.

Both of Dawn's older boys graduated with honors from the Community College. They were hired as tutors in the learning center. After completing four-year degrees they plan to continue in graduate school through the PhD level. They excelled in the Aptitude Tests, scored high in the SAT and ACT exams, were chosen valedictorians for their graduating classes, received collegiate scholarships and enrolled at a state university and church college. Socially they were well adjusted and have excelled beyond her highest expectations academically. She believes the Lord has richly blessed her family in their homeschooling experiences.

Her second son shares his educational achievement as a result of his homeschooling experiences.

[Eldon] I scored 1400 on the SAT and 31 on the ACT, which is the high ninetieth percentiles for both. I also scored at the ninetieth+ percentile for all subjects tested except for writing, where I scored in the seventies. However, on the SAT I scored at the ninety-fifth percentile throughout, except for one area in the verbal section, where I scored at the eighty-fifth percentile. My placement test scores for entry to the community college was at the ninety-nine percentile in math and ninetieth percentile in English. I was presented the Presidential Scholarship Award from the University of Hawaii. I was also a recipient of the \$1,500.00 college scholarship award by Hawaii Global Tech News. Since then, I've been in advertisements and a couple of talk shows. My homeschooling experience has taught me to think critically and independently. Sometimes, I thought that going to public school for high school would have benefited me because my friends were there. But, then I look back and realize that it was all right because everything turned out okay at the college level. When speaking to my friend about his experience at school and having to be there for six hours every day, I'm glad we were able to accomplish our work in about two hours during the day while homeschooling. This gave us more time to do as we pleased and read books about different things of interest.

Dawn's oldest son shares his experiences and educational achievement as a result of homeschooling.

[Ishmael] My placement test scores for entry to the community college were high enough to qualify for English 100 and Calculus 205. I didn't need to take any remedial math or English courses. In my first college class I had perfect scores on the first three tests. So, the professor asked me to be a tutor for the other students in the class. I was also hired as a tutor in the Learning Resource Center and moved to instructor/student level. This lasted for three years while in attendance at the college. I would train other students to becoming tutors for my philosophy professor who also used my tutoring services. I was elected vice-president and president for Phi Theta Kappa. I took extra classes and accumulated 80+ credits before transferring to the four-year college in California. My GPA at the community college was 4.0 and 3.99 at the four-year college. After completing my four-year degree in history and religion, I plan to work on a master's and then follow through on a doctoral degree.

When I have children, I plan to homeschool them. It would be similar to my mom's strategies for Homeschooling. I would read them books on many different subjects. They will probably start the same time in the morning (7:30). I would like to have math learning activities and many books at their disposal for learning various subjects. These will allow them to go further in the direction of their own individual interests. I will provide writing skills to be learned through essay writing and journaling.

Research Question #3: What provision was made for socialization?

Ariana said, "For our teenagers, since they were fourteen, all had part-time jobs in the afternoon. They acquired appropriate socialization skills while working with clients,

bosses and co-workers.” Emily also mentioned neighborhood, church, support group, sporting event situations for socialization were numerous. She said, “We didn’t have any problems with socialization. Our boys were involved with church, soccer, cousins and employment which provided extensive socialization.” Dawn’s son cited, “Social experiences while working in the computer industry were beneficial.”

Relative to socialization, the level of bonding that occurred within each of the families was very high. Each of the families seemed to also highly value socialization by fostering interactions with and between their children as well as with children of other homeschooling families. Parents were always open to teaching appropriate socialization skills and made provisions for it to occur. Further, situations for socialization with people not of their household occurred while traveling, attending church gatherings, on field trips, at support group meetings, and employment. Extra-curricular events for socialization purposes were sometimes planned or would unexpectedly happen.

[Ariana] Right now, we believe that your academic provisions, socialization and peer group is better here than in the schools. At our house, we had a revolving door. Kids kept coming in just to hang out and we would feed them. There were all kinds of kids at our house. We didn’t shelter our kids from socializing. Not all the kids were Christians, but we would pair them up with our kids and always tried to be an outreach. We always tried to witness to them. If the kids ever stopped to think about that, they would agree that they were not sheltered or kept from their peer group. We just had smaller ones and positive ones.

Socialization was never a problem with Emily’s family. To begin with, they lived with relatives and cousins who were always available as playmates. Neighborhood

friends were always ready to play with them after school and during holidays. Church friends were numerous. Their homeschool support group met monthly and the children always played at these meetings and social gatherings. Sporting events also brought friends for interaction and playing as team members.

[Emily] Our boys met friends attending our church who were already being homeschooled. It was a pretty big group. Socially, I wasn't worried because they were active in soccer. They wanted to get into baseball and being that my husband and I like to socialize; they were given many opportunities to do so. Therefore, we didn't have any problems with socialization. Our boys were involved in Sunday school and had many church friends. They played soccer and had cousins who always played with them. They were in no way deprived of friends.

The employment of Emily's son also contributed to his learning of social skills. While working in the surfing industry he interacted with many people and as a result also learned to interact with people on a business level.

[Emily] Our oldest son worked with computers and got a job with Strong Current doing repairs. This was during his junior and senior years. His job opportunities provided extensive socialization. He met with people to discuss repairs, building, sales, and other areas of the business. He also designed a web page for the company and another man who makes his own customized knives. Our son created his own web design company servicing clients in the community. His business required appropriate socialization skills which he developed when working for Strong Current.

For Chris, socialization experiences centered on events at their church, banquets and other social events providing numerous opportunities for her children to socialize with others. Her experiences with the co-op involved other homeschooling parents and families, which contributed to many socialization opportunities.

[Chris] Homeschooling families support each other with the co-op where parents cooperate in putting together social events for the children. Our goal was to expose children to as many different businesses, trades, vocations, and any type of work that has been successful. These times provide exceptional opportunities for socialization with other homeschoolers, co-workers, business executives and acquaintances. Our conferences also incurred numerous opportunities for socialization. There were workshops, keynote speakers and people interested in homeschooling from all over the island. Conferences were held for two consecutive days. The kids looked forward to getting together with each other. It's kind of a break from the routine. In fact, this is just kind of a testimony to co-op that my son shared, who was about seven years old, and very active. I was worried about whether or not he liked homeschooling. So, I asked him, "What do you like best about homeschooling?" He looked at something. He enjoyed math and other things. So, I asked, "What about co-op? What about science?" He said, "Oh, is that school, too?" So, they considered homeschooling as play time even though they were learning something.

Most homeschooling students are not invited to the traditional "senior prom". Chris and some of the other homeschooling families decided they were going to organize a

social event to replace the “senior prom” so their children could experience socializing with each other in a formal setting without the peer pressure.

[Chris] We also provided social events. People asked, “Well, what about the prom?” as though it was such an important thing to do. We organized a very nice yearly banquet held at a hotel or other facility. The kids came dressed in formal dresses and parents were invited. We always had a nice group of parents to provide support and be a part of this event. The banquet was started to teach kids etiquette in a fine dining setting. They learned to properly use utensils and understand how the table was set in a formal way. We held the first two banquets at Honolulu Community College, several at the Hyatt Regency Hotel and lately at the Koolau Golf Course Banquet Hall, a beautiful setting with the mountain and ocean scenery. The banquet is open to non-homeschoolers because we need numbers in order to get a good school rate. Comments about the banquet from non-homeschoolers were, “this is so much fun. We don’t feel the peer pressure to do some things normally done at our high school proms. Everyone’s friendlier and there isn’t the pressure of the boy/girl thing.” It’s been a great success. Our children looked forward to the social events we provided during homeschooling.

Dawn’s children played together and as a family. Her children also socialized with neighborhood friends as well as those from church.

[Dawn] Our children were very close and played as best friends. We as parents always communicated with our children and had good rapport. They had friends at church. There were neighborhood friends who came over to our house to play.

They played basketball, football, hockey and role-playing games. Other activities included weight lifting and quiet games.

Socialization opportunities also occurred due to their participation with a homeschool support group. Their homeschool support group would get together for social activities and meetings. During times when parents were meeting, the children would play together.

[Dawn] We joined in social activities with our homeschool support group where the children played games. The children were monitored by their parents and peer pressure was minimized, so neither the children nor their parents had to deal with negative behavior. There were about forty kids at our meetings. They played ball, rode bikes, watched educational videos and went on field trips together. It was fun.

Employment was another avenue for development of socialization skills. They had to meet the public and deal with different temperaments. Dawn's second son shares his job opportunities.

[Eldon] I read my way to becoming proficient and certified as a computer technician at sixteen. My Industry-Standard Certification is equivalent to a college degree in the IT industry. This was a turning point in my life. I was building computers, programming, networking, multimedia with the internet and entering web design competitions. I accepted a job offer with the company servicing all of the University of Hawaii's computers. This kept me very busy because I was also sent to the outer islands to service all the community college's equipment. Social experiences while working in the computer industry was

beneficial. Working with clients on repairs required meeting people and dialoging for servicing, scheduling, billing, etc. Using tact was necessary to avoid disgruntled customers. This helps one to mature, become confident and learn to interact with others. Working in the tutorial learning center at the community college was also interesting as we taught Basic English and Math to struggling students.

