

MODUS VIVENDI

February 2006

A Publication of The Bear Creek School

VALLEY CAMPUS OPENS ITS DOORS FOR THE FIRST DAY OF CLASS.



Students from Grade 5 head out of the classroom building to tour the Valley Campus on opening day.
See page 10 for the complete story and photos.

Head of School



**By Nancy Price, PhD
Head of School**

Number 2 in a series

In article Number 1, I examined the purpose of classical education – virtue (arête), being the best one can be. This is accomplished by nourishing the soul on Truth, Beauty, Excellence and Goodness by means of the liberal arts. Classical education challenges the student to reach for a transcendent Ideal, stating what should be, not merely what can be, thereby ignoring reality to continue working toward the Ideal. It chooses and prescribes the curriculum, which is designed to facilitate the student’s goal of virtue.

The Church has consciously chosen to use classical education over the past two millennia, in fact up until very recent times. In many ways, classical education paves the way for a better understanding of Christianity. The Ideal type, and the nourishment of the soul will be examined here.

Classical education offered the Ideal which a student should spend his life and energies striving to achieve, but never could. Through the study of language (logos) and heroic stories (mythos) students were provided both a reasoned approach to the Ideal, as well as tales of those who exemplified some part of the Ideal. But always, in the best of men as well as in the gods, there was a falling short of perfection, an inability to achieve the Ideal. We as Christians understand there is no person able to reach the Ideal, with one exception – the God/Man, Jesus

Christ. In Him alone, the Ideal is lived out in reality. He is both the logos, the Word, as well as the perfect example of story, the mythos.

In contrast to the modern belief that mankind’s problem lies outside of ourselves and is merely a result of insufficient knowledge, classical education viewed our problem as lying within the heart and soul of man himself. Classical education attempted to offer, both through the logos and the mythos, a way whereby man could overcome his selfishness with its myriad attendant problems. In the words of David Hicks, “Through the study of language and myth, it placed before the student the model of a self-transcending Ideal, while developing in him an ‘aristocratic’ conscience: a conscience that tied the student’s rights to duties of self-sacrifice and self-effacement.”

“finally, brethren, whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there be any excellence and if there is anything worthy of praise, let your might dwell on these things.”

— *Philippians 4:8*

Christianity declares that man’s problem is one of sin, which is bound up in his very nature. In this instance, as in many others, classical education served as a preparation for the gospel of Christ. The classically educated student’s “conscience could only prod him to search for the means of escaping ... it could not empower him with the means to do so.” (Hicks) Although we can never escape the cycle of selfishness on our own, Christ offers the power to do so

through the power of the Holy Spirit. Yet Christians acknowledge, in the midst of seeking to fulfill the commandment, “Be ye holy, as I am holy,” that we fail. That is the good news, the gospel of Christ, that although we fail, Christ did not, and was perfect on our behalf. So the tyrannizing Ideal through Him becomes the redeeming Ideal. The fit between classical and Christian is very clearly suited in this aspect of the Ideal.

In classical education, the formation of virtue is the desired end, the highest goal of the educator. This was to be accomplished by steeping the student in the True, the Beautiful, the Good, and the Excellent. In Christianity, our goal is to “be like Christ” and we are daily to be conformed to His image, the image of the Perfect, Ideal man. How does this happen in the Christian’s life? Paul instructs us, “finally, brethren, whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there be any excellence and if there is anything worthy of praise, let your might dwell on these things.” (Phil 4:8) Classical education had the right idea, but without the power of the Holy Spirit, and without the knowledge of the perfect One, the Ideal man, Jesus Christ, the ancients weren’t able to fully discern the True, Beautiful, Excellent or Good.

What better model for Christian children’s education can there be than a classical Christian one? The classical model understands the important questions to which Christianity provides the answers and the means. The classical model offers virtue as its supreme reason for education, and Christianity provides the means for reaching the Ideal through the Truth found in the Word, both written (Logos), and Incarnate (Mythos).

Article Number 3 will appear in the next issue of *Modus Vivendi*.

Board of Trustees

Board Launches Head Search Process



By Kurt Maass
President

As everyone knows by now, just before Christmas Dr. Nancy Price announced her retirement as TBCS' founding Head of School effective at the end of the 2006-2007 school year. As I said in my December 7th letter, as a Board and a school community we are grateful to Nancy for her almost 20 years of service to children here on the Eastside. She has created a school that will serve as a blessing to children and families for generations to come and we are extremely thankful for her labors and accomplishments.

