

**Preparing the Youth
Of the Noble Birthright**
Session One

The Three Cycles of Modern Education

*A study course designed to help accomplish
the mission of Kimber Academy, which is:*

“The goal of Kimber Academy is to help individual family members meet their full educational potential. Kimber Academy students will be provided with a positive, moral, and patriotic environment in which they can learn spiritually as well as academically in all subjects.”

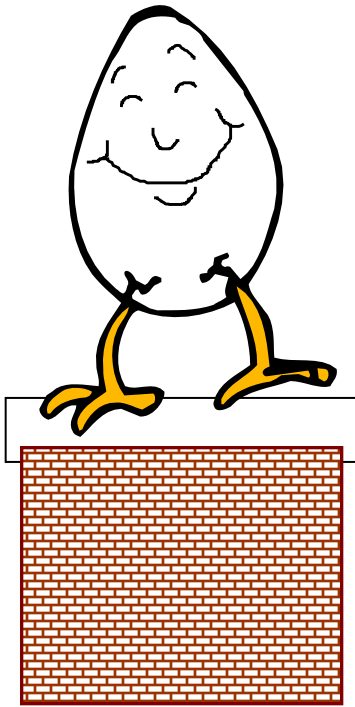
Alf...schools are to meet the challenges coming in the future they must be backed by a statewide consensus of commitment to success. Parents, businesses, teachers, administrators, legislators, community leaders, and the students themselves must put aside whatever else divides them, put away their pessimism, and focus together on the only educational goal that mattersB empowering our children to function effectively in the society in which they will live.@

(Shift in Focus Manual, November 1988)

051506

Presented by

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President, Kimber Academy**



Humpty Dumpty Revisited

Old Mother Goose has been eulogized by generations of children and parents in many lands. Those familiar rhymes and riddles have been sung and repeated by nearly every child and adult in America. One of the most popular rhymes is the story of Humpty Dumpty, the egg who sat on a wall.

According to the story, Humpty was quite a popular egg. He sat balancing on top of the wall where everybody could see him. Nursery rhyme books show pictures of how even Humpty was pretty proud of himself for being so daring!

But then, of course, we remember the fate of Humpty Dumpty. He had a great fall! Apparently, the whole countryside came running to him. The alarmed people even summoned all the king's horses and all the king's men to put Humpty together again. But alas, the task could not be done not even by the king's most trusted stewards, mounted on his finest steeds.

This popular nursery rhyme has been used by many writers to illustrate various aspects of life. Few illustrations, however, show such a parallel to real life than when we use this simple yet understandable fantasy story to outline the plight of America's public education system.

This country's educational system was once regarded as one of the finest schooling programs in the world. In fact, not too long ago, it was balancing on the wall for the world to see. So many people chose to come to America for their education, that newspapers and magazines around the world relayed the fear of some leaders that many of these other countries would suffer a brain drain.

That fear has vanished! Americans are now finding themselves grappling with the fact that our public education has not only tumbled from its high and lofty perch, but is presently considered to be a system of crumbling aspirations. People everywhere are seeking answers to what happened. What caused the fall and what can be done to put it together again.

A closer look at the history of our Educational Humpty Dumpty reveals an interesting parallel to the rhyme of Mother Goose and the three major cycles of education in America.

HOW IT ALL BEGAN

(The First Cycle of Education in America)

It is important to remember that it took the American Founders 180 years (1607 to 1787) to come up with their successful formula of government for freedom, prosperity, and peace. But once this formula was solidified it proved so successful that for the next 200 years it was the hope of the world.

Experience had taught the Founders that the very underpinning of a free, happy, and prosperous America depended upon the development of an educated citizenry. Their goal was to have universal education. As Thomas Jefferson stated, “If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be.” (See *The Real Thomas Jefferson*, by Andrew M. Allison, NCCS, p. 409.)

THE FIRST SCHOOLS

America’s first schools existed mainly within family units. The home was the classroom, and the subjects taught, as well as the methods used, reinforced the family’s perception of the world. Their core curriculum included religious values, basic reading and writing, ciphering (math) skills, a little history, and farm skills which were pertinent to an agrarian society.



As the country grew, communities combined their resources and hired teachers to educate their children in little red school houses. Their focus was on making sure the students had the ability to function effectively in the society where they would live. In those days, a child’s future was fairly predictable.

