

# MODUS VIVENDI

December 2005

A Publication of The Bear Creek School



TBCS Juniors surround Millennial Fountain on the University of Washington campus during their fall 2005 college tour. See page 10 of this issue for an article on the complete college search and campus tour process.

# Head of School

## What Makes Us A Classical School?



By Nancy Price, PhD,  
Head of School

What makes us a classical school? Is it the teaching of Latin and Logic? Is it TBE – Trivium Based Education?

I will probably shock you by answering a resounding “No!” to those suggestions. Although Latin and Logic, Grammar, Dialectic and Rhetoric are likely to be found in a classical school, those elements are not what causes a school to be classical. If that were the case, then: X Public High School teaches Latin and Logic. Classical schools teach Latin and Logic. Therefore, X Public High School is a classical school.

Hopefully, one can see this is a fallacy. When one looks at the website of X Public High School, one finds that their purpose is to prepare students for the workforce. The students who take the Latin and Logic courses are college bound, yet still primarily preparing for the workforce, just getting there via college.

OK, you might say. So what? We also prepare kids for college, and to get good jobs. True. But what is the purpose of the education we offer? To “become the individual God intends” is what our mission statement says. The mission statement for X Public High School is: “a community of learners in which every person is known well and valued for his/her intrinsic worth... graduates possess the necessary skills and knowledge to empower their success in our diverse and interdependent world.”

The chart below is one I shared at State of the School. I hope it helps you to see just a few of the differences

between a classical education and a modern education.

A classical education is one that is constantly reaching toward the Ideal of an individual who knows and reveres the Truth, who contemplates and acts upon the Good, and who loves and reproduces in his own life the Beautiful. This individual is one who pursues excellence in all things, who seeks after the Greek *arête*, Virtue, to be the best one can be. The classical educator seeks to lead his student toward the transcendent that we realize is never fully attainable, yet always sought after.

However, the goals of modern education are to provide the individual tools needed to acquire Power, and the means for reaching that goal are Utilitarian, merely what one thinks will work. A Modern, utilitarian educator concedes that students are far from perfect, and rather than decrying that fact, makes the attainable his goal, rather than the transcendent. The Classical says what Ought to Be, while the Modern says merely what Is. Classical education seeks after an Ideal, pressing on toward it, ignoring “reality”, while Modern education focuses on reality in order to accommodate deficiencies. The transcendent requires a prescribed

curriculum intended to expose the student to Truth, Goodness, and Beauty in order to develop these in his life. The utilitarian accedes to demands for a curriculum that changes according to the interest of the times, where a course on movies is as valuable as a course on the great literature of civilization. The curriculum of the classical educator does not require brilliance, but neither does it scorn the gifts of intellect. The curriculum of the modern educator does not really desire brilliance, seeking rather a commonality of understanding among the students.

In the end, one must decide on the basis of the desired result of the two educational systems. Modern education’s goal is for a successful student prepared to make good money, who can get a job, get ahead, and get power in society. Classical education’s desired result is a virtuous student striving to be the best he can be in all areas of his life, able to discern truth and act on it, to honor Goodness and work to attain it, to recognize Beauty, whether in literature, science, or art and incorporate it into his life. This student is well prepared to handle life, as well as a job, to make a difference as well as a paycheck. Which do you think is the best result?

### UNDERSTANDING CLASSICAL EDUCATION

*The cultivation of wisdom and virtue by nourishing the soul on truth, goodness, and beauty by means of the liberal arts.*

Classical	Modern
❖ Reaches for an Ideal <ul style="list-style-type: none"><li>◆ Transcendent</li></ul>	❖ Reaches for power <ul style="list-style-type: none"><li>◆ Utilitarian</li></ul>
❖ Says what “should” be	❖ Says what “is”
❖ Ignores reality to press toward Ideal	❖ Focuses on reality to accommodate Needs
❖ Presumes to prescribe curriculum <ul style="list-style-type: none"><li>◆ Brilliance not required</li></ul>	❖ Accedes to demands for curriculum <ul style="list-style-type: none"><li>◆ Brilliance not desired</li></ul>
❖ Desired Result: Virtuous Student	❖ Desired Result: Good job, good money

Number 1 in a series: The next article will cover classical Christian education, and how the two are well suited to the development of a Christian worldview and spiritual growth.

# Board of Trustees

## Innovative Refinancing Increases Financial Stability

During the past two years the Board of Trustees Finance Committee has been diligently working to upgrade the financial reporting, budgeting process, budget management and financial position of our school. This has been a strategic priority for the Board as they work on long-term strategic planning, property acquisitions, upcoming capital campaign and long-term tuition management.

Heading up this effort has been David Smith, Board Treasurer and Chair of the Finance Committee. David has held senior financial management positions in domestic and international treasury in the areas of cash management, investing and foreign exchange for large technology companies. He also has experience in banking, systems, accounting & personal finance.

With David's guidance, the Board recently completed an innovative restructuring of our long-term debt using the tax-exempt market. Refinancing and consolidating existing debt with tax-exempt bonds vs. taxable bonds will save TBCS an estimated \$4 million over the 27-year life of the loan. The anticipated annual average cost of borrowing (4.30% including fees and credit enhancement (letter of credit) is less than that of the Federal Government (30-Yr Treasury is currently 4.70% and continues to increase).

