

# BRADFORD BULLETIN

BRADFORD ACADEMY'S PARENT UPDATE

## SPECIAL POINTS OF INTEREST:

- 02/29 - Moms Prayer Group
- 02/29- CHESS CLUB
- 03/03 - Running club commences
- 03/04 - Austerfield "Penny Drive"
- 03/10 - Middle School Music Adjudication
- 03/11 - Teacher workday - No School
- 03/15 - Sports Award Ceremony
- 03/17 - MS to perform @ First Presbyterian Church in Burlington
- 03/24 - Grandparents Day, noon dismissal
- 03/25 - Good Friday - no school
- 03/28-4/1 - SPRING BREAK
- 04/29 - AUCTION Please be sure to "Like" the Bradford Academy Legacy Auction and Gala Facebook page to watch for the latest donations.

## PRAYER

Please pray for God's supply regarding specific needs:

- 1) Scholarship fund for next year!
- 2) Plans to expand into HIGH SCHOOL program.
- 3) Plans for facilities to house our growing school.
- 4) We are beginning our search for expanding our teaching staff.



*Save the Date!*

Bradford Academy Legacy Gala & Auction



April 29, 2016

The Cloth Mill  
Hillsborough, NC

<http://bradfordacademy.org/auction>

# WORDS MATTER

Last week I mentioned how important Justice Atonin Scalia was to the Supreme Court and his passing is significant. In my opinion, his foremost value as a leading member of the Judiciary was his strict adherence to the text of the Constitution. He stood against a philosophy that is harmful to the republic and if that same philosophy is applied to other areas can be harmful even to the church. Let me explain. He believed that the Constitution should be interpreted as it was written and further believed it should be interpreted as the text was originally meant to be read. This perspective, which he called "Originalism," meant that the Constitution was a fixed and permanent law.

Many legal minds today prefer a less rigid interpretation. As such, the Supreme Court has found various rights previously unknown to Americans in places like the 14th Amendment. (Take a moment to read this section of the constitution if you are not familiar with it.) It was in the

The 14th Amendment was adopted following the Civil War on July 9th, 1868, during Reconstruction and meant to protect the right of former slaves in the southern States.

## 14th Amendment to the Constitution

**Section 1:** *All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.*

14th Amendment the majority opinion found the rationale for both the *Roe vs. Wade* decision and the *Obergefell vs. Hodge*. I am no legal scholar but it seems to my untrained reading that it has nothing to do with either of those cases.

Read it for yourself. (I only dare to express my opinion on the matter because both Chief Justice Roberts and Justice Scalia said it first.)

The argument against "originalism" is that the Constitution should be interpreted according to the morals of the day because the Constitution should be flexible, adaptable and a living document. While this argument sounds persuasive it misses a key point. The Constitution is ALREADY flexible but that flexibility is called the amendment process. In other words, if we don't like something in the Constitution, we ought to pass an amendment to change it.

However, if five out of nine appointed Justices can essentially "reinterpret" the Constitution without passing amendments, we have lost our democracy. Scalia warned, "This practice of constitutional revision by an unelected committee of nine, always accompanied (as it is today) by extravagant praise of liberty, robs the People of the most important liberty they asserted in the Declaration of Independence and won in the Revolution of 1776: the freedom to govern themselves."

Continued on page 4.

TIMOR DOMINI PRINCIPIUM SCIENTIAE

# From the Teacher's Desk

## MRS. RIVERA (KINDERGARTEN)

**Math:** Telling time to the half hour, dividing a shape into fourths, coloring halves and fourths, adding 10 to a number, counting by 10's from a single-digit number, and drawing a picture to solve a problem.

**Phonics:** Target sounds Z and Y, review, and reading *Dan of The Den*.

**History :** The Renaissance

**Music:** Learned about tempo and dynamics.

**Art:** Center of interest

**P.E.:** Kicking the ball

**Science:** We finished up our mammal scavenger hunt and started our big cat books.

**Verse:** Isaiah 40:28

**Hymns:** "My Hope is Built on Nothing Less." and "When I Survey The Wondrous Cross."

**Teacher Tuesday : March 1- Edward**

## MRS. CAMPBELL (1ST GRADE)

**Math:** This week we spent several days learning the new concept of subtracting two-digit numbers. We first practiced using dimes and pennies and then students learned how to write and solve the problems on their own.

**Phonics:** Target sound: OU/OW and OI/OY; Review of blends

**Reading:** *A Tale of Sir Galahad*

**Grammar:** Students practiced capitalization and punctuation in poetry by copying the poem "The Star." We also reviewed pronouns, practiced oral usage of "is" and "are," and continued memorizing the poem "Mr. Nobody."

**History:** This week we came to the end of *A Child's Story of America*, a book that we've enjoyed for many weeks now! As we completed the journey from the early explorers to the present, we were reminded that our American heritage is a gift from God. "Blessed is that nation whose God is the Lord!"

