

# BRADFORD BULLETIN

BRADFORD ACADEMY'S PARENT UPDATE

## SPECIAL POINTS OF INTEREST:

- 9/05 - Labor Day, no school
- 9/08 - XC (boys only) away, MS & JV volleyball home
- 9/10 - Mebane on the Move Mad Dash, 5k and 10k
- 9/15 - MS volleyball, soccer home
- 9/21 - HOUSE soccer tournament!
- 9/22 - Soccer away
- 9/27 - JV volleyball away
- 9/29 - XC HOME meet

## 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,
- 3) Our HIGH SCHOOL program
- 4) Growing athletic program
- 5) Plans for facilities to house our growing school.

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# TRUE TRUTH

Two weeks ago, I wrote a short note explaining one of the foundational standards of Bradford Academy: we believe that the Bible is true. The assumption of that proposition is, of course, that it is POSSIBLE that something CAN be true and that we CAN know it. Francis Schaeffer coined the phrase "true truth" to describe this perspective. In his book, *The God Who is There* he labored to demonstrate the fundamental importance of believing in and holding to TRUTH, objective and absolute, especially as it relates to God and His Word.

The reason I am coming back to this topic is that this perspective has been opposed by academics for about the last half century and is now considered orthodoxy in most colleges, especially in departments in the fields of the humanities. The philosophy is called Post-Modernism (or Relativism) and has trickled down into mainstream culture. It

is pervasive in schools of education and has been the dominant philosophy in teacher training. This means we are living in a society that has been predominantly educated by teachers who themselves have been trained by professors who believe that truth is RELATIVE, and are skeptical or distrustful of objective reality and absolute truth. They would argue that truth is a personal constructed reality. Francis Schaeffer saw the rise of this philosophy already in the mid-20th century and spoke up against it. Unfortunately most did not listen.

This is the problem as I see it and how it applies to us in little old Mebane. IF we allow our minds to embrace the idea that TRUTH is not TRUE or that TRUTH is something that depends on "how I feel", then we have lost the very ability to know anything for certain. Everything becomes absurd.

For example, imagine\* a young student at Bradford Academy who starts appearing to be losing an inordinate amount of weight. When a teacher asks if she is alright she replies, "Yes, I'm just tired of being fat so I'm on a diet." Imagine if the conversation continued like this:

- Teacher - "Honey, you're not fat and you've never been fat."
- Student - "Oh yes, I've always known that I'm overweight, so I believe I should eat less."

How should we then respond? Would it be right to take the post-modern view and think, "Who am I to say? If she believes that to be true then shouldn't I support her? Why should I impose my definition of the word fat on her?"

No, the answer is obvious; we should speak ABSOLUTE and OBJECTIVE truth to her.

That is, that her perception is false and if she continues along this path of belief it will lead to the deterioration of her health and possibly her death. That would be speaking true truth. Love demands that we do it.

What we see by way of example, is the message of orthodox historic Christianity. The Bible speaks to the real condition of humanity and (regardless of how people feel about it or believe about it) the Bible provides the remedy. This is absolutely true and objectively real. Love demands that we speak this truth and live it.

Bradford Academy, its board members, its staff, and its faculty, believe the Bible in this sense. Peace and grace.

\*I read this illustration in a blog post dealing with another contemporary issue with an equally absurd denial of objective reality. [You can read it here.](#)

TIMOR DOMINI PRINCIPIUM SCIENTIAE

# From the Teacher's Desk

## MRS. RIVERA & MRS. JONES

(KINDERGARTEN)

**Math:** Our scholars learned how to identify morning, afternoon, first, last, between, middle, first, second, and third. We acted out some, some more and some, some went away stories. Students were able to identify a triangle by counting the sides and angles.

**Phonics:** Target sound /Bb/; handwriting B using proper strokes. Our scholars were challenged to listen for the /a/ sound in the middle of a word.

**History:** Review of the days of creation. Next on our timeline, we discussed the Fall in the Garden. Adam and Eve broke God's law, but God remained gracious and promised to send a "seed" that would crush Satan and his kingdom. Jesus was that seed.

**Music:** Kindergarten learned about the Brass Family this week! We colored our picture of a Trumpet (which is part of the Brass Family of Instruments) and listened to Beethoven's "Für Elise." We also sang our warm-ups and worked on The Audubon Song as well as some other songs for Bradford Night.

**Art:** Review of the different kinds of lines. Lines can also be used to express feelings. An artist might use a curved line to convey a sense of calmness in his painting. A jagged line would show excitement. We discussed Van Gogh's Starry Night and they created their own version of this famous painting.

