



# THE SCHOOL BULL

*Informal news about The Clearwater School*

The Clearwater School is Seattle's Sudbury school. We provide an educational alternative based on **Trust, Freedom and Responsibility** to students aged 4-19.



Entryway



Multipurpose room



The Clearwater School

Kitchen/Art room



Computer room



## Grand Opening Celebration

**Saturday, November 4<sup>th</sup>**

**3-5pm**

**11006 34<sup>th</sup> Avenue NE**

We invite all of you to join the party at the school's new home. This is a great time for those who have not yet seen the new location to visit and tour. It is also a great time for students, families and friends to celebrate the completion of our new home. The events of the day include mingling time at 3, a **grand opening ceremony at 3:30** and delicious cake from *Heavenly Chocolates*. Enjoy great snacks, take a tour of the building, talk with the multi-talented members the site committee, and socialize. This event should not be missed!

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### New contact information

We have changed our address and phone number.  
Please make a note of it.

11006 34th Avenue NE  
Seattle, WA 98125-6806  
(206) 306-0060



## Assembly Meeting

**Wednesday, November 15, 7-9pm**  
**At the school, 11006 34th Avenue N.E.**

There will be a meeting of the Assembly of The Clearwater School on Wednesday, November 15. The agenda will be mailed to members preceding the meeting. The Clearwater Assembly consists of students, staff, parents and elected community members. If you have an interest in becoming a community member of the Assembly and supporting the long term goals of the school, contact a staff person at (206) 306-0060. 🐾



## Construction Photo Diary

Come visit our construction photo diary on our web page: <http://www.clearwaterschool.com/construction>. You will find photos from all phases of the construction. It will continue to be updated

regularly as new construction occurs until we are done. If you would like to be notified of updates drop Bob Freeman an email at [bob@theflees.com](mailto:bob@theflees.com). 🐾

## The School Bull October, 2000

### Volume 6.3

The *School Bull* is published on an as needed basis. You want something to go in? Let Bob Freeman know: (206)783-3161 hm (206)217-7030 wk; 111 NW 59th St., Seattle, WA 98107 [bf@seanet.com](mailto:bf@seanet.com). Thanks to Shawna Lee, Martha Hurwitz for their writing and proofreading. Thanks to Stephanie Sarantos for her organizing, writing and proofreading. All photos by Shawna Lee except where noted.

## The Clearwater School

(206)306-0060, 11006 34th Avenue N.E., Seattle, WA 98125-6806  
[info@clearwaterschool.com](mailto:info@clearwaterschool.com)  
<http://www.clearwaterschool.com>

The Clearwater School is Seattle's Sudbury school, offering an educational alternative based on **Trust, Freedom and Responsibility**. It is open to students aged 4-19 and welcomes racial, cultural, and religious diversity, and families of every composition. The Clearwater School is a nonprofit, 501(c)(3) organization.

### Officers of the Board

President	David McCaffree
Treasurer	Stephanie Sarantos
Secretary	Angelique McCaffree

### Board of Trustees

Martha Hurwitz	Trish Fabritz	Alicia Richard
Guy Peckham	Elizabeth Peckham	
Bob Freeman	Shawna Lee	

### Advisory Board

David Marshak	Bob Howard
Mary Ellen McCaffree	Judy Andrews
Sonny Magana	Wayne Robertson
Tom Campbell	

### Staff

Shawna Lee  
 Angelique McCaffree  
 Stephanie Sarantos



Building a new home for The Clearwater School would never have happened without the countless hours of volunteer time and generous donations of many individuals and organizations. The students, staff and entire Assembly extend gratitude to all who helped.

The Site Committee for planning and implementing this incredible project:

Angel McCaffree	Stephanie Sarantos
Bob Freeman	Shawna Lee
David McCaffree	Tom Campbell
Guy Peckham	

The following individuals and groups for donating professional services, materials and funding:

Cheryl Trowbridge – school supplies  
 Door to Door Storage - waived fee for pickup and delivery  
 Ernie and Kaveri Hurwitz – financial donation to the project  
 Guy Peckham - substantial discount of architectural services  
 Jack Brawner, Trilogy Development - dishwasher donation  
 Mary Ellen and Ken McCaffree – financial donation to the project  
 Neil Planert - donated time and use of jointer and planer for entry counter  
 Nora Lih - piano donation  
 Odyssey Builders - substantial discount on remodel construction costs  
 Seattle Prep Library – shelving, tables, books and dictionary stand  
 Tim Lawless, Habitat for Humanity - range donation  
 Tiz's Doors - substantial discount on interior doors  
 Terry Crawford - supplies