**Art:** The first graders sought to imitate the great Italian Renaissance artist, Raphael, by coloring his famous *Cherubino*, part of the Sistine Chapel murals in the Vatican that he painted in the early 1500's.

**Music:** Continued listening to a children's version of Mozart's "The Magic Flute."

**Science:** Reviewed Different Types of Precipitation (rain, freezing rain, sleet, snow), Introduced Three Main Types of Clouds (cirrus, cumulus, stratus), Bird of the Month: Yellow-Bellied Sapsucker

**PE:** Kickball

**Hymn:** "When I Survey the Wondrous Cross" - verse 1

**Verse:** 2 Corinthians 9:6,7

## MISS STEVENSON (2ND GRADE)

**Math:** Estimating and Finding the Area of a Rectangle, Finding the Sum of Three Addends, Working Backward to Solve a Problem, Determining the Likelihood of an Event, Determining the Fairness of a Game, Subtracting Two- and Three-Digit Numbers

**History:** The 10 Plagues in Egypt

**Phonics:** Ghost Letter Digraphs

**Reading:** *Little House in the Big Woods* - reading aloud and looking for information by using key words.

**Grammar:** Identifying Complete Sentences and Sentence Fragments, Pairing Subjects and Predicates.

**Science:** Review oceans and continents, Bird of the Month: Barn Swallow.

**Art:** The second graders sought to imitate the great Italian Renaissance artist, Raphael, by coloring his famous *Sistine Madonna*, one of the last Madonnas painted by the artist.

**Music:** The students began learning about the Baroque era of music history.

**P.E.** Kickball

**Latin:** Seasons (spring, summer, fall, winter)

**Verses:** Proverbs 25:6-12

## 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 Auditorium)**

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

*James 5:16*

MRS. MITCHELL (3RD GR.)

**Math:** Homework for lesson 89 - a no-homework Monday!; transformation, translation, rotation, reflections; averaging finding the mean of a set of data; adding and subtracting decimal tenths; assessments

**History:** Birth of Christ

**Reading:** Detectives in Togas, chs. 15 - 19

**Latin:** Ch. 22 - Imperfect tense of sum again and prepositions

**Grammar:** Linking verbs; similes and metaphors.

**Writing:** The students did a great job with their initial demonstration speeches; featured poet - Gerard Manly Hopkins; free verse poetry writing.

**Music:** The students began learning about the Baroque era of music history.

**Art:** Continued project for Grandparent's Day.

**P.E.:** Boot camp.

**Science:** Compounds.

**Verse:** Psalm 19:11-12

MRS. HAMILTON (4TH GR.)

**Math:** We learned about prime and composite numbers, graphing points on a coordinate plane, transformations, reducing fractions, and the greatest common factor.

**History:** Students loved learning about Johann Gutenberg and his movable type printing press, an invention that transformed the medieval world by putting copies of the Bible, philosophy, and literature into people's hands, which in turn paved the way for the Renaissance and the Reformation.

**Writing:** Students researched and learned to write reports on Roman gladiators using more than one source.

**Literature:** We began reading the Reformation story from the perspective of Martin Luther's son, Hans, in our new book, *Thunderstorm in Church*.

**Grammar:** This week in Grammar we continued working with singular and plural possessive nouns.

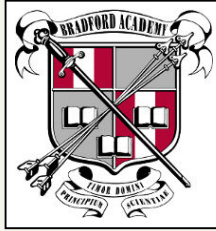
**Latin:** We completed our study of the third declension with a comprehensive review, sentence translation, speed translation drills, and, of course, fun with derivatives.

**Science:** This week we continued learning about minerals, rocks, and fossils. Students greatly enjoyed examining fossils donated to the school.

**Art:** We began watercolors this week, learning about the color wheel and practicing mixing colors.

**Music:** We finished learning the entirety of the sheet music to *Spring from Vivaldi's Four Seasons*. Work on memorizing the whole song.

**P.E.:** Boot camp

MISS WINDES (5TH GR.)

**Math:** We learned about prime and composite numbers, graphing points on a coordinate plane, transformations, reducing fractions, and the greatest common factor.

**History:** Students loved learning about Johann Gutenberg and his movable type printing press, an invention that transformed the medieval world by putting copies of the Bible, philosophy, and literature into people's hands, which in turn paved the way for the Renaissance and the Reformation.

**Writing:** Students researched and learned to write reports on Roman gladiators using more than one source.

**Literature:** We began reading the Reformation story from the perspective of Martin Luther's son, Hans, in our new book, *Thunderstorm in Church*.

**Grammar:** This week in Grammar we continued working with singular and plural possessive nouns.

**Latin:** We completed our study of the third declension with a comprehensive review, sentence translation, speed translation drills, and, of course, fun with derivatives.

**Science:** This week we continued learning about minerals, rocks, and fossils. Students greatly enjoyed examining fossils donated to the school.

**Art:** We began watercolors this week, learning about the color wheel and practicing mixing colors.

**Music:** We finished learning the entirety of the sheet music to *Spring from Vivaldi's Four Seasons*. Work on memorizing the whole song.

