

BRADFORD BULLETIN

BRADFORD ACADEMY'S PARENT UPDATE

SPECIAL POINTS OF INTEREST:

- 10/5 - 2nd and 3rd field trips
- 10/5 - Soccer Away
- 10/6 - Fire Dept demonstration
- 10/6 - MS vball & XC meet
- 10/7 - MS XC meet AWAY
- 10/7 - Last day of 1st Quarter
- 10/10 - 10/14 - FALL BREAK
- 10/18 - NC Symphony - k-5th
- 10/18 - MS & JV vball games
- 10/20 - HWY 55 night
- 10/21 - JV vball game
- 10/25 - XC meet - home
- 10/26 - Greek Olympics
- 10/27 - Soccer @ Triangle Day
- 10/28 - School pictures!

PRAYER

Please pray for God's supply regarding specific needs:

- 1) Planning and execution of the many tasks that make Bradford a special place!
- 2) **Scholarship fund.** We have an increasing need to continue making Bradford Academy accessible to all families who desire a **CHRISTIAN AND CLASSICAL** education in Mebane.
- 3) Our HIGH SCHOOL program
- 4) Growing athletic program

SCHOOL CONTACT INFORMATION

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THE END OF DEBATE

I always hold to the conviction that what we are doing here at Bradford Academy is a necessary endeavor. Some days I hold to that conviction with greater fervor and desperation. Today is one of those days. I have two issues, remotely connected, that have stirred up my resolve for the work in which we are engaged.

This morning one of my students asked if I had watched the debate. The conversation went like this:

Student: "Mr. J, did you watch the debate?"

Me: "What debate?"

Student: "The presidential debate?"

Me: "There was no debate."

Student: "Yeah, the one on Monday."

Me: "There was no debate."

Student: (laughs)

I don't always begin my logic class with snarky remarks but when I do, I try to have a point. My point this morning was that what had happened on Monday evening didn't qualify in my estimation as a debate. To qualify as a presidential debate I would have expected one or both candidates to make a reasoned proposition followed by a reasonable defense of that proposition. Furthermore, it would have been nice if those propositions focused on policy issues rather than personal issues. Also, a debate used to assume an impartial moderator. So, I stand on my snarky assertion that whatever it was that happened on Monday, it was no debate. Perhaps it was an "informative Q & A," or perhaps it was just a formal introduction to the candidates. Whatever we call it, let's not call it a debate.

What does that have to do with the grand and noble endeavor called Bradford Academy? Before I answer that, let me mention the other issue that has me worked up. I know I should not respond to Facebook memes but unfortunately I let my passions get the better of me recently and posted a comment. The meme said something like this:

If you don't like smoking, don't smoke.

If you don't like alcohol, don't drink.

If you don't like drugs, don't do drugs.

If you don't like abortion, don't have one.

The argument included several other moral issues followed by, "If you don't like your rights taken away, don't take away the rights of others." The thing that so bothered me about it was how condescending it is and at the same time so completely fallacious. To understand this how bad the argument is, all we have to do is apply the same argument to any number of issues. For example, "You don't like drunk drivers, don't drink and drive. You don't like violence against women, don't do it. You don't like slavery, don't buy slaves." that logic is outrageous. Furthermore, to equate the smoking of cigarettes and abortion is, quite frankly, offensive. I hope you see how absurd the position really is. Essentially, the argument reduces all social ethical debate to matters of preference. The meme is also self contradictory because it can't even live up to its own standard. For example, "You don't like people criticizing your behavior, don't criticize other's behavior." It is the same argument but fails because the meme itself violates its own argument. It tells people not to criticize people's behavior while criticizing people's behavior.

The argument is in fact no argument at all. What it really does is assume that anything an individual WANTS is actually a right and then argues that you shouldn't take away rights. When, in fact, the debate is NOT about taking away rights but whether the issue is a right at all (if so, the government should protect it not prohibit it). If the issue is merely a preference, the debate ought to be centered around how it effects the society within the jurisdiction of those debating. It is no argument to declare, "I want to do it, so don't tell me it is wrong to do it. You wouldn't like me telling you that something you like is wrong."