The following individuals for working on the many phases of this project:

Andrew Dick	Elizabeth Peckham	Mary deRosas
Arnold Lee	Eric Dolven	Natalie Sarantos
Bill Jones	Ian Freeman-Lee	Nora Wheat
Brad Clagg	Jaclyn Hashimoto	Peter Sarantos
Candace Pidcock	Jane Doughty	Rita Ezri
Chuck Rheinschmidt	Lauren Cole	Rose Jones
Corey Campbell	Louanne Cole	Sarina Cole
Courtney Hashimoto	Lucas Campbell	Susan Saunders
Dana Dick	Marilea Lee	Trish Fabritz
Dominique Walmsley	Mark Freeman	Veronica McCaffree
Doug Johnson	Martha Hurwitz	Zelina McCaffree

## Freedom, Boredom and Motivation

**A free presentation and dialogue**  
**Tuesday, November 7, 2000, 6:30-8:30**

This school year the Clearwater staff will be presenting a series of public talks about the educational philosophy and approach of the school. Each presentation will include time for questions and discussion. These informative evenings should interest persons who are familiar with the Sudbury model but would like to learn more about the underlying philosophy and practice.

The first evening is titled **Freedom, Boredom and Motivation**. These elements are intricately intertwined in the learning process and can elicit feelings ranging from excitement to exasperation for students and their families. In an environment of freedom, the process of education follows many paths. Students may experience long periods of boredom before bursts of creativity, students may be motivated to do one thing at the exclusion of all else for months at a time, and students may spend hours talking and playing. These ways of learning counter familiar images of schooling and education, but are common place at Sudbury schools. We encourage parents and friends who feel curious or puzzled about how children learn at schools like Clearwater to attend this talk. 🐾



## Fall 2000 at The Clearwater School

By Stephanie Sarantos

This fall The Clearwater School has been filled with great activity and excitement as old friends reunite and new friends join us. Construction on the new location ran behind schedule over the summer. Despite heroic efforts from the site committee, the first day of school was postponed by one week in order to complete inspections and move in. The news of a late start was a disappointment to many students who were anxious to see old friends and resume the multifaceted business of school. Hopefully the disappointment will be softened next June when the schedule will be extended one week to make up the time. Students and staff will be able to enjoy an extension of school time during the long days of early summer.


The first month of school has been marked by the exceptional weather of early fall—warm days and bright afternoon sun. Students have taken advantage of walks through the neighborhood beaver pond refuge, games at the Meadowbrook playground, and bike and scooter rides. We have discovered the loss of our favorite fast food from Fremont's Market Time and the promise of Dick's arguably superior french fries.

Inside, the school is abuzz with new activities and energy. Several students have attended our school for three or more years and over that time have come to understand how the democracy of the school works. This year some students have taken a more active role in the running of the school through involvement in clerkships, School Meeting and Judicial Committee.

Each year we elect clerkships in order to authorize individuals and committees to complete the many important jobs that keep the school running smoothly. Close to twenty clerkships serve to coordinate and organize such things as the clean up procedure, the Judicial Committee, office, library, art room and much more. This year several students have taken on clerkships that involve significant responsibilities. Student involvement in these positions marks a coming of age for the school and reveals the level of involvement and ownership that students feel. Not only are students gaining new skills, they are contributing their insights and talents to directing the school.

School Meeting is also marked by increased student involvement this year. As one student recently said, the people who attend school meeting make the decisions that run the school. Staff are appreciating the added diversity of opinions and influx of new ideas. The Judicial Committee (JC) also has strong student representation. Most members of school hold a "love-hate" relationship with JC. The committee can take up lots of time, but the issues raised are often interesting and usually highly challenging. Students are running the JC meetings, organizing the structure of JC and suggesting creative and workable solutions to difficult problems.