By 1836, William Holmes McGuffey (1800-1873) considered by many today as being the greatest educator America has ever produced began publication of his famous McGuffey Readers. His books were indicative of the first cycle of American Education with a strong emphasis on basics. These included:

1. Basics in reading, which embraced phonics and memorizing.
2. Basics in writing, with practice in penmanship. Script was taught in the first grade.
3. Basics in arithmetic, as applied to bookkeeping and business.
4. Basics in oral and written communication, with emphasis on vocabulary and spelling.
5. Basics in literature, music, art forms and nature study.
6. Basics in history, particularly American history, including geography.
7. Basics in civics and the American system of Constitutional government.
8. Basics in hygiene, physical and mental.
9. Basics in community ethic with emphasis on respect for one’s elders.

During this first cycle, there was also strong significance placed on spiritual values, together with the mandates of morality and the qualities needed to develop sound character.

There were frequent references to the Ten Commandments, the Golden Rule, and popular Bible stories.

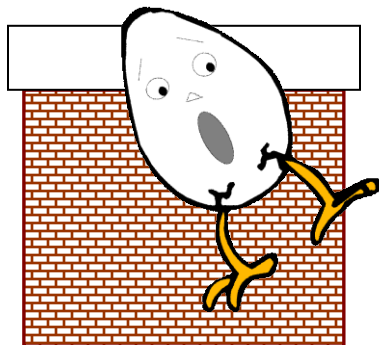
“Preparing the Youth of the Noble Birthright” – Page 3

Parents and community leaders alike expected both the teachers and the texts to drill into the students the necessity of being trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent. These principles not only became incorporated in the laws of the Boy Scouts of America, but likewise were included in the routine disciplines of every classroom.

This formula for education propelled America into world leadership, not only in education, but in industry, science, medicine, and agriculture, which produced an enviable standard of living. It also generated the most charitable nation the world has ever known.

By 1905, though a tiny nation with less than six per cent of the world's population, America was producing more than 50% of the world's developed wealth. Country after country strived to emulate America's educational and governmental system.

The world looked to America for all the best a greatest opportunities. Students from countries everywhere came to America to learn the leading edge information that America had to offer. Immigration was indeed the sign of the times.



TEETERING ON THE WALL *(The Second Cycle of Education in America)*

During the 1900's the second cycle of education began. This was called the experimental or exploratory period. Politicians and financial leaders joined with leading intellectuals and rejected the ideals of the first cycle. They insisted that the disciplines and standards emphasized in the McGuffey Readers be phased out in favor of more loosely structured requirements, and experimental techniques.

In 1989, an excellent study was produced by a Strategic Planning Commission composed of an entire state school board and 22 other top business, educational, and community leaders. This outstanding report called *AA SHIFT IN FOCUS* describes education in the 1900s this way:

...Schools began to be organized around the production practices used in the factories—the best model we had at the time for processing things in large numbers. Schools faced vastly increased demands—more English, more math, more geography, more social studies, more of everything. Learning took place in a formal classroom setting, for a set period of time, with a single subject being taught at a time. Students were assigned their places on the basis of age.

When a bell rang (like a factory whistle blowing?), the students reassembled themselves in a different set of rooms, or put aside the subject being addressed, and started over again on a new topic, same conditions, same exact amount of time.

“*Preparing the Youth of the Noble Birthright*” – Page 3

Industrial society required interchangeable parts, and the diversity of home schools meant chaos in the workplace, when graduates with varying skills and extents of knowledge came together to produce a product or perform a non-farm service. As a result, specialized academic textbooks, written by experts, became the basic tools teachers used in the classroom. As more students went to school, school districts became larger, more structured, and more uniform. Teachers, with more and more expected of them, received more formal training for their jobs.

Some students thrived in the environment; some did not. For a time, those who did not were allowed to drop out with no stigma attached, to find their own way in the work force. Job skills were rudimentary at best, and these dropouts created a convenient labor pool that helped fill the factories and build America into a world power. (*A Shift In Focus*, pp. 6-7)

It was reasoned that under this system of putting the needs of the factories first, and the needs of the students last, society would be kept in balance. Accompanying this procedure came a more secular approach to the curriculum of public education. The result was a serious eroding of the standard of values which was basic in the first cycle.

