

A Homeschooler's History of Homeschooling

Part IV

H. R. 6

by Cheryl Lindsey Seelhoff

Summary of Parts 1 - III

In Parts I-III of this series, I offered a brief history of education and educational movements in general, tracing the development of the Western system of education to Christianity and the interest of Christians in "apologetics," meaning making an intellectual defense of the faith. The university concept began in Medieval Europe and carried over to the United States, where colonists established church-sponsored schools and universities. Affected by the European Enlightenment, American leaders like Thomas Jefferson and John Adams pushed for universal education and state-sponsored educational facilities. By the turn of the 20th century, state-funded public education became mandatory for American children. Church schools continued to exist but faced increasing pressure from public school officials, eventually resulting in lawsuits which in the end, in general, upheld parents' rights to decide how children would be educated.

I then traced the history of various educational movements in this country through the mid-1900s, when several men began to advocate for homeschooling. I included in this group John Holt, Dr. Raymond Moore, Dr. Peter Lindstrom, and Dr. Rousas J. Rushdoony. By 1982, homeschooling was legal in 40 states. In the remaining 10 states, it was legal if overseen by a certified teacher.

In the early 1980s, visible Christian organizations mounted a campaign to fight what they called "secular humanism" in the schools, and this campaign affected Christian homeschoolers and Christian homeschooling leaders, who in increasing numbers began to object to what was then defined as "secular humanist" philosophies they felt they were seeing in textbooks and educational materials and in children's television, movies, and toys. Prior to this time, homeschoolers had worked together side by side despite their differences, united by their shared concerns for their children and their right to homeschool. As concerns about "secular humanism" increased and more and more people began to homeschool, things began to change. Conservative Christian homeschooling leaders and individual families and homeschooling support groups began to encourage Christian families to separate themselves from homeschoolers who did not share their faith. Differences arose between homeschoolers about such issues as readiness, discipline, structure, and homeschooling style in general. Some Christian leaders began to call for "biblical separation" and to encourage homeschoolers to shelter their children, meaning keeping their children from spending time with people whose religious beliefs and practices were different from their own. The calls for separation eventually led to homeschooling groups requiring that

leaders and/or members sign statements of faith as a condition of joining homeschool support groups, and the newly-exclusive groups began to reject writings, curriculum publishers, speakers, and other homeschoolers whose beliefs were not consistent with the beliefs of conservative evangelical Protestants, even when they had welcomed these individuals in years prior. Many leaders who were excluded self-professed Christians who stood outside the conservative evangelical Protestant faith tradition: Roman Catholics, Seventh Day Adventists, Mormons, Eastern Orthodox and others. By 1990, homeschooling was legal in all 50 states and serious external threats to homeschoolers were becoming rare, but the movement itself had become deeply divided and was now threatened by internal strife and conflict..

In Part II of this series I described how the differences between homeschoolers affected them individually and homeschooling as a movement, and I also discussed the influence of specific groups and individuals on the homeschooling movement, including the Unschooling Movement and John Holt, Dr. Raymond and Dorothy Moore, and Bill Gothard and his Advanced Training Institute.

In Part III, I discussed diverging educational philosophies among homeschoolers and the fact that homeschoolers did not recognize that

these differences did not necessarily follow along the same lines as the theological differences among homeschoolers. This lack of understanding deepened already existing divisions and were a source of great misunderstanding. I also discussed the deepening concern among homeschoolers that they were being forced to take sides, as though if they were truly Christians, they would declare their support for statement of faith groups.

At the same time, long-established state support organizations were finding that their state newsletters, which had long been printed in *The Teaching Home Magazine*, would no longer be printed unless they could agree to adopt statement-of-faith requirements. When they would not, new, statement-of-faith groups were established to take their place. Whereas in years prior, homeschooling leaders and vendors who were not conservative, evangelical Protestants had been invited to speak or exhibit at Christian homeschooling conferences, now their invitations ceased. They found themselves outside of the information loop without knowing precisely why. Neither did most homeschoolers themselves know what was happening. These were pre-internet days and information was often hard to come by for those outside the inner circle of what had by now become an information pyramid, with a few central figures at the top who issued statements, provided information, or gave directives and all the others down the line, who trusted them implicitly.