The Clearwater School could never be described as "all work and no play"—and there has been plenty of play. In the new computer room, students are constantly engaged in independent and group efforts. Sewing has seen a renewed interest as capes, costumes and gifts are created. The light, well-equipped art room is used daily for painting and drawing. Comic books have been written, forts built, and meals prepared. The chess set has been out, as well as old favorites of Rat-a-Tat-Cat and Pirate's Treasure. Legos are also a daily activity. A few students have organized academic games ranging from spelling to history to reading and math. The classic game of Scrabble was brought out for the first time recently with frequent visits to the dictionary to dispute several invented words.

This year, six new students have joined the school bringing our total to 30, with the majority attending full-time. This year feels like an exciting transition for the school as we put down roots and expand our population. We are starting our fifth year of operation with a strong group of students who understand the school and a dedicated group of Assembly members who support our growth. The hard work of the founders who started the school, the staff who volunteer their time and the committed and involved families, has created a vital organization that promises to thrive and grow in our new stable and lasting location. 



Bob, Cameron, Angel, David, Shawna, Stephanie, Guy and Tom

## A Conversation with the Site Committee

by Shawna Lee

Before The Clearwater School existed, there was a founding group of people who envisioned it and worked to make it a reality. During those early beginnings a site committee was created to find a place to house the school. The membership of the committee waxed and waned through the years as each attempt to secure a permanent home for the school ended in failure and frustration. Last spring, after only a year in a temporary location, the school unexpectedly faced the need to quickly find a new home for the 2000-01 school year.

Once again, the site committee marshaled its forces to find a home that would last for a long time. Past attempts taught the committee a great deal about what to look for in a location and what city and state codes mandated. The site committee recommended, and the Assembly approved, a long-term lease on a building in the Meadowbrook neighborhood. The building provided a gutted shell that could be remodeled in accordance with the school's design, if all of the city permits could be secured. The early phase of the project involved hours of work without any certainty that we would be able to obtain the necessary permits to change the building to a school.

Each committee member gave hundreds of hours throughout the spring and summer to attend countless meetings and to understand, track and complete the endless details involved in designing the space, securing permits, communicating with Dave Crocker at Odyssey Builders, and completing the finish work on the building. What follows are the responses of committee members to a series of questions about their experience of working on the site project that ultimately created The Clearwater School's new home.

The Site Committee in its current incarnation consists of Angel McCaffree, Bob Freeman, David McCaffree, Guy Peckham, Shawna Lee, Stephanie Sarantos and Tom Campbell. (Due to his busy schedule, Tom did not respond to the questions.)

### 1. Why did you join the site committee?

Angel: Since our family lives 30 miles north of Seattle, I was motivated to search for a site closer to our home. With all the driving I was doing, I could take different routes to and from school to help locate a new site. We had also recently remodeled a large portion of our house and I felt I had gained experience that would be useful in designing the school. I was also looking forward to the opportunity to work with and get to know the staff better before I started working full-time at the school in September.

Bob: With my construction experience, that was one place I could really contribute to the school and have fun doing it. It was reminiscent of working in theatre where a bunch of people gathered for a short and intense time to do something creative.

David: So that I could donate my time, energy, and general construction

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## Site Committee

Continued from previous page

skills and experience to build a lasting and appropriate space for the Clearwater school kids, staff and the Meadowbrook community.

Guy: From my initial interest in being involved in finding a new site for the school.

Shawna: As a founder I wanted to be an essential part of creating a more permanent place for the school and I wanted my opinion to be represented. And despite the tremendous commitment of time and energy, I knew it would be fun.

Stephanie: I joined the site committee because I wanted to find a sustainable home for the school. After years of searching for a site, this project felt great!

### 2. What were your goals for the site project?

Angel: To find a permanent location for the school with access to green space and the surrounding community. To design the space to accommodate many different activities in the same areas, and to allow for openness yet also have quiet areas available. To construct the building to be attractive, functional, affordable and large enough for room to grow.

Bob: Overall, I'd say: "Smiling Kids". I wanted to contribute my building skills to creating a space where our kids will thrive. More specifically, I wanted to see a space that is versatile and allows many separate activities. Personally, I wanted to contribute to this project in a significant way without critical impact on my family.

David: To help in areas I feel competent in: general construction, woodworking and finish work. To provide feedback to insure the highest quality product that we could afford. To learn how to work with a group of diverse people with different backgrounds, experience, knowledge, desires and levels of patience for the big picture and the details. To establish a warm and rewarding connection with the people on the site project.

