

BRADFORD BULLETIN

BRADFORD ACADEMY'S PARENT UPDATE

SPECIAL POINTS OF INTEREST:

- MEMORY

- Last - K - Romans 11:33
- 1-3 -REVIEW
- This - K - Romans 11:34
- 1 - Jer. 9:23,24
- 2/3 - Mat6:19,20
- Next- K - Romans 11:34
- 1 - Jer. 9:23,24
- 2/3 - 1 Tim. 2:1-3

- DONATIONS - If you have the opportunity, we'd appreciate:

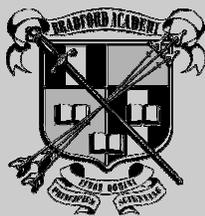
Disinfectant wipes, notebook paper, printer paper. Thanks!

UNIFORM SALE

The sale went very well! Thanks for all the donations and those who organized it! We raised \$163.50! We plan to do it again before the Fall.

PRAYER

- **Students** - Pray that we would abundantly serve the needs of every child.
- **Enrollment**
- **Strategic Planning**— the board is planning an extended time of strategic planning. Please pray that it would be very product and enable us to continue to build a strong school.



TIGER MOMS & THE WORD OF GOD

If you happen to browse the current hot topics in the blogosphere, you may have come across the *Wall Street Journal* essay, "Why Chinese Mothers are Superior." The essay is really an excerpt from Amy Chua's memoir, *Battle Hymn of the Tiger Mother*. The WSJ essay begins, "A lot of people wonder how Chinese parents raise such stereotypically successful kids. They wonder what these parents do to produce so many math whizzes and music prodigies..." She continues by describing a family lifestyle that is shockingly disciplined and focused. Interestingly, her daughters do appear to be very successful and well adjusted and at least one of them wrote a piece in the *NY Post* defending her mother's ways. If you read the posted comments (almost 8,000 last I checked), you'll find no shortage of opinionated responses for and against and anecdotes that would "prove" the commentator's point. You'll find people hardily agreeing with the author, people vehemently condemning her, and everything in between. You'll also find journalists of every stripe weighing in on the subject. I can't remember reading an essay that has provoked such an outpouring of emotion. It appears that Ms. Chua has struck a raw nerve in the American psyche.

The author, a Yale professor of law, states that she wrote the book as a memoir as opposed to a manual for parenting. (Her two previous books were on international affairs.) In her response to readers' questions in a follow-up piece, she comes across as a balanced and loving mother. She is by no means a soft and indulgent parent but also not the fascist that some would suggest. As

with all musings and opinionating about parenting, we must filter such theories through the sieve of the Word of God. We need to keep what is true and good and reject the rest. With that said, I think you all would find it a fascinating and provocative read. I've included a link to the original article and a few of the interesting follow-up links at the end of this note.

Here is an excerpt: *"What Chinese parents understand is that nothing is fun until you're good at it. To get good at anything you have to work, and children on their own never want to work, which is why it is crucial to override their preferences. This often requires fortitude on the part of the parents because the child will resist; things are always hardest at the beginning, which is where Western parents tend to give up. But if done properly, the Chinese strategy produces a virtuous circle. Tenacious practice, practice, practice is crucial for excellence; rote repetition is underrated in America. Once a child starts to excel at something—whether it's math, piano, pitching or ballet—he or she gets praise, admiration and satisfaction. This builds confidence and makes the once not-fun activity fun. This in turn makes it easier for the parent to get the child to work even more.*

I am in substantial agreement with this perspective and yet am bound to test it against the only infallible rule of life. So, let's ask and answer a few questions:

- 1) **Does God require diligence and hard work?** Yes. Ecc. 9:10a "Whatever your hand finds to do, do it with your might..."

TIMOR DOMINI PRINCIPIUM SCIENTIAE

FROM
MR. JOHNSTON
2ND / 3RD GRADE &
HISTORY AND SCIENCE

Language Arts:

- 2nd - Sight words, making inferences, compound subjects, homonyms, and reviewed spelling rules.
- 3rd—We continue to focus on figurative language and auditory comprehension. We began our new novel, *Detectives in Togas*.