Under our bylaws and in accordance with best practices for nonprofit organizations, the Board of Trustees has the responsibility to hire the new Head of School. During the past few months, we have been researching the best practices for head searches and planning the search process. I'm happy to report that on January 26th the Board took action to create its Head Search Committee and officially launch the search process. Throughout the head search process, one of our Board goals is to communicate frequently with our school community. I'd like to start this process by providing you with an overview of our work to date and what you can expect to see in the coming months.

First and foremost, I want to emphasize that our primary role as Trustees is to maintain the essential nature, character, and mission of TBCS. That is our legal and fiduciary responsibility, and we take this

requirement very seriously. I believe I can speak for all the Trustees in stating that each of us holds a strong personal commitment to TBCS and to furthering the mission of our school.

Above all, our goal in the search process will be to find a candidate who understands and embraces our mission and vision and is firmly committed to maintaining the essential character of our school. Our goal in finding a new head is not sweeping change at TBCS; rather, our goal is to build on the solid foundation that has been laid and continue to improve what we do every day.

That being said, on January 26th we created our Head Search Committee. This Committee will consist of four Trustees and one faculty member, and will be chaired by Past President Andrea Lairson. I'm exceedingly grateful to Andrea for taking on this tremendous responsibility. By February 15th, the Board will name the three Trustee members of the Committee. The faculty member will be named by the end of February.

The Committee's first step will be to finalize the process for selecting a search consultant who is well-versed in recruiting Christian executives for Christian institutions. We will do our best to be highly efficient in our search and will use consultants who understand the school's mission and embrace our statement of faith. We will design processes to solicit input on what we need in the next head from administration, faculty and parents and will announce those processes as they are finalized. Our goal is to be able to tender an offer to our candidate of choice by the end of January, 2007, to begin as head on July 1, 2007.

I can't emphasize enough our desire to solicit our community's input for this process. Ultimately, of course, the Committee will select the candidates to be brought to campus, and the Board must make the final decision. But as part of the decision making process, we are

committed to talking with as many of our constituents as possible to learn what you believe we need to look for in a new head. Your input is valued and will go a long way in identifying what characteristics, experience and qualities we should look for in the new head.

Because this is a time of transition, not all things will be perfectly clear to all people at all times. There will be some aspects of this process the Board cannot make public out of necessity and privacy concerns. However, we are committed to providing you with as much information as possible as often as we can. We'll set a special email communication address for the Board, as well as a special page on the website for updated information.

Finally, I think it's important for all of us to remember that we are in a time of transition. Transitions are by their nature difficult and this one, in particular, has a degree of sadness in the changing of the founder and long-time Head of School. It is also a wonderful opportunity for TBCS to affirm its commitment to its mission, to mature as a school, and to plan for the future.

Thank you again for your support of TBCS. Please continue to keep the Board and the Search Committee in your prayers as we consider this very important decision.

Classical Education

CREDO VT INTELLIGAM - Three Models of a Christian School



By **William O. Price**
Board of Trustees

In the middle of the last century H. Richard Niebuhr published his much noted *Christ and Culture*^a in which he developed several models of the relation between Christ and culture, the church and society. These proved to be important in that they described the church at crucial periods in its history. Niebuhr's models are no less illuminating in exploring the possible relations between faith and learning found in modern Christian schools. We will look briefly at three of Niebuhr's models and ask this question of each: "What would a Christian school patterned after this model look like?"

Christ Against Culture

The first of Niebuhr's models is termed "Christ against culture." It was the church father, Tertullian, who uttered the now-famous questions, "What indeed has Athens to do with Jerusalem? What has the Academy to do with the Church?"^b Tertullian lived in the middle of the Christian persecution. Rome was no friend of the church, and he may be pardoned for looking askance at the culture around him. The age was also rife with heresy, often a heady mix of errant religion and popular philosophy. A deep distrust of culture filled his mind.

Modern heirs of Tertullian tend to see themselves as resident aliens in a hostile world. And not without reason they distrust the public educational enterprise. Very much in their minds are

the elements of modern culture most corrosive to Christian character in their children. If a school were founded today with only these concerns in mind, what would it look like?