Guy: To design a school space that provided a pleasant, supportive



*Empty shell looking north*



*Empty shell looking west*



*The multipurpose room big beam just installed*



*Framing in multipurpose room looking north*

environment for learning activities to take place. Also, to create a space that could grow and adapt to the school's needs over time.

Shawna: My goal was to design a space that would meet the school's needs based on our four years of experience in two other settings. The space should be comfortable, aesthetically pleasing and well constructed. I also wanted a space that would be attractive to prospective families.

Stephanie: I have been on the site committee for many years. My goal in this project was to develop a home for the school that was lasting. I thought this location would be good for the school's growth. I was excited about the Meadowbrook parks and community center. I wanted the project to be completed by September. I wanted the facility to serve the needs of present and future students and staff.

### 3. What parts of the project, from securing the site to completing the building for opening, provided you with the most satisfaction?

Angel: Talking with the students about what they wanted at the school. Working closely with the site committee members. Getting through the extremely long list of agenda items at every meeting quickly and efficiently (most of the time!).

Bob: Personally, I get off on making things. There were a ton of things to make on this project. I was in heaven. Many things provided me with great personal satisfaction. I am very proud of how we all were able to take a project that was running about a month longer than we hoped and made up 3 weeks of that so we could open only a week late. I am very proud of how we maintained a good level of quality of construction in spite of the heavy pace. I am proud that I made 331 correct connections and only one bad one, so that all the network and phone outlets worked with minimal fuss. I am very proud of my entry counter. I am very proud of my fence design.

David: I feel most satisfied at the end of a sunny day filled with hard work.

Guy: Creating the design for the new space with the site committee, plus taking part in the construction process.

Shawna: Seeing each piece fall into place, sometimes easily and sometimes with difficulty, as a result of the committee's hard work and expertise.

Stephanie: I feel incredible satisfaction each day when working in the school. It is wonderful to be in a bright and attractive building. I enjoy the changes in light through out the day. I love closing the doors in different rooms to experience quiet. I am really happy to be at school here with all the students. I also appreciate sharing the space with Odyssey Builders. Our landlord and the other members of his company have been supportive in the building process and great neighbors that expand the community of our school.

4. What parts of the project were difficult?

Angel: Dealing with the feelings I had of wanting to do more than I had the time or talent to offer.

Bob: The rapid pace we kept. Having to learn many new things while maintaining that pace. Loading, unloading, loading and unloading nearly my entire woodshop in and out of my truck each weekend. Keeping costs down while maintaining the pace.

David: Feeling my place in the project; Learning to voice my opinions on one hand and then to let go of what I think in favor of the general thinking. Figuring out how to construct the window trim as quickly as possible with minimal mistakes.

Guy: All parts of the project were difficult, since we were working on a fast-track schedule, with a time line moving about twice the speed that a "normal" project would need. All decisions needed to be made extremely fast.

Shawna: Tackling the next piece or pieces in spite of fatigue and a seemingly never-ending list of things to accomplish.

Stephanie: My role included coordinating the project with the site committee,



Library shelving going in by Guy



Window trim in progress by David



Sheetrock in multipurpose room



Tom, Bob and Corey assembling the computer desks

our landlord and the city department of construction. The most difficult part of the project was weaving my way through the requirements of the city. We had to determine whether the school location would meet land use and building code requirements. I took on the responsibility of walking the plans through the permitting process with the city. This took time waiting on the phone, waiting in lines at the city offices and dealing with potential roadblocks to the project. It was frustrating at times to deal with the setbacks that we encountered and called for lots of patience to work out all the details with the city.

Sanding the cement bathroom floors with powerful power tools was memorable for its ickyness value— equipped with respirator and ear muffs the sound was dampened, but Shawna and I were still submerged in cement dust.

5. What parts were the most fun?

Angel: Painting...outside...under the stars...late into the night...all by myself.

Bob: The camaraderie of doing a huge project with a group of people who were committed to creating a quality result.

David: Working, talking and joking around with all of you on the site committee. Exchanging ideas, especially design and construction details with Bob, Guy and the Odyssey crew.

Guy: The best part was seeing the space realized in three dimensions, walking through it as it developed.

Shawna: Site committee meetings were fun. Our group was productive and worked well together. We laughed, argued and picked at every part of the project as friends and professionals. It was fun to watch the physical space slowly evolve from an ugly, gutted shell to the beautiful space it is now. I also love doing research and I got to do a lot of it on things I knew little or nothing about.

