

Session One

The Three Cycles of Modern Education

Presented by

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President, Glenn J. Kimber Academy



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.

If...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 matters—
empowering our children to function effectively in the society
in which they will live.”

(Shift in Focus Manual, November 1988)



Dear Parents and Students,

Welcome!

We are very pleased to have you and your family participate with us in this new adventure of education. You will discover that this system of learning is different from any other education offered anywhere.

This packet is intended to explain why the Kimber curriculum is organized the way it is, and the most effective way to teach the main core subjects.

The first three DVD sessions cover the three cycles of education in America. We will explain what happened to the public education system that has made it so educationally ineffective today.

The four concluding DVD sessions present some solutions to our current educational challenges. by discussing the main subjects of Math, Science, Language Arts, and History. When these subjects are approached from a God-centered point of view, students will be able to:

- (1) Develop academic skills to the highest level
- (2) Increase an aptitude for serving others
- (3) Enhance their relationship with God, family, and country

As you view the accompanying seven DVDs, it is very important that each person have his or her own set of printed materials to go along with the material discussed. This is because each participant will be underlining, inserting key information, and filling in key words in the outlines during the presentations. You have permission to make as many copies of these printed outlines as necessary, for your immediate family.

Each DVD is less than an hour of educational instruction. All students 12 years of age and over should review this material, preferably together with you, their parents, so that everyone has an understanding of the material.

We hope you will enjoy this Parent/Student Training Guide with the DVDs, and that your family can once again enjoy learning together. Thank you again for your interest in the Kimber program.

Sincerely,

Dr. Glenn Kimber, *President*

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 “brain drain”.

That fear has vanished! Americans are now finding themselves grappling with the fact that our public education has not only bumbled 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

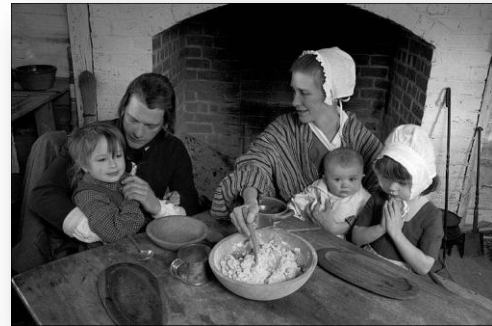
(The First Cycle of Education in America)

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.

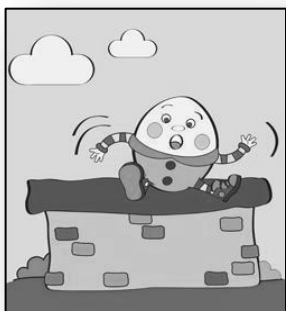
Parents and community leaders alike expected both the teachers and the texts to drill into the students the necessity of being trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent. These principles not only became incorporated in the laws of 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 and 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 “A 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—new topic, same conditions, same exact amount of time.

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,” “child rights,” “free speech,” “do your own thing,” “my fair share,” “new math,” and “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.

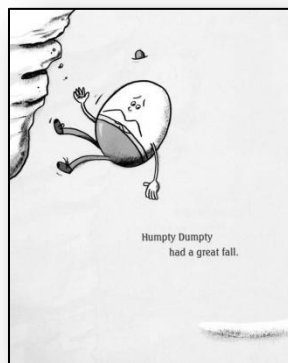
In the name of “progress,” the *social scientists* argued against the necessity and importance—or even the right—of parents and teachers to have traditional Judeo-Christian values taught in the schools.

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 “80 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, “Perhaps 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?
1. Talking	1. Rape	
2. Chewing gum	2. Robbery	
3. Running in the halls	3. Assault	
4. Wearing improper clothing	4. Personal theft	
5. Making noise	5. Burglary	
6. Not putting paper in waste-baskets	6. Drug abuse	
7. 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: “Blame 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.

“We 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’ – which sanctions immorality – can 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 *Home and Private Tutoring, Restoring the Educational Dream*, 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)

RESTORING THE EDUCATIONAL DREAM

(The Third and Most Important Cycle of Education Emerges)

It is time for us to fulfill our American educational destiny -- to “let our light so shine that [others] may see your good works” and glorify God therein. Young people 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.

How Kimber Academy is Organized

Local Administrator

Interested persons are interviewed and chosen by the National and/or Regional Directors of Kimber Academy.

The Parent Advisory Council

This council, or committee, is made up of 8 to 10 couples who have an interest in the local school, and have children attending the Academy. They are selected by the local Administrator.

Faculty

After review of the recommendations from the Parent Advisory Council, a faculty is hired by the local Administrator, under the direction of the National/Regional Directors of Kimber Academy. Teachers at Kimber Academy are “Parent Certified.”

Students

Each student who is applying, is interviewed prior to acceptance into Kimber Academy, and is 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

Parents and grandparents are 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

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.

Nobody 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 not acceptable.

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

All students at the Glenn J. 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. (Exceptions are adults with concealed weapon permits.)
- No headphones, computer games, 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.

Daily Core Schedule at Kimber Academy

The purpose of the Core classes is to PREPARE students in their knowledge of the 5 basic subjects of learning. An opening devotional begins the day, normally conducted by elected Class Officers. Classes may meet individually for their devotional, or the entire student body can meet together. Devotional consists of:

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

Religious Studies is Taught First to Invite God's Spirit

- 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 Religious Studies 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 scripture stories, learn basic doctrines, do role plays and hands-on projects, play scripture games, and learn songs about the hook dates.

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

Senior Class (Students 12 and older)	Junior-B Class (Students 8 to 11)	Junior-A Class (Students 6 to 8)
Opening Devotional Religious Studies Individual studies in: <i>Math</i> <i>Language Arts/Penmanship</i> <i>Science</i> 15-minute break History – in trimesters: <i>Old Testament</i> <i>Middle East</i> <i>American History & Civics</i> Closing Devotional	Opening Devotional Religious Studies Penmanship and Language Arts Principles 15-minute break Music and Story Mathematics and Science History (3 year rotation) 1700s 1800s 1900s Closing Devotional	Opening Devotional Religious Studies Penmanship and Language Arts Principles 15-minute break Music and Story Mathematics and Science History (3 year rotation) <i>American Heritage</i> <i>I Love the States Part 1</i> <i>I Love the States part 2</i> Closing Devotional

Elective Class Schedule at Kimber Academy

The purpose of the electives classes to to help students PRACTICE what they have learned in the Core Classes. Here they can perfect what they want to eventually share. Classes are one hour and are taught Mondays and Fridays.

All ages can attend these classes together, or they can be divided into younger and older ages (Junior B and Senior Class).

The suggested 8 electives classes cover the areas of:

- Speech and Drama (Practice performing)
- Constitutional Principles
- Leadership Training
- Music and Cultural Arts
- Prosperity Economics (Free Enterprise System)
- Creative Writing
- The Creator's Art (pencil sketching, water colors, etc.)
- Foreign Language

When the size of an academy reaches enough numbers, the elective classes can be offered both morning and afternoon.

Monday Morning Classes	Friday Morning Classes
Speech and Drama Constitutional principles Leadership Training Music and Cultural Arts	Prosperity Economics Creative Writing The Creator's Art Foreign Language
Monday Afternoon Classes	Friday Afternoon Classes
Prosperity Economics Creative Writing The Creator's Art Foreign Language	Speech and Drama Constitutional principles Leadership Training Music and Cultural Arts

Special Events at Kimber Academy

The purpose of the Kimber Academy Special Events program is to give an opportunity for students to PERFORM the talents they have prepared in the Core Classes and practiced in the Elective Classes. These events are usually in the evenings or on weekends. They can be advertised to the community as well as the parents and families of the performing students.

These performances can include:

- Plays
- Recitations
- Dramatizations (the “I Am” series)
- Display of artwork and other projects
- Narrations
- Musical numbers
- Speeches
- Dance

The events could include a family banquet, and/or a family dance.

This also gives an opportunity for student officers and other class leaders to practice their leadership skills in ushering, greeting, mingling, and seeing to the needs of the audience.

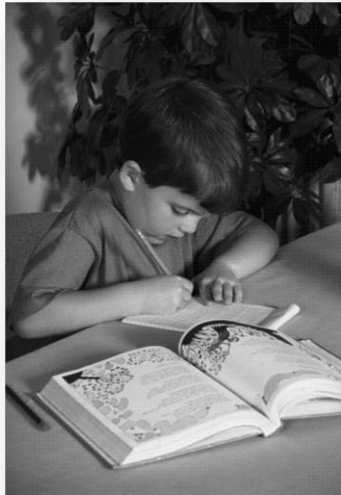
A bake sale or a book table will allow students to perform their skills of free enterprise and economics.

Every kind of creativity that the students have developed can be given performance opportunities to help them develop their intrinsic talents.

The principle of the Special Events program is: “The more you give your knowledge away, the more it is yours to keep.”

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, according to the parents' wishes. 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, parents can require their students 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 equivalent Diagnostic Test purchased by the National Testing Center, with a score of at least a Freshman in College or higher in each of the 22 academic areas tested. The diagnostic tests evaluate students in *Mathematics, Social Studies, the Sciences, Writing Skills, and Literature & Arts*.

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 be written from memory and 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 should be written in story format.
- The material should be ready to publish.
- This thesis must be written from memory.
- The student will need to defend their thesis before a Parent Council, which includes the Dean and the Faculty.
- The thesis must be submitted to the National Office for final approval.

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.

NOTE: 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 know the material.

To enter most 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. Students can apply for 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. Students can transfer credits taken through extension, continuing education, or independent studies programs.

Many 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 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 to a College or University is 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 universities or colleges in which they have interest.

Session Two

Organizing to Achieve Religious and Moral Values

"...gaining knowledge is one thing, and applying it is another. A man may possess a profound knowledge of history and of mathematics; he may be an authority in physiology, biology, or astronomy. He may know all about whatever has been discovered pertaining to general and natural science, but if he has not, with this knowledge, that nobility of soul which prompts him to deal justly with his fellow men, to practice virtue and honesty in personal life, he is not a truly educated man. Wisdom is the right application of knowledge to the development of a noble and Godlike character."

*-- David O. McKay,
Instructor Magazine, 1961*



John Dewey and the “Un-deweying” of True Education

America’s Little Red Schoolhouses— The _____ Education in the World

As our nation grew in population [during the 1800s], the desirability to “pool resources” became an efficient method of survival. Neighborhood “barn-raising,” county fairs, and a spirit of community cohesiveness created a climate for the development of “the little red schoolhouse.” Says the *Shift in Focus* report:

“The ‘Little Red Schoolhouse’ was the result of several families pooling their resources, but it largely retained the _____ school orientation. The focus was on making sure that students had the ability to function _____ in their future, which was, by and large, a predictable one.” (Op. Cit.)

It was fortunate for America that the Creator placed upon this continent one of the greatest educators of all time. His name: William Holmes _____. This gifted teacher and writer produced a set of educational primers which included all the aspects of high _____ character and God-_____ principles, while at the same time teaching the basics of academics.

By the mid-1830s, McGuffey began publication of his famous *McGuffey* _____. His books were indicative of the original cycle of American education, with a strong emphasis on the “_____.” ... McGuffey’s works...placed a strong significance on _____ values, together with the mandates of _____ and the qualities needed to develop _____ character. There were frequent references to the Ten Commandments, the Golden Rule, and popular Bible stories.