**P.E.:** Boot camp

MR. GARBER (6TH/7TH GRADE)

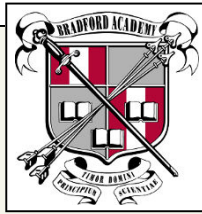
**Math:** The students learned about number families, order of operations with positive and negative numbers, and adding like terms.

**Science:** The students learned about the greenhouse hypothesis as well as different arguments for and against global warming.

**History:** This week the students learned about inventors like Thomas Edison and the Wright brothers in the 1900's. The students were assigned to create an invention which will be due this coming Monday.

**Grammar:** This week we continued reviewing all the sentence patterns we have studied. We also took a closer look at pronouns and pronoun case. We ended our week with a test on Chapter 18.

**6th Literature:** This week we worked hard on our assessment from *The Call of the Wild*, an essay on one of the themes of the novel. Most of the book's themes center on London's worldview, which seems very much in line with Darwinism or naturalism, and the students did an excellent job showing how London develops his views throughout the story. We also spent a good



bit of time analyzing his views from a Christian point of view.

**Logic:** This week the students learned about analogies and how they are different from generalizations.

**Music:** The songs for MPA are coming together very nicely! We will be working on fine-tuning the details in the next couple of weeks.

**Art:** The students continued working on their textured pen and ink animals.

**P.E.:** Boot camp.

**Verse:** Philippians 3:13-15

**Omnibus I:** This week we took up Plato, reading and studying several of his classic dialogues. Of particular interest to us was Euthyphro, where Plato has Socrates exploring the nature of holiness, and Phaedo, which covers Plato's classic idea of the forms and his theory on the nature of the soul. Both of these dialogues, we learned, contain ideas that are of real interest to Christian theology. We worked hard to grasp the central argument in Euthyphro and then analyzed its conclusions, along with those in Phaedo, from a Christian worldview.

**Latin:** We began working on chapter 21. Remember a little vocabulary practice everyday will pay dividends.

## MR. HAMILTON (8TH GRADE)

**Algebra:** The students learned about dividing polynomials, stem and leaf plots, systems of equations, and solving quadratic equations by factoring.

**Science:** The students learned about velocity and a distance versus-time graph.

**Omnibus II:** This week we continued our dramatic reading of *Macbeth*, focusing especially on its language, character, and theme. The timeless power of Shakespeare's language inspired us every day, and we marveled as well at the depth and power of his characterization. We also took an intensive look at the themes of ambition and guilt, which work themselves out especially in *Macbeth* and his evil wife. After our reading and discussion the students did intensive exercises on the central elements of the play.

**Logic:** This week we continued discussing how to check for validity in a syllogism using the rules of validity.

**8th Composition:** This week we returned to *The Lively Art of Writing*, focusing once more on choosing appropriate academic topics, writing effective introductions and conclusions, and supporting thesis statements with thorough evidence.

**Music:** The songs for MPA are coming together very nicely! We will be working on fine-tuning the details in the next couple of weeks.

**Art:** The students created a detailed draft of their book covers in preparation for drawing and painting their final copy.

**P.E.:** Boot camp.

**Verse:** Colossians 3:16-17.

## WORDS MATTER (CONTINUED)

I hope you are seeing the connection and the relevance to our work at Bradford Academy. First, we need to stand against the idea that words have no fixed meaning. We want our students to be "originalists" when they read a text. Somewhere along the line very highly educated people adopted the philosophy that words and the intention of the author were less important than the feelings or desires of the readers (this is often referred to as a characteristic of Post-Modernism). When we teach our students at Bradford to be accurate in their reading of text and discerning in their use of vocabulary, we are attempting to build a bulwark against undisciplined and unstable thinking. If they object to an idea, they need to argue against it. We want our students to make reasoned argument not merely change or reinterpret words to make them fit with their preconceived notions.

Secondly, imagine if this approach is applied to the Bible (this is often referred to as a characteristic of theological Liberalism). Imagine if we read the Bible and said, "We don't believe this anymore, this is out-dated. It must not mean what it says." What you find is a pastor who stands up to preach a sermon and doesn't bother to dig into the meaning of a passage of Scripture but instead merely shares his opinion and attaches a few texts of Scripture to give it a sense of spirituality. This is destructive to the church and potentially to the souls of his hearer. God has given us words that enliven and build us up, strengthen us, and set us free. If we neglect the words, we miss the blessings. The truth is that the words should always shape us and our opinion, not the other way around. If we are not concerned about what the actual words mean, we will end up living according to *Precious Moment* platitudes instead of the life giving Word of God.

Words matter because we love the church and want to see it strengthened and prosper. Words matter because we love this Republic and want to see it strengthened and prosper. Again, listen to Scalia, "The Supreme Court of the United States has descended from the disciplined legal reasoning of John Marshall and Joseph Story to the mystical aphorisms of the fortune cookie." We don't want that for the country and more importantly, we don't want it for the Kingdom. Let us all make sure we remember that the words matter, they mean something.