### Why did TBCS pursue new financing?

Due to purchases of properties near main campus and the need for a replacement for the Woodinville campus, the board felt that additional long-term borrowing was necessary. In reviewing the alternatives, tax-exempt bonds were the least expensive funding source. The newly issued tax-exempt bonds replaced existing taxable bond debt of \$8.9M and provided the additional funds (\$5.1M) needed for properties already purchased or on contract and improvements to the Valley Campus. The remaining amount

of \$1.0M will be used for future development. The fixed-rates that were locked-in will allow TBCS to:

- ❖ Take advantage of historically low long-term fixed interest rates
- ❖ Accurately forecast interest expense out 27 years
- ❖ Provide stability and more predictability for expenses and tuition management

### How did TBCS obtain tax-exempt bonds?

In the late 1990's TBCS petitioned the Washington State Housing Finance Commission but was refused local tax-exempt funding. In February of this year, the Board researched the feasibility of going out of state to secure these bonds – specifically through the state of Colorado through our long-term affiliation with the Association of Christian Schools International (ACSI).

In May the Board signed an engagement letter with Ziegler Capital Markets Group to underwrite the bond issue. Ziegler is the largest underwriter of tax-exempt debt to the Education, Healthcare, and Senior Living sectors. David Smith then traveled to Colorado to obtain approval for the TBCS application. Following this approval, the Finance Committee obtained bids from a number of financial institutions for a letter of credit. US Bank won the bid for a letter of credit supporting the bond issuance, at a 45% cost savings from the previous TBCS letter of credit.

Others instrumental in our work were King County Council members Kathy Lambert and David Irons who worked with the county to obtain approval for the bonds. Later in September, an interest rate swap was purchased to lock-in historically favorable long-term interest rates. On October 25, 2005, following approval by the Governor of Colorado, the tax-exempt bonds were issued.

TBCS is believed to be the first educational non-profit organization in King County to obtain tax-exempt financing from outside of Washington State, according to council records. Although the bonds are backed by a letter of credit for marketing, Zeigler notes that our financial statements may even justify an "Investment Grade" – equivalent to BBB credit rating – which is an amazing accomplishment for a small private school. This considerable strengthening of the TBCS balance sheet is due primarily to changes made by the Board of Trustees to the school's revenue structure over the past few years.

Hundreds of hours of staff time and volunteer time by board members have been contributed to this project to help our school obtain the lowest available cost of capital. This innovative approach combines a historically low long-term interest rate with predictable debt service payments to lower operational expenses and increase financial stability for TBCS.

### A FEW DETAILS

- ❖ Break-even period to recover fixed costs associated with the tax-exempt bond issuance is 1 ½ years.
- ❖ TBCS Tax-Exempt Bond savings:
  - ◆ \$265,570 initially / year vs. current structure (includes taxable bonds & line of credit)
  - ◆ \$237,750 initially / year vs. Taxable Bonds
  - ◆ \$147,557 average / year for 27 years vs. Taxable Bonds
  - ◆ \$4.0 Million over life of loan vs. Taxable Bonds

# Classical Education

CREDO VT INTELLIGAM<sup>1</sup> — A Map of the World



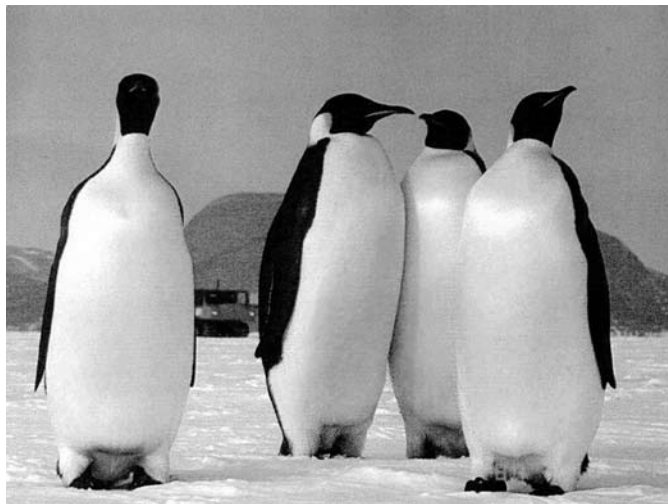
By William O. Price  
Board of Trustees

Luc Jacquet in his documentary film, *March of the Penguins*, tells the extraordinary but true tale of the Emperor penguin. Penguins confirm that God has a sense of humor: so many little creatures in tuxedos waddling across the Antarctic ice in single file toward an unlikely destination. Without water, food or shelter; in the only clothes God gave them and barefoot; in the harshest climate on our planet they spend the long Antarctic winter huddled, producing the next generation of Emperor penguins. When it is time to mate, the Emperors leave the southern ocean and waddle about 70 miles to an isolated spot on the ice. They all arrive within a day or two of each other and pair up. After depositing an egg, the females waddle back to the sea for food. The males spend the next three months standing with the egg perched on their feet, keeping the egg insulated by their own bodies from the harsh winter storms. The females return after the eggs are hatched and relieve the males who in turn waddle back to the sea for food.

What most amazes us about the penguins is that there is something built in to their little bird brains that calls them on a certain day to that cold, desolate valley each year, tells them how to get there and what to do after they arrive that their kind might survive. Scientists call it instinct but for the sake of discussion let us call it a

penguin's *map of the world*.