I also discussed the effect of the Home-Centered Living Movement on homeschooling, the tendency for homeschoolers increasingly to square off over issues which were not directly homeschool related, and the expertization of the movement. Just a few years earlier, homeschoolers had been few and far between and their gatherings had been informal affairs. In general, they met as equals. By the early 90s everything had changed, and homeschoolers increasingly looked to national "experts" for guidance and direction.

By 1993, the face of the homeschooling movement had changed. In the preceding decades, homeschoolers had, in general, been fiercely independent individualists who had embarked on an unpopular and often illegal path because they believed in what they were doing. Often, they had defied state laws by homeschooling "underground." Many had worked hard in their various states to get favorable homeschooling legislation passed; some had had difficult encounters with local school officials. With few resources and little support, often facing opposition from family and friends, they had moved forward anyway, taking the risks, making it their business to learn everything they could learn about homeschooling, seeking one another out, developing support groups and networks, and helping one another in many ways.

By the early 90s, homeschooling was legal in every state and the external threats to homeschoolers had decreased to almost none. Homeschooling was gaining credibility and growing in popularity, and new homeschoolers were able to find support. A new and rapidly-growing homeschooling marketplace had developed with its own set of experts, services, products, conferences and speakers, some of whom disagreed, some of whom were competitors, just as with any marketplace. At the same time, homeschoolers with many years' experience were emerging increasingly as leaders with practical information, and sometimes their own publications and products, to share. The focus now was not on legitimizing or legalizing homeschooling but on educational methods and homeschooling philosophies.

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As conservative Christian homeschoolers increasingly distanced themselves from homeschoolers whose beliefs were different, communication within the movement broke down. The left hand no longer knew what the right hand was doing. Those in statement of faith circles eventually stopped hearing about homeschoolers or homeschooling organizations which did not share their religious views, or if they did, the reports were suspicious, fearful, or negative. This generation of Christian homeschoolers had heard sermon after sermon, read book after book, about the dangers of "secular humanism." They had been warned repeatedly about the ongoing battle for the minds of their children between the forces of good and the forces of evil, and they had been repeatedly reminded that this was warfare, they were warriors, that if they did not protect their children from the schemes of the enemy, then God would hold them accountable. If their children grew up and left the faith or shamed them in some way, they were told, their parenting practices and spirituality would be implicated. This resulted in parents who were anxious and fearful over how their children were "turning out," ever wary of the judgments of fellow homeschoolers. Christians who were skeptical of this mindset were often rejected as liberal or "worldly" or "carnal."

In addition, thousands of these Christian homeschoolers nationwide had attended Bill Gothard's *Institute in Basic Life Principles* seminars where they were taught that obedience and submission to spiritual authority were required of the Christian, even when those in authority erred, resulting in an unwillingness to criticize those who held positions of leadership in the church and in the homeschooling

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movement, especially on the part of women, who had been taught that they were not to lead in the family or in the church but were to concentrate on their role as keeper at home, wife and mother.

At the same time, homeschoolers often heard and read rousing and inspiring exhortations to Christian obedience and biblical lifestyles with the promise that if they were faithful, they would enjoy the blessings of God on their families.

Following are published statements which offer a glimpse into the prevailing attitudes of statement of faith homeschoolers during these years.

"We are at a pivotal moment in history. Even as the enemies of God seem to be gaining ground on every front, God is raising up a growing army of men whose hearts are turned to his Word, and his priorities. These men are being prepared as soldiers under the command of Christ to reclaim lost ground and to see his will done on earth as it is in heaven."(1)

"The battle confronting America's homeschoolers is not about esoteric educational theories or remote political philosophies. If parents are unwilling to stand for family liberties, they may lose not only the right to train their children, but the right to keep their children. Families who are committed to the preservation of those Christian precepts which underscore the liberties our Founding Fathers enshrined in the Constitution must exercise stewardship over the freedoms God has given them as American citizens by standing in the gap at this crucial time."(2)