Following World War II, the cry for additional reform was sounded throughout the learning halls of America. And when the Soviet Union beat America into space with the launch of Sputnik in 1957, the cause of reform took on real weight, producing an overnight clamor. More math! More science! Back to basics! More advanced curriculum for all students. Help America catch the Russians by reforming the schools. The federal role in education began to mushroom. (Ibid., p. 7)



Then came the 1960s, with a cry for social changes necessary for modern times. Soon parents began hearing unfamiliar phrases and titles under the guise of *Progressive Education*, such as: values clarification, a child rights, a free speech, a do your own thing, a my fair share, a new math, and a police actions.

Exotic grooming and dress styles were described as the in thing. Deviant sexual practices were explained away as alternate life styles. Secular Humanism was touted as the NEW HOPE of the world. Any challenge from the parents was shrugged off as an obvious example of the generation gap. Standards of the past were called obsolete, non-

progressive and restrictive to child development.

In the name of Aprogress,@ the *social scientists* argued against the necessity and importanceBor even the rightBof parents and teachers to have traditional Judeo-Christian values taught in the schools.

“*Preparing the Youth of the Noble Birthright*” – Page 4

To ensure the secular approach to public education, prayer and Bible reading have been eliminated from most public schools. Stories with moral lessons disappeared from textbooks. In effect, the teaching of spiritual values and morality were eliminated from the responsibility of the schools altogether.

The Great Fall

The effects of this second cycle of *un-education* became monumental. The moral and social quality of American culture was seriously eroded:

1. There has been a tremendous increase in crime.
2. Divorce has skyrocketed to more than a million each year.
3. In some parts of America more babies are destroyed by abortion than are born alive.
4. Social de-stabilization has produced promiscuous sexuality among children and teens, as well as adults.
5. The filthy speech movement was promoted in the name of free speech, and today four-letter words are part of routine conversation even among children.
6. The First Amendment was used as an excuse to allow pornography nationwide.
7. Addictive and sometimes brain-damaging drugs have become a plague on the nation.
8. The cry for sanctity of the press has produced a television and magazine program agenda of sex, violence and debauchery that has made both young and old insensitive to that which was once called sacred.
9. At the same time, high school drop-out rates soared to where approximately 30% of all high school students left school.
10. An ever-increasing number of high-school graduates were found to be functionally illiterate, which resulted in an alarming increase in crime. The Senate reported, for example, that A80 out of 100 new criminals would not be [criminals] if they could only read and write. [Likewise], 85% of the youth appearing in juvenile courts are disabled readers.@ (*Senate Congressional Record*, Vol. 125, #53, W.D.C.)

A Shell-Shocked Humpty Dumpty

An article published in *Newsweek Magazine* states, APerhaps the most graphic means by which to highlight these alarming trends is to contrast them with the top offenses of public school students in 1940 and the 1980s. During these two time periods teachers were asked to list, in the order of their importance, the problems that they were having in the schools. Here is their comparative list:

| 1940 | 1980 | Where are We Today? |
|----------------------------------------|-------------------------|---------------------|
| 11. Talking | 1. Rape | |
| 12. Chewing gum | 2. Robbery | |
| 13. Running in the halls | 3. Assault | |
| 14. Wearing improper clothing | 4. Personal theft | |
| 15. Making noise | 5. Burglary | |
| 16. Not putting paper in waste-baskets | 6. Drug abuse | |
| 17. Getting out of turn in line | 7. Arson | |
| | 8. Bombings | |
| | 9. Alcohol abuse | |
| | 10. Carrying of weapons | |
| | 11. Absenteeism | |
| | 12. Vandalism | |
| | 13. Murder | |
| | 14. Extortion | |
| | 15. Gang warfare | |
| | 16. Pregnancies | |
| | 17. Abortions | |
| | 18. Suicide | |
| | 19. Venereal disease | |
| | 20. Lying and cheating | |

Newsweek summarized their article, saying: ABlame the family, TV, movies, capitalism, congress, the President, and low teacher salaries for these problems, say defensive educators; blame anything and anyone, but don=t blame what kids are being taught in school.