The penguin's map of the world powerfully shapes how they interpret what they see, hear, feel, smell and taste. It enables them to navigate their world and survive in it. On their map there is ocean and there is ice, feeding ground and breeding ground. There is a time for ocean and a time for ice, a time to eat and a time to not eat, a time to march and a time to stay still. On their map of the world are navigational clues and seasonal clues, most of which we do not understand. Part of their map of



the world is also a rudimentary penguin morality ("beaks are good and teeth are bad" and "one must keep the egg warm"). Five facts about a penguin's map seem certain:

- ❖ every penguin has a map of the world
- ❖ all penguins' maps are remarkably similar
- ❖ the map is either built-in, acquired at an early age or both
- ❖ the map is not the product of rational thought
- ❖ survival depends on the truthfulness of the map

People, like penguins, have a map of the world that shapes all they do and think and promotes their survival. The

human map of the world, though much more complex, shares much with the penguins: each person has one; they are remarkably similar from one person to the next; the maps are either built-in or largely formed at an early age; most of the map is assumed and not deduced; and how well one navigates this life depends much on its truthfulness. The human map of the world is better known to us by the name Kant gave it: *worldview*.<sup>2</sup>

A person's map of the world contains those things he or she believes exist. It describes the physical universe we know and also how we know it. It contains primal concepts of space and time, cause and effect, right and wrong, God and others beings, and logical truths such as the law of non-contradiction. [Philosophers say that one's worldview contains certain formal elements: ontology (what exists), epistemology (how one knows what exists), ethics (the nature of the good and the meaning of life) and morality (what ought to be) and certain *a priori* assumptions necessary for thought.]

While penguins do not much revise their map of the world, humans can modify theirs. When asking different people "What exists?" we receive very different answers. The Christian will answer, "God and His creation." This aspect is implicit in Psalm 24 where David cries, "The earth is the Lord's and the fullness thereof, the world and those who dwell therein." On the other hand the thorough-going subscriber of naturalism will say only that the universe of all sensible matter and energy exists. He might also add that it is meaningless to talk about the non-sensible and the non-material. The Hindu may say that all that presents itself to our senses is deceptive illusion. To him the

universe consists of something else less sensible. One's *ontology*—what is and is not on the map—is perhaps the most determinative aspect of one's worldview.

So what does worldview have to do with education? Much indeed. Classical education has been described as “the cultivation of wisdom and virtue by nourishing the soul on truth, goodness, and beauty.” The definition assumes the objective existence of truth, goodness and beauty and, furthermore, that they can be known (else they could not be taught).

*“Education at every level reflects our primary assumptions about the nature of man, and for this reason, no education is innocent of an attitude toward man and his purposes.”*  
— David Hicks

David Hicks, in *Norms and Nobility* states, “Education at every level reflects our primary assumptions about the nature of man, and for this reason no education is innocent of an attitude toward man and his purposes.”<sup>3</sup> Indeed, one might say that no education is innocent of an opinion about the true, the good and the beautiful.

A little reflection will suggest that a school will not teach what it believes does not exist. It will adopt methods of instruction in keeping with its particular theory of knowledge. And the values it communicates will be dictated by its characteristic ethic. Worldview

shapes and delimits the school just as the penguins' map of the world wholly governs and shapes their lives.

Suppose for the sake of argument, you are looking for a school for your first-grade child; you go to your neighborhood public school and inquire about their “map of the world,” the school's worldview. You will probably be met with silence and quizzical looks. So you ask them, “What do you believe exists? What does the universe contain?” And you further confirm their growing suspicion that you are a troublemaker and a crackpot by asking, “How do you know that?” You persist: “What is truth? What is good? What is the highest good? What is the meaning of man's life?”

Most of us would feel rather awkward posing such questions and perhaps embarrassed by the ensuing silence. But think about it this way: if school is a bus promising transport to knowledge and virtue, would you put little Johnny or Mary on board if the driver had no map and could tell you nothing about his route or destination? I daresay we all would feel more comfortable with a school in firm possession of a good, reliable map of the world.

Christ provides us with a roadmap to virtue, and classical education has served for millennia as a well-traveled highway to knowledge. A desire for truth, a love of beauty, a life that strives toward goodness and excellence are destinations on the classical education map. An education that is both Classical and Christian provides an Ideal toward which we set our children on a lifelong journey.



<sup>1</sup> Anselm, *Proslogium*, ch. 1: “I believe that I might understand.”

<sup>2</sup> German *Weltanschauung*, literally “view on the world.”

<sup>3</sup> David V. Hicks, *Norms and Nobility* (Lanham, MD: University Press of America, 1999), p. 3.

*Worldview* is not a simple concept and no short article can do it justice. If you are interested in learning more, the following books are excellent starting points (the last is not for the faint of heart).

Sire, James. *The Universe Next Door: A Basic World View Catalogue*. 3rd ed. Downers Grove, Ill.: InterVarsity Press, 1997.

Sire, James. *Naming the Elephant: Worldview as a Concept*. Downers Grove, IL: InterVarsity Press, 2004.

Holmes, Arthur. *Contours of a Worldview*. Grand Rapids, MI: Eerdmans, 1983.

Nash, Ronald H. *Worldviews in Conflict*. Grand Rapids, MI: Zondervan Publishing House, 1992.