**P.E.:** Axial movements and running. We played squirrel in a tree and red light, green light.

**Science:** We continued our unit on the five senses and focused on smell. Our "nose" detectives had to identify: lavender, coffee, peppermint, vanilla, banana, lemon, and apple.

**Memory Verses:** 1 Corinthians 13:4-8a, review Proverbs 1:7, Catechism questions #1, #2, #3, and #4

## MRS. CAMPBELL

(1ST GRADE)

**Math:** Comparing and ordering objects by size (area); identifying even and odd numbers; identifying ordinal position; creating and reading a repeating pattern; fact and written assessments

**Phonics:** First graders completed their first Veritas primer, *Ella Sings Jazz*, which uses many words containing our target sound /ng/.

**Reading:** *Ella Sings Jazz*

**Grammar:** Common and proper nouns (writing names); Picture narration: "Children Playing on the Beach" by Mary Cassatt

**History:** After learning about the Liberty Bell, we began a book which will take us from the early explorers to the present. *A Child's Story of America* begins with a study of Columbus and students began memorizing that famous piece of first grade poetry, "In 1492."

**Writing:** We continued reading excerpts from *The Adventures of Pinocchio* and guided writing of well-written sentences.

**Music:** First Grade learned more about our Composer, Beethoven and listened to "Für Elise", and Sonata 8. We also learned about the Treble Clef line and space note names. We then sang our warm-ups and the Audubon Song.

**Science:** Introduced Phyla Echinodermata and Mollusca

**Art:** Students began learning the "Elements of Shape" song and also practiced coloring and shading in one direction.

**P.E.:** Soccer

**Verse:** Proverbs 12:15

## MISS STEVENSON

(2ND GRADE)

**Math:** Counting Dimes and Nickels, Comparing the Values of Sets of Coins, Adding 10 to a Two-Digit Number and Subtracting 10 From a Two-Digit Number Using Mental Computation, Sums of 10, Identifying the Relative Value of Pattern Blocks, Making a Design With a Given Value Using Pattern Blocks, Writing the Date Using Digits

**History:** Cain and Abel

**Grammar:** Classifying Sentences with Adjectives and Adverbs, Correct Use of A/An

**Phonics:** Coding Vowels (macron, breve, silent e), C/K and J/G Spelling Rules

**Spelling:** Words With Short or Long Vowel Sounds

**Reading:** *My Father's Dragon*

**Latin:** Greeting Phrases (How are

## 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*

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## MEN'S SOCCER GAME ONE TEAM CAPTAINS LEAD TO A 4-0 WIN OVER CARY CHRISTIAN!



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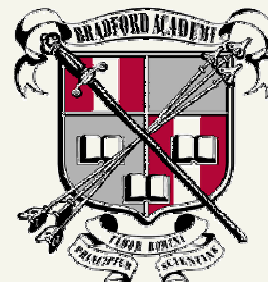
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## From the Teacher's Desk (Continued)

you? Fine, Great, Terrible)

**Science:** Introduced Orders Lepidoptera, Hymenoptera, and Coleoptera

**Art:** Students learned about still life and movement (fluid) lines and also completed an imitation exercise.

**P.E.:** Soccer

**Verse:** Proverbs 26:20-21

### MRS. MITCHELL (3RD GRADE)

**Math:** Adding 2 digit numbers using mental computation; reading a chart, finding the value of a set of coins; writing dollars and cents; estimating 2 digit numbers; naming and measuring line segments using inches, cm, mm. Next Test: 9/14

**History:** Trojan War. Next Test 9/9.

**Reading:** *The Trojan Horse*.

**Latin:** 1st declension noun - mensa; Next Test 9/9.

**Grammar:** 4 Kinds of Sentences: Declarative, Imperative, Interrogative, Exclamatory! Next test: 9/7 or 9/8

**Writing:** More paragraph writing and editing.

**Music:** The students learned more about the composer Beethoven, then we went through Music Theory and learned about the lines and spaces in the Treble Clef. Then students sang their warm-ups and practiced "The Audubon Song."

**Science:** Test.

**Art:** Trojan Horse drawing.

**P.E.:** Soccer skill: passing and shooting; getting ready for the soccer P.E. field trip. 9/22

**Verse:** Proverbs 25:28

### MRS. HAMILTON (4TH GRADE)

**Math:** We studied problems about combining, lines, number lines, tally marks, and multiplication as repeated addition; we also learned to add and subtract dollars and cents and to find missing numbers in subtraction.

