



# The Herald

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## Inquiring minds....seeking truth and beauty

Character Scholarship Community

**The most beautiful experience we can have is the mysterious. It is the fundamental emotion that stands at the cradle of true art and true science. Whoever does not know it and can no longer wonder, no longer marvel, is as good as dead, and his eyes are dimmed. ~ Albert Einstein**

These words are just as true today as when the great scientist penned them in 1930. Teaching children to be curious and encouraging them to admire the world around us in awestruck wonder is at the heart of science inquiry. Renown educator Charlotte Mason challenged adults to encourage children to observe and ask why, but to never steal from them the joy of discovering their own answers.

*“General curiosity, imagination in forming hypotheses, and methods in testing them, then, mark the classical spirit of inquiry. This bent of mind allows the educated man to go on educating himself or extending the realms of knowledge for his fellows.” (David V. Hicks, Norms & Nobility, p.18)*

As examples of life-long learners, our teachers are taking the knowledge and skills gained from this summer’s professional development on inquiry and passing it on to students. Our students are asking authentic questions then searching hungrily to find answers as they test their hypotheses. Some examples of this follow.



Fourth graders, Hallie Corder and Piper Cooke, record their questions about how models are used in science.



Savannah Horne and Chloe Hutchens, seventh grade science students, ponder “What might we find in air?” Their group then created devices to test their ideas.

Fourth graders were excited to make connections between the layers in different food and earth’s structure. Rather than setting the scene by announcing to students they were learning about layers of the earth, the teacher presented food that was similarly structured tasking students with deriving authentic questions as they thought about the use of models in science. Young scientists proposed on their own that it could be used to study earth’s geography (along with a few other proposed viable ideas!).

Seventh graders consider what they may find as they closely examine minute particles gathered from air in different locations around our campus. After placing particulate trapping devices they made themselves, they analyze data to search for trends. In classrooms from kindergarten through our juniors in high school, students are asking questions then devising methods to find answers. They are working collaboratively with peers as they record observations, revise their thinking and ask additional questions in a real world cyclic process that leads to genuine growth and understanding of our world.

As nature begins to reveal new wonders in the changing of hot summer afternoons to crisp fall evenings, wonder along with our students and staff. Explore, question, observe, question and seek answers. **Seek truth, search for beauty, and BE AMAZED!**

This month’s The Herald was authored by Bethany Shepherd, 6th grade science teacher and administrative intern.

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