Parents and community leaders alike expected both the _____ and _____ 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 “little red schoolhouse” across the nation.

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 percent of the world's population, America was producing more than _____ of the world's developed wealth. Country after country strived to emulate America's educational and governmental system of success.

The world began to look to America for all the best and greatest opportunities. Students from countries everywhere came to America to learn the "leading edge" information that the country had to offer. _____ was indeed the "sign of the times."

It Wasn't Broken – So Why Did Scholars Want to "Fix" It?

...The "balance of society" was beginning to fulfill a dream for some of the so-called "_____ scientists" of the day. Under the pretense of _____ education, they began pushing a system which shifted the focus of education away from the *needs of the* _____.

They began to concentrate their efforts to see that education would serve what they saw as the *needs of* _____. Hence the _____ became more important than the _____. These social scientists also abandoned McGuffey and any God-centered concepts. Instead, they focused their attention on the philosophies of a scholar named _____.

In the _____, about the same time McGuffey was developing his primers, Horace Mann began a crusade against the McGuffey concepts of moral education. Mann espoused the idea that the authority and responsibility of education should be shifted from the _____ to the _____. His philosophies and concepts included:

- Children should no longer be held _____ for their "natural instincts" of behavior, but were to be looked upon as "innately good."

- An _____ educational establishment was organized to “_____ our society” through their manipulated opinions of how education should be administered.
- _____ was to be “the _____ of all things”—not God.
- Children were now to be taught that there are “no _____ values” of right and wrong—and that one’s decisions are always based on particular _____ at the time.

Horace Mann further stated:

“What the _____ has been for medieval man the _____ school must become for democratic and rational man. _____ will be replaced by the concept of the _____ good....The common _____...shall create a more far-seeing intelligence and a _____ morality than has ever existed among communities of men.” (*Ibid.*, p. 32)

Horace Mann continued to promote his educational philosophies, and convinced many parents that their children had a _____ to education, and that the _____ ought to see that they got their rights. His goal was to create a _____ school system, and his vision was that _____ would become the _____ of society. He wanted “a new _____, with the _____ as its true _____, and education as its _____.” (*The Messianic Character of Education* by Rousas J. Rushdoony, [Nutley, N.J., Craig Press, 1968], p. 21)

John Dewey Creates the System to Incorporate the Philosophy

Once Horace Mann's ideas were in place, a man came along by the name of John _____. He too believed in the “messianic character of education,” but took Horace Mann’s philosophies one step further and organized them into and “educational _____.”

John Dewey also incorporated into his system his own philosophies that he had developed over many years of selective study. In _____, John Dewey published his book *Democracy and Education*, in which he advocated an entirely new, revolutionary approach to child _____. The American schools have never been the same since.

John Dewey called his brainchild “_____ education,” but even liberal educators such as Robert M. Hutchins called his whole conception _____ education.

Dewey received his Ph.D. from Johns Hopkins where G. Stanley Hall, a disciple of the German philosopher, Wilhelm Wundt, indoctrinated him with the vision of a _____ state with the _____ serving as the change _____ to bring it about in our generation.

Democracy in Education turned out to be a planned pattern of anarchy in education. Something called “_____ - _____,” became the goal instead of “_____.” Nothing but the most casual reference was made to English grammar, ancient history, U.S. history, geography, the classics of Western civilization, or even the basic sciences. School was to be just _____, with each student doing his _____ thing in a climate of permissive, unstructured confusion.

Contemporary educators of national stature treated Dewey with respectful demeanor but expressed professional horror when they saw what Dewey was promoting as “progressive education.” Robert M. Hutchins declared: “His book is a noble, generous effort to _____ problems through the education system. Unfortunately, the methods he proposed could _____ solve these problems; they would merely _____ the educational system” (*Great Western Books*, vol. 1, p. 15).

In practice, Dewey practically threw traditional “book learning” out the window. Dr. Hutchins wrote: “The disappearance of great books from education and from the reading of adults constitutes a calamity. In this view, education in the west has been steadily deteriorating; the rising generation has been _____ of its _____; the mess of pottage it has received in exchange has not been nutritious; adults have come to lead lives comparatively _____ in material comforts and very _____ in _____, intellectual, and _____ tone” (*Ibid.*, preface; pp. xii, xiii)

Dewey looked upon the schools as a wonderful opportunity to _____ the American _____ in the virtues of a glorious age where private property, the free market, open competition and profits would all be _____. He visited the Soviet Union in the late 1920s and, instead of recognizing the wasteland of revolutionary desolation and the widespread destruction of human values, he blissfully described it all as “a popular culture impregnated with esthetic _____” (John Dewey, *Impressions of Soviet Russia*, [New York; 1932], p. 22).

Long before, in 1904, he had joined the faculty of the Teachers College at _____ University. He had then teamed up with James Earl Russell, the dean of the Teachers College, who was also a student of Wilhelm Wundt, and together they had worked for a quarter of a century diligently building this branch of Columbia University into the largest institution in the world for the training of _____. By 1953, about one-third of all the presidents and deans of teacher training schools in America were graduates of Columbia's Teachers College.

"Today we are reaping the tragic results of the pedagogical misery that America inherited from Dewey's misadventure in _____ education. At the same time we rejoice in the five recent surveys by top professional teachers that recognize the need to divorce Dewey and get back to excellence in American education." (W. Cleon Skousen, editorial, *The Freeman Digest*, May 1984)

John Dewey built his entire program on the educational concepts of _____. To understand the depths of these anti-God ideas, a closer look at what Humanism really is will be very beneficial. Here is a summary of the beliefs of secular humanism as described in the pamphlet "Weep For Your Children" by Dr. Murray Norris:

"To most people, Humanism sounds almost nice. After all, if you are 'human' it means you are kind and thoughtful and possess the many other _____ that make you 'human.'

"But if you are a Humanist, you do not believe in God; you _____ the moral values taught by _____ and _____; you believe in suicide, abortion, divorce, euthanasia, and complete sexual freedom to commit adultery, fornication, and all types of sex perversions....

"Touchstone of the Humanist philosophy is the Humanist Manifesto II, written in 1973, to replace Humanist Manifesto I, written in 1933. This Manifesto affirms the beliefs of Humanists in suicide, abortion, euthanasia, sexual perversions, and divorce. It talks about freedom and world peace, but insists that there is no _____, no life _____, that _____ can make his own _____, his own _____, his own _____.

"In practice, Humanists are adamant that _____ shall not teach anything that interferes with their promotion of the evolution theory (which many textbooks insist is fact) or that allows a child to learn about God in school....

“Typical of the attitude of Humanists, is this creed from the British Humanist Association:

“I believe in no God and no hereafter. It is _____ to indoctrinate children with such beliefs. _____ have no right to do so, nor indeed have _____. I believe that _____ education and _____ in school should be eliminated. I believe that denominational schools should be _____... I believe that children should be taught religion as a matter of historical interest, but should be taught about all religions, including Humanism, Marxism, Maoism, Communism, and other _____ of life. They must also be taught the _____ to religion. I believe in a non-religious social morality....

“Unborn babies are not _____; I am as yet unsure whether the _____ handicapped are people in the real sense.

“I believe there is no such thing as _____ to be _____ and no life beyond the grave but death _____....’

“This is only part of the beliefs of Humanists who are now promoting their religion in our public schools—Humanism was twice declared to be a religion by the U.S. Supreme Court, once in 1964 and again in 1969.” (Dr. Murray Morris, *Weep For Your Children*, published by Christian Family Renewal & Valley Christian University, Clovis, CA, 1977, pp. 3-4)

The closeness of Dewey to these concepts can be borne out in the fact that:

John Dewey _____ the Humanist Manifesto, consenting to the false principles it contained. These principles include atheism, evolution, society-based values, immorality, and the acceptability of euthanasia and suicide.

He was the _____ president of the American Humanist Association.

He _____ the philosophies of the Humanist Manifesto to his system of public education.

He believed that humanism was actually a religion, and that the _____ are the _____.

He emphasized “social _____” as the _____ of the public schools in order to promote “state-consciousness.”

John Dewey himself admitted his atheistic beliefs when he declared:

"Faith in the prayer-hearing God is an _____ and _____ faith. There is no God and there is no soul. Hence, there are no needs for the props of traditional religion. With dogma and creed excluded, the immutable truth is also dead and buried. There is no room for _____, natural law or _____ absolutes." (John Dewey, "Soul-Searching," Teacher Magazine, September 1933, p. 33)

What an amazing contrast these ideas are compared to the Bible-based ideals that were part of America's beginnings!

Although, at first, the philosophies of Horace Mann and the system proposed by John Dewey were _____ by many Americans, our society is now reaping the whirlwind of their entrenched ideologies. Generally speaking, the majority of twenty-first century students are now graduating from the Public School System:

- Dumbed down, lacking comprehension
- Self-centered
- Without the ability to _____ for themselves
- Oriented towards a _____ to make money, not to _____ others
- Without faith or a belief in a _____
- Without an understanding of America's _____ roots
- With a little bit of knowledge about a myriad of disconnected subjects, based on a system of getting "_____" in order to graduate
- Believing that the world will simply be blown up some day, so why try?
- Believing that the U.S. Constitution is out-_____ and that it is unfortunate that they live in this country.
- Believing that _____ is the most important thing a person should know how to do.
- Believing that science _____ there is no God

- Lacking a sense of _____ and ethical _____
- Lacking self-discipline
- Disrespecting any authority figure

The list goes on. It is apparent that Dewey has been extremely _____ in his goals to capture Americans inside the web of a godless culture. It is simply an extension of Lucifer's plan to frustrate the progress of his choicest and most valiant spirits of these last days.

Un-doing Dewey and these demonic philosophies, is indeed a difficult swim up-stream, to say the least. It is therefore highly important for parents, teachers, and students to:

- First, see and understand where we are in education _____,
- Second, take some time to de-toxify from the _____ philosophies, and
- Third, begin again to _____ our educational base of God-centered education.

Change of thought, however, cannot happen over-night. It took Dewey and Mann fifty years to implement their godless plan. But God is faster. His day is here, and He is on our side.

They thought they could “dew” it, but with God we know we can re-do it, and do it _____!

DEWEY'S EDUCATIONAL SYSTEM

Students who study the philosophies of John Dewey soon learn that he patterned his _____ of education around two main beliefs:

First, he said that _____ are the biggest enemy to education. He wrote that since children look to their mothers for their guidance, and fathers for acceptance, mothers will “_____” their children’s education by telling them that Godless educational concepts are wrong. He believed that _____ and _____ papers could be used to replace Mothers’ views.

Secondly, since Dewey believed that _____ beliefs must be eliminated from all public education, he felt this plan could be accomplished by separating children from their siblings throughout their educational experience, and then teaching each age different _____.

Dividing the Family Unit

As schools spread throughout our growing nation, these philosophies and plans began to be put into place. Students were stratified into _____ according to _____. This is called “age group _____.”

Students were also positioned in different school buildings. This is called “age group _____.” To accommodate Dewey’s philosophy and system of segregation, funding was provided for building (1) elementary schools, (2) middle schools, and (3) high schools. Students then would be progressing from location to location, as well as from age level to age level. Funding had to be expanded further to accommodate this system with school buses.

This routine might prove to be one of the major sources underlying today’s educational dilemma. It is doubtful that “age group segregation” is _____ for *any* educational organization. To understand why, let us look at a hypothetical example.