It would, I think, be fair to say that the principal purpose of such a school would be to provide an island of safety in the threatening sea of this world. Separatism, a fortress mentality and a certain anti-intellectualism might be strong undercurrents in such a school. It might even be said that the purpose of such a school would be more negative



than positive. Christian schools with this flavor have not often inspired their students to take places of leadership in the world around them, to excel in the arts, sciences, government and academe. Students often emerge from such schools possessing a strong sacred/secular dualism. Faith is confined to their private lives and does not speak strongly to their public lives at work.^c

The Christ of Culture

The second model is termed "the Christ of culture" in which church and culture are indistinguishable. There have been times in history when church and nation have been so thoroughly entwined that the two could not be usefully distinguished. Looking back on Christian Rome, Dante sighed,

*"Ah, Constantine!
to how much ill gave birth,
Not thy conversion,
but that plenteous dower,
Which the first wealthy Father
gain'd from thee."^d*

One thinks also of the British Empire in which, at times, empire and faith were inseparable.^e Or of our own day in which many calling themselves Christian cannot be distinguished from their unbelieving neighbors on the basis of behavior.

What would a school fashioned after this model look like? It would look like a state school. And, bound to the interests of the nation, faith would be subservient. In Europe's history and ours, the light of faith has sputtered and died in many schools fitting this model and so the intent of their founders was betrayed.^f

Christ the Transformer of Culture

It was St. Augustine who championed the idea that Christ through his church was to transform, convert and redeem culture. His vision of the relation of church and society is the thesis of his great work, *The City of God*. By this model Christ and culture are not opposed; neither is the difference obscured; rather the two are seen in a redemptive relation. Faith and learning are not opposed to each other, nor are they confused, but faith is seen as the only sufficient and necessary condition for true learning. Indeed, it is the Christian who should be

most fired by a passion for learning and most interested in the education of his or her children.

What does a school fashioned after this model look like? First, children are taught to “think Christianly”^h and critically about their culture, its history and assumptions. The Christian faith and the patrimony of classical learning it nourished is placed in their hearts and minds. Instead of retreating from the world, they are challenged to excel in their various callings and take places of leadership in their world as the kingdom of God advances. Their education is both academically rigorous and, most

importantly, aimed at the goal of knowing Christ and serving Him all their days. In short, they are taught to love God with all their mind, heart and strength.



- ^a Niebuhr, H. R., *Christ and Culture*. New York: Harper Torchbooks, 1956.
- ^b Tertullian, *On the Rule of the Heretics*, VII.
- ^c See Nancy Pearcey’s excellent book, *Total Truth: Liberating Christianity from Its Cultural Captivity* (Wheaton: Crossway Books, 2004).
- ^d Dante, *Inferno*, Canto XIX.

- ^e The wonderful hymn, “O Faith of England, taught of old,” is an excellent example of this mindset.
- ^f See James Tunstead Burtchaell, *The Dying of the Light: The Disengagement of Colleges and Universities from their Christian Churches*. Eerdmans, 1998.
- ^g This is the meaning of Anselm’s phrase, “Credo ut intelligam,” (I believe that I may know), traceable to Augustine.
- ^h The phrase is from Harry Blamires, *The Christian Mind* (New York: Seabury Press, 1963).

ADVANCING EACH STUDENT’S CALLING TO EXCELLENCE.

*By John Hull
Development Director*

What the students are doing every day at TBCS is important to them, to our community and to the Kingdom of God. So important, that I contributed to the Annual Fund even though I will see no personal benefit.

I am not under the impression that the students necessarily understand the significance of my gift to the Annual Fund. What I do know is that, looking back on my own story, I see that many people contributed to who I am and encouraged me to pursue excellence. Their investment was not always seen or recognized by me at the time, but that did not mean it did not have an impact. I am thankful today for all they did. It is this fact that motivated me to contribute to the Annual Fund.

I am excited when I think that my contribution, though not large, is a part of many other gifts that make a significant impact on the lives of the students here at TBCS. So thank you to those who have contributed to the Annual Fund with me. We are encouraging each student to persevere in their calling to excellence both today and in their future. If you have not yet contributed to the TBCS Annual Fund, you have a great opportunity to have your new gift or the increased amount over last year’s contribution matched dollar for dollar. Please join me today in encouraging the students and letting them know that what they are doing here today is important.

Annual Fund Update

Goal:	\$325,000
<u>Current Pledges</u>	
Parent Pledges:	\$159,106
Other Pledges:	\$13,569
<u>Matching Challenge:</u>	<u>\$75,000 *</u>
Possible total:	\$247,675

56 community members
have made first time gifts

141 community members
increased their gifts

160 gifts from parents,
or 35.5% parent participation

* matching funds still available

Please make your Annual Fund pledge today. Your gift in **any** amount makes a difference! For questions, please contact: Amanda Smith (425) 898-1720 ext. 146, or asmith@tbcs.org.

