

BRADFORD BULLETIN

B R A D F O R D A C A D E M Y ' S P A R E N T U P D A T E

SPECIAL POINTS OF INTEREST:

- 08/28 Volley Ball VS Cary 4 PM
- 08/31 - Prayer Group - See note on pg.4.
- 09/07 Labor Day - no school
- 09/12 - MEBANE ON THE MOVE - 1MileMadDash, 5K, & 10K
- 10/12-16th Fall Break
- 11/11 - Veterans' Day - no school

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 for next year!
 - 3) Plans to expand into HIGH SCHOOL program.
 - 4) Growing athletic program!
 - 5) Plans for facilities to house our growing school.



**GO LADY
ARCHERS
VOLLEYBALL!**

WHY NOT TAKE THE MONEY?

Bradford Academy, along with several other independent private schools in North Carolina, have opted out of the voluntary participation in the state's OPPORTUNITY SCHOLARSHIP program. In essence, the state has said, "Here is some money to help out some needy families." We replied, "No thanks." Why?

Several years ago I was contacted by an organization called Parents For Educational Freedom (PEFNC). It is a great organization that is lobbying for more educational opportunities for children and families. I was able to speak with the president of PEFNC, attend meetings with state legislators, and spoke personally with Speaker of the House Paul Stam. The item of discussion was a proposed bill that would support school choice. The program as it was originally proposed would have allowed corporations in North Carolina to make a donation to a non-governmental charitable organization (NGO's, like Bradford's operating board) that would in turn distribute the funds to needy families for tuition to attend a private school. The corporations would receive a dollar-for-dollar tax credit. It was quite an incentive. What business would not want to give their tax dollars directly to a school to help out the children? I thought it was a great idea particularly because there was so little government involvement and because a similar program had been tremendously successful in Florida. Unfortunately, the bill received several revisions before it was eventually passed.

The final iteration of

the bill and the one that passed had many significant changes. First, there are now no corporate donations because the money originates as a line item in the state budget. The state now directly oversees the money. Instead of the funds being distributed by non-governmental organizations the program is administered by a state agency called the North Carolina State Education Assistance Authority. Now the state directly oversees the distribution of the money. Additionally, the schools who receive the funds need to hire a certified CPA to run an annual audit, submit standardized test scores, and submit annual written reports of the academic progress of the scholarship students. Of course, all of these accountability measures are reasonable; however, government accountability often means government meddling. I, and every other taxpayer, should expect there to be oversight when tax funds are distributed but when academic measures are established, curriculum will soon be mandated. When the government pays the bill or buys the product, they will determine the quality of the product. How are they doing now? So the absurdity is revealed when we consider that the system

Free money from the
government?
What could go wrong?



that families are trying to leave is essentially the same system that will be overseeing the program that is supposed to help those students. In other words, the scholarship program is intended to help poor families escape from a failing government school, but it is that same government who will provide oversight of the PRIVATE independent school. I understand why it has to

Continued on page 6.

From the Teacher's Desk

MRS. RIVERA (KINDERGARTEN)

Math: We are still working on writing the numbers 0-9. The students learned about pictographs and identifying most and fewest on a graph. They used data to construct a bar graph. In Math Meeting we counted from 1-60.

Phonics: Target sound Mm; handwriting M using proper strokes; M as a leader in words; finding m in the middle or at the end of words; introduction of target sound Bb. The students described the "m" items they brought in their museum bags.

History: We discussed the importance of timelines. Putting events on a timeline gives us a sense of how much time has passed between events in history. Our timeline begins with Creation. We reviewed the Creation account from Genesis 1 and sang the Creation Song. We discussed how God made everything. God is eternal and has no beginning and no end. God in His greatness made the world and created everything out of nothing (ex nihilo). The students also learned the first two verses of the B.C. History Song.

Music: We learned about string instruments this week, held a violin and played a lap harp!

