

BRADFORD BULLETIN

BRADFORD ACADEMY'S PARENT UPDATE

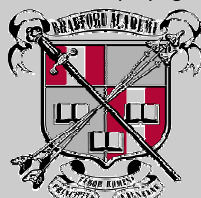
SPECIAL POINTS OF INTEREST:

- 02/16 - Presidents' Day
- 02/17 - Chess Club
- 02/19 - **NO** Wrestling this week
- 02/20 - **Grandparents' Day**
- 02/23 - Art Club - 4th-7th
- 02/24 - FINAL Chess Club
- 02/26 - Volleyball Club - 5th and 7th grade girls

PRAYER

Please pray for God's supply regarding specific needs:

- 1) Continued peace and unity
- 2) Scholarship fund
- 3) Plans to expand into HIGH SCHOOL program. Plans for facilities to house our growing school.
- 4) Please start praying for the



PERHAPS I'LL WRITE A BOOK SOME DAY

Perhaps I'll write a book some day, but I'm not sure when I'll find the time. I already have a title picked out: *A PERFECT STORM: The Sinking of Education in America*. The title leans on the 1991 Atlantic storm that was described in a book (1997) and film (2000). The historic weather event saw the convergence of two "Nor'Easter" Atlantic thunderstorms which essentially absorbed Hurricane Grace which moved up the coast from the South. Any one of the weather patterns would have been treacherous but the convergence of all three proved to be devastating. The book and the film follow the lives of fishermen who venture out in search of their fortune and haul in a record catch of a quarter of a million dollars worth of sword fish. They never make it home. Heroic attempts are made at rescue, but a coast guard chopper and

lives were lost. There was damage as far south as the Dominican Republic and as far north as Newfoundland. Off the coast of Nova Scotia were recorded historic waves the size of 10 story buildings. Into that ocean fury sailed the small fishing vessel, the ill-fated *Andrea Gail*.

Whenever I hear about the latest educational reform movement, I imagine it as a small ship bravely trying to conquer the inexorable waves of the perfect storm. Perhaps the effort looks more like the image of the doomed Coast Guard rescue helicopter valiantly trying to pluck individuals from the raging mountains of water before itself is swallowed up by the fury. When there is a storm like that, the best bet is to get out of the way.

In my book I would outline what, in my mind are the three major storms that have converged to shipwreck education as we see it in America and why so many reform efforts have been swamped and lost at sea. The three storms are: the rise of bad philosophy (Storm Windy Thoughts), the numbing systemic problems (Storm Bureaucracy), and the moral decline of the family (Hurricane Dysfunctional Family)

In future Bulletins I hope to touch on each issue in more depth, but will describe each here in summary. "Storm Windy Thoughts" arose on the far side of the Atlantic and smashed into New England causing widespread damage from the 19th century to the present. It brought with it waves of secular humanism and both philosophical and theological liberalism. It changed how we understood

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Bradford Gala & Auction

Just what has the Art Club been up to?



One of a kind, collaborative art pieces created by students will be featured *only* at our 2015 Gala & Auction!

From the Teacher's Desk

MRS. MITCHELL (KINDERGARTEN)

Math: Dividing a shape into fourths; adding 10 to a number; counting by 10's from a single digit number; written and oral assessments.

Phonics: Short vowel sounds with j; read *Dan of the Den*; target sound Zz.

History: The Feudal System, part 2.

Art: Featured artist: Norman Rockwell.

Music: Music from around the world; practiced for Grandparents' Day.

P.E. Soccer: dribbling, aka, keeping the ball under control with your feet!

Science: Mammals, part 2.

Hymn: "Jesus Paid it All", vs. 3

Verse: Began Matthew 6: 9-13 - The Lord's Prayer

MRS. CAMPBELL (1ST GRADE)

Math: This week we practiced cutting apart a geometric shape and making a new shape; using comparison symbols; reading and drawing a pictograph with a scale of 2; writing a fraction to show a part of a set.

Phonics: Target: OI/OY

Grammar: Introducing verbs (Action verbs)
Story narration: "The Bundle of Sticks"

History: We continued labeling the border states on a map of the United States and working on our 13 colonies sound-off for Grandparents' Day.

Art: Artist of the quarter study: Norman Rockwell
Students continued working on their family tree projects.

Music: Whole rests, half notes, half rests; practiced for Grandparents' Day.

Science: Earth Science Test #1, Introduce Water Cycle, Bird of the Month: Yellow-Bellied Sapsucker

PE: Bradford Bootcamp

Hymn: "Jesus Paid It All" (vs. 3)

Verse: James 1:19-20

MISS STEVENSON (2ND GRADE)

Math: Multiplying by 5, Identifying the Commutative Property of Multiplication, Estimating and Measuring Distance Using Feet, Yards, and Meters, Identifying the Number of Inches in a Foot and in a Yard, Feet in a Yard, and Centimeters in a Meter, Identifying and Solving "Larger-Smaller-Difference" Problems, Making and Drawing Arrays, Writing Number Sentences for Arrays, Estimating and Finding the Area of a Rectangle

History: Birth of Moses

Grammar: Present, Past, and Future Verb Tenses

Phonics: Coding Words With VCCCV, V/CCV, and VCC/C Syllable Division

Spelling: Sight Words

Reading: *Baby Island*

Latin: Food Words (bread, fruit, milk, cookie, chicken)

Science: Review the Water Cycle, Define Lake, River, Bay, and Ocean, Identify Example of Each in Eastern US

Music: Continued watching Mozart's *The Magic Flute*; practiced for Grandparents' Day.