Imagine what would happen if a _____ built three chapels at different locations throughout the community, so the leaders could “segregate” their members by age. One chapel would be for the _____ children. The second location would house the pre-high school age, and the teenagers would be _____ to a third chapel. Any _____ who might wish to attend would be restricted

to evening services or when church is not in session for the youth. Family members would not attend church _____.

It is obvious that “segregation” practiced in this manner would be highly impractical. It would frustrate the goals of the church – which are to _____ its members and _____ the families.

Peer Pressure—The Beginnings

One of the unique by-products of “segregation” that is not prevalent under “integration” is an acceptance craving called _____ pressure. Researchers are surprised to find that this desire to be accepted by one’s classmates in school is now the most potent force in the life of young people. This pressure reaches maximum intensity in the _____ years. To many, peer acceptance has replaced traditional family and church loyalties. It is natural to want to be accepted by those with whom we associate, but an over-abundance of this powerful “_____ pressure” can actually be used to create “_____” loyalties.

Peer pressure begins to germinate in the elementary years and matures under the segregated age group system. As students advance from kindergarten to high school, they are constantly put in a mind set where they can’t wait to be the “top dog” at each school. When they and their peers are the oldest in school, they pride themselves in being the models all other students want to emulate. They know that at the end of the school year, they will be thrust back to being the youngest group again, so they purposely flaunt their favored status while it is theirs.

Some say these forward-backward changes are good for children, and prepare them for the “real world”. Others warn that these transitions nourish the roots from which peer pressure blossoms. Experts point out that students do best when they have the combination of older associates to emulate and younger students to guide.

This is especially significant when personality growth patterns are studied. For example, at the same time that he is viewed as the role model for the whole elementary school, the sixth grader is going through one of his toughest years. In fact, one best selling author describes this age as one of “anarchy”. In his popular book, *So You Want to Raise a Boy*, he writes:

“This period is characterized by a scratchy personality, open resistance to authority, indifference to parental standards, daydreaming, independence, and sometimes downright defiance.” (P. 159)

These youngsters need to have someone older to follow. They are certainly not in a position to be the best examples themselves. Without older students to emulate, they are left to look to their own age for both acceptance and leadership. Experts say that during the elementary years, the sixth grade is the most powerful setting for the intensification of peer pressure. It is interesting to note that when students of *all* ages attend school in the same building – like a Church –this traumatic experience of intense peer acceptance rarely occurs.

From Peer Pressure to Gang Mentality

A look at the student ready to enter the first year of public high school also provides an example for concern. When they have left elementary school, and then “muddled” through middle school, students lose the security of being the oldest in class when they enter high school. They don’t know their way around the school. They don’t know the teachers. They feel out of place. Often older students treat them with contempt by making fun of their ignorance of the system and by making them the object of pranks and demeaning tricks. This causes the new students to feel ostracized and totally shut out.

At the same time all this is happening to the new high school student, he will go through another crisis in personality development. A boy at this time of life “...is potentially everything yet practically nothing. He is mostly something about to be. His voice is changing. His chin is sprouting a fuzz. He is too big for little league but too young for junior league. He attracts girls but borders on convulsions when one gives him personalized attention. Junior talks big and things big, but somehow most things are just beyond his powers of fulfillment. Mother Nature seems to have him suspended in space – he knows he has just come from somewhere but he feels nervous about where he is going from here. As one expert put it, ‘His cake is only two-thirds baked!’” (*Ibid*, p. 191)

For girls, this is a particularly difficult time. Oh, to be a cheerleader! The hair must be just the right length and color (preferably blonde). Make-up must be applied with all the “in” shades (which can take hours in the morning before facing everyone at school). Fingernails – the longer the better. Style is everything. To be over-weight is practically the death-knell to any goals towards popularity and acceptance.

Unfortunately, when students feel like they must only think, act, and look like the popular crowd, “peer pressure” is all encompassing. For the next years, the younger high school students will do everything and anything to become accepted – even if it means abandoning family and church.

The personality traits of all ages from kindergarten through high school reveal more and more evidence that age group segregation does indeed remove family and religious beliefs and loyalties, by replacing them with pressure to be accepted by their peers.

FAMILIES TOGETHER AGAIN

It is very important for students at the various critical ages to have younger associates attending school with them, so they are not placed in such an insecure position. At the same time, there is a natural tendency to protect and guide younger students—especially if they are family members.

At Kimber Academy, students in the core classes are separated into _____ groups:

Junior-A Class (ages 6 – 8)

Junior-B Class (ages 9 – 11)

Senior Class (ages 12 and up)

This class organization follows the personality _____ of children from ages 6 through their teen years. It also allows family members to learn _____. Learning together is especially important when religious lessons and moral values are included in every subject.

A comparison between the valueless education that Horace Mann and John Dewey designed, and the Kimber Academy system of moral and religious values, will readily show why families learning _____ is of vital importance.

We have already noted how we expand the knowledge of the students by providing ways for them to not only PREPARE in the Core Classes, but also PRACTICE in elective classes, and PERFORM their talents in special events. This provides an extremely well-rounded education for our youth when moral and religious values are included.

THE KIMBER ACADEMY VALUES

The Kimber Academy values can be summarized as a system for:

1. Building and strengthening students' _____ of and _____ with their Creator.
2. Building and strengthening students' relationships with their _____ and _____ members .
3. Building students' understanding of their God-given _____ and a commitment to maintain them.
4. Instilling within the students a _____ of learning.
5. Instilling within the students a personal _____ of their education.
6. Implementing intrinsic values to develop students' _____.
7. Building students' _____ of the cognitive skills.
8. Building students' mastery of each academic _____.
9. Developing students' mastery of financial _____.

In Session 3, we will focus on why we teach each academic subject the way we do.

ANSWER KEY FOR SESSION TWO

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best
home
effectively
McGuffey
moral
centered
readers
basics
spiritual
morality
sound
teachers
texts

Page 27

50%
immigration
social
modernizing
student
society
system
student
Horace Mann
1840s
parents
state
responsible

Page 28

elite
save
man
measure
absolute
situations
church
public
God
public
schools
pure
right
state
nonsectarian
education
salvation
religion

state
church
Messiah
Dewey
system
1916
training

Page 29

progressive
regressive
welfare
schools
agent
self-realization
learning
fun
own
solve
social
not
destroy
deprived
birthright
rich
poor
moral
spiritual
indoctrinate
youth
eliminated
quality

Page 30

Columbia
teachers
experimental
humanism
qualities
attack
parents
church
God
hereafter
man
morals
values
goals
Christians

Page 31

immoral
schools
parents
religious
prayer
abolished
attitudes
objections
people
grossly
sin
forgiven
everlasting
signed
first
applied
teachers
prophets
unification
goal

Page 32

unproved
outmoded
fixed
moral
resisted
think
career
serve
creator
spiritual
credit
moded
math
proves

Page 33

morality
values
successful
today
old
rebuild
right

Page 34

system
mothers
inhibit
textbooks
technical
religious
subjects
classes
age
separation
segregation
practical
church
young
bussed

Page 35

adults
together
educate
strengthen
peer
teen
social
gang

* * *

Page 37

three
patterns
together
together

Page 38

testimony
relationships
parents
family
freedoms
love
ownership
talents
mastery
subject
independence



Session Three

Understanding the Intrinsic Values of the Kimber Curriculum

"I am just so impressed with this Kimber curriculum. I did a Master's Degree in curriculum, and I have studied a lot of curricula, but none are more inspiring and balanced than this one."

-- Ardeth G. Kapp



ANALYZING THE RESULTS OF THE EXPERIMENTAL YEARS

Alarmed Parents Watch Their Children's Failing Grade in Most Subjects

In the previous session, we revealed some of the atheistic plans designed by Horace Mann and John Dewey to change the thinking of this modern generation of students.

Before presenting the curricula that was developed to circumvent the results of those experimental years, we must emphasize here the fact that teachers and administrators of our public schooling system are not at fault for what happened during those years. There are excellent teachers who put their whole heart into their profession and love their students, and students love them. Principals and administrators have spent countless hours, days, weeks and years trying to solve the problems of Dewey's educational delivery system. But as we will soon see, Dewey's *system* is what has failed our children – not the teachers, and not the administrators. Dewey's plan has actually succeeded in reaching the goal – which is to fail 80% of public school students nationwide.

As the years passed, the decline in academic and literacy standards became so scandalous that in April of 1983 the National Commission of Excellence in Education wrote in its historic report: "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves."

The trend continues to spiral downward. The following information takes each subject and scenario from the public school system, and other charter and private school situations, and shows what has happened to downgrade our culture and which has consequently caused it to fail.

FAILING IN READING

In May of 1988, Jack Kilpatrick wrote in his syndicated column:

“Forty percent of high school graduates entering the armed services are reading only at the ninth-grade level. Eleventh-graders, as a group, are appallingly ignorant of American literature. Their average score on 26 questions of historical chronology was a miserable 51 percent. More than two-thirds of them could not place the Civil War.”

In 1993, the Board of Education in Washington, D.C. reported that “over 700,000 graduating seniors [nation-wide] could not read their diplomas.” (Sills, *Op. Cit.*, p. 2)

Two years later, *The Washington Times* printed an article, with the headline: “U.S. Pupils Continue Slide in Reading--4th-Grade Drop Worst in Virginia.” The article quoted Colorado’s education commissioner and chairman of the National Assessment Governing Board, William T. Randall, who said:

“The results of the 1994 NAEP [National Assessment of Educational Progress] reading report should serve as a wake-up call to Americans, or, better yet, a whack on the head....Reading -- as a skill, as an information-gathering process and as a recreation -- is in serious trouble. The decline in test scores among 12th grade students is itself cause for alarm.”

A more recent report states: “According to the National Assessment of Adult Literacy (NAAL), people's reading ability has declined, despite increasing costs of schooling and increasing percentages of people making it all the way through high school generation, vs. generations ago.

“Approximately 50% of United States adults were categorized as having the lowest two of five levels of literacy, the 2003 government survey reported.

... The bottom line: people are not spending much time at all reading any more, especially young people...

“....So the decline in reading skills is a serious threat to our nation's future. How can this be happening? It's a combination of factors:

- parents spending less quality time with young children
- too much exposure to TV and video games
- an explosion of other leisure-time activities that steal time away from solitary reading
- schools that seek to teach reading with the wrong instructional philosophy and methods.

"All of these combine to produce students who are deficient in "The Big Five" of reading. They are:

- Phonemic awareness
- Phonics
- Comprehension
- Vocabulary
- Fluency

"But colleges of education, state education departments and school boards allow Whole Language programs, anyway, and the poor reading comprehension, bad spelling, illegible handwriting and weak writing that come with it, through the K-12 system and into the workplace.

"Most teachers don't even realize what's wrong, because the vast majority of them have never had so much as a minute's training in the proper way to teach reading, which is systematic, intensive, explicit phonics. They can't teach what they don't know."

(<http://www.showandtellforparents.com/wfdata/frame158-1014/pressrel1.asp>)

FAILING IN HISTORY

Student knowledge in the area of history is also shockingly poor. William C. Bennett, National Secretary of Education, wrote an article in December of 1986, and said:

"There is a reason to doubt that we are successfully educating Americans about the world. A Southern Governors' Association report recently documented the 'international illiteracy' in American schools: 20% of 6th-grade students surveyed could not locate the United States on a map!