"The present condition in our civilization demonstrates how far our culture has deviated from the truth of God's Word...Parents who resort to a human system of child training will miss the blessings promised by God and receive instead the natural con-

sequences of cursing for ignorance of, or disobedience to, truth...The heaviness that the mother will feel in raising a foolish child is the weight of sadness and extreme sorrow. She will even experience shame from raising a child who is sent off to face life without being properly trained. The father of a fool (one who rejects God and the truth of God's word) will also experience sadness...This cursing continues as the parents observe their child experiencing intense pressure as a result of his attempting to live a selfish and willful existence..." (3)

"The primary reason I am homeschooling my children is not that I think I can provide a superior academic experience for them (although I suspect I can). The most significant motivation is what I am protecting them from—companionship with fools! Some might call this harsh and reactionary, but I am convinced God has called me to take seriously my role as **PROTECTOR** of my family. Not only do I need a good offense to win, but a good defense is also imperative.

"...If your family visited our family we would not allow our children to play with yours unsupervised. You can imagine that we have offended many folks as we implement this conviction. Some have suggested, "Do you think your children are too good for our children?" That is not the case at all. My children would likely be a bad influence on your children as well. Fools are not good for fools. I don't mean to be ungracious toward my children, but we understand that "the rod of correction" has not yet completed its work to "drive it [foolishness] out" of their hearts. We understand this to be the case with others' children as well.

"Because of this, we don't go out of our way to cultivate peer relationships for our children. They see their friends at church and in the neighborhood, but only in our presence. We seldom participate in institutional outings where there are large numbers of other children, *even when such ac-*

tivities are sponsored by homeschool support groups. We definitely do not allow any one of our children to spend the night at the home of some friend. This is asking for pooling of foolishness that will frequently be the source of significant regrets." (Emphasis in original). (4)

Perhaps it is not hard to understand, given these circumstances, why it might have been that Christian homeschoolers would accept and believe what Christian homeschooling leaders told them fairly uncritically and would take whatever actions leaders urged them to take, if these leaders told them it was urgent that they do so. The movement had become increasingly ingrown and isolationist within the ranks of statement of faith homeschoolers with all of the accompanying problems which result.

The HSLDA Alert

In mid-February of 1994, I was forwarded an alert from HSLDA, urging me to write my congressman about a bill pending in the House of Representatives, H.R. 6. By this time I had nine children, lived on a small farm, and was publishing *Gentle Spirit Magazine* 11 times per year. I had not involved myself in homeschooling politics for many years. I did not include regular news or features relating to homeschool politics in the magazine; instead, my focus was on the practicalities of the homeschooling lifestyle.

I had no reason to doubt that the alert from HSLDA was accurate. I believed homeschoolers' freedoms were in danger. Accordingly, I wrote a letter to my own Congressman, Norm Dicks, which read in part:

"...we would like to encourage you to vote against HR 6, the Elementary and Secondary Education Act, or the Improving America's Schools Act of 1994. It is our understanding that the effect of this bill might be that private schools and home schools would be included in the definition of "nonprofit schools" under Section 9101(20), meaning that parents, as teachers in these home schools, and private school teachers, would be universally required to be certified in all subject areas to which they are assigned, according to Section 2124(e)..."

If you feel you cannot vote against H.R. 6, then we would urge you to support the Home School/Private School Freedom Amendment, which will ensure that home schoolers can continue to provide their children with the high quality education they are now enjoying.”

The Internet

A month or so prior to receiving this alert, I had gone onto the internet, joining the online homeschooling community, in part to establish an online presence for *Gentle Spirit*, in part to enjoy the advantages of the internet, especially e-mail communication and access to bulletin boards. There were virtually no websites in those days, and if there had been websites, they would have been inaccessible to most users because only businesses had modems which could access them efficiently. The internet was brand new to the general public in those days, and access was gained through one of three internet service providers: Prodigy, CompuServe or America Online. Each of these providers offered one homeschooling forum.