AWe don=t pretend to assume that teaching materials are wholly at fault. The commercial mass media have been a terrible influence on our young people. Divorce, absentee fathers, single working mothers, unemployed parents, and poverty certainly have contributed. But public mis-education and textbooks which undermine parental and religious authority deserve much of the blame both directly and indirectly. Poor education dooms many youngsters to menial, low-paying jobs or unemployment. Perverted >values education=Bwhich sanctions immoralityBcan tear families apart.@ (*Ibid.*, February 1-7, 1998)



HUMPTY DUMPTY TOGETHER AGAIN?
(The Emerging Third Cycle of Education in America)

Perhaps the greatest value of the second cycle is that we Americans have learned from sad experience to better appreciate our American Founders and the standards they represented.

Parents and teachers alike are demanding an end to the second cycle of experimental education. Author Burton Yale Pines, in his book, *Back to Basics: The Traditional Movement that is Sweeping Grassroots America*, (West Caldwell, N.J.; Morrow, William & Co., 1982), expressed that the vast majority of Americans are yearning for the United States to get back on the track.

Based on the lessons learned from our study of the first cycle, this demand for a return to basics is not simply a call for reform. It is now time to move beyond reform, to bring about a restructuring, based on a fundamental shift in focus in education. (A *Shift in Focus*, p. 3)

The task of putting together our educational Humpty Dumpty cannot be achieved until we decide who should be the architects, the supervisors, and the builders. Like Mother Goose of old, we must remember *not* to turn this task over to all the king's horses and all the king's men. The Federal Government and money cannot heal our educational woes.

(For a more comprehensive study of the effects of these first two cycles, you may wish to refer to the book *The Demise of Public Education*, by Dr. Glenn and Julianne Kimber.)

Once again, we emphasize:

“If schools are to meet the challenges coming in the future they must be backed by a consensus of *commitment* to success. Parents, businesses, teachers, administrators, legislators, community leaders, and the students themselves must put aside whatever else divides them, put away their *pessimism*, and focus together on the only educational goal that matters: Empowering our children to function effectively in the society in which they will live.” (*Ibid.*, Introduction)

That is what this course is all about – Preparing our youth for the bright future that awaits them as we move closer to the Millennial reign of Jesus Christ.

RESTORING THE EDUCATIONAL DREAM
(The Third and Most Important Cycle of Education Emerges)

It is time for the youth of the noble birthright to fulfill their destiny -- to “arise and shine

forth, that [their] light may be a standard for the nations.” (D & C 115:5) They need a safe place to learn, where they can prepare for their bright future without the negative influences of the Second Cycle.

Many private schools and home schools provide that safe place. Following are some of the standards and principles that Kimber Academy has established – in dress standards, in academics, and in spiritual growth:

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The Kimber Academy Organization

Local Administrator

Interviewed and chosen by the National Directors of KimbCo, Inc.

The Parent Advisory Council

Made up of 8 to 10 couples who have an interest in the local school, have children at tending the Academy, and have been selected by the local Administrator.

Faculty

After review of the recommendations from the Parent Advisory Council, hired by the local Administrator, under the direction of the National Directors of KimbCo, Inc. Teachers at Kimber Academy are “Parent Certified”.

Students

Interviewed prior to acceptance into Kimber Academy, and required to sign an agreement to abide by the Dress Code and Behavior Standards. Students are not separated according to “grade levels,” but are organized according to levels of learning. Details of the Kimber Academy classes are each described in this manual.

Parents

Always welcome at the Academy, and are encouraged to attend class with their student whenever possible. If desired, parents can enroll as students at a greatly reduced cost. Parents are also encouraged to work closely at home with their students by checking their schoolwork at least weekly. Parents are required to attend a monthly Parent Meeting at the local Academy.

All Personnel associated with Kimber Academy, including students, agree to particular behavior codes and dress standards, by signing a *Memo of Understanding* at the time they are hired or when they register as students.



Dress and Grooming Standards

Arise and shine forth, that thy light may be a standard for the nations.

...Doctrine & Covenants 115:5

Kimber Academy does not require uniforms, but it does have a strict dress and grooming standard. This standard helps maintain a positive and moral atmosphere, as it insures modesty and cleanliness, and guards against students becoming “inappropriately casual.” The following guidelines are examples, but may not be all-inclusive.



All Students:

Wear clean and modest clothing in good condition, and without holes. Avoid appearing sloppy or inappropriately casual.

NO sweatshirts, T-shirts, blue jeans, sweat pants, pajama bottoms, parachute pants, or camouflage clothing.