Art: We discussed different kinds of lines: horizontal, vertical, diagonal, curved, and zigzag. The students worked on a crayon etching picture to practice the different kinds of lines.

P.E.: Axial movements. Focus on balance and running. Practiced balanced movements and assessed students' running abilities.

Science: We started a unit on the 5 senses. Our focus was on sight. Learned the parts of the eye (iris and pupils) and how pupils dilate. Noted how our eyes recognize the meaning of certain shapes; used a blindfold to learn to appreciate the gift of sight; located the Braille words on the bathroom doors.

Verse: Review of Proverbs 1:7 and 1 Corinthians 13:4-8a (NKJV)

Hymn: All Hail The Power of Jesus' Name (verses 1 & 3)

MRS. CAMPBELL (1ST GRADE)

Math: This week we practiced comparing numbers to 50, ordering objects by size (area), "some, some more" and "some, some went away" stories, and covering a design with pattern blocks. We also completed our first fact and written

assessments on the content we've covered in the first ten lessons!

Phonics: Our target sounds this week: ing, ang, ong.



Reading: *Ella Sings Jazz*—We enjoyed this book about the music styles of the late Ella Fitzgerald that highlights the sounds we're practicing in phonics.

Grammar: This week students were introduced to picture narration through observing Mary Cassatt's "Children Playing on the Beach" and answering questions about it. They also completed a similar exercise by listening to the short story "The Lion and the Mouse." We continued our study of proper nouns (writing names) and reviewed the poem "The Caterpillar."

Writing: After listening to key passages from the classic book *The Adventures of Pinocchio* by Carlo Collodi, students copied two sentences from the book into their grammar journals with a focus on capitalizing proper nouns (particularly names).

History: Memory work for history continued with the Southern, Eastern, and Northern borders of the US and also the Middle States. The kids love to sing these songs and follow along as I point to each state on the map. This is a fun activity to practice at home! We also began reading *A Child's Story of America*, a fantastic overview of our nation's history from Christopher Columbus to the present.

Art: We began memorizing a song about the elements of shape and completed an imitation exercise using the elements.

Music: We learned about string instruments this week and also the elements of music (pitch, timbre/tone, intensity/volume, duration).

Science: This week we learned the Classification song and discussed the 2 main kingdoms (plant and animal) and 2 main phyla (vertebrate and invertebrate), Bird of the Month: Northern Cardinal

PE: Soccer

Hymn: "All Hail the Power" (verse 3)

Verse: 1 Corinthians 13:4-8a (NKJV)

MISS STEVENSON (2ND GRADE)

Math: Identifying Even and Odd Numbers, Subtracting 0 and 1,



Differences of 0 and 1, Using Logical Reasoning and Making an Organized List to Solve a Problem, Identifying the Relative Value of Pattern Blocks, Covering Designs With Pattern Blocks, Identifying, Acting Out, Drawing Pictures, Writing Number Sentences for "Some, Some More" and "Some, Some Went Away" Story Problems, Dividing Squares Into Two and Four Equal Parts, Identifying Congruent Shapes

History: Fall in the Garden

Phonics: Coding Vowels (breves and macrons)

Reading: *Mouse Soup, My Father's Dragon* - Reading aloud and looking for information by using key words

Spelling: Days of the Week and Months of the Year

Grammar: Alphabetization, Synonyms/Antonyms, Classification, Adverbs, A and An

Science: Review 1st Grade Biology, Characteristics of an Insect, Bird of the Month: Carolina Wren

Art: We continued memorizing an elements of shape song and copying a picture while reviewing each element.

Music: String instruments review; dynamics - listening and playing "body percussion" to Beethoven's 4th Movement ("The Storm") of his Symphony No. 6, "Pastoral."