Shortly after mailing off my letter to Congressman Dicks, I signed on to the newly-created Homeschool Connection forum on AOL where I was amazed to discover a lively debate over the HSLDA alert in progress. I found the discussion astonishing. Participants, many of them leaders in the homeschooling community nationally, were extremely upset over the alert and the affect it was having in Washington, D.C. They did not agree there was reason to panic over H.R. 6 and thought it was wrong to tell homeschooling families that there was. They presented their objections intelligently and persuasively, and while I defended HSLDA at the time, I remember feeling stunned and confused. Before signing onto the internet, I had had no idea there was this level of division in the homeschooling community or that so many homeschoolers whose names I recognized and whom I respected objected so deeply to the actions of leaders in the Christian homeschooling community. I simply had never heard about this. While in previous years, I had subscribed to or purchased or obtained from the library every

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homeschooling publication I could find, Christian or nonchristian, in the several years prior to 1994, I had let these subscriptions lapse in the deluge of Christian books and homeschooling publications flooding the marketplace and in the busyness of my life, and quite simply, I was out of touch. It was quite clear from the online discussion in progress that in my isolation, I no longer had my fingers on the pulse of the homeschooling movement. I was no longer aware of what the issues might be in the minds of any but statement of faith, conservative, Protestant, evangelical homeschoolers.

I believe there were – and still are – thousands and thousands of homeschoolers like me, who simply trusted Christian homeschooling leaders to accurately and fairly report events and issues of concern in the homeschooling community to those in their circles of influence. As I sadly learned, this is not what happened. Substantial amounts of important information had apparently been systematically withheld from the Christian homeschooling public. Whatever the reasons for this, the results were confusion, misunderstanding, a sense of polarization and alienation among people who had once worked side by side and considered themselves peers and friends. Worse than that, there was no way to go about addressing the problem. How had this happened? When did communication begin to break down? Why were all these people I so respected so at odds with one another?

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The Miller Amendment

H.R. 6 was the House version of the Elementary and Secondary Education Act (ESEA), a \$12 billion reauthorization of a number of federal programs in education. To this bill, the following amendment, called the Miller Amendment, had been added:

“ASSURANCE-Each State applying for funds under this title shall provide the Secretary [of the U.S. Department of Education] with the assurance that after July 1, 1998, it will require each local educational agency within the State to certify that each full time teacher in schools under the jurisdiction of the agency is certified to teach in the subject area to which he or she is assigned. H. R. 6, Section 2124(e) “

Although most homeschoolers were at least nominally concerned about the language which referred to “each full-time teacher” being certified to teach”, the consensus among many veterans seemed to be that there was no real reason for homeschoolers to panic for the following reasons, among others:

(1) The federal government does not have jurisdiction over public or private schools. Jurisdiction over schools is reserved for individual states. States must comply with federal regulations in order to qualify for certain federal grants and entitlements, but beyond that, the federal government does not exercise any au-

Within two days of the first notification, thousands of calls jammed Capitol Hill switchboards, closing them down.

thority over local school systems. Most veteran homeschoolers believed that public and private schools and teachers' unions would be opposed to the Miller amendment, because by long tradition, states do not require private school teachers to be certified, and many public school teachers are not required to be certified in every subject they teach either. If this amendment passed, in order to receive what actually amounted to a comparatively small amount of money from the federal government, each state would have had to enact its own legislation requiring that all private and public school teachers be certified in all subjects they taught. This would have been a fairly odious requirement, and states would have resisted it.

(2) It was evident to veteran homeschoolers that the language was simply unclear and was not intended to apply to homeschoolers. In general, homeschoolers are not considered "local educational agencies within the State," nor are homeschooling parents considered "full time teachers in schools under jurisdiction of the educational agency." The amendment appeared to be simply an attempt to increase the certification requirements for teachers in public schools.

(3) Even if HR 6 had passed with the amendment intact, the bill still had to pass in the Senate, where it was known as S. 1513, and homeschooling veterans believed that the language could have been addressed at that time, then eliminated during the conference which would have had to be held to reconcile the differences between the House and Senate bills.