Art: Artist of the quarter study: Norman Rockwell - Students worked on designing a cover for the 'Saturday Evening Post'.

PE: Bradford Bootcamp

Memory: Galatians 5:22,23

MR. JOHNSTON (3RD GRADE)

Math: The students have been doing very well with their multiplication speed drills so this week we continued with DIVISION! Don't forget to keep reviewing those subtraction facts. This week we worked on identifying shapes and parallel and perpendicular lines.

Reading: We have been enjoying the wonderful children's classic *Misty of Chincoteague*.

History: Julius Ceasar

PE: Bradford Bootcamp

Grammar: More with direct objects and compound parts, homonyms, editing, capitalization and punctuation rules, Chapter Thirteen test, run-on sentences.

Latin: Chapter 18; review week.

Writing: We focused especially on vocabulary this week, but also learned how to add conversation to stories using the proper punctuation. There will be a vocabulary quiz next Wed., Feb. 18th.

Science: Students continued learning the characteristics of each planet in the Solar System.

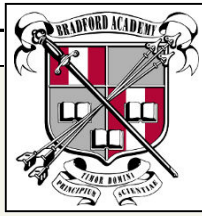
Music: Continued watching Mozart's *The Magic Flute*; practiced for Grandparents' Day.

VERSE: Psalm 19:1-8

MRS. HAMILTON (4TH GRADE)

Math: Students learned to read a centimeter scale, to write tenths and hundredths as decimal numbers, to name decimal numbers, to compare and order decimal numbers, and to write equivalent decimal numbers.

History: This week's card was packed with important historical

**MR. GARBER (6TH GRADE)**

events! We studied the Hundred-Years War, Joan of Arc, and the Black Death.

Literature: Claudia and James continue searching for clues regarding the mysterious Angel statue; could it truly be Michelangelo's?

Writing: Students continued working on a three-paragraph story about the fall of Babylon, focusing on dialogue; we also worked on writing a persuasive essay.

Grammar: We began working with Pattern 2 sentences.

Latin: Students continued practicing with Roman numerals and analyzing and parsing sentences, and began learning declensions of the number three.

Art: We worked on drawing advanced-level houses by juxtaposing two cubes.

Science: We continued learning about galaxies, focusing on the Milky Way.

PE: We continued our basketball unit this week.

Music: Practiced singing for Grandparents' Day; practice recorders up to and including pg. 17.

MISS WINDES (5TH GRADE)

Math: Parallelograms; Fractions Chart and Multiplying Three Fractions; Exponents; Writing Fractions as Decimal Numbers; Writing Ratios as Decimal Numbers; Writing Fractions and Decimals as Percents.

History: Over a year after the Battles of Lexington and Concord and the Battle of Bunker Hill, representatives from the thirteen colonies have gathered in Philadelphia to draft the Declaration of Independence!

Reading: We have reached the end of *Duel in the Wilderness* as Washington has finally reached his destination of Williamsburg; many are amazed that he made it back!

Grammar: We practiced making singular or plural nouns possessive, especially noting the placement of the apostrophe.

Writing: We began a new two paragraph descriptive piece of writing about the Declaration of Independence.

Art: After learning about Norman Rockwell, our artist of the quarter, the students began copying and coloring some of his covers from the "Saturday Evening Post."

Music: Practiced singing for Grandparents' Day; practice recorders up to pg. 11 and the duet, "The Gift to be Simple".

PE: We continued our basketball unit this week.

Science: This week the students learned about circumpolar constellations.

Verse: Philippians 2:12-13

Upcoming Tests: The students will only have a math test on Wednesday; because of the shorter week we will spend two weeks on our spelling lists and history card.

Math: This week math 8/7 learned about implied ratios, and finding a whole when a fraction is known.

History: This week the students learned about Teddy Roosevelt and the Panama Canal.

Literature: We finished reading *Around the World in 80 Days*.

Logic: This week we took a test on red herring fallacies.

Science: The students started learning about the space race.

Grammar: Sentence pattern three, editing stories and paragraphs, Chapter Fourteen test, more practice with dialogue, the form and content of friendly letters.

Composition: IEW Chapter Fourteen (summarizing reports).

Art: The students continued working on their Rockwell drawings, turning the shapes into real figures and adding details.

Music: Practiced for Grandparents' Day, fine tuning Alto and Tenor parts.

Verse: Ephesians 3:5-7

MR. HAMILTON (7TH GR.)

Math: This week math 8/7 learned about implied ratios, and finding a whole when a fraction is known. Algebra $\frac{1}{2}$ learned about implied ratios, multiplying scientific notation, and inserting parentheses.