Math:

- 2nd - We're learning perfect squares, area, and reviewing -3 and -4 facts.
- 3rd-Continued reviewing multiplication facts, identifying lines and shapes.

K/1st History: K is focusing on the 1st 500 Year (of AD history) during the next 4 weeks. This week we focused on the Life and Christ and then Paul and the early church. 1st is looking at the period of Reconstruction.

2nd/3rd History: Punic Wars and the rise of Rome.

TIGER MOTHER LINKS

Why Chinese Mothers are Superior :

<http://online.wsj.com/article/SB10001424052748704111504576059713528698754.html>

New Yorker:

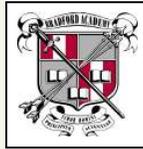
<http://www.newyorker.com/online/blogs/evanosnos/2011/01/chinese-daughters-and-amy-chua.html>

Author responds to questions:

<http://blogs.wsj.com/ideas-market/2011/01/13/the-tiger-mother-responds-to-readers/>

Daughter's response:

http://www.nypost.com/p/entertainment/why_love_my_strict_chinese_mom_uUvfmLcA5eteY0u2KXt7hM



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- 2) **Do children naturally want to work hard or do parents have to "override their preferences" as Chua suggests?** Proverbs 22:15 reminds us that foolishness is bound up in the heart of a child but faithful loving discipline and correction can bring about change.
- 3) **Does a strict and disciplined lifestyle indicate a lack of love for our children?** On the contrary, Prov. 13:24 indicates that neglecting discipline is a demonstration of a lack of love.
- 4) **Should we therefore continually push our children?** It seems there is a balance to be maintained. *Ephesians 6:4* "Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord." *Colossians 3:21* "Fathers, do not embitter your children, or they will become discouraged." Additionally, we all have different talents and gifts that should be considered (Matt. 25:14-30 & Rom. 12:3-8).
- 5) **Is success (or excellence) our highest goal?** No. Our highest goal is the glory of God. While excellence is to be desired, it can (along with success and achievement) become idolatry.

If you happen to read these articles, I hope you'll be encouraged to persevere in the difficult task of parenting. We all can expect more from our children. Who is sufficient for this daunting responsibility? Let us all continue to pray for one another for the necessary wisdom.

Peace and Grace! (Phil. 4:13)

FROM
MRS. OGLE

K/1ST & SPECIALS

K Math: Writing money amounts using the cent symbol, paying for items with dimes and pennies, dividing a square into halves, and subtracting 2 facts.

K Reading: Reviewed letter H, read "The Dog, the Hog, the Rat, the Ram, the Hen and the Big Big Din", and learned hard C as in "cat".

1st Reading: OU/OW as in "crown" and "out", read "Howard Saves a Hound".

1st Math: Subtracting 4 facts, drawing a picture to solve a problem, using comparison symbols (<, >, =), reading a drawing a pictograph with a scale of 2, and writing a fraction to show a part of a set.

Language Arts: Review of characteristics of a sentence, learned types of sentences (statement, commands, and questions).

Art (2nd/3rd): Students drew "The Parthenon" to go along with their study of Classical architecture in history. They also created a design of their own as they thought about elements of the Line and Circle Families. The students also thought about the point of interest, balancing, and repetition in their design.

(K/1st): Students practiced using elements from the Line and Circle families as they drew a panda bear.

Music (2nd/3rd) Students learned about accents (>) in music this week.

(K/1st) Rossini and the "William Tell Overture".

P. E. (2nd/3rd) : This week the students learned the two-handed clap catch in disc sport.

(K and 1st) : This week, the students learned the parts of a gallop.

Note: We will need mirrors for next Monday for Art in 2nd/3rd grade. I have two and will need 9 more. If anyone has some we can borrow, they would be very much appreciated. They have to be big enough so the students can see their faces. Thanks! Mrs. Ogle