Moreland, J. P. and William Lane Craig. *Philosophical Foundations for a Christian Worldview*. Downers Grove, IL: Intervarsity Press, 2003.

# Athletics

## UPPER SCHOOL FALL SPORTS SEASON RECAP

### Cross Country

Our boys and girls cross country teams had a very successful season. The boys team won the League Championship, District Championship and finished 6th overall in State. Individually, Daniel Switzer was league MVP, District Champion and finished 6th in State. Kyle Dunn was named 2nd team all-league. The girls team won the League Championship, District Championship and finished 12th overall in State. Hayley Hunt was named 1st team all-league.

### Volleyball

The Grizzly varsity volleyball team finished 4th in league. They won 9 matches and lost 3. Jamie Perry was named 1st team all-league, Kelcey Morton was 2nd team all-league and Kiersten Petesch was 3rd team all-league. The girls came within one game of qualifying for the district play-offs.

### Boys Soccer

The boys soccer team finished second in league. They won 10 games lost four and tied two. They advanced to the District playoffs. Three Grizzly boys were named 1st team all-league (Eric Chalk, Peter Heine, and Alex Higinbotham), and two Grizzly boys were named 2nd team all-league (Mac Graham and Chris Strandin).

### Girls Soccer

The girls soccer team finished first in league. They finished the regular season with 15 wins and only one loss. They advanced to the District playoffs. Kimi Pohlman was named league MVP. Three lady Grizzlies were named 1st team all-league (Jacqueline Conforto, Molly Lavin, and Bess Snider), and two lady Grizzlies were named 2nd team all-league (Melissa Bassi and Morgan Wierleski).

## BOOSTER CLUB NEEDS YOUR "BUCKS"

Imagine the TBCS Redmond Gym full of nearly 500 noisy fans cheering for our volleyball and basketball teams! Imagine "home" and "away" sides for fans ... stomping feet creating thunderous roars in the Gym ... Grizzly teams pumped up on adrenaline, feeding on the crowd's enthusiasm ... opponents psyched out by the noisy Grizzly fans! Imagine a completed gym! We do, and we need your support to help make it happen!

The TBCS Booster Club recently launched the "Bucks For Bleachers" campaign to raise \$37,500 to purchase and install an additional 244 bleacher seats on the currently-vacant west side of the gym and to upgrade the basketball hoops on that side to be "bleacher-ready" (i.e. retractable to the ceiling).

Buy a full seat for \$250 in the new bleachers and you can have your own name or that of your favorite person permanently engraved on it! Give it as a Christmas gift or as a graduation gift! ONLY 150 named seats will be sold for a \$250 contribution per seat. Donations of any amount are welcome and all donor names, regardless of the amount, will also be listed on a plaque in the "Grizzly Den".

Thank you to the donors who have already purchased sixty (60) seats, or 40% of our goal. We've got ninety (90) more to sell and we're hopeful that with year-end coming soon, your donations will move us closer to our goal. To contribute financially, please pick-up a form at the Redmond front desk or email [debraperry@msn.com](mailto:debraperry@msn.com). With your help, our dreams and those of our student-athletes can become a reality!

## WINTER SPORTS SEASON PREVIEW

The girls and boys basketball teams began practice on November 14th. League games begin the first week in January. There are many home games in January, including homecoming on January 6th. Please come support the basketball teams and enjoy time with other members of the TBCS community. The home schedule for January will be:

Day	Date	Opponent	JV Boys/Girls/Boys
Tue	1/3/2006	Grace Academy	5:30/5:30/7:00 PM
Thu	1/5/2006	Chief Leschi	4:30/6:00/7:30 PM
Fri	1/6/2006	Summit (Homecoming)	4:30/6:00/7:30 PM
Tue	1/17/2006	Auburn Adventist	-----/6:45/8:30 PM
Tue	1/31/2006	Evergreen Lutheran	4:30/6:00/7:30 PM
Thu	2/2/2006	Tacoma Baptist	4:30/6:00/7:30 PM
Mon	2/6/2006	Puget Sound Adventist	-----/6:00/8:30 PM

# Student Life

## The Power of School Uniforms

*Students in Grade 6 were asked to write an essay about the value of wearing uniforms to school. The following are excerpts from selected essays:*

### Joy Twentyman, Grade 6

“Learning is the whole point of school, and studies show that uniforms help students focus and learn better. Once students are required to wear uniforms, they are less distracted by things such as how to dress instead of schoolwork.”

### Christina Smith, Grade 6

“Since the reason for attending school is to gain an education, uniforms help student to have a feeling of purpose. Just as a firefighter wears a uniform, and he/she is aware that they are at work with a purpose, so do uniforms help students know that they have a “job” to do.”

“Since we are all made equal in the image of God, school uniforms help creat an environment of greater equality.”

*Christina Smith, Grade 6*

### Malia Bachesta, Grade 6

“Many scientists have studied the uniform issue and found that uniforms reduce violence and criminal activity. If you don’t believe it know this: In 1994, the Long Beach, California School District switched to uniforms and saw dramatic differences within two years. There was a 51% drop in all physical fights, a 50% drop in all weapon usage, and a 32% drop in suspensions.”



Alex Cody and Samantha Esposito (Grade 3) model the Lower School uniform.