For these and other reasons, these veterans believed the most reasonable plan of action would have been to ask the House Education Committee to simply clarify that the Miller Amendment applied only to public schools. This plan would never be carried out,

however, because of the course of action the Home School Legal Defense Association implemented in response to the Miller Amendment.

Fear

On February 15, 1994, HSLDA sent out an "Urgent Alert," which stated in large letters across the top, without qualification, "**H. R. 6, the Elementary and Secondary Education Act, will require home school parents (and all private school teachers) to be certified teachers.**" This struck terror into the hearts of thousands of homeschooling parents who were certainly not certified teachers and were led to believe their freedom to homeschool was in imminent danger due to this pending bill.

On page 1, HSLDA claimed, "This bill contains the most dangerous assault on the freedom of home schools and private schools ever seen in recent history. Specifically H. R. 6 contains a provision which may be interpreted to require all home school parents to be certified teachers, which is an effective ban on home education for more than 99% of all home schoolers."

Jamming the Phone Lines

According to HSLDA, on February 15, 1994, Michael Farris sent letters to all 435 members of Congress and this alert to all 38,000 members of HSLDA nationwide. That evening, HSLDA's National Center for Home Education also faxed alerts to homeschooling leaders nationally; I believe this is how I happened to receive the alert. Farris then made appearances on the 700 Club, Marlin Maddoux's "Point of View" television show, and James Dobson's Focus on the Family show. Rush Limbaugh discussed the Miller Amendment as well. Within two days of the first notification, thousands of calls jammed Capi-

tol Hill switchboards, closing them down. Congressman Miller was forced to record a message on his answering machine which stated that he had no intention of regulating homeschoolers. Nevertheless, homeschoolers continued the phone and fax blitz, jamming phone lines once again several days later. States Farris, "For the rest of the day, no one on Capitol Hill would get anything done. Several congressmen could not even reach their own staff by telephone."(6)

The Arney Amendment

Stunned by the response to what legislators believed to be a relatively innocuous amendment, but anxious to get on with their work as Congressmen, the House finally voted to eliminate the Miller Amendment. In its place, Congress approved an Amendment written by Michael Farris, at the request of Representative Dick Arney. This Amendment, which Farris called in his alert the "Home School/Private School Freedom Amendment," stated:

"Nothing in this Act shall be construed to permit, allow, encourage, or authorize any federal control over any aspect of any private, religious, or home school, whether or not a home school is treated as a private school or home school under State law. This section shall not be construed to bar private, religious or home schools from participation in programs or services under the Act. (Congressional Record, February 24, 1994, p. H833.)"

HSLDA believed the Amendment was necessary because,

(1) Courts might interpret this section to require all homeschool parents and private school teachers to be certified;

(2) There was no specific definition of "school" in the bill, and the closest definition gave support for the argument that the term did not include private and homeschools, because it referred specifically to "non-profit schools;"

(3) An earlier amendment to address the Miller Amendment, written by Dick Arney had been defeated in the Education and Labor Committee, and in interpreting legislation, the court looks at the effect of amendments

or rejected amendments; since the Army Amendment had been rejected, the court could deduct that the intent was to include homeschoolers. (7)

Veteran homeschoolers and homeschooling leaders from at least 14 national organizations did not approve of this language, because:

(1) The language introduced “home schools” as a separate class of schools in federal statutes, opening the door for regulations to be written about them immediately or sometime in the future, perhaps using the reasoning that the federal government must identify or define “home schools” so that they can participate in federal programs and receive federal services.

(2) Virtually any attempt to define or identify “home schools” on the part of the federal government would likely lead to government control of home schools.

(3) In order to qualify for federal funds, states might have to enact legislation to adopt these new federal regulations over homeschools. This was a serious concern, as it could potentially have the effect of changing homeschooling laws in all 50 states, laws which these veterans had struggled to see passed in their own state legislatures.

(4) The very mention of “home schools” in the bill leads to the assumption that the federal government has authority over home schools; otherwise, why would home schools even be mentioned in the bill? For example, no one would exempt adults taking driver’s ed or craft or fitness classes at the local community college, because everybody understands that the bill would not pertain to them.