"A 1985 survey by the National Assessment of Educational Progress revealed that American 11th-graders knew astonishingly little of their own history. Two-thirds of them could not place the Civil War in the correct half-century. One-third of them failed the same test for the Declaration of Independence, for Columbus, and for World War I. Nearly a third could not say which two nations were our principal enemies in World War II. And to half of them, the names Winston Churchill and Joseph Stalin were unfamiliar.

"....Am I criticizing our children? I am not. If they do not know these things, it is in most cases not their fault. Blame for this situation falls on all of us whose job it is to educate American children." (*U.S. Department of Education release, 12/5/86*)

A report from the *Deseret News*, Thursday, April 5, 1990, stated: “Is there any field of learning in which America’s schools are not falling down on the job?”

- “Barely half of 12-graders know that presidential candidates are nominated by national conventions, or that the Constitution guarantees religious freedom.
- “Among younger students, 62% of eighth graders apparently did not know that Congress makes laws. Nearly a third could not identify such historical figures as Benjamin Franklin or Abraham Lincoln. Only 25% knew that Lincoln’s main goal in the Civil War was to preserve the union.
- “Though more than half of fourth-graders knew the names of Columbus’ three ships, only 35% knew why the explorer sailed to America in the first place.”

FAILING IN MATH

In 1982, thousands of 12th-graders in various countries took an algebra test offered by the International Association for Evaluation of Educational Achievement (IAEEA). Hong Kong ranked first, barely ahead of Japan. The United States finished 14th among the 15 countries tested--just ahead of Thailand, and just behind Hungary (From *Daily News Digest*, Phoenix Arizona, 8/26/87, p. 4).

Fortune Magazine made this statement about schooling in America, in its February 1, 1988 issue:

“The progressive preference for utility and ‘effective living’ over the inspiring and instructive richness of our cultural heritage works its way all through the curriculum and powerfully shapes what high-schoolers learn, or don’t learn. These days cooking and driving courses count as much toward a high school diploma as English, history or science courses....

“Though progressive education has been doing its work for more than 60 years, it took the upheavals of the Sixties and early Seventies to exaggerate all its tendencies and hasten the evacuation of learning from the schools.” (p. 89)

An article in *Time Magazine*, dated June, 1988, states further that:

“Educators have been fretting for years about the state of math instruction in American public schools. In one attempt to get students on track, Congress in 1965 passed the Elementary and Secondary Education Act, sending a back-to-basics message that it hoped would improve achievement in math and other subjects. Last week the results of such efforts were totaled up in a newly released study titled *The Mathematics Report Card--Are We Measuring Up?* Its assessment of the performance of U.S. high school students in 1986: ‘Dismal.’

“The study was conducted by the National Assessment of Educational Progress (NAEP) of Princeton, N.J., and based on tests given to 150,000 pupils from 1972 to 1986. Among the findings:

- * “More than a fourth of 13-year-old middle schoolers cannot handle elementary-school arithmetic.
- * “Nearly one-third of eleventh-graders say they generally do not understand what the math teacher is talking about.
- * “Only 5% of 17-year-olds can handle algebra or multi-step math problems.
- * Scores for blacks and Hispanics, despite modest gains, lag 7% to 11% below those for whites.
- * “....the average Japanese high school student does better at math than the top 5% of Americans taking college-prep courses....

“...Mary Lindquist, professor of math education at Columbus College in Georgia and a co-author of the report, comes down hard on teaching methods.

‘We have taught kids to be little calculators, but they do not know why they do what they do,’ she says, adding, ‘They don’t know what numbers mean.’”

Alarmed Parents Challenge Violence and A Degenerate Social Environment at School

The third group of concerned parents who decided to home school their children were those who became fearful for the safety of their children. Parents observed their children being threatened both physically and spiritually by an ever-increasing violent and deviant behavior that became prevalent in many schools. It's becoming DANGEROUS to send our children to school!

VIOLENCE

In a Newsweek article of February, 1988, the major problems in the schools were listed in order of their importance. Their list reveals the true problems on school campuses:

According to an article published in the *Deseret News* on August 29, 1994, conditions at many schools are frightening at best. For example, this article states that:

- * Every school day, 160,000 students stay home from school because they are afraid.
- * One in 11 teachers has been attacked at school.
- * Many teachers have considered leaving the profession because of violence and intimidation.
- * Every day, 135,000 juveniles carry guns to school.
- * A new poll of adults by Phi Delta Kappa, the professional education fraternity, ranks violence as the No. 1 problem in public schools and poor discipline as No. 2."

Daily inner-city news reports tell of missing children, or violence on the school grounds, in neighborhoods, and violence of every kind within nearly every sector of life.

GANGS

The Associated Press released an article from New Orleans in March of 1990 which gave some frightening statistics and observations about the activities of youth groups--commonly called "gangs." Apparently they are increasing at an alarming rate and feeding off the public schools as "gathering places". As the article notes:

"Some of the issues raised at the 17th National Conference on Juvenile Justice...give the impression that America is not a great place to raise your kids.

"'Gangs are coming to a community near you,' Ronald Stephens, director of the National School Safety Center in Encino, Calif., told the conference....

"The number of gangs are growing, Stephens said, with total membership exceeding 100,000 in the nation's three largest cities: Los Angeles has 800 gangs, Chicago 120 and New York 50. The average age of a gang member is 23.

"'There's a gang for everyone: both sexes, many ages and every ethnic group....The members are violent, enterprising and often free of remorse,' he said.

"'Kids are coming into gangs at an earlier age and staying in a longer time,' he said. 'Female activities are growing. Many are mules, carrying drugs or weapons.'"

"Who belongs to gangs?" asks a *Deseret News* editor, March, 1990. Here we read:

"Youngsters of all races, colors and creeds. Frequently, membership is made up of minority youths, youngsters who have trouble in school, those with troubled home environments, those who are lonely or lack success in their lives and who seek and find acceptance in the gang culture.

"In areas where gangs operate, the temptation, the peer pressure, the 'easy' money from drugs and the physical intimidation of young people can introduce fear, compliance in criminal acts and drug use into the lives of youth who might otherwise avoid such behavior....

"Parents may do their best and still see children fall victim to other forces, but no community program can ever really replace the home in solving the problem of gangs."

DEVIANT BEHAVIOR

Deviant behavior has been introduced into the school systems in a variety of ways. Most openly, by attempting to make these practices seem like they are merely "acceptable alternate life styles." For example:

"School teachers in Madison, Wisconsin, are taught how they can integrate lesbian history into the public school curriculum. They are told in district-sponsored conferences that being gay is as acceptable as being heterosexual; that gay students need role models; that lesbian teachers in the district can provide those role models; and that those who disagree are 'homophobic.'

"'Subtlety is the key,' the teachers are told. 'Blatant, radical change only invites the negative reactions of Christian parents.' The most effective way to incorporate homosexual ideas is through 'the subtle introduction of terms, questions, stories involving lesbian couples and other hidden messages.'" (Focus on the Family Citizen, June 18, 1990, p. 10)

To see how far, how degenerate, and how brazen many have become, in the introduction of specific sex educational techniques in the classroom, one need only read the article printed in Education Reporter, in July of 1987, entitled: "'Anatomical Dolls' Stir Sex Ed Debate."

Just a few years ago, a memorandum was sent out from the Los Angeles Unified School District, Office of Instruction, stating:

"On May 18, 1992, the Board of Education passed a resolution recognizing June of each year as Gay and Lesbian Pride Month. The resolution is based on District policy contained in the "Educating for Diversity" document, which states as a District goal the development of "students who appreciate and respect diversity and understand the roles and contribution of people of diverse groups." The document calls upon the District to include in the curriculum the historical and current role and treatment of homosexuals in society, "the contributions of gay and lesbian people in history and culture, and the current status of homosexuals as it relates to social policy, family diversity and human relations." (Don Sills, Op. Cit., p. 1)

Other amoral behaviors are taught right in the classroom, in what are called "survival games." These are killing games in disguise, a euthanistic, genocidal approach to solving problems. The students have to decide who will live and who will die. Writes author Dr. Murray Norris, president of Valley Christian University in Fresno, California:

"In one workshop for Oregon teachers, a group of teachers decided they would save a homosexual architect so he would be able to rebuild the world after a nuclear holocaust. At the same time, they would relegate to death, some other more normal person. Students playing the same game have given the same reason for saving the same person, while killing an older person they felt would not contribute as much to the community. Actually there is no real right answer to this game as all the answers are right when there is no right or wrong.

"These survival games, and other 'reality' games which teach cheating and bribery as part of everyday life, have come under fire by many parents. In Howard County, Maryland, the survival games have been dropped in public schools--that had provided them for children from kindergarten through grade twelve." ("Weep For Your Children," Op. Cit., p. 8)

More appropriate for another study on the social, ethical, and moral trends of the nation would be the statistics of abortions, illegitimate births, crime, graft in high places, greed in low places, and currently our human gender confusion--all of which are simply products of an educational system, inasmuch as people tend to behave according to what they believe. People believe in what they have been taught.

PERVERTED VALUES CLARIFICATION

One of the areas of greatest concern for many parents who have elected to take their children home, is to protect them from the teaching of perverted values. One of the most popular ways of doing this is a process called "situation ethics." One of the best examples of this teaching technique is recommended in a manual called "Sex Education: Teacher's Guide and Resource Manual," produced by Planned Parenthood of Santa Cruz, California.

One of their major stories is entitled "Alligator River." On the following page is the story quoted directly from their manual.

Alligator River

The Alligator River story is a widely used technique to help people clarify their values and become more aware of their own attitudes. It tends to be a fun way to initiate classroom discussion.

Procedure:

1. *The teacher reads the following story to the students:*

Once upon a time, not too long ago, there was a woman named Mary who was in love with a man named John. They lived on opposite sides of a river filled with man-and-woman-eating alligators. Mary wanted to cross the river to be with John, but unfortunately, the bridge had been washed out.

So she went to Sinbad, a sailor who had the only boat in town, to ask him to take her across the river. He said he would be glad to, but first she would have to sleep with him. She refused and went to her friend Susan to explain her predicament. Susan refused even to listen to her, saying she didn't want to get involved.

Mary didn't know what to do. She felt her only choice was to sleep with Sinbad. True to his word, Sinbad kept his promise to Mary and delivered her into the arms of John.

When Mary told John what she had to do in order to cross the river, John became furious and said he never wanted to see her again. Hurt, heart-sick and dejected, Mary told her friend Butch what had happened. Butch, feeling sorry for Mary, went and found John and beat him up. Mary was overjoyed at the sight of John getting what he deserved.

As the sun sets, we hear Mary laughing at John.

2. *Once the story has been read, ask each student to rank the 5 characters in order from the one they liked least to the one they liked best (or from the most offensive to the least offensive).*

3. *After the students have ranked them, break the class into groups of 4-6 and have them discuss their rankings, possibly coming up with a group consensus.*

4. *Either in small groups or large, have them discuss the following questions:*

Who did you like the most? Why?

Who did you like the least? Why?

Was it immoral for Mary to sleep with Sinbad?

Was Mary being a prostitute?

Was John right in getting so upset?

Should Butch have beat up John?

Who seemed to love who most?

Variations: Either as part of the story or afterwards during discussion, pose the following variations:

Mary had been a virgin.

Sinbad had VD

Sinbad was Mary's old boyfriend.

John crossed the river by sleeping with Sinbad.