Another concern related to their capability of accomplishing the task of homeschooling with success. Bureaucratic interference from school officials, and legality of their decision depending on the laws of their jurisdiction caused sleepless nights for parents. To add to this list was the question of socialization asked by close friends, well-meaning family members and other concerned individuals in governmental positions (Holt, 1981, 1983; Mayberry, 1988). Homeschooling parents have chosen to socialize their own children according to their values and beliefs instead of allow the public school to teach social skills with its array of social problems on premarital sex, drugs, guns, disrespectful and undisciplined students and other issues counselors and administrators continually deal with at all levels, beginning at Pre-K through the twelfth grade (Moore & Moore, 1982; Ray, 2000).

In summary, throughout this study several major themes emerged which influenced Hawaii homeschooling families to begin and continue homeschooling their children. Parents chose this educational alternative primarily for family bonding and to teach their children important values and beliefs including their religious orientation. Educational achievement also held a high priority in choosing to homeschool. These two themes, family bonding and teaching their children what they felt was important including

religious instruction and educational achievement, encompassed an array of sub themes weaving concurrently throughout the data and branching into areas relating to avoidance of peer pressure, social networking, character development, and provision for a stay-home mother. Themes emerged relating to their homeschooling experiences (Wright, 1988). These varied between families. However, two major themes were evident in all four families. The first theme was flexibility with reference to scheduling, instructional strategies, implementation of content in the curriculum, and meeting the needs of their children when readiness was evident. Similarly, the Montessori approach to teaching children which was devised in the early twentieth century by Maria Montessori and introduced in America during the early 1960s also promoted the idea of observing children in order to discover their needs and interests and providing materials or activities that match their developmental levels with allowances of unlimited time to explore and decide on their own personalized route for learning (Stevens, 2001; <http://www.montessori.edu/homeschooling.html>).

The second theme highlighted involved opposition and persistence despite objections from relatives, authorities and the community in general. A previous study found that truancy was addressed by keeping children indoors during normal school hours (Mayberry, Knowles, Ray & Marlow, 1995). Homeschooled students exhibited successes in academics with pursuance of college degrees and proficiency in employment. Critical assumptions transformed into positive reactions on the part of relatives and the community toward homeschooling. Several themes developed relating to the final area of socialization. These included the level of bonding among family members, opportunities for socialization occurrences while employed and participating in

extra-curricular activities, and peer interactions with like-minded homeschooling families at support group meetings and church gatherings. Opportunities for social interchange occurred wherever and whenever two or more individuals congregated (Medlin, 1988). Places included home, church, sport events, employment, travel, community activities, support group meetings, family gatherings, and the list goes on. Therefore, we find similarities in all four families relative to reasons for homeschooling, experiences encountered and provision for socialization opportunities.

This study focused on four Hawaii families who chose to homeschool their children during the 1980s and 1990s. These parents stepped outside the institution of formal schooling to formulate alternatives on their own. Motivation for choosing this viable educational alternative was explored relative to current research in this growing field. Each family's homeschooling experience was discussed and comparisons made for commonalities. Finally, the socialization aspect of these home-educated students was examined to determine areas of interaction with peer groups and other ages for adequate development of social skills.

As noted in previous studies, motivation for homeschooling during this era stemmed mainly from concern for the development of their children's values and ways of life (Bauman, 2001, 2001; Bielick, Chandler, & Broughman, 2001; Ray, 2002). Parents desired to teach and transmit their religious, philosophical, or cultural values, beliefs, and traditions, and a particular worldview, in a preferred moral environment. This was of paramount importance. Another concern was for their children's cognitive development. Parents considered the possibility of their children accomplishing more academically while homeschooling rather than in an institutional school. A third concern of these

parents related to enhancing their family relationships and bonding with their children. By spending more time with each other, bonding between children and parents and among siblings was intensified. Fourthly, parents decided to provide guided social interactions with peers and adults which would avoid harmful and unnecessary peer pressure, commonly associated with institutional educational settings. A final concern relative to prior reasons was the safety of their children because of anti-Christian activities occurring at schools, involving the use of drugs and alcohol, physical violence, and permissive sexual behavior.

Homeschooling experiences of the four families appear to parallel in several areas. Each sought to pattern different areas of educational instruction after traditional schooling. Scheduling started with particular blocks of time for the different disciplines as per institutional schooling procedures. However, flexibility eventually took precedence to allow for individualizing instruction and selection of suitable curriculum materials with appropriate techniques and strategies for delivery of instruction. Readiness for learning age appropriate concepts introduced in the various subject matter was an important factor adhered to by all four families. Parents believed that teaching when the child was ready to learn builds a solid foundation in reading, writing, and basic math (Moore, 1975). Readiness for these parents depended on the child's developmental level and ability to sit for a specified duration of time in order to grasp concepts being taught. Teaching to the readiness and interest of children tend to eliminate unnecessary disciplinary challenges. These homeschooling families believed that learning takes place through various means to include watching educational TV, asking questions, observing the world around them, and through direct instruction (Gardner, 2001). Other areas for

learning and academic achievement involved extra-curricular activities such as field trips to a number of educational attractions, traveling, employment, and contact with acquaintances. In all four cases both parents were supportive of homeschooling and taught their children skills and content in the different areas. However, mother was the primary teacher at home (Stevens, 2001). These families continued to homeschool in spite of having to deal with opposition from family members, community and the Department of Education. The study indicated high academic achievement resulted, as these children were accepted and adjusted to college curriculum, graduating with honors and securing professional employment.

The final area examined related to socialization of these homeschoolers. Critics charge homeschoolers with lack of socialization and/or isolation from the world (Klicka, 2001; Stough, 1992). However, according to McDowell (2000), socialization of homeschoolers is not an issue today and research shows homeschooled children are doing well socially. Provision for social intercourse was provided for all of the four homeschooling families in this study. Each family had more than one child and sibling interaction was a constant. All were involved with church activities where socialization was extensively promoted. The children interacted with peers and individuals of all ages at homeschool support group meetings, sport events, field trips, travel, employment and other planned activities as noted in previous research (Chatham-Carpenter, 1994). Friends from church, community, businesses and other areas of life were common to all families. These acquaintances stimulated socialization to meet the needs of these homeschoolers. Therefore, the study suggests development of socialization skills was evident in all four homeschooling families.

Earlier studies confirmed homeschooled children's participation in activities outside the home as contributing to the development of effective communication and socialization skills (Byfield, 2001; Chatham-Carpenter, 1994; Medlin, 1998; Moore, 2003; Rudner, 1999; Wartes, 1988). Findings in this study supported prior research in that homeschooled students also participated in activities outside the home which parents perceived as contributed to development of appropriate socialization skills.

This qualitative case study, in contrast to quantitative and/or survey research commonly administered on homeschooling, provided detailed information on day-to-day functioning and analyzed the human dimensions of the homeschool. These included reasons parents cited for homeschooling and how they implemented their individualized educational curriculum based on goals and objectives for achievement, and finally, choices for socializing their children. Topics included scheduling, what was taught, how it was taught and specific aspects of the learning environment (Wright, 1988). An examination of perspectives on motivation, socialization and general homeschooling methodology was possible through interviews with the four participant families. As noted in previous research, results of this study indicated that the home, as an integral component of the child's learning environment, is a powerful predictor of school success (Davies & Aurini, 2003; Ray, 2004). This exploratory study correlates with systematic development of descriptions of the homeschool population and parents' motivations for educating their children at home (Gustavsen, 1980; McDowell, 2000; Van Galen, 1988). As additional research of this nature continues to explore the diversity of this growing population, systematic descriptions of motivations, methods and techniques will provide interested parties with empirical evidence to better understand and support their efforts.

The four families in this study willfully resolved to homeschool their children in spite of its unpopularity and Hawaii's unfavorable laws, during the 1980s and 1990s, toward this viable alternative to public/private schooling. Reasons and motivations for persistence in this educational alternative and selection of curriculum to meet the needs of the individual children were two important factors considered in this research. Parental involvement in the teaching/learning processes leading to the development of academic and socialization skills was a necessary ingredient. Challenges with lobbying in legislative halls and government's education department offices for changes in laws governing educating children at home to the point of homeschooling becoming legal in the State of Hawaii was a major task for these families during the 1980s and 1990s. College admission requirements were met upon completion of their flexible, highly individualized learning program at home. These students chose to enter colleges at home in Hawaii and/or abroad in the United States and successfully completed degrees in a discipline of their choice.