HELP WANTED: SUPPORT FOR NEW GYM BLEACHERS

The TBCS Booster Club's "Bucks For Bleachers" campaign is nearing the finish line. We hope to close our funding gap in February so we can order bleachers to be installed this summer. We hope to offer our Grizzly fans plenty of seating capacity in time for the 2006-07 Volleyball and Basketball seasons. *But we need your financial support to help make it happen!*

The goal of the "Bucks For Bleachers" campaign is to raise \$37,500 to purchase and install an additional 244 bleacher seats on the west side of the gym and to upgrade the basketball hoops on that side to be "bleacher-ready" (i.e. retractable to the ceiling). *We are currently at \$23,000, or 61% of our goal.* Thank you to the many families and friends of TBCS Athletics who have given so generously thus far!

We have two donation programs for you to consider:

- 1. Named Seat Program.** For each \$250 donors contribute, they can *have their own name or a special person's name permanently engraved on a seat!* It could make a great graduation gift or just be a fun place to sit and enjoy watching our Volleyball and Basketball teams compete in future years. A total of only 150 named seats will be sold at \$250 per seat.
- 2. General Donations.** Donations of all sizes are welcome and will be much appreciated.

The names of all donors will be permanently engraved on a large plaque that will hang in the Gym.

With your help we can close our funding gap and provide a lot of seating for our Grizzly fans to root for our excellent athletic teams!

To contribute financially, please pick up a "Bucks For Bleachers" form at the Redmond front desk, talk to any Booster Club member or mail your contribution to TBCS attn: "Bucks For Bleachers."

If you have questions, please contact Deb Perry at debraperry@msn.com.

Athletics

Homecoming Basketball Games



Homecoming Basketball games, clockwise from top left:

Will Sanger jumps to block, while Nate Castle prepares for the rebound.

The Pep Band plays in support of their team.

Gretchen Esau outmaneuvers her opponent.

Lower School Grizzlies show their support for the teams. Left to right: Jace (future Grizzly) and Luke Blankenbeckler, David Fure, Travis Olvestad.

Lower left: Cheerleaders entertained and led the crowd in cheers for both varsity games.

Lower right: The crowd does their part by dressing in style for their team.



Alumni

Alumni Return for Homecoming Celebrations

The annual homecoming celebration at The Bear Creek School was held during the week of January 3rd through the 7th. Students of all ages, parents, and alumni joined in the festivities.

Homecoming was kicked off with Spirit Week which included Nerd Day, Historical Figure Day, Tacky Tourist Day, and of course, Grizzly Green and Gold Day. A pep assembly held on Friday included fun competitions between the classes.

The alumni enjoyed a reception and a lunch with the seniors where alumni shared their insights about college. Alumni also challenged the Varsity Boys team to a basketball game with the Varsity Boys winning the competition.

The official homecoming games pitted Bear Creek against Summit on Friday night. All three Grizzly teams were victorious!

The celebrations were concluded on January 7th with the homecoming dance, "*An Evening in Paris*".



Top Right: Rhyne Dengenis, Danny Jacobson, Brig Dengenis.

Middle: Upper School Head, Linda Hernandez with Anna Kadeg.

Lower Left: Easton Thomas and Jason Rehfeld.

Alumni - We would love to hear from you for future issues. Please email your updates and information to modus@tbcs.org.



Left: Catherine Banton, Molly Perara, Ryan Harter, Anna Lavin, Bonnie Charleston.

Below: Jeff Rehfeld; Jessica Linnenkohl, Mrs. Beman, Nathan Shomber, Dr. Price



Above: Nick Connell and Kelcey Morton enjoy "An Evening in Paris".

Right: Upper School students fill the dance floor at the Homecoming Dance.



Valley Campus

Valley Campus Opens Its Doors for the First Day of Class.

Tuesday morning, January 3, the sun rose over the Valley Campus and shone on freshly painted classrooms, newly barked flower beds, and a new fully equipped playground. After years of praying for a dedicated campus, TBCS Woodinville families finally had a place to call their own! After weeks of rain, the skies opened up and the sun shone gloriously as families shepherded their children into new classrooms. Parents and children alike exclaimed at the transformation that had occurred in order to ready the campus for this first day.