*John crossed the river by sleeping with a woman sailor named
Cindy.*

(This information taken from the *California Monitor of Education*, September, 1981, p. 7)

It seems that students face confusion on every side. In addition to discussing stories like the one above in class, they watch adults in high places appear determined to crush any desire a young person might have to obey parental admonitions and remain virtuous. In 1987 the National Education Association endorsed the distribution of contraceptives to students at school health clinics "in an effort to reduce the incidence of teenage pregnancy" (Ogden Standard Examiner, July 5, 1987, p. 10A).

More recently, of course is the controversial same-gender restrooms and other gender issues that present a melee of confusing messages to young people trying to find themselves in a perverted society.

SATANISM

One more area of "learning" that is growing by frightening proportions in the public school classroom, is the actual yet subtle study and teaching of Satanism.

"An elementary reading textbook series called Impressions, published by Hold Rinehart & Winston of Canada, is alarming parents throughout the country. The curriculum celebrates witches in poems and encourages students to cast spells and find 'familiar spirits.' Some stories focus on violent death, while others have a New Age flavor. One story even centers on cannibalism. Artwork in the teacher's edition is consistently dark and gruesome. Teachers are also advised in the guide that 'there are no...universal truths.'

"Parents who complain to school boards about Impressions are told in several instances that the texts were part of an early Canadian edition not intended for the United States. But the offensive texts continue to appear in local school districts.

“A Northern California mother walked into her fifth-grader’s room during his school’s open house to find the youngsters gathered in a circle playing a Dungeons & Dragons-style game called The Wizard. The children cast spells on each other. A bulletin board explains the purpose of the game: to progress from one ‘spelling power’ level to the next. Humans are at the lowest end of the spectrum, having ‘very limited powers’ and ‘at the mercy of most monsters.’ Higher levels include enchanters, sorcerers, magicians and the Wizard.

“Shocked by what she saw, the parent questioned the teacher, who sees nothing wrong with the game. So, the mother began a lengthy curriculum challenge....and the matter is still undecided.” (*Focus on the Family Citizen, Op. Cit.*)

No wonder parents -- including former Secretary of Education William Bennett -- are crying out for sound, moral education! His excellent symposium, as quoted in *Insight Magazine*, January 5, 1987, should be required reading for every teacher in public as well as private schools.

In the U.S., corporations, governments and churches are able to tightly manage and manipulate collective consciousness. The new, the revolutionary, the latest and the greatest are really just the old and moldy dressed up in new clothes. In the thinking of both the left and the right, the dead ideas of the dominant culture go largely unquestioned....

So where will the new ideas come from that will allow us to build a new world on the rubble of the old? We know where they won't come from. They won't come from Congress or the public relations department at Exxon. You won't find them on TV. Don't count on hearing them from the universities who gorge themselves with government and corporate funding.

Instead, new ideas will originate wherever critical thinking flourishes: the grassroots, the fringes of society, the underground—wherever common people are struggling to discover their individuality and seize control of their lives. This is the terrain that the ruling elites can't control because it is too diverse, too decentralized.

*– William J. Bennett,
former U.S. Secretary of Education, 1996*

SUMMARY OF THE THREE CYCLES OF EDUCATION

We have already demonstrated that generally there are three types of families who are extremely concerned for the welfare of their children's education:

1. Those who were part of the first wave, when parents desired more control over the CONTENT OF CURRICULUM being taught;
2. Those who were part of the second wave, when parents desired a greater level of ACADEMIC ACHIEVEMENT; and
3. Those who are part of the third wave, when parents desired an educational ENVIRONMENT free from violence and deviant behavior.

To further assess what parents are doing about these dangerous educational trends, we can examine two vast groups who are steadily increasing in numbers across the entire nation: Home schooling families, and private schools.

These two groups are undertaking the task of putting Humpty Dumpty back together again. And – unlike “all the king's horses and all the king's men” – they will succeed!

THE THREE INTENTIONS OF THE KIMBER CURRICULUM

In order to understand the Kimber Academy curriculum, it is important to understand the reasons for which it was written.

The curriculum has been designed to motivate and train students to become the best servants they can be for God and His work.

To accomplish this, every textbook and study guide is designed in such a way that three main things should be accomplished in the lives of students:

1. To increase testimony by developing a closer relationship with their Heavenly Father and Jesus Christ.
2. To gain knowledge and to master a proficiency of the subject itself.
3. To develop life-enhancing intrinsic value talents.

As previously mentioned, the Core classes help students prepare, the elective classes give them an opportunity to practice, and special events give students a chance to give their knowledge away by performing and displaying their intrinsic talents.

WHAT ARE INTRINSIC VALUES?

Intrinsic Values are the internal qualities within the method of study that will assist the student to develop a talent. Since each subject enhances a different *Intrinsic Value*, the students will learn and develop different talents with each subject studied.

Talents are developed and strengthened by frequent practice. For example, if a student performs one service project during a year's time, a talent for service is really not firmly established. However, doing 40 service projects every year (nearly one per week), will develop a talent for service--or in other words, the INTRINSIC VALUE of having a desire to serve God's children automatically, and finding joy in that service. Serving will thus become a part of them. It will be intrinsic.

The following pages present the core curriculum and their intrinsic values.

LANGUAGE ARTS

Intrinsic Value: *Learning how to lose oneself in academic service*

Language Arts is the art of *communication*. After students learn a Language Arts principle, they refer to the scriptures to see how the Lord used it. Then the students practice the principle by using it in an *academic service project*. Skills are developed as students discover ways to share with others what they have learned academically. This service can be in the form of letters, poems, music, plays, recordings, etc. These are all expressions of the “art of communication.”

In addition, students are taught that knowledge is only theirs when they learn to give it away. The more they share their knowledge in the creative ways mentioned above, the more it is theirs.

As students progress through their Language Arts studies, they will have the opportunity to perform over 160 academic service projects over a four-year period. After completing these service projects, students will have developed the talent of “learning how to lose oneself in academic service.”

“For whosoever will save his life shall lose it: and whosoever will lose his life for my sake shall find it.” (Matthew 16:25)

“Then shall the righteous answer him, saying, Lord when saw we thee an hungered, and fed thee? Or thirsty, and gave thee drink? When saw we thee sick, or in prison, and came unto thee?”

“And the King shall answer and say unto them, Verily I say unto you, inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me.” Matthew 25:38-40

SCIENCE

Intrinsic Value: *Learning how to search the scriptures*

Each of the Kimber Academy Science books directs the student to answer two questions— “How God Created” a particular facet of the creation, and “Why God Created” His creations. Using specific vocabulary words, students create their own science books, and they first answer the *how* question by researching academic reference books from the library, encyclopedias, or internet resources. Then they define, illustrate, and explain their discoveries and write them in their science book.

The *why* question leads students to study the scriptures of their choice to discover testimony-building answers from God’s revealed Word. In this way students develop the talent of “learning how to search the scriptures,” as well as using additional reference books to find their answers.

“Search the scriptures; for in them ye think ye have eternal life: and they are they which testify of me.” (John 5:39)

MATHEMATICS

Intrinsic Value: *Learning how to think and self-govern, using correct principles*

The Kimber Academy math curriculum is principle-based. The students first read and memorize a principle, are shown examples of its use, and then *they* create and solve their *own* math problems. This allows students to progress at their own depth.

Since our math curriculum covers over 300 specific principles in ten different subjects of math, students soon learn how to use correct principles and govern themselves. Unlike other math programs, students are not handed work pages, but must create and solve their own. This requires a good deal of thinking skill, and the result is a talent of “learning how to self-govern using correct principles.” This will be of invaluable worth all their lives.

The mayor of a successful and prosperous city was asked how he was able to govern all his people so well. He replied, “I teach them correct principles, and let them govern themselves.”

HISTORY

Intrinsic Value: *Learning how to ponder*

History is more than mere facts. History can be defined as a study of “God’s dealings with mankind, and mankind’s dealings with each other.” It is this concept that makes history *important* and *sacred*.

In the Kimber Academy history program, students learn “Hook Dates.” These are significant dates to which are attached specific people and events. Like a computer, these “hook dates” can reach out and absorb a tremendous amount of information, “hooking” that information so that it is never forgotten by the student, and can be added to all his life.

Each school day, students have the opportunity to recall the information they previously learned and then they are taught additional material. This develops within the student the ability to mentally assemble *vast quantities* of information at a given time, thus allowing students to ponder over the subject. As students do this day after day, they develop the talent of “learning how to ponder.”

“For I am persuaded, that neither death, nor life, nor angels, nor principalities, nor powers, nor things present, nor things to come, nor height, nor depth, nor any other creature, shall be able to separate us from the love of God, which is in Christ Jesus our Lord.”
Romans 8:38-39

RELIGIOUS STUDIES

Intrinsic Value: Learning how to apply scriptures to everyday life

At Kimber Academy, all faiths are joined together in a common creed of basic beliefs. We join with Benjamin Franklin when he said:

“Here is my creed. I believe in one God, the creator of the universe. That he governs it by his Providence. That he ought to be worshipped. That the most acceptable service we render to him is doing good to his other children. That the soul of man is immortal, and will be treated with justice in another life respecting its conduct in this. These I take to be the fundamental points in all sound religion, and I regard them as you do in whatever sect I meet with them.”

These are the beliefs which the Founders sometimes referred to as the “religion of America” and they felt they were so important that they wanted them taught in the public schools along with morality and knowledge. Kimber Academy seeks to restore these tenets of religion and morality, not only in religious studies, but in all subjects.

At Kimber Academy students are encouraged to honor the faith of their own particular family tradition. There are four choices for Religious Studies: “The Influence of Religion in America,” “The New Testament,” and “The Book of Mormon.” We always welcome religious studies from other faiths and the incorporation of the hook-date method to facilitate the student’s understanding and retaining the faith of their fathers.

Additional Information:

TEACHING YOUR STUDENTS HOW TO USE THE SCRIPTURES

Many young students coming to Kimber Academy have not had enough exposure to the scriptures or experience with them to know how to use them for research. They may have been given new scripture sets as a gift, but now they need to know how to find references in the books, chapters and verses.

For this reason, we have outlined a suggested procedure for teaching the students how their scriptures can be useful in their school work.

Parents and teachers should be cautious to not rush through this outline of suggestions. This information may take several days to present, if not longer. When the students have an understanding of how to use the scriptures, their learning skills will excel, because they will be able to apply God's knowledge to their own.

The following is a suggested procedure for teaching "How to Use the Scriptures":

Learning How to Use The Old Testament

- 1) Have the students get out their Bibles.
 - a) When they are ready, ask the students to turn to the very first page of the Bible. IMPORTANT: Remind the students to always turn the pages of their scriptures carefully and reverently. This is not only because the pages are often very thin and fragile, but also because we respect the inspired words that are written on those pages.
 - b) Tell the class that there are many different kinds of Bibles, but we use the "King James Version" because it is the most correct and complete of all the other translations up to the time it was translated into English in 1611.
 - c) Read the entire title page together.
 - d) Ask: "Who was King James?" Tell in your own words the information about how we got the King James Bible (see the *information included; also refer to "Bible--English" in any Bible Dictionary or reference book*).