Shoes should be worn at all times.

Shorts are not allowed except while participating in sports.

Flip-flops, slippers, roller blades, and shoes with rollers in the soles are unacceptable.

NO body piercing.

Hats and hoods are not to be worn in any part of the Academy building.

NO pictures, sayings, numbers, messages, or symbols of any kind are allowed on clothing or other belongings—with the exception of selected uniform items with school name.

Hair should be clean and neat, avoiding extreme styles or colors.

NO gang-related styles of clothing, jewelry, belongings, grooming, or hairstyles are allowed.

Girls and Young Ladies:

Articles of clothing which are tight or form-fitting, sleeveless, strapless, backless, see-through or otherwise revealing (including crop tops, midriffs, or blouses with more than the top button unfastened) are unacceptable.

Clothing must remain modest while sitting, standing, or working at the desk. Dresses and skirts must cover the knees when sitting, and have no slits extending higher than the knee.

Hip-huggers are unacceptable.

Boys and Young Men:

Shirts with collars are required, and all but the top button must be fastened.

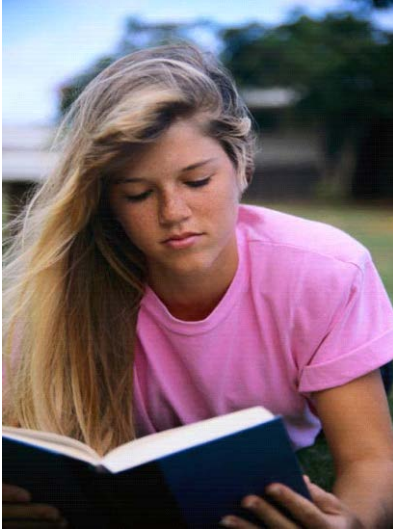
Shirts that button all the way up the front must be tucked in.

Tight, form-fitting, sleeveless or revealing clothing is not allowed.

Low-riders are unacceptable.



Code of Conduct and Protocol



We believe in being honest, true, chaste, benevolent, virtuous, and in doing good to all men....If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things.

...Thirteenth Article of Faith

All students at Kimber Academy must agree to the code of conduct and standards of behavior, designed to invite the Spirit of God into the classroom. The following guidelines are examples, but may not be all inclusive:

Conversation should be free from swearing, vulgarity or taking the name of God in vain.

This includes vocal, written, drawn, or gestures, rude remarks to anyone, and defiant language of any kind.

Treat others with kindness and respect.

Demonstrate a willingness to learn.

Demonstrate a willingness to support the instructors, student officers, and classroom assistants.

NO tobacco, alcoholic beverages, or controlled substances of any kind allowed on campus.

NO fireworks, firearms, or weapons of any kind are allowed on campus.

NO headphones, computer games, walkmen, portable CD players, non-related books, or toys are allowed.

Students should use Mr., Mrs., Brother, or Sister when addressing adults.

Food/Eating is not allowed during class without prior permission (ie, for medical purposes). Snacks may be eaten only in the kitchen area or outside during break time, lunch time, and before/after school.



A Day at Kimber Academy

Opening Devotional

Each day begins with a devotional which is normally conducted by Class Officers. Classes may meet individually for their devotional, or the entire student body can meet together. Devotional consists of:

- Song or Hymn
- Prayer
- Scripture
- Thought
- Pledge of Allegiance

Book of Mormon Studies

All classes begin each day with studies of the Book of Mormon.

- Students begin with a RECALL exercise each day. This recall can be written, drawn, or given orally, and takes about 10 minutes at the beginning of each Book of Mormon class.
- Senior students receive class instruction and take notes. During this time students may also read, study, have in-depth class discussions, or work on assignments in the student workbooks.
- Junior students are taught the Book of Mormon stories, learn basic doctrines, do role plays and hands-on projects, play Book of Mormon games, and learn songs about the ten hook dates.

