

BRADFORD BULLETIN

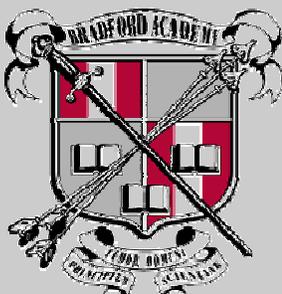
BRADFORD ACADEMY'S PARENT UPDATE

SPECIAL POINTS OF INTEREST:

- **April 24th** Spring Equestrian Leadership Club continues each Tuesday after school until our last meeting on May 15th.
- **April 27th**, Dogwood Race
- **April 28th**, Dogwood Fest.
- **May 4th**, PE Field Trip
- **May 4th**, Running Club Party, after school
- **May 8th**, Men's Book Study
- **May 18th** Senior Center
- **May 16th, 17th, 21st, 22nd, and 23rd** - ERB CTP4 Standardized Testing
- **May 24** Patriotic Program
- **May 28** Memorial Day
- **May 30th** Field Day
- **May 31st** Clean-up Day
- **June 1st** Last Day of School Picnic, DISMISS at noon.

PRAYER

- **Luke Williams** - Please pray for his complete healing!
- **Enrollment** - Please continue to pray for next year's enrollment!
- **New teachers** - We would like to add two more teachers to our staff next year. Pray that the Lord would bring us the right candidates.



WHEN WOULD YOU BUILD?

Imagine that you have been selected to participate in a massive sociological research project sponsored by NASA. They have chosen other candidates with similar socio/political views from a variety of occupations that could naturally form a community. They want to study human interaction in preparation for future colonization of the moon, orbiting space stations, or even other planets. The project involves establishing a working colony in a remote part of Wyoming. You and your family and 24 other families would initially be given enough resources to erect a few basic structures and the knowledge to begin developing the local resources. After a year, twenty-five new families would join you, and after another year, twenty-five more. Most of the resources used for establishing the colony would be supplied by

NASA for those first three years. After that, the colony would be required to be independent and any further growth would have to be driven by the free market. If the colony is still successful in 20 years, you will be rewarded handsomely. NASA will study the dynamics of a developing community,

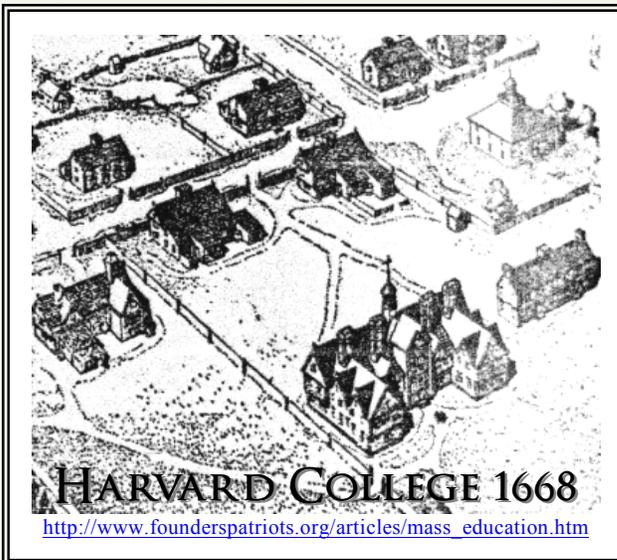
including leadership, priorities, and how ideas are developed, agreed upon and executed.

Given this scenario, how long would it be before your colony established a college? Perhaps this is an odd question, but your answer will be revealing. What it shows is the priority of education and your vision for the long term (i.e. generational) sustainability of the colony.

An experiment very similar to the one I

just described was tried many years ago. We now call that colony Boston. When the English Puritans established the Massachusetts Bay Colony in 1630, they had sufficient resources to make a strong foundation. Thanks to William Bradford and the Plymouth colony (which was established 10 years earlier), they also had sufficient knowledge of the native population, climate and farming techniques.

After they established civil government and the basic structures of the colony, the population began to grow tremendously. What priority did they place on education? The first Latin Grammar School was established in 1635. Harvard University was **established in 1636** by an act of the General Court of the colony. **Only six years after coming ashore**, these colonial fathers decided they needed a college. The



colony grew rapidly and small communities began to spring up around the original settlement. This growth led to concerns for the families of the colony. By 1642 another law was passed that required every community to have their local magistrate ensure "that none of them shall suffer so much

barbarism in any of their families as not to endeavor to teach (their children) by themselves or (by) others."