How is this connected to our work at Bradford Academy? Simply put, we need a national conversation that is reasoned and

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From the Teacher's Desk

MRS. RIVERA & MRS. JONES

(KINDERGARTEN)

Math: Addition facts doubles with sums to 18, identifying lighter and heavier using a balance, looking for a pattern to solve a problem, covering designs with pattern blocks, written assessment #5, and oral assessment #3.

Phonics: Target sounds /G/, /F/ and /S/, proper strokes for the letters G, S, and F, presentation of their museum bag treasures for the letters G,S, and F, and listening carefully for the teeny tiny 't' sound at the end of a word.

History: Call of Abram as read in Genesis 12-13. God promised to bless Abram and make him a great nation, even though he was childless and 75 years old. Abram, Sarai, and Lot left their home in Ur and settled in the land of Canaan.

Music: This week Kindergarten learned about bands! We reviewed what an orchestra was, and the difference between the instruments in a band and an orchestra. We also continued our history about Beethoven and then enjoyed singing our warm-ups and songs for Bradford Night.

Art: We finished our Kandinsky inspired pictures. Our focus for the next few weeks will be on the color wheel. A color circle, based on red, yellow, and blue, is traditional in the field of art. Sir Isaac Newton developed the first circular diagram of colors in 1666. Our kindergarten scholars learned about primary, secondary, and tertiary colors.

P. E.: The rain kept us inside so we did warm up exercises and stretches.

Science: Fall is the perfect season to begin our study of trees. God has certainly blessed us with a wide variety of trees to study and enjoy. We started constructing a model of a tree so they could see the parts that make up a tree: roots, trunk, branch, twig, leaves, and crown.

Memory verse: 1 John 1:9

MRS. CAMPBELL

(1ST GRADE)

Math: Telling and showing time to the half hour, estimating temperature, reading a thermometer to the nearest 10 degrees, counting dimes and pennies, writing addition and subtraction fact families, identifying geometric shape pieces that are alike in only one way.

Phonics: S blends (st, sc, sk, sm, sn, sp, sw)

Grammar: Proper and common noun review

Poem memorization: "Work"

Music - This week our 1st Graders continued our history about Beethoven and enjoyed listening to his, "Symphony 9." We also learned about rhythm and beat in our music theory part of class. Finally we ended class in singing as we worked on our Bradford Night music.

Science: Review (Test on Tuesday, October 4)

Art: Featured artist study

P.E.: Soccer tournament practice

Verse: Isaiah 40:8

MISS STEVENSON

(2ND GRADE)

Math: Writing Money Amounts Using Dollar Signs and Cent Symbols, Reading and Shading a Thermometer to the Nearest 2 Degrees Fahrenheit, Adding 3 and 4, Using Guess and Check to Solve a Problem, Solving a Problem by Acting It Out, Collecting Data, Tallying, Adding Multiples of 10 Using Mental Computation, Estimating the Sum of Two Two-Digit Numbers

History: Old Kingdom in Egypt

Grammar: Noun Job Charts, Simple and Complete Subjects and Predicates

Music - This week our second graders continued our history on Beethoven, and listened to his, "Symphony 9." We then spoke about Music Theory and focused on the subject of Rhythm and Beat. We then had fun singing and worked on the songs for Bradford Night.

Phonics: VCCV Syllable Division, Schwas

Spelling: Words With V-C-Silent E Pattern

Reading: *My Father's Dragon*

Latin: People Words (girl, boy, man, woman)

Science: Biology Test

Art: After discussing the key elements of Audubon's painting of a swan, students did their best to imitate the color and texture found in the painting.

Women in Prayer

Please join us as we
come together to pray
for the school, the teachers
and the students.

Mondays
8:00 am
at Bradford Academy
(in the Lobby)

*The prayer of a righteous person
is powerful and effective.*

James 5:16

P.E.: Soccer

Verse: James 1:17

MRS. MITCHELL (3RD GRADE)

Math: Identifying even and odd numbers; multiplying by 0, 2, 4, 6, 8; identifying factors and products; The Commutative Property of Multiplication; labeling number lines using whole numbers, fractions and mixed numbers; measuring and drawing line segments using 16th of an inch; identifying and writing multiples.