### Lower School

Macbeth plaid jumper/skirt  
Navy pants  
Navy sweater/vest  
Navy sweatshirt  
White/yellow polo



### MS students:

Jessica Morantes, Emily Booth,  
Cameron Kesinger, Hui Yong Kim

### Middle School

Khaki pants/skirt  
Sequoia plaid skirt  
Blue/Green sweater  
White polo



### US students:

David Ersek, John Geiger,  
Stephanie Malaska, Brittanie  
Vander Weide

### Upper School

Khaki pants/skirt  
Sequoia plaid skirt  
Blue/Green sweater  
White/light blue oxford shirt

# Student Life

Photos from left to right:

1. Mrs. Erickson's Kindergarten class on their first day of school.
2. Big and little buddies from Grade Three and Kindergarten.
3. SB students dish up ice cream at the New Family Social.
4. Students play at the Fall Party.



1. First Graders perform in the thanksgiving drama.
2. Orchestra students playing for Grandparents' Day.
3. Grandparents' Day.
4. Grandparents enjoying their special day at TBCS.





1. Woodinville students enjoying the Walk-a-thon.  
2. Redmond Kindergarten class prays before they begin the Walk-a-thon.  
3. & 4. Middle School boys having fun and raising money at the Sports-a-thon.



1. - 4. At the fall Ice Breakers, Middle and Upper School students take time to play, connect and get ready for a year together.

# College Advising

I'm trapped on the rollercoaster ride of college searching and I don't know where to get off!—

**By Karen Beman**  
**Director, Office of**  
**College Advising**

Waiting for the college admissions “yes” letter is undoubtedly one of the rare rights of passage in our modern day culture. Many can remember back to those excruciating days of standing by the mailbox waiting for the postman to deliver the thin or thick packet – literally, the thrill of victory or the agony of defeat left to the hands of a college Dean of Admissions. In some ways, things haven't changed much...

Increasingly, the college search and admission process has created an enormous wave of anxiety. Parents and students are paralyzed by the media onslaught of campus ranking magazines, college selection “how to” books and standardized test prep guides. Students are unsure what elements make one campus “fit” over another campus. They may lack confidence in their sense of self and feel somewhat ambiguous about choosing future academic majors and campus communities. With the sticker price of higher education soaring and some private college costs now exceeding \$160,000 over four years, it leaves one to wonder – how do we tame the madness?

## Where to begin?

First and foremost, students and parents need to enter the process with a “buyer's” mentality. For some families college selection may well be one of the largest emotional and financial investments you make next to buying a home. Any good consumer decision starts with the research stage—and it's not just the college that deserves scrutiny. Students need to spend time “soul searching” in an effort to uncover key personal characteristics, life values and educational learning style preferences that may point to one campus setting over another.

## Next step: Campus Tours

Colleges spend a tremendous amount of money marketing their image to prospective students and parents. However, much of the discernment process is highly personal and should be evaluated by an up-close-and-personal encounter with the college itself. Of all the information gathering options, college visits provide by far the best value in time and money.

College environments vary widely and it will require some sleuthing skills to get a handle on what a campus is really like. Digging below the glossy admissions brochures isn't always easy – it requires

effort! Admissions staff members will gladly schedule a visit. Most colleges will have at-the-ready student hosts that provide campus tours, overnight accommodations and great campus tips and insights.

Make sure to sit in on a class, read the school newspaper, spark conversations with current students and be an active observer! You can also tour research labs, libraries, athletic and other facilities. Try to assess the true academic and social climate carefully. Don't depend on reputation or perception. Ask the hard questions. Are students collaborating or competing with one another? Are professors available for assistance on a regular basis? Are there a number of academic majors and minors that are of interest to you? Are students typically alone or usually with others? Do students welcome you (notice that a stranger is in their midst) or are you one of thousands?

Prospective students should also pay careful attention to living options on campus. What are the Residence Halls like? Are there healthy choice or interest specific halls available? Does this campus have a Greek system? If so, what percentage rush and when? What do students do on the weekends? Is this a commuter campus or primarily a residential setting? Don't forget to eat in



Whitney Engel and Morgan Mankis evaluate Pacific Lutheran University admissions materials.



Touring the University of Puget Sound residence halls.

the dining halls and ask current students what they think. Students need to eat and a school's variety of eating options is a big satisfaction factor – no kidding!

The Christian climate on faith-based and secular campuses also varies widely. Secular schools often have thriving faith fellowships on campus but it may take some asking to find out what is available. Push yourself to define your faith on any campus you select. Whether you are in the faith majority or minority, you will be challenged to live life purposefully and spirit-filled. Seize the stretch and prioritize finding a fellowship or church home immediately.

#### **When should I tour?**

The most valuable time to visit prospective colleges is in the winter/spring of your junior year. When scheduling your visit, make sure that at least one day lands during the school week. Call ahead to make sure that campus is in session and that your intended dates don't fall on mid-terms or finals. It will be invaluable to witness campus life in action.

Don't hesitate to schedule an admission information session with one of the admission counselors. Come prepared with good solid questions and remember that first impressions are

memorable – for you and them! Parents, you may desperately want to sit in on the meeting, but I encourage students to go it alone. Use the opportunity to demonstrate to an admissions counselor your level of independent thinking and sound judgment as you articulate the characteristics that are truly important to your journey.