As students and teachers started class, parents gathered in the multi-purpose room to share in prayer and thanksgiving. A moving service was given by Nancy Price, Bill Price, Tressa Parker, Kurt Maass, and Andrea Lairson. Prayers of thanksgiving were offered up to the Lord for the picturesque setting, the hard work of so many parents, the dedicated faculty and staff, and the team of construction workers who worked so diligently to ensure that the Valley Campus would be ready on time. After the service parents toured the campus and rejoiced in the wonder of their new school. With obvious delight, parents admired the lunchroom with its sparkly new kitchen, the art room with 17 fully assembled drafting boards, and the computer lab with 17 shining new laptop computers,

As the week progressed, teachers and students delighted in discovering the many benefits the Valley Campus has to offer. The teachers are thrilled to be able to congregate for lunch in the new faculty/staff lounge. They appreciate the covered walkways, the student lunchroom, and the specialist classrooms. Students are enamored with the streams, the cubbies, and the ability to open classroom windows to enjoy fresh air. After only a few weeks, the Valley Campus feels like home.



The classroom building at the Valley Campus provides, among other amenities, covered walkways for all!



Linda Witt and Andrea Lairson commend Head of School Nancy Price for the charming new addition to TBCS.



John Hull leads one of the many tours that took place on opening day of the Valley Campus.



Cresty McCraw, Stephanie Neill, Helen Twentyman and Bola Agbonile listen to their tour guide while admiring the new playground.

VALLEY CAMPUS THANK YOU'S

- ❖ Curt Kraft for arranging and directing the move of the playground
- ❖ Phil Vachon for coordinating the volunteers for the landscaping work
- ❖ Norsk Remodeling and Carl and Stephanie Dropping who donated and installed the kitchen in the student lunchroom
- ❖ Thomas and Cheri Ellstrom for contributing the wood for the library bookcases
- ❖ Kent VanderWeide and Zorko Electric Inc. for the work on the electrical system
- ❖ Richard Mason, Eli Sanger, and Vincent Roggero who spent hours assembling the 17 drafting boards for the art room
- ❖ The countless volunteers who helped pack, move and unpack the school
- ❖ The faculty and staff for all their efforts to move in over Christmas break
- ❖ Kelly Saulsbury, Chris Bowen, and the entire facility team who spent countless hours making the campus beautiful
- ❖ John Hull for managing the Valley Campus project
- ❖ Our construction company, E. Kent Halverson, Inc. for their remarkable ability to accomplish so much in such a short amount of time

Introducing Our New Head of Upper School

When Nancy Price first asked Linda Hernandez if she would consider taking the position of the Head of Upper School, she politely refused. Her heart, she said, was in the classroom with her English students. However, when the position was left vacant at the end of last year, Nancy appealed specifically to Linda's heart for The Bear Creek School and to all of its students. This time, she was not refused and as a result, TBCS has been blessed with Linda's vast experience and compassionate heart in her new capacity as the Head of Upper School.

Linda earned her BA in English from UCLA with a minor in Secondary Education. Having spent more than twelve years of her early career life in office management and more than seven years in Human Resources, she is not new to the administrative duties now required in her new position. More recently, she served for ten years in PTA leadership. She has been actively involved in the Washington State PTA as a Regional Director and as Director of Leadership where she was responsible for all the leadership training of local unit, council, and non-profit organizations. She also served as a National and Washington State PTA trainer where she was responsible for developing and teaching classes to others in leadership positions.



Linda first came to TBCS in 1997, looking for a better educational experience for her then Middle School daughter, Laura. Laura would become a member of the first full graduating class of TBCS. Linda was eventually recruited by Nancy Price to employ her talents earned during her tenure in PTA leadership by teaching study skills to seventh graders. She taught study skills to both seventh and eighth graders for nearly four years. This year's senior class is the last of her original classes, although she still makes an occasional appearance in Dr. Price's strategic learning classroom.

In addition to study skills, Linda has taught Upper School English and Advanced Placement English at TBCS for the past five years, and has served as head of the English department for the past four. Her previous relationships with both the students and the teachers make her well suited for the job. Although the beginning of the year was difficult with the new Upper School schedule and many new teachers to train, Linda has handled it all with grace and humor, skills she undoubtedly learned from her classroom experience.

Introducing Our New staff

Holly Alleva – Woodinville, Library Assistant

Background

Holly has a BS in Food service Management from Indiana University of Pennsylvania and her MS in Exercise Physiology from the University of Pittsburgh. She worked on a research study at Children's Hospital of Pittsburgh.