Hawaii's homeschooling population growth is steadily increasing with support groups on almost every island strongly promoting this educational alternative. The media periodically reports positive accomplishments of homeschooling students in Spelling Bees, creative drama and the arts and other areas of interest to the public. The Hawaii Department of Education has provisions for monitoring and assisting homeschoolers with a list of the support groups and a section with an educational specialist assigned to the task of providing support for families choosing to homeschool. Several churches on the islands have generated a number of groups specifically for organizing, encouraging and overseeing homeschoolers. Networking among these groups produce powerful results

when political issues dealing with homeschooling surface and threaten their existence. They have successfully banded together in rallying to make an impression on lawmakers in behalf of their continuance in this educational alternative.

CHAPTER VI

DISCUSSION

This chapter presents an overview of the study. Findings are presented by the research questions that guided the interviews, generating data for analysis and inclusion in this study. Discussions on Knowles' theoretical perspectives on parents' rationale for homeschooling and instructional practices relative to the participants' experiences are also included as pertaining to the first and second research questions. These are discussed by cases. The issue of socialization appears to overlap, occurring in both questions one and three, since it also relates to the motivational factor for choosing to homeschool.

Overview

The purpose of this study was to explore the motivations and experiences of four families in Hawaii who began homeschooling during the 1980s and 1990s. The study also considered three of the homeschooled children's perceptions about their experiences. Interviews with each of the seven participants' generated data used to determine commonalities and/or conflicting results when compared to prior studies on motivation and experiences of other homeschoolers. Four mothers and three male children consented to be participants for the interviews.

Three research questions guided the participants' responses. The first question addressed the motivations of homeschooling families in this study. This question is discussed in relation to Knowles' (1988) theoretical perspective on parents' rationales for homeschooling. The second question encompassed their educational and extra-curricular activities, while focused on the parent-educator in reference to Knowles' theoretical

perspective on parent instructional practices. The final question dealt with opportunities parents provided to socialize their children outside of the traditional school setting.

Research Question #1: What motivated early homeschool parents in Hawaii to step outside the compulsory education laws to homeschool their children?

Parents' reasons for choosing to homeschool in this study very closely aligned with Knowles' (1988) theoretical framework relative to rationales given to homeschool. Each of the six rationales is reflected to some degree in this study's participants' decision to homeschool. Findings in this research relative to motivation are also supported by other researchers (Bauman, 2005; Bielick, Chandler, & Broughman, 2001; Mayberry, 1991; Ray, 2000, 2002) as reasons given in the decision to homeschool.

Knowles' Theoretical Perspective on Parents' Rationales for Homeschooling

Knowles' Theoretical Perspective on parents' rationales for homeschooling fell into six categories. Results will be discussed based on findings as they related to the following categories.

1. Dissatisfaction with the academic standards of schools.
2. Dissatisfaction with the standards of discipline and morality perceived in many public schools.
3. Opposition to the socialization process.
4. Desire for family unity.
5. Desire to provide for the spiritual needs of their children.
6. Desire for a holistic approach to education, emphasizing direct and experimental learning.

Findings in this study support previous research in that motivation for homeschooling stems from parents' desire for family closeness and bonding and wanting to teach their children what they thought was important for them to learn (Collom, 2005; Jeub, 1994; Knowles, Marlow, & Muchmore, 1995; Rothermel, 2003). Participants in this study also felt that they could provide more of a quality education for their children, including the many aspects of life as well as their values. Knowles (1988) theoretical perspective on parent's rationales for homeschooling lists desire for family unity as the fourth item relating to motivation. All four parents suggested closeness and family bonding as a major reason for choosing to homeschool. Two mothers quit their jobs, one as store manager and the other a substitute teacher, to be stay-home moms and teach their children. These parents did what they needed to do to be able to homeschool their children. Togetherness as a family enhanced their bonding and educational endeavors. Provisions were made for activities involving the whole family throughout the day. These parents were interested in homeschooling to be close to their children and develop lasting relationships which have carried on into their adult lives as noted in continuance of "keeping in touch" throughout college and adult life. Researchers have also concluded bonding as a motivation for homeschooling (Hill, 2000; Ray, 2004) to include enhancing family relationships (Hammond, 1993; Lange, & Liu, 1999; Moore and Moore, 1981, and developing strong bonds as was apparent in these participant families. Strong family relationships have also been suggested as the basis for homeschoolers' participation in the larger society later in life (Knowles, Muchmore & Spaulding (1994); Sheffer (1997).

The second motivational factor for homeschooling was the desire to teach their children what they thought was important for them to learn. Included in this section was

teaching for academic achievement, religious orientation, and cultural/family values. McCarthy (1992) found that parents believed they could better educate their children when compared to public/private schooling. Previous research supports this notion, suggesting that academic achievement ranked high as an important factor for choosing to homeschool (Green, Hoover-Dempsey, 2007; Moore & Moore, 1982, 2000). Participants in this study expressed concern about their children's academic achievement. They wanted their children to excel academically and be prepared for higher education. All four families diligently sought after and provided the best possible education for their children. This desire for high academic achievement supports the first item suggested by Knowles (1988) theoretical perspective on parents' rationales for homeschooling – dissatisfaction with the academic standards of schools. Parents felt they could do a better job in achieving high academic ratings than their public/private school counterparts.

Religion also played an important role in motivation for homeschooling as all four families were actively involved in different protestant denominations and wove religious instruction throughout their curriculum. Previous research also found religion as a major factor for choosing to homeschool (Collom, 2005; Stevens, 2001). Knowles (1988) study found that homeschooling parents have the desire to provide for the spiritual needs of their children. Research suggests parents practice home education to transmit particular cultural and ethnic values to their offspring (Ray, 2000). To perpetuate cultural and family values was expressed as important by participants in this study, especially ethnic norms and moral values. As in Knowles (1988) perspective number two, dissatisfaction with the standards of discipline and morality perceived in many public schools, parent participants upheld high standards of morality and discipline. Concerns with their

children getting involved with the wrong crowd and giving in to peer pressure and making unwise choices also influenced parents' decision on homeschooling. Similar findings on perpetuating cultural and family values as a motivating factor for homeschooling were found in previous studies (Bauman, 2005; Olson, 2007).

Parent participants in this study argued that they were utilizing a holistic strategy to educating their children by having control of family togetherness 24/7, socialization, academic achievement, and religious orientation. Knowles (1988) perspective acknowledged a holistic approach to homeschooling as one of the reasons for educating children at home. Basically, parents wanted to teach their children what they thought was important for them to learn. Research supports the idea of a well-rounded education provided by homeschooling families (Jeub, 1994; Knowles, 1987; Moore & Moore, 1981).

Research Question #2: What were their educational and homeschooling experiences?

The experiences of these four families varied in the amount and sites (e.g., at home, on mainland trips, museums, etc) of their homeschooling experiences, but the results of this study suggest rich, well-rounded, hands-on experiences in learning. There were three areas that emerged relative to their experiences, (1) adjusting to the flexible nature of homeschooling, (2) parent as teacher, and (3) persisting despite opposition from others.

As noted in previous studies by Duffey (2002) and Moore and Moore (1990), homeschooling parents chose flexibility with time frame, curriculum choice, readiness and appropriate timing for the introduction of concepts relative to comprehension readiness without age/grade specifications. More specifically, they realized and adjusted their "school day" so that it truly was an alternative educational experience, rather than

school at home. Further, teaching strategies used by these parents became more attuned to the educational and social needs of their children. Results in studies by Holt (1983), Illich (1970), and Moore and Moore (1981) support a flexible learning environment for increased educational achievement. For example, Holt (1983) contends that we learn as doers when we are interested in doing and learning about something. In his observations on how children learn, it was noted that timing and interest were two important factors for meaningful learning to occur. As in the case of participants in this study, parents realized that when their children were interested and developmentally ready, timing for providing learning opportunities was essential, such as learning to read or understanding of certain science concepts. Moore and Moore (1981) also found that teaching children was easier and less stressful when they were mature and physically capable of absorbing and retaining information, rather than at a time mandated by legislation for all children based on age and/or grade level. When this teaching strategy was adhered to, parent/teachers also noticed that less discipline problems arose during instruction. Participants in this study found teaching/learning less stressful when students were ready and interested in learning various concepts, whether doing household chores, academic instruction, outside employment and other on-going learning activities. Illich (1970) also acknowledged the interrelationship between the subject and the individual referring to how learning takes place when meaning is grasped in relationship to timing of a new awakening or understanding. Conclusions from previous research and this study broadens the philosophy of education to include consideration of flexibility in scheduling, introduction of concepts, interests, ability and readiness necessary for educating the

whole child. Provision is then created for each individual child to experience learning when the mind is “ripe” or ready for absorption.

In all four cases flexibility was evident relative to choice of curriculum, strategies to implement instruction, site for their learning, and pacing of introducing concepts to meet levels of development. Each of the families in this study designed their curriculum in relation to the needs and interest of their children. Holt (1893) suggested parents teach their own children by using the whole world as their classroom incorporating flexibility of curriculum based on the children’s interests and ability. Moore and Moore (1981) further suggested parents use flexibility in curriculum selection to follow the needs and interest of the child allowing each to mature at his/her own rate. Both Holt and the Moores found that individualizing education and allowing for flexibility maximizes the child’s potential in reaching his/her highest academic goals. Each parent designed curriculum differently in order to meet the educational needs of each child. The creation of an individualized educational program supports Knowles (1988) findings that homeschooling parents come from diverse backgrounds with reference to previous educational experiences and this diversity in background experiences manifests itself in an array of curriculum choices and teaching methods. Knowles proposes three areas of consideration related to influences on homeschool parents’ teaching strategies.