#### **Weigh in other critical variables as you build your list of schools**

Choosing a place to live for four years is no easy task. There are a number of other “top drawer” characteristics to consider, size of student population, how many classes (if any) are taught by teaching assistants (TA's), seasonal climate, adventures outside of the classroom, etc. Be prepared to scale the liberal versus conservative emphasis of course instruction—know what is being taught and how it will impact your world view. Lastly, but of huge value, heavily consider your parent's opinion of each school you visit. They know you well and their perspective is critical in making wise decisions.

One remark about tuition costs — the sticker price isn't the final word on the actual cost to attend. Colleges and universities are in the business of attracting the best possible students.

Merit awards are frequently given to recognize outstanding academic and fine and performing arts abilities. Feel free to bring a copy of your transcript to your admissions information meeting. Ask the admissions counselor if students with your qualifications receive merit scholarships. While they can't make a commitment on the spot, they most surely can give you an idea of which ballpark you might land in.

#### **Final thoughts**

In the end the heart speaks louder than words...if you have really committed to the research phase, both prayerfully and practically, trust your judgment and go forward with confidence. By the fall of your senior year you should have a list of schools (6-8) that match a composite of the college characteristics that are reflective of the REAL you! Throw the barn door open and dream – but be realistic, based on a search that is active and tailored to your particular needs and abilities. Don't let the ride scare you—you've got what it takes to not only make it to the end, but learn so much along the way.

A list of campus tour questions is available from the Office of College Advising. Don't leave home without it!



Mike Marston, Assistant Director of Admissions at Seattle Pacific University provides great campus selection tips.



TBCS Alumni meet with Juniors at Seattle Pacific University.

## Introducing Our New Faculty

### **Carl Benson – Redmond, MS Math**

#### *Background*

Carl has a bachelor of arts in education from Seattle University and has done graduate work at Seattle Pacific University. He began his teaching career in a private school in Seattle where he taught for three years. He taught mathematics, P.E., and health in the Lake Washington School District for twenty-two years.

In addition to teaching, Carl has coached a variety of sports at both the high school and junior high level for the past twenty-five years.

#### *Family and Personal Interests*

Carl and his wife Shelly will be celebrating their 25th anniversary in the new year. They have two children; Garrett is a sophomore at TBCS and Hannah is in the fourth grade at Wilder Elementary. They enjoy playing a variety of sports as a family, but waterskiing is their favorite.

### **Bonnie Brightwell – Redmond, Substitute Coordinator**

#### *Background*

Bonnie has an associate's degree and is currently earning her bachelor of arts in organizational management (business degree) from Northwest University. She spent more than twenty years with United Airlines where she held positions in both sales and training. She came to TBCS in the spring of 2004 where she substituted throughout the 2004-2005 school year.

#### *Family and Personal Interests*

Bonnie was widowed seventeen years ago and remains single. She has two grown children. Her son is a lawyer who practices family law in Connecticut. Her daughter, Lauren, is a fourth grade teacher at the Redmond campus of TBCS and lives close by.

Bonnie loves walking with her dog Avery, traveling, and reading. Most of all, she loves to be with family and friends.

### **Katie Byrne – Redmond, Grade 2**

#### *Background*

Katie has a bachelor of arts in elementary education from Linfield College. During the 2004-2005 school year, she was a science teacher for the Labyrinth Homeschool Co-op.

#### *Family and Personal Interests*

Katie will be married to Matt Crismali in May of 2006. She enjoys traveling (especially to Asia), writing, reading, hiking, and rock climbing.

### **Benjamin Dale – Redmond, Grade 5**

#### *Background*

Benjamin Dale has a bachelor of arts in interdisciplinary child development (K-8) from Western Washington University. He has taught in Edmonds, Washington; Papua, Indonesia; and Kandern, Germany. He is currently pursuing a master of science in literacy in the content areas from Walden University.

#### *Family and Personal Interests*

Ben enjoys working with plants, hiking in the Olympic Mountains, and traveling overseas. He snowboards, jogs, and walks his pet goat whenever he can. He also enjoys visiting with family and friends, both in Washington state and abroad. He has deeply enjoyed teaching in the mission field and plans to continue following God's will for his life.

### **Mike Faris – Redmond, US Christian Studies**

#### *Background*

Mike has a bachelor of arts in bible exposition from The Master's College.

#### *Family and Personal Interests*

Mike married his college sweetheart, Juliann, in November. They now make their home in Redmond. Mike enjoys baseball, singing, playing drums, skiing, and reading.

### **Kristin Dennison – Redmond, US English**

#### *Background*

Kristin has a bachelor of arts from the University of California, San Diego. She began her teaching career by substituting for two years while earning her credentials. She was later hired by the Valley Center Pauma Unified School District in San Diego County where she taught high school English and AP English for seven years.

#### *Family and Personal Interests*

Kristin's parents live in Lynnwood, Washington. Her dad is a pastor, librarian, and seminary professor. Her mom is a nurse and caregiver. She also has two brothers and a sister.

Kristin has enjoyed both ballroom and swing dancing. She currently likes reading great fiction, singing, card making, playing with her nephew, letter writing, cooking/baking, hiking (when the weather is good), playing with her cats, and watching movies.

### **Gary Dineen – Redmond, MS Math**

#### *Background*

Gary has a bachelor of arts in biblical studies from Northwest University. He also attended Clark College, studying math and science.

#### *Family and Personal Interests*

Gary is married to Lisa, a sixth grade teacher at TBCS. Together they enjoy backpacking, scuba diving, and snow skiing.