(5) The fact that this amendment exempts homeschoolers establishes a dangerous precedent, in that any future bills that did not specifically exempt homeschoolers might be assumed to include them.

(6) The amendment creates three separate classes of non-public school education: private schools, religious schools and home schools, allowing for the possibility, again, that the federal government would attempt to identify and define each separate cat-

egory. Traditionally private, religious and home schools had enjoyed great freedom and latitude with respect to teacher certification, courses of study, curriculum and school hours. Because regulatory language is written in consultation with the NEA, the likelihood was great that these freedoms would be eroded should the federal government attempt to define or identify the three non-public school alternatives.

Conflict

Of this chapter of homeschooling history, HSLDA states only that “the home schoolers of this nation gave Congress a lesson on the power of grassroots politics it is not likely to forget.” The Miller Amendment is described as “the political equivalent of a nuclear attack”. (8) Says Farris, “On Capitol Hill there is now a standing joke: ‘If you want to defeat a bill on providing foreign aid, call it ‘The Foreign Aid and Home Schooling Regulation Act.’ I have received a number of requests to “crank up” the home school network to pass or defeat many pieces of legislation...”

Homeschooling veterans who disagreed with the actions of HSLDA, including Dr. Raymond Moore and other long-time defenders of homeschooling freedoms, did not agree that this chapter was homeschooling’s finest hour. The HSLDA alert caused, they believe, unnecessary fear and panic among homeschoolers, by suggesting to them that their freedoms could be swept away in an instant by the simple passage of a bill in the House of Representatives, when this was not at all the case. They felt that the immediate and overwhelming response to the alert might have left members of Congress with the impression that homeschoolers are reactionary, panicky, and vaguely hysterical, acting out of a herd mentality instead of making their own individual and educated decisions as a diverse group of intelligent citizens. Homeschoolers who disagreed with HSLDA’s assess-

ment and strategy were also extremely frustrated by HSLDA’s unwillingness to discuss any other options with them.

As one writer stated:

“HSLDA was unwilling simply to clarify the Miller amendment. It was invited to support a clarifying amendment proposed by a coalition of 14 national homeschooling organizations that would have clarified the Miller amendment so that it would not have been a threat to private schools, including homeschools, but that would not have opened the door for writing federal regulations for “home schools.” HSLDA refused to support this amendment.

“HSLDA was unwilling simply to have the Miller amendment removed from H.R. 6. Instead it worked for and was clearly pleased with the Army amendment that is increasing the risk of federalization of homeschooling.

“Homeschoolers have worked out agreements in all 50 states and in over 15,000 school districts as to how they will homeschool, agreements that are now working well in most cases... But by supporting the Army amendment, HSLDA appears willing to exchange these carefully worked out agreements for one federal statute that could disrupt these agreements and give the federal government power over homeschools that it does not now have.

“The reason homeschoolers need to work at the federal level now to remove dangerous federalizing amendments from H. R. 6 is that HSLDA and others overreacted to the Miller amendment and then proposed and supported these amendments instead of simply clarifying the Miller amendment or having it deleted.” (9)

Polarization

I believe the response to H.R. 6 and the Army Amendment served as a catalyst to once and for all divide

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the homeschooling movement into two distinct and polarized camps. In refusing to include national homeschooling leaders in discussions around H.R. 6, HSLDA sent out a clear message that their voices and opinions did not matter. While those in non-statement of faith circles who reported H.R. 6 attempted to present the HSLDA position, on the HSLDA site and in statement of faith publications, then and now, there was and is no mention of the fact that HSLDA's actions with regard to H.R. 6 – a bill with the potential to affect all homeschoolers in all 50 states – were strenuously opposed by a number of veteran homeschooling leaders, to include Raymond Moore, who had served the homeschooling community for decades, Larry Kaseman, Mark and Helen Hegener and many others. Instead HSLDA reported the passage of the bill with the Amendment Farris had written as a tremendous victory for all homeschoolers. *The Teaching Home* magazine reported the story as follows:

“H.R. 6: To God be the Glory!”