Knowles Theoretical Perspective on Parents’ Instructional Practices

- (1) childhood, family and school experiences
- (2) early teacher role models
- (3) previous teaching experience

Findings in this study fit all three perspectives. First of all, past school experiences in all four cases influenced how these parents chose to teach their own children. Three participants tried to model former classroom environments. However, in due time, changes were made to the structure of the day, as stated earlier. Introduction of concepts based on ability and interests were carefully done in order to ensure absorption knowledge for retention. Allowances were made for interruption in academics, uncommon in traditional schooling, to accomplish household tasks and students' employment outside the home. Van Galen (1986) suggested that because homeschooling parents have been students in traditional schools for a considerable part of their lives, their ideas of education are shaped at least to some extent by distant memories of their own schooling. Therefore, many of them adopted the structure of a traditional school during the initial stages of their homeschooling adventure. Findings in this study support previous research in noting that even though similarities to childhood, family and school experiences were initially evident; revisions were made to accommodate each family's homeschooling activities (Collom, 2005; McDowell, 2000; Stevens, 2001). Colfax and Colfax (1988) made revisions to their homeschooling practices in spite of their childhood, family and school experiences. Instead of traditional schooling, they wanted to provide a different approach to learning academics in connection with home duties and extra-curricular activity, using the world around them as their lesson book.

When considering earlier teacher role models, research found the teacher role identity as an important factor for understanding parent's teaching methods (Knowles, 1988, Ray, 2000). As noted in this study, Knowles (1988) also found that positive and negative early teacher role models influenced teaching practices. One parent in this study was opposed

to measuring students' achievement based on test scores. Her perception of scoring a student conflicted with just measuring correct items on an exam, as was her experience during childhood, family and school experiences. Instead of teaching for just high test scores, she chose to teach for individualized learning and understanding of the subjects being taught. The method chosen simply involved teaching her own children through reading books on every imaginable topic of interest. Results on her children's placement test scores for college entrance was astounding, with GPAs reaching 4.0 in almost every subject. Ray (2004) found similar results in his study of homeschooling adults with scores on standardized achievement test equal to and surpassing the national norm. He contends that a significant research base indicates homeschoolers doing well on many measurable constructs (Ray, 2000).

All four parent participants' childhood, family and school experiences were similar in that they were all enrolled in private/public schools during their K-12 years with no opportunity for homeschooling. Each, however, had a different perspective for homeschooling after their own previous school experiences.

One parent participant, in reviewing past childhood, family and school experiences, appeared regretful at having encountering lonesomeness. Daily, she came home from school where no one was at home. Her mother was employed full-time. Therefore, her attitude reflected reasons for changes in her children's upbringing to include a stay-home mom. To come home after school to an empty house was a devastating experience for her. She made sure of this by homeschooling and always being there for them. In this case, changes were made to past childhood, family and school experiences. The other three parents appeared to have had past childhood, family and school experiences that

were acceptable, yet, needing revisions when it came to educating their own children. As noted above, Ray (2000) mentions parents having either positive or negative past childhood, family and school experiences, yet wanting to regain control of their children's education, seeking to make an impact on the next generation.

All four parent participants utilized one-on-one teaching strategies by choosing to homeschool, rather than the traditional way of one teacher teaching a classroom of twenty plus student, as in their previous school experiences. (Bloom, 1984) also found one-on-one tutoring as advantageous to increased academic achievement. Previous research supports this study in emphasizing on-going feedback with one-on-one tutoring, formative evaluation, intimate interaction during academic learning, and efforts by parents to holistically affect every area of their children's lives as witnessed in homeschooling (Moore and Moore, 1981; Ray, 2000; Taylor, 1993).

The final area in Knowles' (1988) theoretical perspective on influences for parent instructional strategies considers previous teaching experience. As stated earlier, only one of the four parent participants had any previous teaching experience, substitute teaching and Sunday school teaching. The other three chose to teach their children at home for reasons stated above. Yet, each accomplished this task in a unique and creative way, designing their own curriculum and/or researching limitless possibilities, experimenting to provide the best possible educational experience for their children. Menendez (1996), along with other researchers and critics, was concerned about the ability of homeschooling parents to provide their children with a broad education (Lubienski, 2000; Reich, 2002). Reich (2002) proposed negatively that homeschooled children will not be exposed to the right ideas and will not learn common values such as

respect, decency, and civility because they receive highly customized educations. Lubienski (200) also proposed homeschooling interferes with participating in essential societal activities. As noted in previous research, parents continue to educate with confidence, in spite of critics concern, through an acceptable route to academic achievement (Ray, 2000; Rudner, 1999). On the other hand, when studying homeschooling families it is often difficult for researchers to get a clear picture of parents' quality as teachers because of the diversity of their homeschooling operations. So, researchers tend to focus on academic achievement data and results of homeschoolers' ability as adults to enter and complete higher education while performing responsibly in society. Homeschool researchers often use this type of data to determine parental qualification as educators.

Students of participant families shared academic achievements far beyond the national averages despite parents not having previous teaching experience. These college students, at times, questioned their parents' ability to teach certain subjects. However, when entering college, they scored high on placement tests and bypassed remedial classes. Galloway & Sutton's (1995) research supports this study and found that when entering college, homeschooled students were able to pass all their courses with GPAs comparable to and above their peers.

Research Question #3: What provision was made for socialization?

Participants in this study provided ample opportunities for the development of socialization skills. The children were never deprived of establishing friendships with others unless it was a hindrance (as in the case of one daughter who was challenged with a boy/girl relationship unacceptable to the family's values and beliefs) or morally

detrimental. All four families reported allowing their children to associate with neighborhood children after school, playing in the community and inviting the children to their homes. These children interacted with relatives, church families, homeschool support group families and business acquaintances while shopping, banking, or doing other family-related activities. The children in these families all appeared to be effective communicators when approached. In support of these findings, researchers have reported that homeschoolers are able to communicate effectively with the general public (Chatham-Carpenter, 1994; Medlin, 1998; Montgomery, 1989; Rakestraw, 1988; Shirkey, 1987).

As homeschooling continues to become more common and the understanding of its benefits are understood, the question of socialization, while still asked by relatives and inquisitive others, will become irrelevant to those who bother to do their "homework." While relatives initially had concerns regarding the academic and social future of these participants' children, results have changed their minds (after doing their homework and becoming aware of homeschooling activities), to accepting the family's choice to homeschool. Results gleaned from interviews with the homeschooled college student participants indicated socialization problems were not apparent upon entering and completing higher education. In fact, participants shared many positive interactions with peers and professors at the colleges attended. They mentioned leadership roles assigned to them by professors in conducting study groups to assist struggling students in their classes at the community college.

Several surveys support this study's findings by concluding that homeschoolers regularly take part in extra-curricular activities (Montgomery, 1989; Rakestraw, 1988;

Ray, 1990; Rudner, 1999). Delahooke (1986) found that homeschooled children actually participated in more activities than did children attending a conventional school. Hawaii homeschooling support groups regularly met to discuss issues on homeschooling activities. These organizations were very instrumental in moving homeschooling toward legalization during the late 1980s and 1990s. These support groups also provided various activities for the development of social skills: (1) interaction with other homeschooling families during meetings, field trips, banquets, and networking involving teaching/learning experiences, (2) meeting people while traveling and volunteering in the community, (3) interactive play with children in the neighborhood and sport activities, (4) involvement in church activities, and (5) employment. The participants in this study used most, if not all of those opportunities to socialize their children.

The children of this study's participants were not educated in isolation as some critics claim (Apple, 2000; Reich, 2000). Many opportunities afforded development of appropriate socialization skills. Data suggest that homeschoolers were involved in a variety of extra-curricular activities, including civic responsibilities, assisting with the legislature and meeting with senators at the White House, as opposed to critics' claims (Apple, 2002; Lubienski, 2000) that homeschooled children are removed from the democratic public production of values. Additionally, this study's children were also involved in entrepreneurship which encourages freedom of association of people regarding thoughts, beliefs, and political and religious action as noted in previous studies (Lines, 1994; Ray, 2004; Steven, 2001). Results from this study confirmed conclusions of previous studies suggesting socialization of homeschooled children as equal to or

surpassing their peers in adjustment relative to self-esteem, peer interactions and adjustment in society (Byfield, 2001; McDowell, 2000; Montgomery, 1989).

