

In this contemporary and relativistic society, most people struggle with the concept of one overriding truth. According to George Barna, of Barna Research, most take a truth from Buddhism, Christianity, Islam, and Hinduism as if they were being served a spiritual smorgasbord. Barna stated, "The central tenets that provide substance to faith [to many] are a customized blend of faith views and religious practices."

Most today question whether an absolute truth actually exists. When one properly views Christianity this notion is to be emphatically rejected. A biblical perspective of the world embraces ALL of life. There is NOTHING on earth: matter, ideas, emotions, and experiences that can be separated from the biblical storyline. That is why Colossians 3:17 states, "And whatever you do, whether in word or deed, do it *all* in the name of the Lord Jesus, giving thanks to God the Father through Him."

There is a meta-narrative (Meta=BIG, Narrative=Story) BIG enough to embrace everything we have experienced, are experiencing, and will experience. It is represented in the biblical storyline from Genesis to Revelation. That is why Christianity is so threatening, and yet, so equally powerful. It refuses to be constrained. The biblical storyline has no limits. It claims validity in both the public and private spheres. It touches the grief stricken. It offers justice to the powerless. It constrains authority. It lifts the orphan. It educates the unexpected. It offers hope and adventure to the child in all of us. And it stands against evil.

Because there is a biblical meta-narrative, concepts of spiritual/secular, fact/value, and public/private are dispelled. We dare not fall victim to these silly notions of truth before us. Our responsibility is to equip one another, and our students, with the knowledge that a truth, transcending time and space, is available in all of life. There is a Truth that covers all.

## MACK

The Mack Speech Team provides avenues for students with the gift of public speaking to develop their gifts as they serve others. These students have demonstrated their talent in their classrooms as well as at the district-wide Spotlight on Speech event. They are then invited to participate on Speech Team for one year. Students in grades 1 - 6 may participate. The Speech Team speaks at chapel, shares Bible memory and poetry with residents of a local nursing home and will have opportunities to make classroom presentations to students in grades K-3.

This month eight members of the Speech Team presented our Mack vision for "Live It" to the BCS school board. They shared how they will respond to Hurricane Katrina victims.

How do they learn, live and serve with others? *We'll serve by building a community rooted in God's word.* How will we practice what we've learned in a way that cares for others and the rest of creation? *We'll practice what we've learned by looking for opportunities to be the hands and feet of Jesus locally, nationally and internationally.*

## THREE POINTS

BCS Essential Questions point our students to rigor, relevance, and relationships. **Mrs. Simcox** uses them very effectively. She recently asked her students to analyze the Internet by asking the following questions:

1. How do I know the information on the Internet is reliable?
2. Whose perspective does the information observed represent?

She directed them to a devotional regarding Internet usage and discussed how God desires to protect us from harm, indicating that if used inappropriately, the Internet can be harmful. Then, as a class, house rules for Internet usage were established. How cool! This is an exercise that many of us, including myself, would benefit from.

It is easy to forget that Jesus was once a child, pre-adolescent, and teenager. **Mrs. Sckorohod's** class studied the childhood of Jesus. One idea was hard for the students to fathom – that he was angry, but never sinned. Wow; that one is far beyond my understanding, particularly when I recall some of the

fight between my sister and I. How could Jesus do this? They agreed it was because of how Jesus applied Matthew 22, "To love the Lord your God with all your heart, soul, and mind, and to love your neighbor as yourself." Jesus had to put his siblings before himself. They discussed how that would look on the playground, at home, and on the sports field. Letting another person have first choice, or the biggest cookie, were some of the ideas the kids discussed.

One of **Mrs. Brasted's** students came with a detailed story of faith told to her by her brother who had heard it at the high school chapel. She was full of excitement and zeal for how the story had impacted her. She was able to give a full description of the speaker's love for Jesus and his wife-to-be, even though she was ill. Her enthusiastic comment to **Mrs. Brasted** included the following, "Can you imagine having that much faith in Jesus? This man loved Jesus so much that he served his fiancé in so many loving ways. I hope I will be able to have that kind of faith and love for Jesus too." What a wonderful example of how our entire BCS community encourages one another.

## JUNIOR HIGH

Because the events of Hurricane Katrina affected all of us, our junior high students wanted to do something to help.

**Chase Foster**, an 8<sup>th</sup> grader, took a used milk carton and spent a day walking around the junior high school, collecting money for the victims of the hurricane. Through the efforts of Chase's mom, these funds were increased three-fold thanks to the generosity of her colleagues. We are indeed grateful for the collective effort.

Student council also wanted to involve all junior high students in a fund-raising effort for those affected by Hurricane Katrina. Seventh grader **Jordan Graff** originated and coordinated a bake sale. On Thursday, September 15<sup>th</sup>, junior high school students brought their baked goods, sold them during lunch and Back-to-School night. They raised \$1,000 for the Genesis One School at Mendenhall, MS.