P.E. Soccer

Latin: How Are You? (How are you?, I am..., well/fine, great, terrible)

Verses: Proverbs 26:18-19

MRS. MITCHELL (3RD GRADE)

Math: Adding 3 or more single digit numbers; identifying a missing addend or number in a sequence; representing data on a graph; adding 2 digit numbers using mental computation; assessments.

History: The Mycenaean Culture.

Reading: Chapters 6-9, *Black Ships Before Troy*; began SRA comprehension.

Latin: Ch. 2 - Present Tense Verb Endings. Latin homework is nightly M- Th. See detailed plan:

Day 1 of a new chapter - students will learn the vocabulary and the chart in class, and will study it further at home

Day 2 - students should master the vocabulary and then "quiz" themselves by filling in sections A & B on the chapter worksheet without looking back to the vocabulary list; they should then study what they left blank and try again.

Day 3 - study definitions for the grammar section, review vocabulary & charts.

Day 4 - students will study for the quiz on the following day (quiz is the last page of the chapter).

Grammar: Adverbs, adjectives article adjectives and classifying sentences.

Writing: More key word outlines and oral reports; vocabulary.

Music: String instruments review; dynamics - listening and playing "body percussion" to Beethoven's 4th Movement ("The Storm") of his Symphony No. 6, "Pastoral".

Art: Shadow and shading; 9 Laws of Drawing.

P.E.: The students learned about dribbling a soccer ball.

Science: Review of Classification; Begin unit on Birds.

Verse: Proverbs 25:28

Upcoming Assessments:

Wednesday 09/02 - Spelling, Science

Thursday 09-03 - Grammar

Friday 09/04 - Latin, History, Math

MRS. HAMILTON (4TH GRADE)

Math: This week we studied adding whole numbers, writing and comparing numbers through hundred thousands, ordinal numbers, the relationship between addition and subtraction, the subtraction algorithm, and missing addends.

History: The Barbarian Invasion and Vikings.

Thank you for helping your children with their presentations! It was such an exciting time in the fourth grade classroom!



Continued on page 5.

From the Teacher's Desk (Continued)



Grammar: Introductory sentences, new angles (adverb, adjective, article adjective), new vocabulary, and four kinds of sentences.

Writing: Students rewrote their own versions of the ancient story of the Trojan Horse.

Literature: *Door in the Wall* — students are holding their breath awaiting Robin's final adventure!

Spelling: "ie" words

Latin: We continued our study of the irregular verb "to go" with its imperfect and future tenses, added eight more words to our Latin vocabulary, and learned to create compound verbs using prepositions.

Science: After reviewing the six kingdoms, we began our study of the Kingdom Plantae.

Art: This week the students learned about drawing pencils and their different functions as well as practicing drawing and shading cylinders.

Music: The students received their recorders this week! They are learning the correct way to hold the recorder and have learned to play the note B. I will talk to them about practicing at home and send home a practice sheet next Tuesday.

P.E.: The students learned about dribbling a soccer ball.

MISS WINDES (5TH GRADE)

Math: Lines, Segments, and Rays; Linear Measure; Perimeter; The Number Line; Sequences and Scales; Test.

History: Our focus this week was Columbus, the brave but somewhat confused explorer who ended up succeeding more than he thought even while failing at what he set out to accomplish.

Reading: Our little band of travelers rested at The Lonely House of the elves before travelling onward into the Misty Mountains. We have now been introduced to elves and dwarves, hobbits, wizards, and trolls in Tolkien's Middle Earth.

Grammar: As we continue to review grammar, we have spent time identifying verbs and nouns, adjectives and adverbs. We also reviewed synonyms and antonyms.

Latin: After finishing third conjugation, we learned about making imperative statements in Latin.

Writing: We finished our Sea Snake paragraph while reviewing the power of quality adjectives and strong verbs.

Art: The students practiced using the nine laws of drawing and we began drawing texture details.

Music: Reviewed string instruments; began learning descant to "Non Nobis Domine."