In contrast to critics' claims that parents who choose not to place their children in public or private schools have removed themselves from the democratic public production of values (Apple, 2002; Lubienski, 2000), evidence from Ray's (2004) study supports the notion that homeschooling parents significantly participate in these civic activities. As noted in this and other studies, homeschooling parents involved their children in the public production of values in society by participation in entrepreneurialism, encouraging freedom of association of people regarding thoughts, beliefs, and political and religious action (Lines, 1994; Ray, 2004; Steven, 2001). Participant families' involvement with community, networking, lobbying for legalization of homeschooling in Hawaii and actually working in legislative sessions provided concrete evidence of effective participation in essential societal activities. Therefore, results from this study suggested that it is a fallacy to think that homeschooling families shunned civic responsibilities because their children were not enrolled in state-controlled schools.

Ten years ago, Pride (2004) found that the first thing people used to say, when you said you planned to homeschool was, "What about socialization?" Five years ago, it was, "What about college?" Today, the most common reaction is, "I don't blame you. The schools aren't safe anymore." Mayberry (1991) cited concerns parents encountered when deciding to homeschool. Homeschooling, once enjoyed by the founding fathers of our country, is now being recognized as an option for educating children. It has the potential for providing children with a quality education, since the parent-teacher tends to

experiment with various resources currently available through publishers, technology, in different environments, and through books on every imaginable subject. Participants in this study were motivated to bond with their children while teaching academics and family values through a variety of teaching strategies as suggested in Knowles' theoretical perspective on parent rationales for homeschooling their children and on parent instructional practices. In spite of opposing factors, they persisted with homeschooling. Involvement with homeschool support groups, extra-curricular activities, family and community, travel, and employment, provided a broad spectrum of additional learning activities. Both parent-educators and adult children appear to be satisfied with their homeschooling accomplishments and higher educational endeavors. They have all become productive citizens in society with some of them wanting to homeschool their own children in the future.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

In light of the findings of this study, the reader might conclude that homeschooling experiences are always positive, however, this does not hold true in all cases. Like many things in life, there is a negative side. I know of people who have had difficulty with homeschooling, but they will not volunteer to be part of a study on negatives. One parent in our support group struggled with her boys who would rather play than study. After several years of working with them, she decided to place them in the traditional school setting. The boys continued to have difficulty in public school. However, she continued homeschooling her daughter who was doing well with completing assignments. In another case, the children were left to "do as they please" and were left watching TV of their choice during school hours with very little guidance in academics. The outcome of both families were never disclosed so results remain unknown. In both cases, parents appeared to be preoccupied with part-time businesses and socializing with other families rather than focusing on their children's academic progress. The reader is reminded that these are anecdotes and not research-based data. Conclusions are merely personal opinions. Researchers tend to steer through the least restrictive sampling to obtain information on topics of interest. As stated before, the homeschooling population is by far a difficult group to coax into research unless the families experienced positive outcomes. Therefore, to secure participants requires careful consideration in whether parents are willing to disclose truthfully, experiences and outcomes for public examination. Homeschoolers usually shy away from research, probably because it

generally leads to categorizing and policy-making decisions for regulation from departments within the government that relate to education. Regulation tends to narrow options for homeschooling families who are a diverse group in their thinking and creativity for instructional goals and objectives in educating their children. Therefore, studies on negative experiences by homeschooling families were difficult to find. Researchers are looking for participants who will disclose negative homeschooling experiences and will continue to look for those willing to participate, regardless of their experiences.

Another area noteworthy of mentioning is the powerful support homeschooling families receive from religious-based groups, keeping homeschooling "alive and well" throughout the United States and other countries. These include: (1) Home School Legal Defense Association (HSLDA), a group of attorneys who monitor every law on education in every state and defend homeschooling families who are members of their organization, and (2) homeschooling support groups located in almost every district in the United States. Whenever litigation or any legal problem arise, these groups rally to form resistance against required conformity to state regulations that are unacceptable to their goals and objectives.

The aim of this study was to examine Hawaii homeschooling families' reasons for, experiences in, and socialization opportunities provided for their children during the 1980s and 1990s, the years prior to and during legalization of this viable educational alternative. This study sheds light on the realities of their homeschooling experiences, testifying to the varied opportunities afforded for children to achieve academically and

behaviorally within the homeschool setting. Parental sacrifices brought joy to their hearts when witnessing growth in their children's social and academic performance.

The positive results evidenced in this study further strengthen homeschooling as a viable educational alternative with the ability to bypass the decreed norm (public/private school) and select educational curriculum and activities from a wide range of options to suit the individual needs of each child. Similar results were obtained in statistics drawn from a study of homeschoolers in the United States (Princiotta & Bielick, 2006). Instead of attending a traditional educational institution, children were given the opportunity to learn in an environment based on their ability, interest and motivational level, within the natural setting of their own home throughout their pre-college years. Homeschooling is based on the idea that there is no one-size-fits-all mode of education. Though much of their learning occurred in the home as guided by parents, a variety of learning experiences took place in the community, job site, park, or event. Teaching and learning experiences were not limited to any one place or time.

The trend of homeschooling, as reflected in this study, is a return to the original way our country historically nurtured its young into responsible, active citizens. Work, family, religious institutions, and community were all integrated into the upbringing and daily lives of children. However, with the introduction of the Massachusetts' 1850 compulsory education laws, attitudes toward children and their place in society changed. Since then, children have been forced to attend school for various reasons such as keeping them out of the work force (Gatto, 1991; Katz, 2001). Nevertheless, families have been and are still opting out of mass schooling in order to homeschool (Lines, 2000; Pride, 1985; Ray, 2004). Families in this study chose to homeschool in spite of Hawaii's

compulsory education laws. Participants lobbied the Legislature and Board of Education toward legalizing homeschooling in the early 1990s.

All four families were satisfied with the results of their homeschooling endeavors. Some expressed possible revisions to their efforts but none had a desire to later enroll their children in the public/private educational institutions except for participation in sport activities and cultural experiences in a school for students of Hawaiian ancestry. Possible adjustments mentioned included: (1) homeschooling their children from the very beginning instead of exposing them to institutionalized schooling, (2) having access to public school college prep courses, (3) more involvement with co-op teaching in partnership with other homeschooling families, (4) increased use of technology, and (5) more frequent participation in outreach and community activities. Their highly unstructured approach aimed at stimulating learning by cultivating their children's natural curiosity in enjoyable settings.

Conclusions drawn from this qualitative, multiple case studies provided in-depth views of homeschooling by taking into account the human dimension with its immeasurable possibilities and diversity of techniques for teaching and learning. Participants in this study were driven with the goal of educating children to maximize their potential in all areas of life including their mental, physical, and spiritual development. With the difficulty in securing participants for implementing case studies (Knowles, 1988), and gaining access to the privacy of the home, the researcher used participant families previously known to homeschool support groups and who were willing to disclose information on their experiences in this area. As such, positive results were encountered by the four families in the study. Evidence indicated these four

homeschooling families appeared to be doing well academically and socially, leading productive lives as responsible citizens.

The family, once the bedrock of society, appears to be crumbling as materialism has crept in to consume the world. The family supper hour, where families regularly sat together to dine at the end of the day, is a thing of the past. And in those homes where it exists, it is usually shared with television. Young people are separated from their parents at an early age by school attendance which has become the primary focus of social and not just educational development. Increased economic pressure to acquire possessions gave birth to the modern two-income family structure. The race for prosperity within the last half century has led to mothers switching roles from homemakers to employees in the workforce. Parents tend to be busy with careers and employment while children are left with various agencies caring for peer groups. Therefore, children, in general, are spending more time with peers than with parents (Colfax & Colfax, 1988; McDowell, 2000; Moore, 2003).

Homeschooling parents are responding to reverse the foregoing scenario in their efforts to find a way to spend more time with their children. Parents in this study placed educating their children aligned with the family's religious, educational and social values at a high priority. They believed that time was more important for their children than things. These families decided to put their family first, ahead of every other consideration. They all believed in God's direction for family bonding, revising the two-income family structure to father as primary income provider and mother as stay-home mom, teaching and directing the training of their children while at times working part-time. This arrangement to some might be considered a luxury, being able to forego one

of two steady incomes. On the other hand, others might be devastated, having to subsist on a tighter budget to make ends meet. Findings indicate the children were employed upon reaching the earliest age as provided by state laws. This helped with the families' finances.

Homeschool regulation in Hawaii is considered low by the Homeschool Legal Defense Association (HSLDA) standards. The state requires parental notification and a yearly progress report and/or current standardized test scores submitted to the nearest public school. My recommendation for Hawaii would be to provide certified teachers hired by the Department of Education, assigned to a designated number of homeschoolers to oversee their progress in support of the children's educational achievement. According to HSLDA's 2005 web site ten states have no homeschool regulation at all. Thirteen states have low regulation. Sixteen states have moderate regulation where parents are required to send notification, test scores and/or professional evaluation of students' progress. Eleven states have high regulation with additional requirements such as curriculum approved by the State, teacher qualification of parents or state official home visits (<http://www.hslda.org/laws/default.asp>). Each state's Department of Education regulate policies for homeschooling in collaboration with other state agencies such as the Board of Education and Legislature.