History: The Olympics. No new card or test next week!

Reading: *Black Ships Before Troy*.

Latin: 2nd Declension Masculine Noun Endings; the "to be" verb sum. Next test will be next Tuesday, 10/4.

Grammar: Prepositional phrases and learning to identify 49 prepositions. We are memorizing all of these in a song.

Writing: Second Keyword Outline - We spent a lot of time choosing words together and talking about what were the best choices. Though the first attempt was just that, an attempt, I think that now they are catching on! This is the practice that Benjamin Franklin used to improve his own writing. :)

Music - This week the third graders continued our history about Beethoven as we listened to his, "Symphony 9." We then moved on to music theory and learned about the subject of rhythm and beat. Finally, we finished class as we enjoyed singing and working on Bradford Night music.

Science: Biomes: In-class group presentations and memorization of abiotic factors, plants and animals in the 6 biomes. Ask them to sing you our song.

Art: The Cube: Stacking tables.

P.E.: Soccer: P.E. field trip.

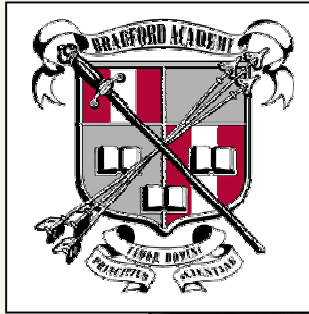
Verse: 1 John 1:5-6

MRS. HAMILTON (4TH GRADE)

Math: Students learned the division algorithm, how to read scales, to measure time and elapsed time, and how to multiply by multiples of 10 and 100.

History: *Mohammed and Islam*. Students learned about the beginnings of Islam and how this event changed the flow of history to the present time.

Grammar: We began working with prepositional phrases, added eight more words to our vocabulary list, and continued



working with practice sentences.

Writing: Students have completed their fantastic stories based on the music they heard from Mussorgsky's *Pictures at an Exhibition* and are working on improving their plots and revising their drafts.

Literature: *Rolf and the Viking Bow*: students were outraged at all the injustices Rolf's father has endured, and are wondering if justice will be served at last at the Althing, the annual court.

Latin: We studied third person plural pronouns and began focusing on Genitive case.

Science: Field trip to the North Carolina Museum of Natural Sciences.

Art: We began drawing another room in one-point perspective, this time with the Escher-esque twist of having staircases going in all directions!

Music - This week our 4th graders continued the history of Beethoven, and enjoyed the his, "Symphony 9." We then brought up music theory and focused on the subject of rhythm and beat, which is something very important as they play together on their recorders! We then learned the fingerings for low and high C, as well as E, and began working on, "Jesus Loves Me," which is our piece for Bradford Night.

P.E.: Soccer field trip.

MISS WINDES (5TH GRADE)

Math: Ratio and Rate; Adding and Subtracting Fractions with Common Denominators; Multiples; Review and Test.

History: We studied Jamestown, the first English settlement to survive - after losing thousands of men and women to starvation and malaria over the first ten to fifteen years of existence. We learned about John Smith, their strong leader

From the Teacher's Desk (Continued)

who helped the men learn practical skills to survive in a new land!

Reading: Finding themselves in strange territory they had not planned to visit, our travelers follow Gandalf's advice to stop and rest with Beorn, a fierce but kind hearted creature. This week we reviewed the parts of a novel and began diagramming *The Hobbit's* plot thus far.

Latin: We have finished the last of our adjective chapters and are heading into a review chapter before launching into verbs. The students continue to practice translating and we have added more words to our ever growing Latin vocabulary!

Writing: The students continue writing their own poems, brainstorming vivid words, images, and phrases to make their meaningful ideas come to life.

Music - This week our Fifth Graders continued our history about Beethoven, and enjoyed listening to his, "Symphony 9." We then moved on to our Music Theory time in class, and learned about rhythm and beat. We finished class as we sang our songs for Bradford Night.

Science: We continued learning about the integumentary system, how to take better care of our skin, and how to identify the warning signs of skin cancer. **Muscles and Skin Quiz: Monday, October 3rd; study guide in black folders.**

Art: The students continue drawing chess pieces and blocks to practice our 3D shapes, perspective, and shading realistically.