Memory: Romans 12:3

Science: Students reviewed the structural organization of the human body, and we discussed the importance of homeostasis.

P.E.: The students learned about dribbling a soccer ball.

Women in Prayer

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

Mondays
(beginning August 17th)
8:00 am
at Bradford Academy
(in the Auditorium)

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

James 5:16

Upcoming tests:

Wednesday, 9/2: Grammar vocabulary quiz

Thursday, 9/3: Grammar

Friday, 9/4: Spelling, Latin, and History

MR. GARBER (6TH/7TH GRADE)

Math: The students learned about word problems involving combining, separating, and difference.

Science: The students learned about analog instruments and practiced reading a variety of analog devices including thermometers, rulers, graduated cylinders, and more.

History: The students learned about Andrew Jackson's presidency.

Latin: Continue to review conjugating verbs and 1st and 2nd declension nouns.

Grammar: The four kinds of sentences and end mark flows, the four types of writing, classifying sentences, and punctuation and capitalization rules.

6th Literature: This week we began with the Romantic period of American literature, placing special emphasis on Edgar Allan Poe. The students learned that despite his reputation as a peddler of horror and the macabre, Poe has a solid place in American literary history as a respected critic and a pioneer of such now-classic genres as the mystery and detective story. We also began reading and interacting with several of Poe's short stories and poems, experiencing his abilities as a master of suspense and a creator of powerful imagery.

Logic: This week the student learned about what it means to be a good listener, and the importance of listening when creating an argument.

Music: We continued viewing part of a documentary about the life of Franz Joseph Haydn. We began learning one of the pieces we will sing for our Christmas program.

Art: We continued practicing figure drawing, using cylinders and 3D shapes to recreate people in action.

PE: The students learned about how to be a first defender on the soccer field.

Verse: Philippians 1:5-10

Omnibus I: We picked up where we left off last week by continuing to discuss such weighty matters as God and evil, free will and human responsibility, and God's sovereignty, all with reference to the characters and events of Genesis and Exodus. We also discussed Old Testament moral law and which Old Testament commands are relevant for today.

7th Latin: Continue to review conjugating verbs and 1st and 2nd declension nouns. Translation work and review vocabulary.

Verse: Philippians 1:5-10

MR. HAMILTON (8TH GRADE)

Algebra: This week the students learned about symbols of inclusion, adding signed numbers, order of operations, and more.

Science: This week the students learned about what energy is and where most of it can be found.

Omnibus II: We are continuing our trek through church history with Eusebius. This week we learned about early heresies such as Docetism and Gnosticism and the apologists who rose up to defend against these attacks. We also looked at persecution in the early church and the church's first customs and traditions. We closed our week by introducing Constantine the Great.

Logic: This week finished looking at some distinctive of formal logic and a brief history of the study of logic. We began consider the 3 acts of the mind and the building blocks of formal logic: the term, the proposition, and the argument.

8th Composition: This week we continued to learn about the use of commas, with particular reference to essential and nonessential clauses. We also practiced building complex sentences with semicolons and dashes and worked on mechanics in the context of expository writing.

Music: We continued viewing part of a documentary about the life of Franz Joseph Haydn. We began learning one of the pieces we will sing for our Christmas program.

Art: This week was an introduction to drawing cloth and reproducing its folds with shadows and shading.

PE: The students learned about how to be a first defender on the soccer field.

Verse: Colossians 1:1-4



WHY NOT? (CONT')

happen, but I don't like it, nor do I want to get entangled in it.

While I believe that there are many good people in our state and local government, I also know that things change, elections happen, and bureaucratic encroachment expands and rarely shrinks. Since moving to the United States, I have been a fan of Ronald Reagan who said, "Government is not the solution to our problem, government is the problem." I think he was onto something. I have worked in publicly-funded alternative schools and saw first-hand the gradual creeping increase of regulations.