“Information provided by HSLDA

On February 15, 1994 an urgent fax alert was dispatched from the National Center for Home Education (NCHE) in Washington, D.C. For nine days some of the most intense lobbying in the history of America took place as thousands of home schoolers contacted their Congressmen to voice their opposition to House of Representatives bill H.R. 6.

One Congressman estimated that more than one million calls were received in Washington, D.C...

The home schoolers of America overwhelmingly believed that the Miller amendment posed a grave danger to the future freedom of home education in America. As a result, they responded in record numbers...It is still the talk of Washington, D.C. on Capitol Hill...

A miracle had been wrought by God through His people! A big thanks to all who participated in this great outpouring of support for home education in America. ...” (*Emphasis in original*)(10)

By contrast, Larry Kaseman wrote:

“The actions HSLDA is taking are affecting all homeschoolers. Whether HSLDA is acting out of good intentions, misunderstanding, or a desire for power, the effect is the same. Homeschoolers who value their freedom to homeschool and who oppose the federalization of homeschooling would do well to consider the effects of HSLDA's actions.” (11)

Dr. Raymond Moore wrote:

“Like aftershocks from an 8.0 Richter, we still receive visits, calls, faxes, letters, and cards on HR-6. Some made it clear that state officials prefer a single state organization or at least cooperating state groups to whom they can go. Legislators agree. A Washington, D.C. federal civil rights attorney, known for her reserve and femininity, called and gave me a precise summation of the HR-6 alarm with uncharacteristic boldness:

“I was outraged! ... There is a place for alarms. But when we overreact, we lose credibility, and there is a snow-balling effect I'm afraid we're reaching the place where people will no longer honor homeschooling. I'm not a friend of Senator Mitchell's, but he was right: 'An unnecessary solution to a non-existent problem.' It's time for some common sense and sound group judgment which would better come from a representative national coalition than a unilateral effort...”(12)

In the March/April issue of *The Teaching Home*, the same issue which reported H.R. 6 as a victory, Michael Farris wrote:

“...the longer I walk with Christ, the more lenient I have become on people who do things differently than I do. I am glad to talk with such people and will often encourage them to see things my way, but I strive to be gracious. As home schoolers, we need to be tough on ourselves and more lenient with our fellow home schoolers who have certain distinctives. We need to speak and act as those who are going to be judged by the law that gives freedom, because judgment without mercy will be shown to anyone who has not been merciful. Mercy triumphs over judgment.” (13)■

Continued next month.)

(Homeschool History footnotes. Continued from page 47)

(1) Phil Lancaster, “The Vision of Patriarch,” *Patriarch Magazine*, Issue #1, July/August 1993.

(2) *Capitol Chronicles*, published by the National Center for Home Education, Douglas W. Phillips, Ed., Vol. 1, No. 2, August 1993, p. 3

(3) J. Richard Fugate, *What the Bible Says About Child Training*, Aletheia Publishers, Inc., Tempe Arizona. Fugate was formerly the CEO of Alpha Omega Publications, a large supplier of homeschooling curriculum. This book is a best seller among Christians and has sold more than 200,000 copies.

(4) Jonathon Lindvall, *Sheltering Children, Part 2—Parental Responsibility for Influences*, Home School Digest, Vol. 8, No. 2.

(5) http://www.hslda.org/hslda/history/battle_hr6.html

(6) http://www.hslda.org/hslda/history/lessons_hr6.html

(7) See “General News”, *The Teaching Home*, March/April 1994, p. 31-32

(8) http://www.home-ed-magazine.com/INF/FREE/free_HR6.html

(9) Ibid.

(10) *Op cit.*, *The Teaching Home*.

(11) Ibid.

(12) Raymond S. Moore, Ph.D., *The Ravage of Education Through Exclusion by Religion, Box 1, Camas, Washington 98607*

(13) Michael Farris, “Homier Than Thou”, *The Teaching Home*, March/April, 1994, p. 77