**History:** Students enjoyed learning about St. Jerome and his translation of the Bible into common Latin, *The Vulgate*. We used this opportunity to look at the myriad of paintings of St. Jerome through the centuries, all of them using the same symbolic elements, such as the skull, the color red, the bird, the lion, spectacles, etc.

**Grammar:** We continued working on more complex introductory sentences, reviewed the simple subject and predicate, as well as singular, plural, common, and proper nouns.

**Writing:** Each student completed their summary of the first of three passages about Greek myths. We continued working on our first poems and learned a little bit more about our poet of the quarter, Anne Bradstreet.

**Literature:** *Door in the Wall* — we completed our reading and discussions and began working on a little play based on this wonderful coming-of-age story. The tentative date for the play has been moved up to the week of September 19; more details to follow via email.

**Latin:** We are continuing our review of nouns; we reviewed the first two declensions and began parsing and translating sentences.

**Science:** We continued our study of plants by learning to identify gymnosperms and angiosperms. We took our second "Tree Detective" trip on the school property and had an amazing opportunity to observe our peanut plants "burying" flowers.

**Art:** Our focus this week was drawing houses out of our 3D cubes, and beginning to experiment with adding other 3D shapes that fit with the perspective and lighting of the situation.

**P.E.:** Soccer skill: passing and shooting; getting ready for the soccer P.E. field trip. 9/22

### MISS WINDES (5TH GRADE)

**Math:** Problems about Combining and Separating; Review and test; Place Value through Trillions; Problems about Comparing - Elapsed Time.

**History:** Magellan, a Portuguese sailor, followed Columbus and Prince Henry still trying to find a route to the Indies. He achieved their goal, arrived in the Indies, and his men made it all the way around the world, but it took three years and the lives of all but eighteen of the original expedition.

**Reading:** After leaving the trolls, Bilbo and our travelers found rest with the elves before trekking into the Misty Mountains. We have especially been delighting in Tolkien's brilliant use of language and imagery, learning about personification and symbolism specifically this week.

**Latin:** We reviewed the dative case, identifying indirect objects, and the various forms of third declension endings, besides adding more vocabulary!

**Grammar:** Vocabulary, jingles and prepositions.

**Writing:** After finishing the Columbus paragraphs, we began description paragraphs in imitation of Tolkien's writing in *The Hobbit*.

**Music:** 5th Grade continued to study Beethoven this week and we listened to "Für Elise" and Sonata 8. We also studied music theory based on the names of the Treble Clef Notes. We then





sang our warm-ups and practiced The Audubon Song and other Bradford Night music.

**Science:** We continued our study of bones and the skeletal system. Students did a great job on the first bones quiz, reviewing the organ hierarchy, the functions of the skeletal system, and the types of bones in our body. Next week Science will be on Wednesday, when students will have a quiz naming the 21 major bones in their bodies. (The study guides should be in their black folders.)

**Art:** The students painted the ocean on their salt dough maps, adding details such as sea dragons, whirlpools, and ships characteristic of old world maps.

**Verse:** Romans 12:4-5

**Upcoming Tests: Wednesday, 9/7: Science Quiz (Bones 2)**

**Friday, 9/9: Spelling, Romans 12:6-8, History**

## MRS. GARRETT

(6TH GRADE)

**Math:** We are looking at the prime factors, angles and physical planes, and their relationship with one another. Although math is somewhat abstract at times, we are seeing real world application in the classroom.

**History:** Singing through the modern history song keeps us smiling as we ponder, "Was Andrew Jackson a good president?" We debate this in class as we walk through his many decisions which affected our union, and the American Indian. We are continuing to practice our play to clearly see how Jackson's legislation impacted many tribes.

Optional Field Trip to Bennett Place  
9/24/16,  
Trail of Tears Play: 9/23/16.

**Reading:** The sixth graders are looking at the relationships between characters in *The Jungle Book*, and are able to see how friendship varies. How do relationships affect Mowgli, and how do they affect us?



**Latin:** We are whizzing through a review of last year's material - this week our focus was indirect objects, the dative case, and third declension endings. We also continue to practice translating and applying what we have memorized.

**Grammar:** We are allowing Ephesians 1 to be our text as we study grammar, particularly punctuation and basic grammar rules. Paul's writing style is examined as well as we note his copious use of prepositions! We continue to review the grammar chants from the previous years to solidify the basic concepts.

**Writing:** Summaries of history are combed through this week. In addition, the students are writing in a particular format to specify the content for their oral presentations. How does one give a memorable, accurate presentation that details a chronological sequence of events? We'll uncover the details this week.

**Music:** We continued to study Beethoven and listened to the "Für Elise" and Sonata 8, We then studied the names of the Treble Clef Notes and sang The Audubon Song with other Bradford Night music.