- e) Explain that the words of the Bible have been handed down and re-written in many different languages for thousands of years. And because of the sacrifices of many people who were brave enough to translate the ancient records, we are very blessed to have the Word of God to study today.
- 2) Have the students turn to the next page. Tell the students that all the tiny writing on the next two pages is a letter to King James. It was written by a committee of religious men who were asked by the king to translate the Bible into English. They wanted him to know how privileged they felt about doing the work, and hoped it was acceptable to him.
- 3) On the next page, all the books of the Bible are listed.
- a) Clarify the meaning of the word “Testament” (*testimony* or *witness*). Then explain that the OLD Testament contains all the prophecies, stories and history of the world BEFORE Jesus was born. You may wish to mention some well-known stories about Adam and Eve, Noah, Daniel, or Moses –stories that the students would be familiar with. Explain that all these stories are written in the Old Testament, and happened many years before Jesus was born.
 - b) Side note: The approximate dates of the events in the Old Testament are referred to as “B.C.” – meaning “Before Christ.”
 - c) Refer to the books of the Old Testament. As a class, read them aloud, helping with the pronunciation as needed. Point out the abbreviations.
 - d) You may wish to take time to quiz the students by writing certain abbreviations on the board and challenging them to find the name of the book.
- 4) The following page in the Bible is titled “The First Book of Moses Called Genesis.” Explain that “Genesis” means *beginning*. Read the first verse together. Explain that if you were to write the reference of this verse, it would look like this: (write on the board Genesis 1:1 or Gen. 1:1)
- a) Explain that the *first* number is the *chapter* of that book. The *second* number is the *verse* inside that chapter. (*Point out that each chapter is like beginning a new paragraph, or a new subject. Students may notice that the first verse in a chapter is not numbered. However, the first word is always written in capital letters to indicate a new subject.*)

- b) Let the students practice looking up scriptures. Write on the board the following references and choose volunteer students to read these verses aloud:

Genesis 7:5

Genesis 11:1

Exodus 20:8

Note: You may wish to inform the students that they can always remember where to find the Ten Commandments because the Roman Numeral "X" is ten – X-odus, and also $10 + 10 = 20$. They can remember that "X-odus chapter 20" is where they will find the Ten Commandments given to Moses by the hand of Jehovah.

- c) Challenge the students to find Psalm 57:9 (*If they aren't sure how to find the Psalms, refer to the Table of Contents and show where the page numbers are listed.*)

NOTE: Some scriptures have tabs with the abbreviations, so the students will need to look up the abbreviation for the Psalms to find the tab.

- 5) Explain that all the books of the Old Testament were written by prophets.

- a) Have the students return to the table of contents page. Tell them that the first five books were written by Moses. All the rest of the books of the Bible were written by various prophets like Isaiah, Daniel, Jonah and Malachi.
- b) Testify to the children that these great prophets did live and emphasize that we are very blessed to have their writings – especially since they wrote these things thousands of years ago – and in a completely different language, too!

Learning How to Use the New Testament

As a class, read aloud all the books in the New Testament, as found in the Table of Contents at the beginning of the Bible.

Explain that the New Testament contains the story of Jesus' life and teachings, and also relates how Jesus' Twelve Apostles preached the Gospel after Jesus died and was resurrected.

- 1) Read together the last two verses of the Old Testament.
- 2) Explain that the New Testament was also written by prophets. The first four books are different accounts of Jesus' life, written by Matthew, Mark, Luke, and John. The other books were written by the Apostles Paul, Luke, and also Peter. Peter was the head of the Church. John the Beloved was the Apostle who wrote the last book of the New Testament – the Book of Revelation.
- 3) Write the following scriptures on the board and have the students look them up in their New Testament. Ask a student to read each verse aloud:
 - a) Matthew 3:16-17 (*Explain the meaning of the dash and extra verse if needed*)
 - b) 1 Corinthians 3:16 (*Explain that the Number One is in the Title means it was the first letter that Paul wrote to the people of Corinth. The next book of the New Testament is 2 Corinthians – another letter Paul wrote to them later on.*)
 - c) Ephesians 6:1-2 (A letter Paul wrote to the people who lived in Ephesus.)
 - d) James 1:5
- 4) Summarize your study of the New Testament. Tell the students that the last book was written by a man called John the Revelator. He saw the days we are living in now, as well as the Millennium and the return of Jesus Christ. He wrote in the Book of Revelation the terrible things that will happen to the wicked, and the wonderful things that will happen to the righteous.

Learning How to Use the Topical Guide or Index

Inform the students that they can find references in the scriptures about almost every subject, and now you are going to tell them how to do that. Have the students turn to the “Topical Guide” or “Index.”

- 1) Explain that the word “topical” – means the words in the Topical Guide are listed by *topic* – or subject -- *alphabetically*. When a word is listed, the topical guide then shows where that word can be found in both the Old and the New Testament. Sometimes we can just do a “search” on our computer, phone or tablet, and all the scriptures with that word will automatically show up – in an instant! What a miracle. (If you have access to the internet, you may wish to demonstrate this.)
- 2) Have the students look up the word “faith” in their Topical Guide. (Write “faith” on the board.) Explain how the abbreviations of the books are shown in **bold** lettering. The chapters and verses of that book are listed between the two bolded references. For example, all the references to faith in the book of *Matthew* are listed, (**Matt.**) until we read the bolded book of *Mark* (**Mark**). Point out that other references with the same or similar wording are shown in parentheses.
- 3) Tell the students that with practice, they will be able to find anything in their scriptures by using the Topical Guide.
- 4) Because the students will be using their scriptures extensively for writing their science books, let the students practice finding the following words which have to do with the science of botany:
 - Flowers
 - Herb
 - Mustard
 - Plant
 - Thistle
 - Thorn
- 5) Point out that the word “botany” will not be found in the Topical Guide. When they want to find a general subject, they will need to ponder the *specific words* that have to do with that subject.
 - a) Example: Physiology Science Book: Have the students look in the Topical Guide for the words “Respiratory System.” Of course, these words will not be found in the Topical Guide.

- b) Ask: “What are some words *associated with* the respiratory system that might be in the Topical Guide?” Write their ideas on the board and choose two or three to look up.
(Examples: *breath, breathe, life, death, Adam—creation of, mouth, air, voice, sound*)

- 6) Remind the students that as they do their academic work, using the Topical Guide will help them *ponder* the scriptures as well as *search* them.

Learning How to Use a Bible Dictionary

- 1) Have the students turn to a Bible Dictionary. Explain that the Bible Dictionary gives explanations about people, places, and events in the scriptures. Like the Topical Guide, these subjects are also listed alphabetically.
- 2) Explain that a Bible Dictionary is different from the Topical Guide. Scholars have done research about different prophets, places in the Bible, and stories or doctrines found in the scriptures, and have written a paragraph or two about their findings. In addition to research about the people of the Bible and important places, some of the interesting things also included in the Bible Dictionary are:
 - a) Information about scriptural words, such as “Bible”
 - b) Information about the origin of various books of the Bible
 - c) Articles on various religious subjects
 - d) Charts and information describing the timeline of the Bible and other ancient cultures
- 3) Remind the students that, like the Topical Guide, all the words are listed alphabetically. Have them look up the word “education” in a Bible Dictionary. Read to the class as they follow along.
- 4) Let the students spend a few minutes browsing through the Bible Dictionary to observe the different subjects that are listed there.
- 5) Summarize this information about the Bible Dictionary and answer any questions the students might have.

Learning How to Use the Maps and Pictures

- 1) Some bibles have maps and pictures, and you can discuss them as time permits.

- 2) Allow the students time to look for familiar places on the maps of the New Testament and Old Testament.
- 3) If you have a world map in the classroom, compare the names of current places to the world map in the scriptures. Discuss the places where various current wars are occurring, and what those places were called in ancient times, according to the maps in the Bible.
- 4) Discuss any of the pictures that the students may show an interest. Build testimony in your discussions, and encourage the students to use their own creativity in illustrating some of the stories they've read in the scriptures.

CONCLUSION

Tell the students that now they know how to use their scriptures, they will be able to learn better at Kimber Academy. They will be using the scriptures in every subject they study.

Remind the students to use their scriptures reverently by carefully turning the pages, treating them with respect, and honoring the Lord's revelations by reading them often.

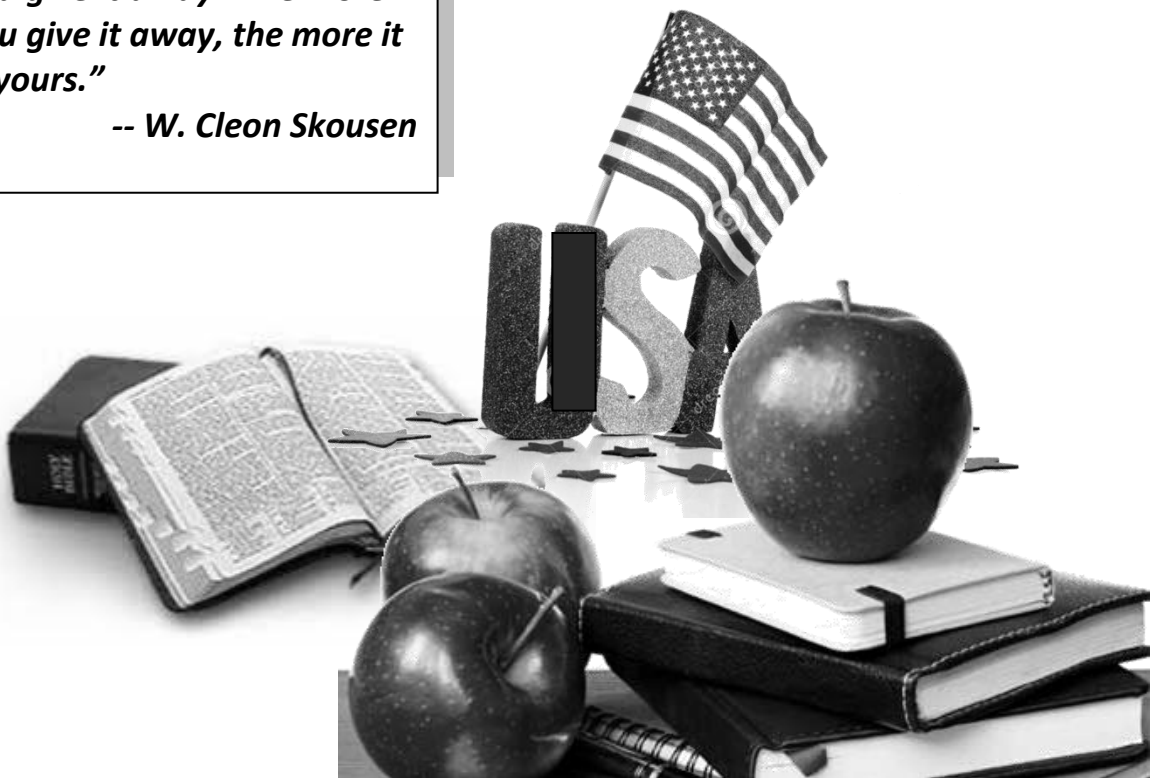
Encourage the students to study the scriptures as often as they can to find out how they should act and what they should do while they are here on the earth. Bear your own testimony of the truths contained in the Bible and share ways that they have helped you in your life.

Session Four

About the Kimber Academy Curriculum

*"Knowledge is yours only as
you give it away. The more
you give it away, the more it
is yours."*

-- W. Cleon Skousen



INTRODUCTION

Now that we have discussed the history of education, the devastating results of the experimental years, and the solutions for turning education back to moral and religious principles, we can take a look at the Kimber curriculum to see how it will fit in with this restoration of true values.