Five years later they passed another law that required every community that grew to a hundred families to maintain a grammar school that would be equipped to prepare children for university. The law became known as the Ol' Deluder Satan Act of 1647. It was

MRS. OGLE

1st grade Phonics: "sion" and "tion", "Mission to the Moon"

1st grade Math: Finding one half of a set with an odd/even number, estimating a sum, and measuring using feet and inches

1st grade Grammar: statements

2nd grade Phonics: Dividing words into syllables

2nd grade Math: Multiplying by 4, identifying parallel lines and line segments, and identifying properties of quadrilaterals

2nd grade Grammar: Writing a two-point Expository paragraph

2nd grade Latin: Chapter 29 (Gardening)

Specials:

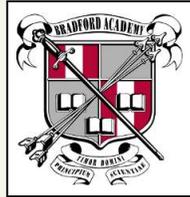
4th Art: Drawing with cubes (houses)

4th grade Music: "Upward Trail"

2/3rd grade Art: Drawing the body by looking at the elements of shape

2/3rd Music: notes on the treble clef

2nd/3rd/4th grade P. E.: Disc golf



MRS. HICKS

Math: Adding 9, fractions, comparing numbers, review addition and subtraction facts.

Phonics: Plural endings, vocabulary words, reading, consonant digraphs and possessives.

Centers: Geoboards, copy-work, reading, wrap-ups.

Music (K/1st): Beethoven.

P.E. (K/1st): Review: Run, walk and leap.

History: Reformation: Martin Luther.

Verse: Ephesians 6:1-3

Children, obey your parents in the Lord, for this is right. 2 "Honor your father and mother, "which is the first commandment with promise: 3 "that it may be well with you and you may live long on the earth."

MR. JOHNSTON

3rd Writing: Key Word Outline and worked on editing. Aesop's Fable, *The Two Frogs*.

3rd Reading: We continued reading the exciting mystery, *Detectives in Togas*. It is a tale of a class of boys involved in a deadly conspiracy set in Imperial Rome!

4th Reading: This week we Continue reading the Newberry award winner *From the Mixed Up Files of Mrs. Basil E. Frankweiler*.

3rd Math: We reviewed division by 9 facts, Roman Numerals, units of measure and PRIME NUMBERS!

4th Math: We continue dividing fractions by using the reciprocal and began using ratios.

3rd Latin: *LfC A* - Ch. 28— 1 st Conjugation verb Eo.

4th Latin: *LfC B* - Ch. 28—Imperatives

1st History: We finished looking at WW1

2nd/3rd Grade History: King Tut

4th Grade History: Spanish Inquisition

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believed that unless men and women could read well enough to understand the Scriptures, they would be more easily tempted by Satan to all forms of corruption, vice, and superstition. They felt that the consequences of an ignorant voting population were too great for the commonwealth to tolerate. As a result of their commitment to education, from that time through the next two centuries illiteracy was half that of Europe (even including slaves). Among male New Englanders literacy was close to 100%.

Sadly, too few have that same commitment today. At the time of the War for Independence virtually every American read with interest complex political treatises and understood writings like the Federalist Papers. Our colonial fathers had a mind for long term sustainability and as a result generations have benefitted. I believe that vision is threatened by our generation's low priority it places on

education. Not that we don't constantly talk about our schools. Not that our society isn't spending money on schools. I believe that the low priority on true education with a higher spiritual goal has been our downfall. We must restore that understanding and the work ethic that makes education possible and profitable. We must restore the conviction that all people must read not merely to get a job but to learn what it really means to be human and to gain the knowledge of the Scriptures. That must be a priority. I am not suggesting that we need to build a college, but I am committed to at least building a middle and high school. May we do so together by the grace of God and for His glory. Peace and Grace.

Here is the full text of the Ol' Deluder Satan Act of 1647:

It being one chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures, as in former times by keeping them in an unknown tongue, so in these latter times by persuading from the use of tongues, that so

that at least the true sense and meaning of the original might be clouded and corrupted with love and false glosses of saint-seeming deceivers; and to the end that learning may not be buried in the grave of our forefathers, in church and commonwealth, the Lord assisting our endeavors. It is therefore ordered that every township in this jurisdiction, after the Lord hath increased them to fifty households shall forthwith appoint one within their town to teach all such children as shall resort to him to write and read, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in general, by way of supply, as the major part of those that order the prudentials of the town shall appoint; provided those that send their children be not oppressed by paying much more than they can have them taught for in other towns. And it is further ordered, that when any town shall increase to the number of one hundred families or householders, they shall set up a grammar school, the master thereof being able to instruct youth so far as they may be fitted for the university, provided that if any town neglect the performance hereof above one year that every such town shall pay 5 pounds to the next school till they shall perform this order."