Verse: Romans 12:17-19 Next week we will finish the chapter!

Upcoming Tests:

Monday, 10/03: Muscles/Skin Quiz (study guide in black folder)

MRS. GARRETT

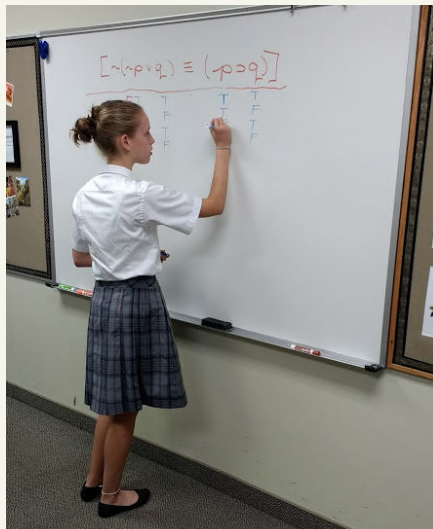
(6TH GRADE)

Math: Roll the dice, flip the penny! Students are striving to understand probabilities and percentages.

History: Flag presentations with their symbolic colors and emblems fill this week as the students share interesting historical references and far flung geographies. David Brainerd and his life as a missionary has been a focus of our week as well. We see God's merciful love for all people lived out through followers of Christ.

Trail of Tears Play: October 7th, 1:45 p.m.

Reading: Allowing ourselves to step into the life of a Cherokee in a second person point of view writing piece has been an experience! What do you see, feel, fear and hope as a Native American?



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Latin: The students did an excellent job launching into our review of verbs! They also worked on translating the Greek myth of Phoebus and Phaethon.

Grammar & Writing: Continuing our look at punctuation, as well as journaling about *The Jungle Book* is allowing the students to write with freedom and creativity, but also thought and consideration for the reader.

Music - Our sixth graders continued our history about Beethoven this week. Mrs. Thrasher came to class, and we worked on learning our parts for, "The Lord's Prayer," which is the Middle School's piece for Bradford Night. On Thursday, we had our History of Hymns, and learned about rhythm and beat, as well as continuing to practice our Bradford Night Songs.

Science: Genetics and the variety of human characteristics have been the focus of our experiment this week. Why are some traits expressed, while others hidden?

Art: The life of Audubon is a fascinating study for the students this week. Quiz on Tuesday to soak in this part of our American history.

P.E.: Rained out.

Verse: Ephesians 1:1-14.

International Country research, 2nd page due: 10/6, Audubon Quiz, 10/4

MR. JOHNSTON

(7TH/8TH GRADE HOMEROOM)

Omnibus I (7th): We finished the *Epic of Gilgamesh* with Tablet 12's rather dim view of the afterlife. We then moved on to The Code of Hammurabi. We also spent some time working on our quarter projects.

Omnibus II (8th): We continued in Augustine's *Confessions* this week, examining Augustine's propensity to sin as a young man, his turn to heresy, his struggles with immorality, and the influence Ambrose has upon him in Milan.

7th/8th Composition: We moved on from subject-verb agreement to difficult cases of subject/object pronoun usage.

Music - Our seventh and eighth graders continued our history about Beethoven this week. Mrs. Thrasher came to class, and we worked on learning our parts for, "The Lord's Prayer," which is the Middle School's piece for Bradford Night. On Thursday, we had our History of Hymns, and learned about rhythm and beat, as well as continuing to

Continued on page 6.

THE END OF DEBATE (CONTINUED)

principled. Therefore, we need a population that has learned how to think deeply and reason soundly. We also need a moral standard by which we can test moral issues. This is the necessary work of our school.

We need to engage this culture. Unfortunately, what we now call “engagement” is no more than bumper sticker platitudes, Facebook memes, and tweets pontificating in 140 characters or less. We are surrounded by sound bites that more resemble the inane mockery of the undisciplined adolescent boy jacked up on Red Bull giggling in the back row trying to impress his friends with his clever sass. We need disciplined thought and reasoned engagement. We need civil conversations and genuine thoughtfulness. That means we need to teach and train our children to do that very thing. That’s why our work is so crucial.