The four of Core subjects that will be discussed in this session are:

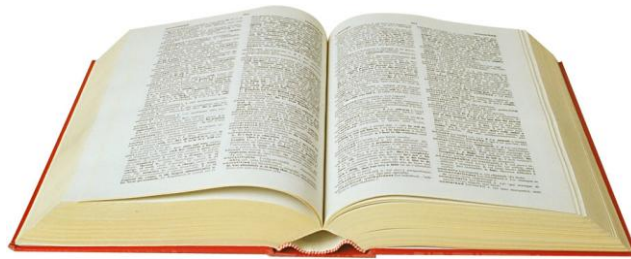
☆ Language Arts

☆ Math

☆ Science

☆ History

Language Arts



Intrinsic Value:
Learning to Serve

LANGUAGE ARTS

Manuals:

Cursive Writing Skills

Phase 1 – The Basics of Language Arts 1

Phase 2 – The Basics of Language Arts 2

Phase 3 – Creative Writing

Cursive Writing is practiced in the Language Arts core class each day. This is almost a lost art, despite studies that have proven that writing in cursive enhances both hemispheres of the brain. While many think cursive writing is out-dated, the Kimber curriculum emphasizes the importance of this skill to develop both mind and spirit in its expression.

Each Language Arts manual contains approximately 40 principles.

Each principle has an explanation as well as an example of how to use it.

Three learning exercises are suggested to learn and perfect the principle.

- Learning Exercise #1 deals with the practice of the principle.
 - Learning Exercise #2 takes the student into the scriptures.
 - Learning Exercise #3 suggests an academic service project using that principle.
-

SAMPLE PAGES OF LANGUAGE ARTS

PRINCIPLE I

A SINGLE WORD CAN EXPRESS A THOUGHT OR IDEA

EXAMPLES:

Love
Beauty
Light
Good

APPLYING PRINCIPLE 1

(Do your best work as you complete the following Learning Exercises.)

THE PERSON(S) FOR WHOM I WILL DO THE SERVICE PROJECT: _____

Learning Exercise 1

Memorize this principle.

As a class or family discuss the above words in the example.

Write or tell what each word means to you. What do you visualize?

Create a word search game on a grid or graph paper, and hide at least 20 words that have special meaning to you. Give your game to a friend to solve (be sure to make a copy of the answers for yourself).

Learning Exercise 2

Look up Proverbs in your Bible and write at least 20 single words that are especially meaningful or beautiful to you.

Use a dictionary to find additional meanings to the words you have chosen and write these down in your book.

Learning Exercise 3

Create your own service project, OR do the following:

Write a list of at least ten of your favorite words, using your best cursive.

Color each word according to how it makes you feel.

Use these single words to create a small photo booklet. What fancy fonts could you use? How could you decorate the booklet pages? Could you include drawings or photos that fit each word?

Make at least 3 copies to give away as gifts.

MY EXPERIENCE OF DOING A SERVICE PROJECT
WITH THIS PRINCIPLE

Date: _____

Principle: _____

Academic Service Project: _____

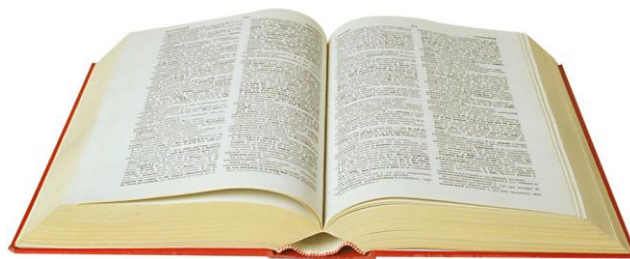
This Service Project was given to: _____

What happened: _____

My Signature of Completion: _____

Date: _____

Science



Intrinsic Value:
Learning to Search the Scriptures

SCIENCE

Manuals:

How & Why God Created My Body
How & Why God Created Animals
How & Why God Created Plants
How & Why God Created Things
How & Why God Created the Earth
How & Why God Created the Universe

Junior Manuals:

My Body is a Temple (Physiology)
Animals are my Friends (Zoology)
The Good Seed (Botany)

Most science textbooks are filled with facts, charts, illustrations and quizzes to help students learn the subject.

The Kimber Academy science classes are built around individual creativity. Using the Kimber books as guides only, students actually write their OWN science textbook.

Each science guide book has lists of vocabulary words that students must research. Once researched, the vocabulary word must be illustrated, labeled, defined and explained in the student's own book. Secular and religious materials of any kind, including the internet, can be used as resources.

At the conclusion of each science book, students must answer the question, "WHY did God create ---- (subject)?" The students then go into their scriptures of choice to answer this vital question.

SAMPLE PAGES OF SCIENCE (Physiology)

THE EIGHT SYSTEMS OF THE BODY

The Apostle Paul wrote in the New Testament: "Know ye not that ye are the temple of God, and that the Spirit of God dwelleth in you?" (1 Corinthians 3:16) You will want to underline this important scripture in your Bible so you can always remember how important your body is to God. Your body has eight main systems. Scientists have given names to these eight systems. You will want to memorize them:

THE CIRCULATORY AND LYMPH SYSTEM

(How the heart pumps blood through your body)

THE RESPIRATORY SYSTEM

(How your body takes in oxygen)

THE SKELETAL SYSTEM

(How your bones are structured to hold up your body)

THE MUSCULAR SYSTEM

(How muscles move the bones and other members of the body)

THE DIGESTIVE SYSTEM

(How your body uses food and water)

THE CLEANSING SYSTEM

(How your body rids itself of poisons)

THE NERVOUS SYSTEM

(How messages get to your brain)

THE REPRODUCTIVE SYSTEM

(How babies are born)

The Bible often refers to these systems as "members" or "kingdoms." Each system or kingdom is self-contained. Each has a separate job to perform, yet shares in the common goal of sustaining your life. You have a stewardship to make your body a place where your spirit will grow. THAT is how important your life is to God, and THAT is how much He is depending on you to use your body for doing good and for blessing lives.

Key Vocabulary Words of the Circulatory System:

blood

heart

artery

vein

lymph node

interstitial fluid

capillaries

red blood cells

white blood cells

Write each word in your workbook. Then:

1. Define it.
2. Write about what it does – it's function in the body.
3. Draw a picture of it.
4. Search the scriptures to find references there for the key words.
5. Write a page listing the physical attributes of this system.
6. Write a page about the spiritual attributes of this system.
7. Create a review and an answer key.

ADDITIONAL LEARNING EXERCISES

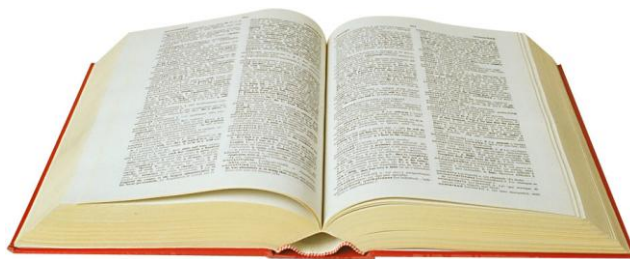
The Circulatory and Lymph Systems

Choose at least 3 of the following learning exercises:

1. Illustrate and label the inside of a human heart. Show the four different chambers and draw arrows indicating which way the blood flows in and out of the heart. Label each part.
2. Do a report explaining and diagramming "blood pressure."
3. Research the process of blood clotting and illustrate what the cells do to keep the body from bleeding to death.
4. Do a report explaining at least three different surgical procedures that help heart patients. Diagram and explain each type of surgery.
5. Diagram the human body, showing where the major veins and arteries are located.
6. Explain how the lymph system fights infection in the body. List three types of germs or viruses this system is most frequently in contact with, in the last ten years.
7. Using the Bible, write and explain these conditions of a person's spiritual heart:
 - hard heart
 - soft heart
 - broken heart
 - pure heart
 - merry heart
 - turned heart
 - troubled heart
 - prideful heart
 - changed heart
8. Draw a picture of your hand -- front and back -- and show the various veins you can see.
9. Do a report on *varicose veins* and find out what causes them and what makes them worse. Is there a cure for this condition? Write your findings and illustrate your report.
10. Find out what happens when a person suffers from an aneurysm. Write your findings and illustrate this condition.

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Math



Intrinsic Value:
Learning to Think and Self-Govern

MATH

Manuals:

Numeration

Fractions

Decimals

Ratio & Proportions

Percents

Statistics

Business math

Weights & Measures

Geometry

Basic Algebra

Junior Manuals (4 books)

Heavenly Father's Favorite Numbers (Addition/subtraction)

Heavenly Father's Favorite Numbers (Multiplication/Division)

Heavenly Father's Favorite Numbers (Fractions)

Math Masters (Geometry, Weights & Measures)

In the past, students were given numerous worksheets to practice arithmetic. Drills and memorization is important, however, it is more important to help the students learn how to do their own thinking.

In the Kimber Academy math books, students must think through the principles by creating and solving their own math problems.

As with the Language Arts manuals, the math books present a principle, show an example, and then have the student do learning exercises.

It is also the Kimber policy that students cannot move from numeration until they have memorized the times tables, preferably through the 12s. Once they have these memorized, then all other math can be computed with ease. If not mastered, then the student will have difficulty in every other math subject.

SAMPLE PAGE OF MATH (Senior Numeration)

PRINCIPLE 1

NUMBERS CAN BE WRITTEN IN MORE THAN ONE WAY AND STILL HAVE THE SAME MEANING.



You may think that this is a simple statement – too simple. But look further! There is more significance to it than you might think.

Numbers are more than just a bunch of digits on paper. In technology, we refer to things on the internet as “DIGITAL.” The internet uses NUMBERS to transfer knowledge of all types—instantly and world-wide. In this way numbers become the “universal language” to unite all people on the earth.

When you use numbers with a PURPOSE in mind, math becomes a much more interesting and enjoyable subject.

Think of creative ways you can use this principle as applied to God’s creations, family unity, and service to your community. Who knows when your knowledge will come in handy some day?

EXAMPLES OF PRINCIPLE 1

◆◆◆ 3 three **three** III tri tres **trios**

LEARNING EXERCISES

1. Memorize this principle.
2. Write ten numbers in at least three different ways. (Challenge yourself!)
3. Create at least 3 story problems using this principle.

HEAVENLY FATHER COUNTS EVERYTHING HE CREATES



READ THIS TOGETHER!

The first principle is "Heavenly Father Counts everything He makes." As you probably already know, Heavenly Father is aware of all His creations, all the time (read Moses 1:6). They are His and they belong to Him. He loves them all. Let's look up these scriptures and read them together.

He beholds the mountains (read Isaiah 2:2).



He sees little birds (read Matthew 10:29-31).



He knows His plants and flowers so well that He can even tell how much faith they have! (Read Matthew 17:20)



To keep track of all these creations, Heavenly Father "numbers" them - or "counts" them. He even numbers the millions and billions of stars that we see in the sky!



Have you ever tried to count the stars? It is not possible to count them all. Heavenly Father said, "Worlds without number have I created" (Moses 1:33). This means that all the stars and planets could never actually be counted by man. There are too many, and we probably can't even see

them all! But He has numbered each sun, star and planet, and He knows them. Think about the wonderful things that God has created and numbered!