The school day for each age group is outlined as follows:

| Senior Class <i>(Students 12 and older)</i> | Junior-B Class <i>(Students 9 to 11)</i> | Junior-A Class <i>(Students 5 to 8)</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Book of Mormon Individual studies in: <i>Math</i> <i>Language Arts</i> <i>Science</i> BREAK History instruction by trimesters: <i>American History and Civics</i> <i>Old Testament</i> <i>Middle East</i> Closing Devotional <i>(song and prayer)</i> | Book of Mormon History—3 weeks each of ten decades: <i>World History</i> <i>American History</i> <i>Church History</i> Penmanship and Language Arts Principles BREAK Music and Story Mathematics Science Closing Devotional <i>(song and prayer)</i> | Book of Mormon “I Love America” History & American Heritage Penmanship/writing Language Arts Principles BREAK Music and Story Mathematics Science Closing Devotional <i>(song and prayer)</i> |

Overview of the Core Subjects

The following chart provides an overview of the Kimber Academy core subjects for each age-group, showing the Intrinsic Value and the specific subjects of study.
(Note: Ages shown are approximate only; classes are organized according to level of learning.)

| | Language Arts | Science | Mathematics | History | Book of Mormon |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INTRINSIC VALUE | Performing Academic Service | Searching the Scriptures | Self-Governing Using Correct Principles | Learning How to Ponder | Applying Scriptures in Daily Life |
| SENIOR CLASS (Ages 12 through adult) | <u>Creative Writing</u> <i>(Reviews of basic grammar, spelling and punctuation)</i> Journalism Short Stories Poetry Outlines Research Papers Term Papers | <u>Advanced Studies of Choice:</u> Physiology Chemistry Zoology Botany Geology Astronomy | Numeration Fractions Decimals Percents Weight & Measure Statistics Ratio & Proportion Business Math Geometry Algebra | <u>History Hook Dates</u> Old Testament and World History Middle East and European History American History Civics U.S. Constitution Current Events and Government | <u>Book of Mormon: Ten Hook Dates</u> 2200 B. C. to A.D. 421 2 fill-in-the-blank manuals, including extensive background information. 3 to 4 times through the B. of M. yearly. |
| JUNIOR-B CLASS (Ages 9–11) | <u>Intermediate Studies</u> Cursive Writing Sentence and Paragraph structure; Intermediate Spelling; Principles of Punctuation; root words; diagramming | <u>Three-Year Rotation</u> Physiology Zoology Botany | <u>“How & Why Heavenly Father Uses Numbers”</u> Whole Numbers, Fractions, Decimals, Weights & Measures, Geometry, etc. | <u>I Love America Series 2</u> American Heritage U.S. Geography World History American History Church History Free Enterprise System | <u>Junior Book of Mormon Studies</u> <i>(using the ten hook-dates)</i> 3 to 4 times through the B. of M. yearly. Games, role-plays, stories, songs, activity books to create. |
| JUNIOR-A CLASS (Ages 6-8) | <u>The Basics</u> Cursive Writing Phonetic Reading Spelling Sentence Structure Abbreviations Parts of Speech Creative Writing | <u>Three-Year Rotation</u> Physiology—“My Body is a Temple” Zoology—“Pets are my Friends” Botany—“The Good Seed” | <u>“How & Why Heavenly Father Uses Numbers”</u> Whole Numbers, Fractions, Decimals, Measuring, Shapes and Sizes | <u>I Love America Series 1</u> Patriotic Principles American Heritage Stories and songs Patriotic holidays U.S. Geography | <u>Junior Book of Mormon Studies</u> <i>(using the ten hook-dates)</i> 3 to 4 times through the B. of M. yearly. Games, role-plays, stories, songs, activity books to create. |



Accountability and Homework

Over the years, educational studies have shown that forced homework actually *destroys* the love of learning, and provides little or no benefit to actually learning the subject. Parents who have struggled with their child to complete his or her homework know that it can also be divisive and harmful to the parent/child relationship. At Kimber Academy, we believe that *relationship* is more important than *scholarship*.



Our goal is to help develop within the child the passion for learning, but not through forced homework. We leave the decision for homework to be made by the two parties that are the most responsible for the child's learning: the child and the parents. Parents who feel their children need additional academic work outside of the core classes are encouraged to create with their children a solution that meets the family's desires. Parents who feel their children do not need additional academic work can rest assured that the core classes cover all necessary academic subjects in the allotted time.

Nevertheless, Kimber Academy students must be held to a certain level of accountability and academic achievement. The flexibility of the Kimber curriculum can challenge students on several academic levels.