Stephanie: I enjoyed working with the site committee. I was amazed at the amount of expertise we had on our committee. I was constantly impressed

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## Site Committee

Continued from previous page

by our ability to make decisions efficiently. I was honored to be working with people who were willing to process disagreements and work to get along. I had lots of fun working with everyone in the final weeks of exhausting long long days.

6. Of what do you feel most proud?

Angel: The end result. Having reached our goals and being able to open in September, which seemed impossible to accomplish in only three months.

Bob: See number 2.

David: How well we did work together and how much we accomplished in just a short while.

Guy: I'm very pleased with the group decision making process, the way that we have been able to come to a consensus on the many issues facing the group.

Shawna: In the large scheme of things, I feel most proud of how well our vision turned out. I also feel a lot of satisfaction in our committee's ability to track the timeline, so that despite construction falling behind by almost a month, we were able to open only a week late. On a smaller scale, I am very proud of the fact that, after making a lot of inquiries to many people, I acquired a brand new range and a reliable used dishwasher for free.

Stephanie: I took delight in feeling proud of many accomplishments during this project. I am probably most proud of managing to get the project approved by the city. The skills involved in that stage required a steep learning curve about land use and building codes and the lingo and workings of a city department. I continue to feel proud of the tile entry that I worked on with my husband Tom, my father Peter, and my friend Shawna. I was proud of managing to install the cable outlets under Bob's supervision. I am amazed and proud that the committee was able to complete a project of this scope under a very tight timeframe.

7. Are there new skills or knowledge you gained that you value? Ones you would rather not have gained?

Angel: I value the knowledge gained during the discussions of our diverse group when making, what seemed at times, an overwhelming number of decisions in such a short amount of time. I could have done without the knowledge of how many library shelves can fit in my car and how many trips up and down the elevator it took to get them there.

Bob: I'm glad I learned a bunch about wiring a building for a computer network. I think I would have been fine without knowing how to put up toilet partitions.

David: I learned how to scribe, biscuit join and to operate a nailer, biscuit cutter and power planner. Fortunately I got out of putting up bathroom partitions. Thanks Bob and Guy.

Guy: Most new skills have to do with construction, all of which I have enjoyed learning.

Shawna: I learned lots of architectural and construction terms I hadn't known before and probably won't remember for long. I learned how to determine what details were important to really hammer out as a group and which ones were more subjective and could be left to committee members who felt strongly about them. I didn't have any desire to learn all of the ins and outs of toilet partitions, or to sand cement floors, but in a perverse way, even those things provided satisfaction.

Stephanie: One of the things that fascinated me about this project was that the skills I used were similar to my existing skills. While coordinating the many aspects of this construction project, I learned new vocabulary, and worked with different kinds of professionals. But the work was quite reminiscent of my work as a nurse. In that field I managed diverse details of my patient's needs, worked with different professionals and dealt with crises on a minute to minute basis. I found it interesting that the construction industry is so similar—dealing with different subs to complete the project, responding to

crisis that arise almost daily, being on a timeline that is subject to constant change. When I felt most stressed by the details of this project, I reminded myself that it was about a building, not a matter of life and death.

8. How do you feel about the result?

Angel: Great! We have a beautiful, spacious school that everyone seems to appreciate and enjoy.

Bob: Extremely proud. I think we have created an awesome space.

David: I think it is a great space and very attractive. Once the play yard is complete with fence and general greenery the school will be irresistible. I believe we will be at capacity much sooner than we ever thought. The site and its location are more than I ever dreamed they would be.

Guy: The results are great...better than I had expected.

Shawna: I am thrilled with the result. As a staff person who has worked in the new space for a few weeks now, I can see how well it accommodates the school community and what a pleasant and versatile place it is.

Stephanie: The results of this project are much better than I could ever have imagined.

9. Do you have any other thoughts or reflections about the project?

Angel: Thanks to Dave Crocker at Odyssey Builders for making our job much easier. We gained a wealth of information from Dave and his crew and we didn't have the extra tasks of having to locate and get bids for many of the various jobs to be done (plumbing, electrical, etc.). Thanks to everyone on the site committee for your unending hours of work and commitment, and to all the parents, students and friends who volunteered their time and efforts. We couldn't have done it without every one of you!

Bob: We aren't done! There's still a playground to build and I'm all over it. I'm glad the pace is slower now though. It's nice to see my son again.