Bradford Academy is committed to providing our students with the kind of education that not only informs but develops wisdom and discernment. We cannot be satisfied with the status quo but instead strive to make a difference. It is for this reason we begin teaching logic in 6th grade. We are training our students to recognize fallacies, distractions, and poor reasoning in arguments. At the same time we are working to foster a love of truth and a disposition towards kindness. This is no easy task, but one that is worthy. We are seeing the end of debate. We need to change.



Sixth Grade Cooks Up a Few Flags of Europe



From the Teacher's Desk (Continued)

practice our Bradford Night Songs.

Latin: We finished up chapter three focusing on the GENITIVE and DATIVE cases with some translation work.

Logic: Our list of fallacies expanded to include the category of APPEAL to EMOTION fallacies which include the Ad Populum (ie. peer pressure), Ad Baculum (ie. fear), and Ad Misericordiam (ie. pity).

Science: We concluded our discussion of characteristics of the earth's moon and the effects of the moon on the earth. Tuesday will be a review day. The final exam is cumulative and will be Thursday Oct 6th.

Art: The students are finalizing their projects and mounting their completed art in order to have it ready to display. We hope to begin tackling architectural drawings using charcoal next week!

PE: This week we were rained out so we had to improvise. We met under the picnic shelter and the students began a game of personal challenges. One student would challenge a friend to complete 50 push-ups. That student would then challenge another friend to do 30 burpees and so on. It is safe to say there were some sore muscles the next day.

MR. HAMILTON (9TH GRADE HOMEROOM)

Pre-Algebra: We learned how to use unit multipliers to convert from one unit to another, such as miles to feet, pounds to tons, and metric system conversions as well. We learned mode, median, mean, and range. We continued to

review how to find a missing number when the average and the other numbers are given. Test 6 will be on Monday.

Algebra: We started to learn how to find the solution or root of an algebraic equation, using the additive and multiplicative properties of equality, i.e., solving for x by adding/subtracting or multiplying/dividing from both sides of the equation to isolate x. Test 6 will be on Monday.

Art: The students finished their human eye painting project using acrylics. They also prepared for their first quiz on our artist of the quarter, John James Audubon. Additionally, we did some painting exercises that required the students to relay an emotion by only using color and basic shapes. Lastly, we began to prepare for our first landscape painting by studying, light, atmosphere and their effect on different planes. We prepared and stocked our art easels for heading outside next week. Please join us in praying for good weather!

Literature: From the Romantic poets we turn to *Frankenstein*, sometimes called the first science-fiction novel. This work of literature springs from the Romantic movement but has its roots in an older Gothic tradition. The students are greatly enjoying their reading of this exciting tale. We also had our Romantic poetry recitation on Friday.

History: We continued looking at key people and events in *Foxe's Book of Martyrs*.

Theology: This week we took extra time preparing for our upcoming quarter seminar, which encompasses all of the

Students enjoyed the Civil War Re-enactment at the Bennett Place in Durham!



From the Teacher's Desk (Continued)

theology and philosophy we have covered so far, including the major ideas of the Westminster assembly and 16th-century Protestantism, Descartes, Locke, and Jonathan Edwards. Next up in quarter two: Rousseau's *The Social Contract*.

Logic: Discussed finding logical equivalence, contradictory propositions and the tautology.

Spanish: Interrogative words are still being memorized to the tune of "Jingle Bells." Students recorded conversations which had to do with the concepts of schedules and days of the week. They have been practicing their conversation skills with partners in class. It has been great to see hands going up saying, "¿Cómo se dice..? (How do you say..?) Coming up Monday: Bible verse quiz on Mateo 6:11-12 and online quiz from vocabulary words pg. 40-41.

Biology: We have concluded our study of zoology. The students did excellent jobs with their first oral research projects, which covered unique commensalistic, mutualistic, and parasitic relationships among different species. Tuesday will be a review day. The final exam is cumulative and will be Thursday Oct 6th.

Geometry: This last week of the quarter we will begin a study of angles and measurement. Popsicle stick bridge construction is also underway. Teams will spend half of each class period finalizing their projects. Next Friday, we will have a competition to see which team built the strongest bridge.