Motivation, homeschooling experiences, and socialization of participant families in this study support prior research from other states and Hawaii. Results from this study provide additional data to the meager research on Hawaii homeschooling. Efforts toward gathering more data through research in this field would lead to a broader understanding

of homeschooling and the possibilities for expanding its influence within the educational arena as a viable alternative.

Recommendations for Future Research

Recommendations for further research include the areas of quantitative studies in academic achievement and socialization of homeschoolers in Hawaii. Studies of this nature have been done in other states (Ray, 2000; Lines 2000) but a very limited number in Hawaii. This would add to the existing database and give strength to the acceptance of homeschooling. Another consideration for further research would be to follow up on adults who were homeschooled. Exploring the career choices, higher education opportunities, marriage and family options, citizen responsibility, and adult life in general would enlighten the research data on the outcomes of homeschooling. Studies on new methods of homeschooling and available resources are other areas open to researchers interested in the homeschooling movement.

Another area of research mutually beneficial for homeschoolers and the public school system might include a multiple case study on the perceptions of counselors and student service coordinators (SSC) toward homeschooling in Hawaii. Since counselors and SSCs are assigned to every public school in Hawaii and continually deal with referrals (students struggling academically and/or behaviorally), they are in a position to suggest and provide options available for parents and teachers to consider. Homeschooling may become one of the options offered when dealing with students who are unable to perform appropriately and in a timely manner within the traditional classroom setting. Some students may profit from one-on-one tutorial by parents in a home-based learning situation. This could increase acceptance of homeschooling as a

viable educational alternative by the public school system, rather than an acknowledgement of failure on the part of the school. A partnership between the public/private schools and homeschooling may benefit scores of students by increasing parent involvement and reducing distractions common in the traditional classroom. Shared curriculum, collaboration on techniques for diversified teaching/learning styles between homeschool parents and classroom teachers may enhance student achievement successfully.

Interviewees may also include classroom teachers, administrators, and other Department of Education personnel involved with the teaching/learning processes of students. Allowing parents access to curriculum materials used in the schools might produce consistency in exposure to learning concepts and meeting educational standards as required by Federal and State guidelines. Academic accountability becomes difficult with shared teaching and curriculum because of diversity in learning/teaching styles. Research questions for interviews may also include perceptions regarding encouraging greater participation by homeschoolers in extracurricular activities and socialized coursework. A partnership between the school and home-based education may yield positive results with fewer conflicts among the two educational systems.

Research on the powerful and effective lobbyists advocating homeschool, especially HSLDA, and others with determined efforts to oppose any increase in state regulation or oversight would be of interest to homeschooling parents. Knowing that their interest is protected with little intrusion, more homeschoolers would be open to compliance with state officials in registering/enrolling students in states' homeschooling lists as with agreeing on common ground. Addressing a number of aspects regarding homeschooling

needs will be in the best interests of children where educational authorities and homeschoolers could develop a partnership-relation where they become jointly involved in policy making. New aspects to consider might include admission of homeschoolers to facilities and activities at public schools where there is no uniform policy. These needs may be shared with education departments in mutually satisfying agreements. The State has an important role in assuring that all children, homeschoolers as well, receive an adequate education. A spirit of cooperation is needed in which a situation is achieved that would advantage all. As more families choose to homeschool rather than send their children to public/private schools more research in this area would assist policy makers with educational decisions. There need not be only one system for educating the children of Hawaii. The quality of education in Hawaii may be improved by the inclusion of alternative models, including homeschooling.

As long as we human beings inhabit the earth a quest for experimenting in education will continue. When we allow creative minds to generate ideas for improvement in teaching and learning for achievement, the sky will be the limit to the results. However, when stifled, controlled, limited, measured, and restricted, education of the individual becomes detrimental to society where we will be producing robots instead of responsible, critical thinking human beings. We were created inquisitive, to explore, experiment, diversify, investigate and just learn everything and anything about our environment. Our children, given the opportunity to be children and learning when they are ready, in a non-threatening environment where peace and happiness abounds, will have balance in their lives and thrive with acceptance of others and themselves. The world and all that is in it will be their textbook and parents their first teachers. Hence, homeschooling! On the

other hand, to make sure all children are given maximum opportunity for learning, our public/private and charter schools will continue to exist for those parents not opting to homeschool.

Whenever homeschoolers discover threats attempting to clamp down on their activities, they vigilantly rise to the occasion of protecting their rights as noted in lobbying activities of participants in this study. Numerous studies are needed to understand homeschoolers because of its increasing growth and diversity. This means the movement requires adjusting to a wider range of interests and needs because of its' extraordinary complexity. Discovery of its diversity lends itself to providing fair and equitable solutions to accommodating alternatively educated students for admission to post secondary institutions. Post-secondary institutions' main focus is to provide a service in education for those that are willing and able to advance at higher levels. It is therefore imperative that all students be given equal access on the basis of what they have learned rather than where they have learned it.

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APPENDIX A
IRB APPROVAL LETTER

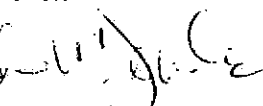
UNIVERSITY OF HAWAII

Committee on Human Studies

MEMORANDUM

May 19, 2008

TO: Anita Kelly
Principal Investigator
Kinesiology & Leisure Science

FROM: William H. Dendle
Executive Secretary 

SUBJECT: CHS #16163- "Pioneers on the Home Front: An Exploratory Study of Early Home Schoolers in Hawaii"

Your project identified above was reviewed and has been determined to be exempt from Department of Health and Human Services (DHHS) regulations, 45 CFR Part 46. Specifically, the authority for this exemption is section 46.101(b)(2). Your certificate of exemption (Optional Form 310) is enclosed. This certificate is your record of CHS review of this study and will be effective as of the date shown on the certificate.

An exempt status signifies that you will not be required to submit renewal applications for full Committee review as long as that portion of your project involving human subjects remains unchanged. If, during the course of your project, you intend to make changes which may significantly affect the human subjects involved, you should contact this office for guidance prior to implementing these changes.

Any unanticipated problems related to your use of human subjects in this project must be promptly reported to the CHS through this office. This is required so that the CHS can institute or update protective measures for human subjects as may be necessary. In addition, under the University's Assurance with the U.S. Department of Health and Human Services, the University must report certain situations to the federal government. Examples of these reportable situations include deaths, injuries, adverse reactions or unforeseen risks to human subjects. These reports must be made regardless of the source funding or exempt status of your project.

University policy requires you to maintain as an essential part of your project records, any documents pertaining to the use of humans as subjects in your research. This includes any information or materials conveyed to, and received from, the subjects, as well as any executed consent forms, data and analysis results. These records must be maintained for at least three years after project completion or termination. If this is a funded project, you should be aware that these records are subject to inspection and review by authorized representatives of the University, State and Federal governments.

Please notify this office when your project is completed. We may ask that you provide information regarding your experiences with human subjects and with the CHS review process. Upon notification, we will close our files pertaining to your project. Any subsequent reactivation of the project will require a new CHS application. Please be aware that unless we are notified otherwise, this will automatically expire 5 years from the approval date.

Please do not hesitate to contact me if you have any questions or require assistance. I will be happy to assist you in any way I can.

Thank you for your cooperation and efforts throughout this review process. I wish you success in this endeavor.

Enclosure

Protection of Human Subjects
Assurance Identification/IRB Certification/Declaration of Exemption
(Common Rule)

Policy: Research activities involving human subjects may not be conducted or supported by the Departments and Agencies adopting the Common Rule (56FR28003, June 18, 1991) unless the activities are exempt from or approved in accordance with the Common Rule. See section 101(b) of the Common Rule for exemptions. Institutions submitting applications or proposals for support must submit certification of appropriate Institutional Review Board (IRB) review and approval to the Department or Agency in accordance with the Common Rule.

Institutions must have an assurance of compliance that applies to the research to be conducted and should submit certification of IRB review and approval with each application or proposal unless otherwise advised by the Department or Agency.

1. Request Type <input type="checkbox"/> ORIGINAL <input type="checkbox"/> CONTINUATION <input checked="" type="checkbox"/> EXEMPTION	2. Type of Mechanism <input type="checkbox"/> GRANT <input type="checkbox"/> CONTRACT <input type="checkbox"/> FELLOWSHIP <input type="checkbox"/> COOPERATIVE AGREEMENT <input type="checkbox"/> OTHER: _____	3. Name of Federal Department or Agency and, if known, Application or Proposal Identification No.
4. Title of Application or Activity "Pioneers on the Home Front: An Exploratory Study of Early Homes"		5. Name of Principal Investigator, Program Director, Fellow, or Other Anita Kelly

6. Assurance Status of this Project (Respond to one of the following)

- ☒ This Assurance, on file with Department of Health and Human Services, covers this activity:
 Assurance Identification No. F-3528, the expiration date September 23, 2008 IRB Registration No. IORG0000169
- ☐ This Assurance, on file with (agency/dept) _____, covers this activity.
 Assurance No. _____, the expiration date _____ IRB Registration/Identification No. _____ (if applicable)
- ☐ No assurance has been filed for this institution. This institution declares that it will provide an Assurance and Certification of IRB review and approval upon request.
- ☒ Exemption Status: Human subjects are involved, but this activity qualifies for exemption under Section 101(b), paragraph 2.