Logic: This week we learned about fallacies associated with the common topic of relationships.

Science: This week the students learned about uniformitarianism and catastrophism.

Grammar: This week we finished our unit on formal documents, composing and editing original resumes and cover letters.

Composition: Practice with audience, purpose, and the writing process; improving sentences and building paragraphs; improving unity and coherence.

Greek: Chapter 16 grammar, vocabulary, and quiz.

Omnibus: This week we finished our reading of Plato. The dialogues in *The Last Days of Socrates* led to rich discussions on ethics and morality, immortality and the soul, proper perspectives on the body and physical desires, and the intellectual and spiritual life. We analyzed Socrates's arguments and compared and contrasted them with the Christian worldview, then capped our reading and study with a summative assessment.

Art: The students continued working on their Rockwell drawings, turning the shapes into real figures and adding details.

Music: Practiced for Grandparents' Day, fine tuning Alto and Tenor parts.



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A BOOK (CONT'D FROM PAGE 1)

the nature and purpose of man (and consequently, the student), it changed our understanding of truth and the nature of knowledge itself, and finally it changed the purpose of education. The theories and ideas have percolated for years in the upper echelons of academia but have filtered down to the common mind by way of education departments to the school teachers, to the students. Those students become professors and teachers for generation after generation while the ideas become stronger and stronger until the students and the population grew thoroughly indoctrinated.

Storm Bureaucracy is the inevitable result of the cold arctic blasts of large scale institutionalization colliding with the warm intentions of teaching children. When our Puritan forefathers instituted what is often called the first "public school ordinance" they simply required families and local communities to band together to provide for the education of the children in that community. We all agree that our society is benefitted by a well-educated populace. Unfortunately, the farther important decisions are made from those it impacts, the more absurd those decisions become. The founders of this nation never imagined that our schools should feed children, never-mind getting their menu from the First Lady. Today we have policy makers who have never spent a day in an elementary classroom writing "common core" standards intended for the entire nation. The Federal Department of Education, according to the Constitution, should not even exist but should be "reserved to the States respectively, or to the people" (see the Tenth Amendment). Sadly, Ronald Reagan campaigned on abolishing that department but was never able to deliver on that promise. He was able to get the Soviet Union to tear down the Berlin Wall but was sunk when he faced the school bureaucrats. Now we are spending millions of dollars on a bloated bureaucracy that inefficiently delivers a mediocre service.

The third element is "Hurricane Dysfunctional Family." For several generations we have seen the moral decline of the family. Statistics have long demonstrated the single most important factor in the success of a child is the stability of the family. With the sky rocketing number of broken homes, births out of wedlock, and absentee fathers, we have seen a corresponding rise in school violence, academic and social failures, and a host of other problems. Even the best teachers can't keep children afloat when they are carrying so much baggage into the classroom.

This hurricane has been gathering strength by the fact that even many Christian families fail to discipline and admonish their own children. Much more could be said

about this.

So imagine the scenario. A teacher stands in front of a classroom. She has been taught that knowledge doesn't exist but is "constructed"; each individual forms knowledge themselves. What does she teach? Unfortunately, the students can't write any original thoughts legibly because someone believes they will all use computers anyways and yet the one computer in her classroom doesn't work and there is no IT department because of budget cuts. They don't know math facts or proper spelling because some professors say rote memorization doesn't work. She doesn't have very good lesson plans because so much of her time recently has been taken up by meetings, paper work, and professional development (required to keep her license to teach). Yet, she bravely stands before a crowded room of 25 young faces. Some don't speak English at home, some have witnessed abuse, many come from single parent or divorced homes, many have experienced neglect ranging from lack of proper clothing and food to the lack of appropriate love and attention. Some kids lack sleep because they were up late playing video games or watching TV in the bedroom because no one cared enough to tuck them in at night. She got off the phone earlier with an irate parent who blames her for a student's poor performance and was reminded by her principal in the hall to make sure she is meeting all the requirements of her special needs kids who have been placed in her class. Now this teacher is required to turn these young students into responsible productive citizens. AND she is not allowed to pray. Try sailing into that storm.

This is the perfect storm that is swirling through American education. Things are bad but they are getting worse. The moral state of the family continues to decline, bad philosophy is becoming more entrenched and right thinking more rare, and the institutions built to educate young children are becoming more and more inhuman. The wind is raging and those that weathered the early stages of this storm may feel safe at home but the waters are not those of even a decade ago.

What then shall we do? Again, that answer is a long one but here are a few suggestions.

- 1) Don't sail into the Storm of Windy Thoughts. Get your thinking straight and make sure you develop a Biblical worldview on all of life.
- 2) Avoid the Storm of Bureaucracy. Take your child's education into your own hands. Make the training of your children a local matter.
- 3) If you are in Hurricane Dysfunctional Family, turn around (or as the Lord says, "Repent").

Building Castles

Kindergarten learns about the feudal system and designs castles using Kapla blocks, which were invented to build a model for a real castle.