David: I'd do it again, in a flash...with any of you. Thanks everyone.

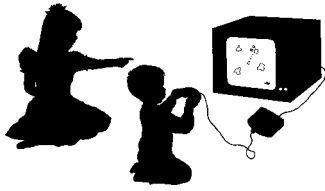
Guy: This has been quite a community building project within the school, and very satisfying to see how many other people will come forward with time and skills to make the process work.

Shawna: I feel enriched by the whole experience of being so intimately involved with this project. I especially enjoyed spending so much time with the other members of the committee. It was a privilege to work with everyone. I am also grateful for the help of so many Assembly members and supporters in the final weeks of the project. Without the participation of everyone who came to help, we would have opened much later than we did.

Stephanie: One of the things I enjoyed about working on this project was meeting the different people involved in creating the beautiful space we now inhabit. I met so many people while working on this project—the doorknob vender, the door company people, the floor installers and vendors, the carpenters of Odyssey. I appreciate contact with so many people who worked with quality and integrity and kept a sense of humor and caring through the project. 🐾



Bathroom



## Video games? More boring than shocking

by Erik Lacitis / Seattle Times staff columnist

The problem with car-pooling and transporting subteen boys to various places is . . . how should I put it? They are rather honest in their instant assessments. When they don't agree with something, it comes out something like, "That's just stupid."

So, the other day, I'm driving a couple of these fledging hormones around. I'm listening to the news, which in this case is about how bad Hollywood is because of all the violent movies and video games, and how this is causing irreparable damage to our nation's children.

You remember that: Gore, Bush, plus your favorite talk-show host, all hammering the bad, bad Hollywood moguls. I hear a kid say, "That's just stupid." Of course, what do kids, the ones actually playing the videos, know?

In researching this column, I made the mistake of pushing the "print" command on a research piece from the Journal of Personality and Social Psychology. Hey! Forty-six pages churned out about the "unique dangers of violent video games."

I read the report - well, all right, skimmed it - and found such scintillating prose as, "If repeated exposure to violent video games does indeed lead to the creation and heightened accessibility of a variety of aggressive knowledge structures, thus effectively altering the person's basic personality structure, the consequent changes in everyday social interactions may also lead to consistent increases in aggressive affect."


## United Way Donations to The Clearwater School

by Mary de Rosas

Last spring The Clearwater School received a donation through United Way of Snohomish County. This donation came our way because individuals indicated they wanted their workplace donations to United Way to go to The Clearwater School. The donation was used to start a tuition assistance program. We hope to expand this program this year and invite you to think about designating your United Way donation to The Clearwater School.

Each fall United Way runs a workplace giving fundraising campaign. Employers who participate give their employees an opportunity to donate to charitable organizations of their choice through payroll deductions. The deductions are taken out before taxes and the money goes to United Way. United Way distributes the funds to qualifying nonprofit organizations. It's a fast, easy, and inexpensive method to raise money.

You can give to The Clearwater School through payroll deduction if your employer participates in the United Way campaign. The school is not listed with the other charities but you can elect to have your donations go to Clearwater by writing the in school's name on the form where indicated. All proceeds from payroll deduction go to the Clearwater's tuition assistance fund. It's a great way to help the school and individual students who would be unable to attend without this fund.

Please consider giving generously. You can contact Stephanie or Angel with any questions or for more information about the tuition assistance program. This is a painless way to give to the school that is also helpful. Encourage your co-workers who are unsure where to designate their donation to give to Clearwater too! 

You're welcome to re-read the above paragraph 10 times. Note the use of the words "if" and "may."

Doing further research, I found a good many harrumping opinion pieces, written by individuals who I'd guess last saw a real-life kid while looking out of their favorite quaint restaurant, and who think a kid's role as an adult will be to pay for baby-boomers' Medicare.

What I learned from listening to the subteens is that they and everybody they know make the trek to Blockbuster, and they rent video games that have "M," for mature, stamped on them. They do this because the adults who accompany them are off looking through the new releases, trying to find something that received at least half a thumb up.

The video-game section is one huge rack of stuff that most adults consider a foreign language. When the adults do happen to look into the family room and watch the kids playing the games, what they see is this: A shoot-'em-up game in which the hero is trying to get bad guys lurking around, or a game in which the player is controlling some high-powered vehicle.