Family and Personal Interests

Holly is married to Fil Alleva. They have three children: Zachary, Grade 6, Erin, Grade 4 and Caleb, Grade 4. Holly enjoys quilting, reading, biking, swimming, & kayaking.

Katherine Cody – Woodinville, Aide

Background

Katherine has a B.S. in Finance from the Business School at the University of Illinois. She worked for Andersen Consulting for five years (1987-92), then Microsoft from 1992-97.

Family and Personal Interests

Katherine met her husband, Erick, on a job with Andersen Consulting in Zurich, Switzerland. They married in Minnesota where she was born, then moved to Seattle in 1991. Their first son, Luke, was born in 1994; their second son Alex, in 1996. After Luke was born she worked part-time. After Alex was born, she decided to stay home full-time.

As a family they've spent much of the last five summers at a lake in northern Minnesota swimming, boating, fishing, and some waterskiing. Before that they sailed as a family year round around Puget Sound. They love spending time with friends and family on Hood Canal and Marrowstone Island. They all love to read. She enjoys her time helping at school and at her church.

Marcia Domingo – Redmond, Office Assistant

Background

Marcia is a Washington native and has lived in Kirkland, Redmond all her life. She attended Juanita High School and Bellevue Community College. During the past five years she has been in real estate and mortgage lending.

Family and Personal Interests

Marcia is married to Rudy Domingo. They have 3 boys; Jesse, Grade 3, Joey, Grade 7 and Jordan, Grade 8. She enjoys time with her family, music, and aerobics.

Amanda Wallulis – Woodinville, Aide

Background

Amanda attended Northwest University. She has managed a handful of retail stores.

Family and Personal Interests

Amanda is currently planning her wedding. She loves to sing! She has compiled some of her favorite songs and made a demo, hoping to sell records one day. She and her family love to hike and be outdoors as much as possible.

Alicia Williams – Redmond, Assistant to the Head & Office Administrator

Background

Alicia Williams was born and raised in Northern Indiana. Her education includes St. Mary-of-the-Woods College and Morris Conservatory of Music. Her past employment was in process and project management in Telecommunications.

Family and Personal Interests

Alicia has one son at Bear Creek, Nicholas, Grade 11. Her hobbies include reading, writing, visiting, painting, and dreaming.

Sue Sanford - Communication Director

Background

Sue was born and raised in southern Idaho and arrived in the Seattle area for college. She has a BA in English with a minor in Business from The University of Puget Sound. Her career experience includes event marketing, general marketing and some business development. She worked for event marketing firms then spent 8 years at Microsoft prior to starting a family.

Family and Personal Interests

Sue is married to Byrne Sanford and has two girls: Jessica, Grade 3 and Chelsey, Kindergarten. She likes sailing, golf, reading, movies and travel (especially to warm climates!). Most of all she enjoys family time with her girls.

Marla Zylstra – Redmond, Publications Manager

Background

Marla graduated from Art Center College of Design in Pasadena, California, and has lived in Sammamish, Washington for the last 15 years. She has experience running her own graphic design business where she designed logos, brochures and marketing materials. She began working at TBCS as a Redmond Aide four years ago.

Family and Personal Interests

Marla has three children: Shannon, Grade 10, Corinne, Grade 8 and Graham, Grade 4. She enjoys reading, writing and being involved in Bible studies. She has been the supervisor for the School Program of Bible Study Fellowship in Sammamish for the last five years.



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Modus Vivendi is a publication for The Bear Creek School community, past and present. Article suggestions should be sent to modus@tbcs.org.

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Humanities • Sciences
Honor • Discipline

Modus Vivendi is translated as *a manner of living or a way of life*. TBCS seeks to develop individuals for whom the classical ideals of excellence in all things, love of learning, spiritual commitment, and self-discipline have become a way of life.

LOOKING AHEAD

March

- 4 Chess Tournament
- 4 US Social
- 10 Grade 4 Drama (R)
- 16 LS Musicale (Grade 6)
- 17 Grade 4&6 Drama (V)
- 17 MS Band/Choir Musicale
- 18 Family Auction
- 25 Dinner and Live Auction
- 27 Middle School Social
- 31 Grade 6 Drama (R)

April

- 1 US Social
- 8-15 Mission Trip
- 10-14 Spring Break
- 21 US Concert
- 27-28 Parent/Teacher Conferences
- 29 US Social

The mission of The Bear Creek School is to provide a high quality, Christian liberal arts education in a nurturing environment that will enable each student to develop into the individual God intends.