7. Certification of IRB Review (Respond to one of the following IF you have an Assurance on file)

- ☐ This activity has been reviewed and approved by the IRB in accordance with the Common Rule and any other governing regulations.
 by: ☐ Full IRB Review on (date of IRB meeting) _____ or ☐ Expedited Review on (date) _____
☐ If less than one year approval, provide expiration date _____
- ☐ This activity contains multiple projects, some of which have not been reviewed. The IRB has granted approval on condition that all projects covered by the Common Rule will be reviewed and approved before they are initiated and that appropriate further certification will be submitted.

8. Comments

CHS #16163

9. The official signing below certifies that the information provided above is correct and that, as required, future reviews will be performed until study closure and certification will be provided. 11. Phone No. (with area code) (808) 956-5007 12. Fax No. (with area code) (808) 539-3954 13. Email: dendle@hawaii.edu		10. Name and Address of Institution University of Hawaii at Manoa 2444 Dole Street, Bachman Hall Honolulu, HI 96822
14. Name of Official William H. Dendle	15. Title Compliance Officer	
16. Signature 		17. Date 5/19/08

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APPENDIX B

HAWAII ADMINISTRATIVE RULES

TITLE 8

DEPARTMENT OF EDUCATION

SUBTITLE 2 EDUCATION

PART I PUBLIC SCHOOLS

CHAPTER 12

COMPULSORY ATTENDANCE EXCEPTIONS

8-12-1	Purpose
8-12-2	Definitions
8-12-3	Applicability
8-12-4	Conditions for exceptions
8-12-5	Procedures for exceptions due to the handicapping conditions
8-12-6	Procedures for exceptions due to employment
8-12-7	Procedures for exceptions due to family court order
8-12-8	Procedures for exceptions for alternative educational programs, other than home schooling
8-12-9	Testing and progress reports of children excepted for alternative educational programs, other than homeschooling
8-12-10	Instructional personnel of alternative educational programs, other than homeschooling
8-12-11	High school diploma, alternative education programs, other than homeschooling
8-12-12	College entrance examination, alternative education programs
8-12-13	Notification of intent to homeschool
8-12-14	Required statutory services
8-12-15	Record of curriculum
8-12-16	Notification of termination of homeschooling
8-12-17	Educational neglect
8-12-18	Testing and progress reports of homeschooled children
8-12-19	Instructional personnel of homeschooled children
8-12-20	Credits
8-12-21	High school diploma for homeschooled children
8-12-22	College entrance examination and homeschooled children

8-12-1 Purpose. The department has a legitimate interest in the responsibility for the appropriate education of all school-age children in the State of Hawaii.

It is the purpose of this chapter to implement the compulsory attendance exceptions of section 298-9, Hawaii Revised Statutes. Implementing the compulsory attendance law is not intended to violate the rights and convictions of parents to homeschool or otherwise except their child from compulsory attendance. Finally, homeschooling is not considered a school initiated educational alternative and is not to be used by a school as a means for releasing students with behavior or disciplinary problems or students lacking credits to graduate from the local public school

8-12-2 Definitions. As used in this chapter: "Alternative educational program" means an educational program, in a non-school setting other than homeschooling, which addresses the educational objectives listed below but which differs in environment, size and/or instructional approaches:

- (1) Develop basic skills for learning and effective communication with others'
- (2) Develop positive self-concept
- (3) Develop decision-making and problem-solving skills'
- (4) Develop independence in learning
- (5) Develop physical and emotional health;
- (6) Recognize and pursue career development as an integral Part of personal growth and development;
- (7) Develop a continually growing philosophy that reflects responsibility to self as well as to others; and
- (8) Develop creative potential and aesthetic sensitivity.

"Department" means the department of education.

"Employment" means suitable, lawful full-time employment of a minimum of forty hours per week.

"Home schooling" means a viable educational option where a parent instructs the parent's own child.

"Local public school" means the school the child would be enrolled in if the child were not excepted from compulsory school attendance.

"Parent" means the natural or legal parent, guardian or other legal custodian of child.

"School-age child" means a child who will have arrived at the age of at least six years, and who will not have arrived at the age of eighteen years on or before December 31 of any school year.

"Tutoring," means an alternative educational program where an individual other than the parent instructs a child.

8-12-3 Applicability. The provisions of this chapter apply to all school-age children residing in the State of Hawaii.

8-12-4 Conditions for exceptions. School-age children may be excepted from compulsory school attendance in the following cases:

- (1) Where a child is physically or mentally unable to attend school, except for deafness and blindness, of which fact the certificate of a duly licensed physical shall be sufficient evidence;

- (2) Where any child who has reached the fifteenth anniversary for birth is suitably and lawfully employed;
- (3) Where a family court judge has approved withdrawal from school;
- (4) Where the superintendent of education or designee has approved an appropriate alternative educational program, rather than homeschooling; and
- (5) Where the parent of a school-age child has provided notification of intent to homeschool the child

8-12-5 Procedures for exceptions due to handicapping conditions.

- (a) A parent whose child is physically or mentally unable to attend school, deafness and blindness excepted, shall complete and submit Form OIS-4140, Exceptions to Compulsory Education, to the local public school.
- (b) A parent whose child is physically or mentally unable to attend school, deafness and blindness excepted, shall also submit sufficient evidence of the handicapping conditions to the local public school. A certificate from a duly licensed physician shall be sufficient evidence.
- (c) The district superintendent may approve withdrawal from school for exceptions due to handicapping conditions.
- (d) Requests for exceptions due to handicapping conditions shall be renewed annually.

8-12-6 Procedures for exceptions due to employment.

- (a) A parent whose child has reached the fifteenth anniversary of birth and is suitably and lawfully employed shall complete and submit Form OIS-4140, Exceptions to Compulsory Education, to the local public school for the principal's recommendation as to whether the exception should be granted. The form shall then be submitted to the district superintendent for approval.
- (b) A family court judge may also approve an exception due to employment.
- (c) The student to be exempted from attendance shall be employed full-time for a minimum of forty hours per week.
- (d) The student's employer shall notify the school within three days if employment is terminated. The student shall return to the school unless the student provides the principal with verification of new employment.
- (e) Requests for exception due to employment shall be renewed annually.

8-12-7 Procedures for exceptions due to family court order.

- (a) Approval for exceptions due to family court shall be authorized by a family court judge.
- (b) The approval of the family court judge shall be obtained on Form OIS-4140, Exceptions to Compulsory Education, and submitted to the local public school.

- (c) Requests for exception due to family court order shall be reviewed and renewed annually.

8-12-8 Procedures for exceptions for alternative educational programs, other than homeschooling.

- (a) The parent of a child requesting compulsory attendance exception for an alternative educational program other than homeschooling shall complete and submit Form OIS-4140, Exceptions to Compulsory Education, to the local public school.
- (b) For purposes of this chapter, enrollment in a private school's home study school program shall not be construed as equivalent to attendance at a private school.
- (c) The parent requesting an exception under this section shall submit to the local public school principal a planned curriculum for the child along with the Form OIS-4140. The curriculum shall be structured and based on educational objectives as well as the needs of the child, be cumulative and sequential, provide a range of up-to-date knowledge and needed skills, and take into account the interests, needs and abilities of the child. The submittal shall include the following:
 - (1) The commencement date and ending date of the program.
 - (2) The number of hours per week the child will spend in instruction, which shall average approximately three hours per school day.
 - (3) The subject areas to be covered in the planned curriculum:
 - (A) An elementary school curriculum may include the areas of language arts, mathematics, social studies, science, art, music, health and physical education to be offered at the appropriate development stage of the child.
 - (B) A secondary school curriculum may include the subject areas of social studies, English, mathematics, science, health, physical education and guidance.
 - (4) The method used to determine mastery of materials and subjects in the curriculum; and
 - (5) A list of textbooks or other instructional materials that will be used. The list shall be in standard bibliographical format. For books, the author, title, publisher and date of publication shall be indicated. For magazines, the author, article title, magazine, date, volume number and pages shall be indicated.
- (d) The superintendent or the superintendent's designee may approve withdrawal from school where an appropriate educational program other than homeschooling is developed for the child in accordance with the plans and policies of the department.

- (e) A request for an exception for an alternative educational program other than homeschooling shall be renewed annually.
- (f) Further exceptions to the provisions of this subchapter concerning a child's alternative educational program may be granted by the superintendent upon the written request of the parent and the recommendations of the principal and the district superintendent.