**Science:** Science presentations: Through the eyes of the Atomic Scientist. Student Teams present their scientists' lives, discoveries and contributions to this world. Einstein, Curie, Mendeleev and more! (Pictured on this page.)



**Art:** We are using watercolor pencils as we continue to look at Audubon and color. What a glorious examination of God's creativity and gifts to us through nature.

**P.E.:** We are cementing our individual fitness goals for the

## From the Teacher's Desk (Continued)

semester and year, as well as honing our passing and dribbling in soccer skills.

**Logic:** We are enjoying discussing "The Red Herring" and looking at the role of logic with opposing viewpoints. We are continuing to chant our Logic Sound Off as well. Smiles all around as we dip into this fascinating and relevant subject!

**Verse:** Ephesians 1:1-9

**Upcoming Tests:** Math Test 9/6, The Jungle Book Vocabulary Test 9/8, History Test 9/9, Science Terms Quiz and Experiment: 9/7

**Upcoming Paper due:** 9/13

### MR. JOHNSTON

(7TH/8TH GRADE HOMEROOM)

**Pre-Algebra:** We reviewed factors and divisibility rules, equal groups word problems, and writing a composite number as a product of primes. The students took their second test. You can find their test grade recorded in Jupiter grades.

**Algebra:** We reviewed reciprocals, order of operations, and division by zero. We had our second lab on the computer, practicing order of operations and signed numbers on the desmos graphing calculator. The students took their second test. You can find their test grade recorded in Jupiter grades.

**Omnibus I (7th):** The problem of evil continued to be our focus this week, as we examined the origin of evil, the problem of horrendous evil, and the free will defense to the logical problem of evil. Regarding the latter, we examined its many deficiencies and took a look instead at what the Bible has to say on the matter. We ended this week with an assessment on the several major questions Genesis has raised.

**Omnibus II (8th):** We expanded our exploration of the Bible this week, taking off on what Eusebius says about the books of the New Testament to explore the larger question of the formation of the canon. We also examined the reliability of the Bible as we have it today, exploring in detail the transmission of the Bible in the early days of the church through the Middle Ages.

**7th/8th Composition:** We continued our study of grammar in the context of writing by examining more on commas, semicolons, and independent vs. dependent clauses. We finished the week with our first quiz.

**Music:** We are moving on in music! The children have enjoyed more of Beethoven, and this week we listened to "Für Elise" and Sonata 8. For Theory we talked about the Music Alphabet and learned the notes (lines and spaces) of the Treble Clef. We also spent precious time praising the Lord in practicing music for the coming Bradford Night. The Fourth Graders just started learning recorder, and our Middle School had the chance to look at their possible Christmas program that they will be working on.

**Latin:** The students are moving into Latin Alive Book 2 at a slow

and steady pace. We reviewed the irregular verb SUM and worked on the process of translation.

**Logic:** Our budding philosophers and logicians continue to wrestle with the art and science of reasoning well. We discuss non-persuasive arguments and began looking at the various categories of fallacy.

**Art:** The students began their rough study of their comic strip and are still working on exaggerating facial expressions to tell a story.

**PE:** We are still developing soccer skills and applying them to the game and building our understanding of positions on the field.

### MR. HAMILTON

(9TH GRADE HOMEROOM)

**Literature:** This week we examined plot and metaphor in *Pilgrim's Progress* and continued to unpack its many spiritual themes.

**History:** We continued working on our first history projects this week, in-depth studies on post-Reformation Europe.

**Theology:** Our theology class continued looking at key doctrines in the Westminster Confession.

**Logic:** Studied the conditional operator, if...then

**Spanish:** An attempt was made to serenade Mallory to a Dominican, Christian Happy Birthday hymn. Music again proved helpful as they memorized pronouns to the tune of "Do-Re-Mi" from Sound of Music. Students returned to beginning grammar by identifying Spanish subjects and the verb "ser". Their brains are working so hard on a 3-4 part process: 1. to identify Spanish nouns; 2 to turn them into Spanish pronouns, and 3. to choose the correct verb form. If they continue practicing this grammar, they will soon have this beautiful language flowing out of their mouths. They practiced interviewing one another with informal and informal addresses (dressed up in various hats) and played Talking in Circles to instill vocabulary. Learning to count and subtract in Spanish was one of our lessons.

**Art:** We finished painting textures in watercolors and will begin painting the human eye next week. We also began a discussion on what is bad art and the current cultural pressures our students will face when entering college. Lastly, we discussed the need to examine a piece of art and to draw out the good things and reject the bad.