### **Jennifer Johnson – Redmond, Grade I**

#### *Background*

Jennifer has a bachelor of arts in sociology from Seattle Pacific University and has earned her teaching credentials. For the past two years, she substituted in the Seattle Public Schools, ultimately teaching as a long-term substitute there. She also taught kindergarten for half of the year.

#### *Family and Personal Interests*

Jennifer lives in Seattle. She volunteers at New Horizons Ministries, a drop-in center for homeless teens. She enjoys reading, running, drinking coffee...the usual Seattle activities. She also took glassblowing lessons this past year and looks forward to honing those skills. She loves to travel, traveling as far away as Malawi, Africa.

### **Jenai Sheffels – Redmond, MS English**

#### *Background*

Jenai has a bachelor of arts from the University of Washington in English and political science. She is currently finishing her master of arts in teaching from Seattle Pacific University with endorsements in English and history. Jenai worked as a legal assistant for a family law firm in Seattle while she was in college. She most recently worked for iD Tech Camps as an assistant to the CFO/president. She currently serves on the design team at Overlake Christian Church.

#### *Family and Personal Interests*

Jenai and her husband, David, have two children; Cody is in the fourth grade at TBCS and Kaylee is in first grade at TBCS. Jenai enjoys scrapbooking, reading, interior design, and spending time with her family.

### **Kenny Norris – Redmond, US English & Rhetoric**

#### *Background*

Kenny has a bachelor of arts in secondary education from Northwest University where he earned his endorsement in English and a basic certificate in TESL (teaching English as a second language). He is currently working on his master of education in curriculum and instruction from Seattle Pacific University.

Kenny funded his college education by installing and maintaining underground sprinkler systems on commercial and residential properties. He was employed at Cedar Park Christian Schools for five years where he taught a wide range of subjects, including algebra, debate, journalism, and English.

#### *Family and Personal Interests*

Kenny and wife, Jenne, have one son; Thad is eighteen months old. Kenny enjoys playing the guitar, including playing bass and lead guitar at his church nearly every Sunday morning. He also enjoys hiking.

### **Scott Moe – Redmond, MS P.E., Asst. Athletic Director**

#### *Background*

Scott has a bachelor of arts in biblical literature from Northwest University and a master in teaching from City University. He began his career at Seattle Christian Schools where he taught and coached for six years. He spent the last five years as a teacher and coach at Cedar Park Christian Schools.

#### *Family and Personal Interests*

Scott and his wife, Holly, have one son; Oscar is two months old. They attend Canyon Creek Church. Scott enjoys all sports.

### **Brenda Stephenson – Redmond, MS Christian Studies**

#### *Background*

Brenda has a bachelor of arts in biblical studies from Azusa Pacific University. She is currently working toward her master in theology at Fuller Seminary. Before coming to TBCS, Brenda was a motivational speaker for the surrounding public high schools.

#### *Family and Personal Interests*

Brenda's mom works at the juvenile hall in Oregon City. Her older sister just got married and teaches special education in Clackamas, Oregon. Her dad drives a truck for ARCO and just moved to Vancouver, Washington. Brenda loves scrapbooking, drinking coffee, working out, and hanging out with friends.

### **Susan Tag – Redmond, LS P.E.**

#### *Background*

Susan has a bachelor of arts in communications (sports broadcasting) with a minor in vocal performance from Virginia Tech. She spent three years as a missionary with Trans World Radio on the island of Guam. This is her first job in education. She has been a stay-at-home mom and a volleyball coach for the past ten years.

#### *Family and Personal Interests*

Susan met her husband when they were both in Guam. He was stationed there while he was in the Navy. Susan sings in the choir and worship team at Overlake Christian Church and her entire family is in this year's Living Christmas Tree performances. She participates in and leads several women's ministries at

**NOTE; The next issue of Modus Vivendi will include introductions of new staff members.**

# Development

## DOUBLE YOUR ANNUAL FUND GIFT!

By Amanda Smith  
Annual Giving Director

This year a generous Bear Creek family put an Annual Fund Matching Gift Challenge out to the rest of the families, to match any new gift or the increased portion of an increased gift over last year up to \$75,000!

Please take this challenge to heart as you plan your gift to this year's Annual Fund and help ensure that TBCS receives the full amount!

Thank you to the many families who have already taken advantage of the challenge!

If you would like a reminder of your gift amount from last year, please contact Amanda Smith 425-898-1720 x146 or [asmith@tbc.org](mailto:asmith@tbc.org)

The Annual Fund makes the extras available to our students possible. Posters displayed at school have depicted a few of the many activities gifts to the Annual Fund supports such as a strong Science Department, new uniforms for athletics, and a vibrant library.



## INTRODUCTIONS

By John Hull  
Development Director

It will be impossible to forget one particular introduction I had to a long-time Bear Creek parent. As the new Development Director of TBCS last year, I was being introduced to a number of parents at an event. Reaching out to shake the hand of one in particular, I was surprised that as she pulled her hands out of her pockets, the linings came with them. A very unique and humorous introduction, indeed, to a new Development Director whose job it is to raise money for the school. Laughs were had by all, including myself.