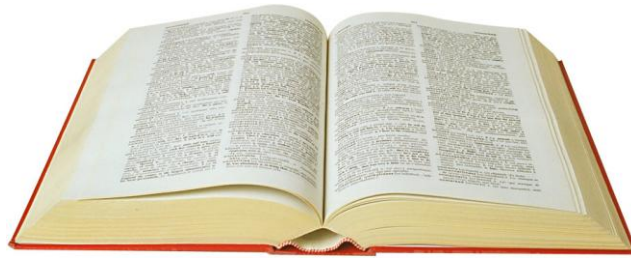
LEARNING EXERCISES



1. Memorize Principle #1 and write it in your notebook.
2. Discover the kinds of things Heavenly Father counts by looking up these scriptures and following the directions below. (Note: If you do not want to draw these, you can look in a magazine or check on the internet for a picture that applies to the scripture. Print it, cut it out, and paste it in your notebook.)
 - a. Number ONE. Read John 10:16. In your notebook, write the number one and draw a picture of this scripture.
 - b. Number TWO. Read Genesis 7:9. Write the number two. Draw a picture of what is happening.
 - c. Number THREE. Read Matthew 18:20. Write the number three and draw a picture of you and your family praying together.
 - d. Number FOUR. Read Revelations 7:1. Write the number four and draw a picture of this interesting scripture. You will need to use some imagination!
 - e. Number FIVE. Read 1 Nephi 5:10-11. Write the number five and write the names of the first five books of the Bible (these are called the five books of Moses). Draw a picture of the Brass Plates.
 - f. Number SIX. Read Mosiah 13:17. Write the number six and write about the chores you do or draw a picture of you working.
 - g. Number SEVEN. Read Genesis 2:2 - 3. Write the number seven and write about something special you do on Sunday.
 - h. Number EIGHT. Read Doctrine and Covenants 68:25. Write the number eight and draw a picture of a child being baptized.
 - i. Number NINE. Read the story of the lepers in Luke 17:11-19. Write the number nine and list nine things you are thankful for.
 - j. Number TEN. Read Deuteronomy 4:13. Write the number ten and draw a picture of the two tablets of stone.

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History



Intrinsic Value:
Learning to Ponder

HISTORY

Manuals:

- Hook Dates of the Old Testament

- Hook Dates of the Middle East

- Hook Dates of American History

Junior Manuals

- I Love America

- I Love the States

- 1700s History

- 1800s History

- 1900s History

Benjamin Franklin said, “Let [students] begin to read history, after having got by heart a short table of the principal *epochas* in chronology...[and award] little prizes or other small encouragements to those who are able to give the best account of what they have read, as to times, places, names of persons, etc. This will make them read with attention, and imprint the history well in their memories.”

We have taken this advice to heart and prepared our history books with what we call “hook dates.” Each history manual has ten major dates listed, with key personalities and a key events “hooked” to them. As students read and learn of these dates, people, and events, they get an over-all picture of history that they will never forget.

Pondering how God deals with His children on earth – and how they deal with each other – is the essence of history and students will readily see their place in the world as current events unfold.

Additional history manuals are available for Religious Studies:

- New Testament

- Influence of Religion in America

- Book of Mormon

- “Jesus Wants Me for a Sunbeam” – Junior New Testament

Hook Dates of the Old Testament and World history

4000 B.C.	Adam & Eve	The Creation
2344 B.C.	Noah	The Flood
2000 B.C.	Abraham	Offering of Isaac
1500 B.C.	Moses	A Deliverer is Born
1000 B.C.	David	Building a Temple
721 B.C.	Hezekiah/Hosea	Ten Tribes Captured
600 B.C.	Daniel	Babylonian Empire
450 B.C.	Ezra	Jerusalem is Rebuilt
165 B.C.	Maccabees	Jews Win Freedom
63 B.C.	Pompey	Romans in Jerusalem

Additional Personalities, subjects and events to research:

The "Beginning"
The Face of the "Deep"
The Creation of the Earth
Our Solar System

The Moon
Stars
Planet
The Garden of Eden
The Serpent

The Tree of Knowledge
of Good and Evil
Cherubims
The Tree of Life
The Fall

SUGGESTED PROJECTS

1. Study the creation day by day from the King James Version of the Bible, comparing it to the Torah and the Amplified Version. Make a chart of what happened each of the seven days of creation. Draw a picture of each.
2. "Create" a model solar system out of clay or play-dough. Label all planets.
3. Study the stars at night and think about their creation. Write a paragraph about your feelings.
4. For one week, practice observing God's creations around you. At the end of each day, write down five things that you observed which were created by God that you hadn't noticed before. These could also be sketched. Keep your work in a notebook.
5. Create your own "Garden of Eden." Get a one-gallon glass jar with a large opening (like those used by catering businesses or restaurants). Put the jar on its side and place two or three inches of potting soil in the bottom. (To keep the jar from rolling, place it between two small towels, or heavy pieces of cloth, or construct a wooden stand.) Plant seeds of small garden plants or flowers into the soil (or you may begin with small seedlings). Gently water the soil. Punch a few holes in the lid of the jar, and screw it in place. Watch the plants grow, using the moisture from the soil as it evaporates and "rains" on the seeds and plants. Buy tiny ceramic animals to place in your "garden" after it has grown a little.

GENERAL RESOURCES

The Old Testament, Genesis, chapter 1 through chapter 3

The Torah (The Jewish Publication Society, 1985)

Dennis Peterson, *Unlocking the Mysteries of the Creation*, Creation Research Foundation, El Dorado, CA

*Adam Clark, *Bible Commentary*, Vol. 1

*Josephus, *Antiquities of the Jews*, Book 1

Encyclopedia Americana, 1946 ed., Vol. 9

*Robert Young, *Young's Analytical Concordance to the Bible*, Wm. B. Eerdmans Publishing Co., Grand Rapids, Michigan

*James Strong, *Strong's Concordance of the Bible*, Thomas Nelson Publishers, Nashville, TN Camden, NY

*Anthony A. Hoekema, *The Bible and the Future*, Wm. B. Eerdmans Publishing Co., Grand Rapids, MI

*Skousen, W. Cleon, *The First 2,000 Years*, Bookcraft, Salt Lake City, 1953

AUDIOVISUAL RESOURCES

The Bible, a four-hour movie available on DVD, covering the period from Adam to Abraham (preview by a parent is recommended) www.amazon.com

SAMPLE PAGES

Hook-Dates of the Middle East and European History

A.D. 33	Jesus Christ	Fall of Jerusalem
A.D. 133	Simon Bar Cocheba	Jews Scattered
A.D. 600	Mohammed	Rise of Islam
A.D. 1200	King John	The Crusades
A.D. 1492	Columbus	Battle of Granada
A.D. 1841	Orson Hyde	Beginning of Zionism
A.D. 1917	Chaim Weizmann	Zionism is Recognized
A.D. 1948	David Ben-Gurion	Israel Gains Independence
A.D. 1967	Moshe Dayan	A Victory for Israel
A.D. 1991	Saddam Hussein	Invasion of Kuwait

ADDITIONAL PERSONALITIES, SUBJECTS AND EVENTS TO RESEARCH

Synagogue	Israelites	Settling of Europe
Wailing Wall	Ishmaelites	Caucasus Mountains
Mishnah	Midianites	Black Sea
Talmud	Lost Tribes	The Star (or Shield) of David

SUGGESTED PROJECTS

1. Draw the Star (or shield) of David. Research its meaning and write a paragraph about your findings.
2. Do a research report on Jewish Synagogues. Write in outline form facts about: a) the prayer shawl, b) the Menorah, c) scripture reading during meetings, d) the Jewish woman's role in modern Synagogues, and e) the words to specific prayers which are offered. Add other information as you research.
3. Research Jewish music. What instruments do they use in their traditional songs? Do they have a traditional dance? What costumes do they wear for celebrations? (Draw one of the costumes.) What does the traditional "bottle dance" represent, if anything?
4. Research the Wailing Wall in Jerusalem, answering these questions:
 - Can anyone worship at the Wailing Wall?
 - How do we know it is the original wall of the ancient Jews?
 - How do Jewish people pray?
 - To whom do they pray?
 - What is the significance of the small pieces of paper stuck in the cracks of the wall?
 - Why do the men and boys wear the small hat (Kepah) on their heads?
5. Study the Jewish Talmud. (If you do not have access to a Talmud, search on the internet at http://www.jewishvirtuallibrary.org/jsource/Judaism/talmud_mishna.html.)
6. Search some of the scripture contained in the Talmud. Write down five sayings of wisdom--or interesting facts--that you discovered.

GENERAL RESOURCES

The Jews in Their Land, by David Ben Gurion, NY, Doubleday and Co., 1966
Fantastic Victory, by W. Cleon Skousen, pp. 204-206

SAMPLE PAGES

Hook-dates of American History

1215	King John	Magna Charta
1492	Columbus	Discovery of America
1607	John Smith	Settle of Jamestown
1776	Thomas Jefferson	America Declares Independence
1787	George Washington	Structuring a Constitution
1830	Andrew Jackson	The Age of Reform
1913	Woodrow Wilson	America Re-evaluates
1945	Eisenhower	America Defends Herself
1957	John Dewey	Experimenting With Education
1991	George H. Bush	Islamic Terrorists Invade the World
(2002)	George W. Bush	9/11 Changes the Country

RELATED SUBJECTS FOR STUDENT RESEARCH -- 1215

Anglo Saxons	Parliaments	Anarchy
The Norman Kings	Richard the Lion-Hearted	Tyranny
William the Conqueror	Robin Hood	Sir William Blackstone
Barons	People's Law	Charles de Montesquieu
"Freemen"	Ruler's Law	John Locke

SUGGESTED PROJECTS

1. Do a research report and entitle it: "Robin Hood – Hero of Legend or Infamous Thief?"
As part of your research, choose from the following:
 - a) Make a miniature "Sherwood Forest." Create (or buy) figures that represent the main characters in the story.
 - b) Write a short play about Robin Hood and act it out, recording it for YouTube.
 - c) At the conclusion of this activity, discuss what you learned about "taking from the *haves* and giving to the *have-nots*," (that is, stealing from the rich to give to the poor). Is this a correct principle of government? Does this make Robin Hood a hero or a thief?
 - d) Write your opinions and experiences in a report.
2. Fill in the blanks of the "Political Spectrum" page in this section.
3. Write 5 sentences from the Magna Charta which are examples of People's Law.
4. Draw a picture of the Seal the Founders proposed. (Search the internet for illustrations)
5. Choose at least five of the names shown under "Additional Personalities, Subjects and Events" on this page. Show their dates of birth and death, or the time period in which they lived. In a report, summarize each person's political or governmental views in two or three statements. Sketch a portrait of one of these significant personalities.
6. Is the word "freeman" used in the scriptures? If so, how and where is it used? If not, describe what you think a freeman does in regard to government policies.

GENERAL RESOURCES FOR RESEARCH

The Making of America, by W. Cleon Skousen, NCCS, Washington, D.C., 1984

The Christian History of the Constitution of the United States of America, by Verna M. Hall, p. 367 (Magna Charta)--Coke's comments on, p. 391

What is Left? What is Right? (Pamphlet) by W. Cleon Skousen

The Rebirth of a Nation by Robert S. Minor, Third Century Fund, National Heritage Foundation

Unto the Generations, The Roots of True Americanism, by Daniel Marsh (Life Chancellor of Boston University), The Long House, Inc., New Canaan, Connecticut, 1968