

HOME SCHOOLED HIGHER EDUCATION

Although it is estimated that there are, at present, about one million home-schooled American children, most of these children are relatively young. Only a small fraction of families have been home schooling for 12 years (or more) as has our family. Some families have taken their older children out of public schools and begun home schooling, but these are also a small fraction of the total.

As this small number of young adults becomes of college age, they and their families face a serious problem. If the children avoid college, then part of the modern world will close for them. It is wrong that a college degree (and often even a graduate degree) is required for many sorts of work in our society, but that is the way it is. We are powerless to change this fact in time to help these children. On the other hand, the immersion of Christian children into the socialist cesspools of most colleges and universities is unthinkable to many parents. There are a few Christian colleges with acceptable reputations in the liberal arts, but first-rate Christian colleges of engineering and science are essentially non-existent.

This will not always be the case. As the number of home school graduates grows, the free market will respond to this demand. Ten years from now there will probably be many more acceptable on-campus opportunities available. It is also to be expected that home school university degrees with good accreditations will become increasingly available. In the physical sciences, these home school programs will probably be combined with organized apprenticeship programs in science and engineering – a situation that would be markedly superior to the academic opportunities available today in most of the best secular schools.

Our family is currently struggling with this problem. Zachary is 18, his brother Noah is 16, and their sister Arynne is 14. For the younger children, Joshua and Bethany who are 12 and Matthew who is 7, there is reason to hope that more opportunities will be available, but the oldest three children face the system essentially unchanged. So far, we are managing to use the superior quality of early home school education to eliminate part of this problem and postpone or mitigate the remainder.

First, Zachary took the PSAT and SAT tests scoring 1480 and 1440 respectively. (The 1480 was the 5th highest score in Oregon, but, although he was a National Merit Finalist, Zachary was not given one of the approximately 60 National Merit Scholarships awarded in Oregon. The National Merit selection process is strongly weighted against children who have not attended an ordinary school.)

Second, we chose a university close to home. In our case, the available choices were the University of Oregon and Oregon State University, OSU, (both about a four hour drive from our farm). OSU has a reputation as having fewer socialist and communist professors and a less depraved campus life, so Zachary chose OSU.

Third, Zachary took nine College Board Advanced Placement examinations. (These can be arranged at most public schools. Since usually only two or three are given at a school, it may be necessary to pay for examination proctors. In our case, examination and proctor fees totaled about \$700.) He took most of the examinations available even though he had completed for-