This joke plays on the common misconception that my job or the job of those in development is to take your money. But the Development Office is not a branch of the IRS. We cannot and do not desire to take your money. What we are trying to do is to forge a strong constituent community that advances the common objectives of TBCS and community members. We can only receive gifts of time, talent and treasure which are willingly – and it is our hope, joyfully – given to advance those common objectives held by you and TBCS.

So the next time a person in the Development Office of TBCS reaches out to shake your hand, please know that we desire to build a relationship and in the context of that relationship to work together to advance those objectives that are common between TBCS and you.

# Alumni

## News from TBCS graduates

### Max Clark

**Graduated from TBCS – 2001**  
**Graduated from St. Olaf College**  
**in 2005 with BA's in art history,**  
**aesthetics, and studio art.**

I currently do the following types of art: video, intaglio printmaking, circuit bending, and pen and ink. I've participated in various art shows at Grinnell College, Iowa (June '05) and the Fallout Art Fest in Minneapolis, Minnesota (August '05). I was accepted as one of four art apprentices for 2005 – 2006 at St. Olaf. I receive a stipend and studio space as well as two art shows to work toward.

### Kristina Aronson

**Graduated from TBCS – 2005**  
**Currently a Freshman at Rollins**  
**College**

Reported on the Rollins.edu website (November 5, 2005) - Rollins freshman Kristina Aronson capped off her fantastic freshman season with a 33rd place finish at the 2005 NCAA Division II South Region Championships on Saturday. The Duvall, Washington native went 24:08 in the race, which was hosted by Saint Leo and Florida Southern at Little Everglades Ranch in Dade City.

Aronson had one of the best seasons in Rollins Harriers history as she recorded two individual victories and finished no worse than 10th the entire regular season. She was also honored as the Sunshine State Conference runner of the week twice in the 2005 season.

### David Webber

**Graduated TBCS - 1998**  
**Research Scientist**  
**Standard Process, Inc.**

I graduated from Hillsdale College in Hillsdale, Michigan in 2002 with a B.S. in biology. I started full time at Standard Process, a nutritional supplement company, in Palmyra, WI, where I interned between my junior and senior years of college. I have been there for 3 ½ years, working in the research and development department. I reside in nearby Whitewater, Wisconsin which is about 1 ½ hours northwest of Chicago.

My primary interests involve participating in team sports---whether it be playing for the company softball team in the summer or playing in a recreational men's basketball league in the winter. In addition, I have spent time coaching junior high boys' basketball at a local Christian school. Also, after running a couple half marathons in 2004, I decided to train for my first full marathon in the summer of 2005. In October I achieved this goal by running the Milwaukee Lakefront Marathon.

Those to whom I owe gratitude: first and foremost, the Lord, who has continued to sustain me; secondly, my entire family who continually demonstrate their love and support; thirdly, my close friend from Hillsdale, Abraham Bayer; and finally I owe a special thanks to my nephew and niece Bradley and Holly Evans (3rd grade and K), who make visiting TBCS a complete joy for me.

### Nina Hester

**Graduated TBCS – 2003**  
**Currently a Junior at Boston**  
**University studying electrical**  
**engineering**

I spent this past summer as an intern with the Boeing Company. When I applied for an internship at Boeing, a group of engineers were impressed by my senior design project that I did at TBCS because it was relevant to their research and development unit within Boeing. My expressed interest in innovative and breakthrough technologies, as well as the curriculum I had taken as an electrical engineer, made me a suitable candidate for the internship.

I worked within Phantom Works, the advanced research and development unit and catalyst of innovation for Boeing. Throughout the summer, I was responsible for a variety of tasks that supported the business units within Boeing. I was hired to research and report on recently discovered errors in Boeing airplanes, known as Single Event Upsets (SEU). I wrote a report that documented the nature of these SEUs, assessed the likelihood that their severity will increase in the future, evaluated strategies for countering the threat, and most importantly, recommended actions to be taken for both the commercial and military aerospace programs within Boeing.

## OTHER ALUMNI NEWS

*Kristen Sanger – Journalism Teacher at TBCS -* I'm excited to report that three of my past yearbook editors are now employed (paid positions) in journalism positions on their respective campuses:

❖ **Brittany Robinson '04** is advertising manager for Azusa Pacific University's yearbook

❖ **Kristina Aronson '05** is writing for the student newspaper at Rollins College

❖ **Dani Pohlman '05** is on the yearbook staff at University of Puget Sound.

It's rewarding to see how these alumni have been able to use their TBCS journalism experience to get "paid jobs" at college!

Alumni - We would love to hear from you for future issues. Please email your updates and information to:  
[modus@tbc.org](mailto:modus@tbc.org).



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**Modus Vivendi** is a publication for The Bear Creek School Community, past and present. Article suggestions should be sent to [modusvivendi@tbcs.org](mailto:modusvivendi@tbcs.org).

Thank you to: Fran Haman, Jenai Sheffels and Heidi Lundberg for their contributions to this issue.



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

### January

- 2 Alumni Homecoming Reception
- 3 School resumes
- 3 Valley Campus Dedication
- 4 Homecoming Lunch for Alumni
- 6 Homecoming Basketball Games
- 7 Homecoming Dance
- 14 M/U Drama
- 27 Grade 2 puppet show (R &V)

### February

- 10 Kindergarten Drama (R)
- 17 Science Fair Grades 3&5

### March

- 10 Grade 4 Drama (R)
- 17 Grade 4&6 Drama (V)
- 25 Auction

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.