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## *Learning to think through life...*

### **HIGH SCHOOL**

**Wednesday, October 12** is National PSAT Test day for all juniors. Sophomores will take the PLAN (Pre-Act) on the same day.

The student service project has been redesigned. Instead of changing 20 homerooms, each homeroom will set their own date, but projects will normally run from 9:45 am - 1:25 pm on Thursdays. We will look forward to hearing about some of these projects in future issues of *LTTTL*.

### **PRE-SCHOOL**

All around the preschool are charts, graphs, and posters with names and hand prints of students. Kids are learning each other's names, finding out who likes what kind of apples or what kind of cookie, counting how many boys and girls are in each class, seeing who is the tallest or how many have blue or brown eyes, comparing the letters in the names. All of this helps children see how God has created each child uniquely and to also see how we are alike yet different. While they are learning about each other, they are also learning about colors, shapes, numbers, letters, and making lots of connections.

### **PRAXIS**

**JoAnn Grambush** and **Evelyn Seymour** are collaborating on a grant received from BCS. After attending the Glen Workshop this summer in New Mexico, both **JoAnn** and **Evelyn** have a greater appreciation for the importance of art in communicating the wonder, beauty, and fascination of a living God to students. **JoAnn** says, "The importance of Christian community and collaboration in encouraging our artistic expression was very clear during both our general and workshop sessions. Helping our students actively find a voice in the arts may be one of our most important tasks. The arts shape, communicate, and frame our experiences with culture, community, and Christ. We need to propel student artists among us to actively participate in, and wrestle with, the beauty and tragedy represented in the arts. Artists play a critically important role in the transformation of culture."

**Evelyn Seymour** has used Gardner's idea of multiple intelligences to inform her students in Praxis and in 7<sup>th</sup> grade English. Applying the multiple intelligences simply highlights, once again, God's unique crafting of each individual. The colorful pie charts in the classroom give a graphic view of each student's unique creative outlook and paint a fantastic picture of the class as a whole. Take time and ask your students about this task. In doing so, you will probably gain a new perspective on your child.

### **SAS**

Yes, there is life after high school. *What are some of the options? What are colleges looking for? Am I taking the courses I need for college? Are you prepared?* On Monday,

October 17<sup>th</sup> at 7:00 p.m., in the LRC, the SAS Department will be hosting a parent meeting to help answer questions on how to plan for life after high school.

### **ATHLETICS**

The athletic department kicked into high gear on August 22<sup>nd</sup>. One hundred and twenty-eight athletes turned out for fall sports. **Larry Royce**, the dean of coaches, and **Ann Steffen** are at the helm for the girls' soccer program. **Ben Connors** and **Brian Douma** are coaching the boys' soccer program. Of course, "steady Eddy," otherwise known as **Ed Sloan**, is the head cross country coach, assisted by **Sarah Fox**. Head coach for girls' volleyball is **Sonja Bennett**, and she is assisted by **BCS alumna Whitney Andersen**, and **Paulette Hoffman**, BCS teacher-extraordinaire. Each varsity team kicked off their season with a retreat. The girls' soccer team went to the **Rech's** Camano Island cabin, the boys' soccer team went to Crescent Bar, and stayed at the **Ruch's** cabin. Cross country athletes visited the **Talley barn**, and the volleyball team had a sleepover (somewhat oxymoronic) in the BCS gym. A special thanks to the **Rech's, Ruch's, and Talley's**. Your graciousness and hospitality are greatly appreciated.

### **CLOSING**

**What did you learn today?** This is a great question. Teachers, administrators, and support personnel throughout Bellevue Christian School will be asking this question often. The question points back to our primary task, that of learning together in community.

There are many ways derivations of this question, but all point to the same ends. A few of our teachers have offered the following. **Joel Ulrich** often asks his students, "What did you discover? What was re-affirmed that you already knew?" **Charlie Brown** asks, "What was stressed today? Or what points did we work on today? Or, How were the Essential Questions applied?" And **Stefan Ulstein** offered this gem. "I tell my students that it costs their folks about \$8 for them to be in a class, and they should demand that they leave with a skill that they did not have when they entered the classroom or an insight that helps them develop an integrated worldview."

**What did you learn today?** Ask it often. Ask it of your son or daughter. Ask it of your employees. Ask it of your spouse. Ask it of teachers. And yes, ask it of administrators. We are engaged in learning together. Given that, we should be focused on our shared learning experiences.

We are to put on the "mind of Christ." And asking brothers and sisters what they learned is a wonderful way to draw them back to this reality.

Ron Taylor

*Our mission is to prepare young people to live fully for God in a rapidly changing world, with the ability to understand, evaluate, and transform their world from the foundation of God's unchanging values.*