To underscore this concern we ought to consider the events of this nation over the last few years:

- Challenges to RELIGIOUS freedom have happened in many cases including...
 - Hobby Lobby healthcare mandate
 - Elaine Photography in New Mexico
 - Masterpiece Cakeshop in Colorado
 - Sweetcakes bakery in Oregon
 - Chick-fil-A in Denver
 - Removal of Christian chaplains in Kentucky prisons
 - Little Sisters of the Poor (Roman Catholic nuns) required to violate conscience due to AHCA.
 - The list could continue, but if you are watching current events you are already familiar with the situation.
- Our current president vowed in 2008 to uphold former President Bush's faith-based initiative BUT prohibit religiously-based charities that received government funds from discriminating based on religious beliefs in hiring practices OR proselytizing those they serve. Although he has not kept that promise, he recently received a petition to act. (See www.religionnews.com/2015/08/21/critics-petition-obama-abolish-faith-based-hiring-bias/)
- During the oral arguments for this summer's Supreme Court case *Obergefell v. Hodges*, the Chief Justice asked the Solicitor General if a ruling would affect issues related to Christian convictions at Christian schools. The reply was evasive and amounted to whether states would be accommodating. When Justice Alito asked if hiring decisions could be made based on religious convictions (regarding same-sex marriage) at Christian schools, the Solicitor General replied, "It is going to be an issue." Stop and think about this situation. The top lawyer, appointed to represent the United States said that it would be an issue if a CHRISTIAN INSTITUTION decided to uphold Biblical convictions and expectations of behavior for their teachers in contradiction to the Court's ruling. Nothing directly related has happened yet, but shouldn't we be concerned?

All this is to say that bringing the school closer to the government through participation in its programs is a bad idea at this time. I feel sorry for those schools who decided to enroll

students last year in the program and then had to suffer through the legal process before the money was released. I believe those schools will one day have to make a decision between Biblical principles or the money. Sadly, I fear that there will be few that will be able to say no to the money after years of depending on that revenue. I believe it would be much better for the Christian community, families, extended families, and interested parties to band together around shared values and invest in the schools that will promote those values.

I often hear political conservatives talk about reducing government, lowering taxes, and promoting personal responsibility. Unfortunately, I have also seen some who appear to change their position if a program benefits them. If we want to be people of conviction there will be a cost. If we really want to live free, we are going to have to take responsibility for the education of our children. We have decided to do that, and I am very thankful that you, our parents, have decided to do that as well.

We are committed to help families meet their educational desires, but I don't want to spend my time filling out paper work and meeting some regulator's standard of performance. I want to spend my time and our teachers' time filling our young scholars' lives with knowledge and wisdom. The only standard I want to serve is Biblical and the expectations I want to meet are yours. This is the true beauty of the free market. It is said that if you take the king's coin you become the king's man. The only King I want to serve owns "the cattle on a thousand hills" (Ps. 50:10) and is sufficient to meet every need (Phil. 4:19).

Last year the Opportunity Scholarship was blocked by a lower court. That judge ruled that, "the voucher program is problematic because private schools can discriminate in their admissions and don't have the same curriculum and teacher certification standards as public schools." (See www.wral.com/nc-supreme-court-says-vouchers-are-constitutional/14791349/) Thankfully that ruling was overturned in the North Carolina Supreme Court. It is a victory, but a tentative one at best. Since that ruling, events on the national level have provided sufficient reason for concern. While many will experience immediate benefit from the program, I hope those schools that receive the funds have the spiritual backbone and financial foundation to stand up to regulatory pressures and the coming threat of the loss of those funds. I'd rather not get into that situation. Pray for us.

Deciding not to participate in the Scholarship Program was hard but we believe it was the right decision. In God's providence, we have been able to fund our own scholarship program in the past. Please pray with us that we would be able to continue to serve all kinds of families in different situations. The Lord has been kind to us and we pray that He would supply for and prosper us in these dark days.

Peace and grace.