8-12-9 Testing and progress reports of children excepted for alternative educational programs, other than homeschooling.

- (a) Test scores are required for grades identified in the Statewide Testing Program. A child is eligible and required to participate in the Statewide Testing Program at the local public school. Parents shall be responsible for securing necessary details from the principal of the school. The parents may elect to arrange for private testing at their own expense. The tests used shall be comparable to the appropriate criterion or norm-referenced tests used by the department in the grades concerned. The parents shall inform the school principal if private testing will be used for purposes of this chapter.
- (b) A narrative progress report and report card from the professional staff or tutor of a child's alternative educational program shall be submitted by the family to the local school principal at the end of each school year. More frequent progress reports may be requested by the principal.
- (c) The narrative report shall include statements of progress in each of the subject areas as well as development in social awareness and understanding of self, understanding of the problems of the society and the culture, and independence in learning. Copies of tests or assignments if available shall be attached to the narrative report. Grades for courses shall be submitted. The principal shall judge the adequacy of progress of a child. If progress is not satisfactory, the principal shall meet with the parent to discuss the problems and establish a plan for improvement.
- (d) If progress is not satisfactory, the principal may recommend to the district superintendent that the exception under section 296-9(6), Hawaii Revised Statutes, be rescinded.
- (e) The parent shall notify the principal if the alternative educational program is terminated. The child shall be enrolled in the local public school or licensed private school unless satisfactory evidence of a new alternative educational program is presented within five school days after the termination of the former alternative educational program.
- (f) At the discretion of the principal of the school, a child may be tested for placement when entering or reentering public school.

8-12-10 Instructional personnel of alternative educational programs, other than homeschooling.

- (a) Instructional personnel in the alternative educational program shall be qualified to provide appropriate education to the child served.
- (b) Professional staff members or tutors, or both, providing instruction shall be persons who have at a minimum earned a bachelor's degree from an accredited college or university. Satisfactory evidence of the qualifications shall be presented to the local school principal at the time Form OIS-4140 is submitted. This evidence shall include the following:
 - (1) Names, addresses, and telephone numbers of instructional personnel;
 - (2) Place of employment, other than the alternative educational program, if any; and
 - (3) Official transcripts verifying educational background.
- (c) Nonprofessional staff, for example, teacher assistants, in the alternative educational program may assist the professional staff but shall not have the full responsibility of instructing the child.

8-12-11 High school diploma, alternative education programs, other than homeschooling.

- (a) A child in an alternative educational program other than homeschooling who wants a high school diploma must comply with the requirements outlined in Department of Education Regulation No. 4540.2, High School Graduation through the Adult Schools.
- (b) The diploma shall be awarded by the community school for adults.

8-12-12 College entrance examination, alternative education.

A child in an alternative educational program may participate in any college entrance examination which is made available to all other students.

8-12-13 Notification of intent to homeschool.

(a) The parent shall provide the local public school principal with a notice of intent to home educate the child before initiating homeschooling. The purpose of notification is to allow the department, upon request of the parent, to assist in the educational efforts. The notice of intent may be submitted on a department developed form (Form OIS-4140) or in a letter containing the following items:

- (1) Name, address, and telephone number of the child;
- (2) Birthdate and grade level of the child; and
- (3) Signature of the parent.
- (b) The notice of intent shall be acknowledged by the principal and the district superintendent. The notice of intent is for recordkeeping purposes and to protect families from unfounded accusations of educational neglect or truancy.
- (c) If a child's annual progress report has been submitted as stated in 8-12-18(b), notification of intent to homeschool need not be resubmitted annually, except in cases where the child is transferring from one local public school to another, for example, transition from sixth grade to an intermediate school. Then the

parents shall notify the principal of the child's new local public school.

- (c) The parent(s) submitting a notice to homeschool a child shall be responsible for the child's total educational program including athletics and other co-curricular activities.

8-12-14 Required statutory services.

All educational and related services statutorily mandated shall be made available at the home public school site to homeschooled children who have been evaluated and certified as needing educational and related services and who request the services.

8-12-15 Record of curriculum.

The parent submitting a notice of intent to homeschool shall keep a record of the planned curriculum for the child. The curriculum shall be structured and based on educational objectives as well as the needs of the child, be cumulative and sequential, provide a range of up-to-date knowledge and needed skills, and take into account the interests, needs and abilities of the child. The record of the planned curriculum should include the following:

- (1) The commencement date and ending date of the program;
- (2) A record of the number of hours per week the child spends in instruction; and
- (3) The subject areas to be covered in the planned curriculum:
 - (A) An elementary school curriculum may include the areas of language arts, mathematics, social studies, science, art, music, health and physical education to be offered at the appropriate development stage of the child.
 - (B) A secondary school curriculum may include the subject areas of social studies, English, mathematics, science, health, physical education and guidance.
 - (C) Curriculum areas are not subject to interpretation by the parent.
- (4) The method used to determine mastery of materials and subject is in the curriculum.
- (5) A list of textbooks or other instructional materials which will be used. The list shall be in standard bibliographical format. For books, the author, title, publisher and date of publication shall be indicated. For magazines, the author, article title, magazine, date, volume number and pages shall be indicated.

8-12-16 Notification of termination of homeschooling.

The parent shall notify the principal if homeschooling is terminated. A child shall be reenrolled in the local public school or licensed private

school unless a new alternative educational program is presented within five school days after the termination of homeschooling.

8-12-17 Educational neglect.

If there is reasonable cause for the principal to believe that there is educational neglect, the department in compliance with 298-9, Hawaii Revised Statutes, shall intervene and take appropriate action in accordance with established departmental procedures. Reasonable cause for educational neglect shall not be based on the refusal of parents to comply with any requests which exceed the requirements of this chapter.

8-12-18 Testing and progress reports of homeschooled children.

- (a) Test scores shall be required for grades identified in the Statewide Testing Program, that is, grades three, six, eight, and ten. A child is eligible to participate in the Statewide Testing Program at the local public school. The parent is responsible for securing necessary details from the principal of the local public school. The parent may elect to arrange for private testing at the parent's own expense. The tests used shall be comparable to the appropriate criterion or norm-referenced tests used by the department in the grades concerned. The parent may request and the principal may approve other means of evaluation to meet the Statewide Testing Program requirements.
- (b) The parent shall submit to the principal an annual report of a child's progress. One of the following methods may be used to demonstrate satisfactory progress:
 - (1) A score on a nationally-normed standardized achievement test which demonstrates grade level achievement appropriate to a child's age.
 - (2) Progress on a nationally-normed standardized achievement test that is equivalent to one grade level per calendar year, even if the overall achievement falls short of grade level standards.
 - (3) A written evaluation by a person certified to teach in the State of Hawaii that a child demonstrates appropriate grade level achievement or significant annual advancement commensurate with a child's abilities.
 - (4) A written evaluation by the parent which shall include:
 - (A) A description of the child's progress in each subject area included in the child's curriculum;
 - (B) Representative samples of the child's work; and
 - (C) Representative tests and assignments including grades for courses if grades are given.
- (c) When tests are administered under the Statewide Testing Program for grades three, six, eight, and ten, the parent may choose to have the child participate in the school's testing program and have the results serve as a means of assessing annual progress for that year.

- (d) The principal shall review the adequacy of a child's progress. If progress is not adequate, the principal shall meet with the parent to discuss the problems and help establish a plan for improvement. In this case, the principal may request and the parents shall share their record of the child's planned curriculum. When standardized test scores are used, adequate progress shall be considered to be scores/stanines in the upper two thirds of the scores/stanines. Unless progress is inadequate for two consecutive semesters, based on a child's scores on a norm-referenced test for that grade level or the written evaluation by a person certified to teach in the State of Hawaii, recommendations to enroll the child in a public or private school or to take legal action for educational neglect shall be prohibited. No recommendations shall be made for a child before the third grade.

8-12-19 Instructional personnel of homeschooled children.

A parent teaching the parent's child at home shall be deemed a qualified instructor.

8-12-20 Credits.

No course credits (Carnegie units) are granted for time spent in homeschool.

8-12-21 High school diploma for homeschooled children.

(a) A homeschooled child who wants to earn a high school diploma from the local public high school shall attend high school for a minimum of three full years to meet the twenty-credit requirement for graduation. Satisfactory performance on the Hawaii State Test of Essential Competencies (HSTEC) is also required.

(b) A homeschooled child who wants to earn a high school diploma from the community school for adults shall meet the following requirements:

(1) Be at least seventeen years of age, except in the case of emancipated minors;

(2) Have been homeschooled for at least one semester under Hawaii's homeschooling procedures; and

(3) Take and achieve a satisfactory score on the General Educational Development (GED) test.

The diploma shall be awarded by the community school for adults.

8-12-22 College entrance examination and homeschooled children.

A child who is being homeschooled may participate in any college entrance examination which is made available to all other students. The principal of the local public high school shall, upon request, supply written

acknowledgement that a child has been homeschooled in compliance with the requirements of this chapter.