They complete the same topics of study in the same amount of time, but they work at different depths within the topic. Students always have enough class time to complete their daily studies. We hold them accountable by agreeing with them and their parents, in advance, on the amount of schoolwork they will complete each day. If the amount of work agreed upon is not completed, students are expected to complete their work at home.



Graduation Requirements

Kimber Academy has one of the country's highest standards for high school graduation.



FIRST, students must pass a GED Diagnostic Test with a score of at least a A Freshman in College@ or higher in each of the 20+ academic areas tested. The diagnostic tests evaluate students in *Mathematics, Language Arts, the Sciences, Writing, and Literature.*

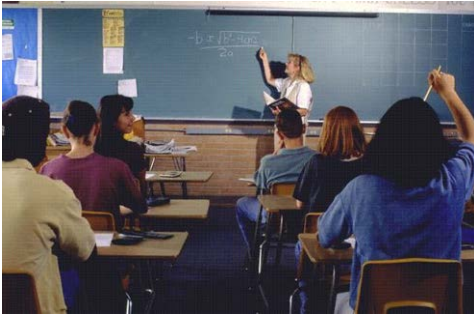
SECOND, students must complete a History Thesis covering the history of the world from the Biblical time of Adam and Eve down to the present. This thesis must include at least 4,000 distinct facts from the Old Testament and World History, New Testament and Middle East History, Book of Mormon History, and American History.

- The thesis must be written in story format.
- The material should be ready to publish.
- This thesis must be written totally from memory.

These standards are extremely high, and it is a credit to the fact that the average graduating senior at Kimber Academy is 16 years of age.

Prior to graduation from Kimber Academy, and based on diagnostic test scores, many students are able to demonstrate their academic ability to perform on a college level. These students are encouraged to enroll in independent study courses for university credit from their college or university of choice. Students may then bring their college/university work to Kimber Academy and study these courses while the other students are studying their normal Kimber Academy curriculum.

Accreditation and College Entrance



One of the most frequently asked questions by parents pertains to whether or not Kimber Academy is an accredited private school, and how their students can get to college. In years past, most colleges required students to complete accredited class work in a number of academic fields before they could enter college. In more recent years, this policy has changed as more and more schools have given passing grades to students based on how long they have been in the classroom, rather than how well they knew the material.

To enter colleges and universities now days, students are admitted on the basis of their SAT or ACT scores. When students have attended accredited High Schools, their GPA must be submitted with their ACT/SAT score. If both are high enough, the student is admitted. However, if students have not attended accredited schools, they are admitted as “Non-Traditional Students,” based on their test scores.

There are at least three different ways Non-Traditional Students are allowed entrance into colleges and/or universities:

1. EARLY ADMISSIONS

Most colleges/universities have a policy which allows a high school student to be admitted before his/her class graduates. The policy varies, but usually requires a GPA above 3.20 and an ACT composite score equal to or above the average ACT scores for entering freshmen.

2. TRANSFER CREDITS TAKEN THROUGH EXTENSION, CONTINUING EDUCATION, OR INDEPENDENT STUDIES PROGRAMS.

Most institutions will admit students to these programs as “Non-matriculated students” without official transcripts or test scores. Students who choose to become matriculated (eligible for graduation) may be accepted as a matriculated student upon completion of a minimum of 24 Semester credits with a GPA of approximately 3.00. At Kimber Academy, students are tested three times a year. From the diagnostic test scores, Kimber Academy personnel can generally tell when a student is academically ready to start taking university independent study in a particular subject, regardless of age.

Inasmuch as most students are academically ready in some subjects before they are ready in all subjects, this testing system allows students to begin their college work as soon as they can while they are still attending their basic High School classes at the Academy. A percentage of 60% or higher in every subject of a *general unit*, usually qualifies a student for independent study. For example, in the *general unit* of Math, the student must also score 60% or higher in the *specific* subjects of numeration, fractions, decimals, statistics, algebra, etc.

3. ADMISSION BASED ON GED/ACT SCORES.

Prospective students may be considered for admission based on an acceptable score on both the ACT (American College Test) and the GED (General Educational Development test). *Acceptable* generally means a score of 60 or higher on the GED and an ACT composite score equal to the average for entering freshmen at a particular school. These options represent avenues to be explored which lead to college/university matriculation. Students should check with the Admissions Officer of the school(s) in which they are interested.



Brigham Young University Campus—Provo, Utah