Mayhem and the screen turning blood-red are all part of the games. But as was explained to me in the car pool:

"We know this is a cartoon and not real. Just because I shoot somebody in the video doesn't mean I'm going to shoot somebody for real. It's all make-believe and it's your own stupidity that'll get you if you think a game will make you shoot people."

I didn't think subteen boys paid much attention to the news, but they do when it interests them. One 11-year-old had heard about that 16-year-old in Utah who stabbed a teen friend to death. There were quotes about how a zombie-killing game, "Resident Evil II," had played a role in the homicide.

This is how it was explained to me: "I don't know why that kid did it. Maybe the mom was desperate and she didn't want to admit her son was crazy or something, so she said a video did it."

Further, I was told: "The stories about kids shooting other kids, that's like four kids in the whole country. The other kids don't do that. You can't blame that on videos. Kids play them just because they're fun."

I realize that's not the in-depth analysis of a 46-page research paper. So try this. Play some of these video games yourself. I did.

The other day, I spent time with the highly popular, and M-rated, "Perfect Dark," which features such weapons as "Mauler" ("crazy damage that few guns can match") and "Dragon" ("cuts through enemies like a hot knife through butter").

I suppose I should have been shocked, shocked, shocked. Mostly, I was bored, bored, bored, which eventually is the fate of all these games with kids, too. That's why there are so many jobs for video-game designers. There are just so many ways you can shoot digital images jumping out of corners.

After an hour, I went back to surfing the Net.

As for spending an hour looking up auction items on eBay . . . why don't kids learn to use their time productively, like adults?

*Erik Lacitis' column runs Sunday, Tuesday and Friday. His phone number is 206-464-2237. His e-mail address is [elacitis@seattletimes.com](mailto:elacitis@seattletimes.com).*

*This article was originally published September 24, 2000. Copyright 2000 Seattle Times Company. Used with permission.*

*Zelina and Lauren were twinsies on the first day of school!*



### Wish List

With our move to this new space we have discovered a need for more furniture, as well as other things. Our most prominent need is for more chairs as those who have visited can attest. Because several members of our organization have allergies, we ask that cloth covered furniture come only from pet-free households.

If you find you have any of these items to spare, consider donating them to The Clearwater School.

Straight-back chairs—preferably with cushions

Couch and soft chairs from a pet-free household

Desk or computer table for the multipurpose room

Step stool preferably with a place to sit

Wardrobe or cabinets to store sewing supplies and costumes

A small microwave that is newer and more accurate than the one we have

Computer equipment

Storage box for outdoor toys

### The Clearwater School 2000-2001 School Year Calendar

Open House and Information Night, Oct. 25, 2000, 6:30-8:30pm

Grand Opening Celebration, Nov 4, 2000, 3-5pm

"Freedom, Boredom and Motivation" Discussion, Nov 7, 2000 6:30p-8:30pm

Veterans Day holiday Friday, Nov 10, 2000

Assembly Meeting, Nov 15, 2000, 7-9pm

Thanksgiving holiday Nov 23-24, 2000

Winter Break Dec 25, 2000-Jan 5, 2001

Martin Luther King, Jr. holiday, Jan 15, 2001

Open House and Information Night, Jan 23, 2001, 6:30-8:30pm

Mid-Winter Break Feb 19-23, 2001

Open House and Information Night, Mar 15, 2001, 6:30-8:30pm

Spring Break Apr 9-13, 2001

Memorial Day holiday, May 28, 2001

Last Day of School, Jun 22, 2001

### Please send me enrollment information

Send this coupon to TCS Enrollment Info, 11006 34th Avenue N.E., Seattle, WA 98125-6806, if you would like information about enrolling your child at The Clearwater School

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Phone Numbers: \_\_\_\_\_

### The Kitchen Committee Needs New Supplies

A new kitchen committee has started at school. Their first event was to prepare and enjoy a pasta lunch. The smells of great food filled the school as the club prepared garlic bread, spaghetti, baked potatoes and roasted red peppers. Future projects include preparing foods to sell for lunch. They would appreciate donations of the following supplies.

Dinner plates

Pot holders—glove and flat type

Glass measuring cups

Measuring spoons

Ice cube trays

Nonperishable foods—noodles, spices, bullion cubes, canned goods



The Clearwater School  
11006 34th Avenue N.E.  
Seattle, WA 98125-6806

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