

WINTER 2011

# MODUS VIVENDI

A WAY OF LIFE

**CLASSICAL SCIENCE  
AND DNA**

**FACULTY PROFILE  
KEVIN DAVISON**

**MIDDLE SCHOOL  
ON A MISSION**

**THE BEAR CREEK SCHOOL MAGAZINE**

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On the cover  
Gracie Matthews was honored as a Top Ten winner in the grade 7-9 division of the CelebratingArt.com national art contest for *Shades of a Canyon*, a monochromatic acrylic painted in Middle School Art. See more fine art on pages 14-15.

This page  
The Bear Creek School's Fine and Performing Arts Department presented one of William Shakespeare's earliest and most rhetorically rich comedies, *Love's Labour's Lost*. Read more about performing arts on pages 16-17.  
Photo by Sini Fernandez

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## Modus Vivendi Winter 2011

*Modus Vivendi* is translated as a way of life or a manner of living. The Bear Creek School 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.

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Articles, photographs, and ideas are welcome and may be sent to [modusvivendi@tbcs.org](mailto:modusvivendi@tbcs.org). We reserve the right to edit submissions for length, clarity, and style.

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*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 become the individual God intends.*



Hello Grizzlies!

In the last issue of Modus Vivendi, President and Headmaster Patrick Carruth explained the who, what, why, and how of classical Christian education. In this issue, we illustrate classical education in action. Credo ut intelligam, "I believe that I may understand," is engraved above the Redmond Campus entry to welcome all who enter. It is both an invitation and a challenge to explore academic and extra-curricular pursuits, to become a great thinker, to live well, and to apprehend the awesome God who created it all. There is no need to put reason aside; at Bear Creek faith and reason are intertwined. This is what makes Bear Creek exceptional.

From our mission statement to art and DNA, everything at Bear Creek is intentionally and purposefully taught with faith, excellence, and virtue at the core. We hope you enjoy exploring the everyday lives of Bear Creek students as they are inspired and challenged to be great Christian thinkers and to understand the world God has created.

Getting this message out to the entire Bear Creek community (parents, alumni, students, friends, teachers, board members, and the entire Eastside) is quite a challenge. The communications team is constantly searching for better ways to reach our audiences. With that in mind I want to share with you some exciting changes as well as what you can do to help share the Bear Creek story.

Win an iPod Shuffle

The marketing and communications office is thrilled to be able to publish three issues of Modus Vivendi this year. We have been able to take advantage of new, and more cost effective, printing technology, which allows us to print three issues without increasing the budget or sacrificing quality.

The Council for Advancement and Support of Education (CASE) has provided

sophisticated survey tools free of charge to analyze school magazine readership. The data is then nationally aggregated so we can track fluctuations in readership trends. I encourage you to take part in this survey by visiting www.tbcs.org/modussurvey and enter to win an iPod shuffle.

While we can't embed video clips into a printed publication (yet), we can help you connect to the stories with your smart phone or mobile device. We have included Tags throughout the magazine to help illustrate the stories and message of Bear Creek. To access the videos, simply scan the Tag using an appropriate reader on your smart phone. If you don't have a smart phone, you can access the videos at www.tbcs.org/modusvivendi.



Scan this Tag to see the online version of Modus Vivendi. Scan other Tags in this issue to see video clips or slide shows. Download the tag reader at http://gettag.mobi

Sharing the Story

We understand that parents are our best resource for getting the word out about Bear Creek, and it certainly shows as we are receiving a record number of inquiries in the Office of Admissions.

Sharing the Story is a program designed to give current families the tools they need to tell others about Bear Creek. As you share your personal story of how you came to Bear Creek and how your children have thrived here in both faith and academics, we realize that you may need some information to pass along.

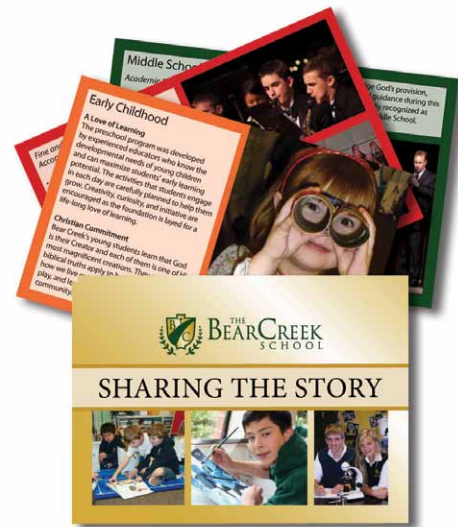
Sharing the Story resources highlight facts, figures, and the major distinctive qualities of Bear Creek for each division (Early Childhood, Lower School, Middle School, and Upper School). Please freely use these tools to share the story of

Bear Creek with anyone who might be interested in a Bear Creek education for their children.

- 1. Sharing the Story packet. Have you ever been asked about Bear Creek and wished you could recall our impressive facts and statistics? We have created a compact and portable packet that you can keep in your purse, briefcase, or glove box for such an occasion! It contains information about each division and the distinctive attributes that make Bear Creek exceptional. The packets are available in the main offices at both Redmond Campus and Valley Campus.
2. Sharing the Story website pages. You can share the Sharing the Story pages with your social media networks such as Facebook, or email a link directly from the website. Simply go to www.tbcs.org/sharingthestory and use the "+share" link at the top of the page.

We appreciate your efforts in spreading the news about the fabulous things happening at Bear Creek!

Blessings,
Michelle Tresemer
Director of Marketing



BEAR CREEK HIGHLIGHTS

News, stories, and accomplishments from around campus

AP Biology Studies DNA with New Thermal Cycler

By Dani DuBois '09



Elisabeth Ersek, junior, demonstrates the use of the Thermal Cycler

Donna Dunn and her class of AP Biology students applauded when Bear Creek's new thermal cycler was unveiled. The preschool-purple color of the machine looked goofy, but Mrs. Dunn and her class were not deterred. They cheered for the advancement of science, the opportunity to experience that advancement in their classroom, and the potential for greater learning. The machine, coveted at the high school level, allowed Mrs. Dunn to transform AP Biology's JanTerm into a crash-course in biotechnology.

The Process

The thermal cycler performs a process called a polymerase chain reaction (PCR). Essentially, the machine targets a sequence of DNA and makes millions of copies of the sequence. Primers are used to identify the portion of DNA to be duplicated. The machine facilitates a series of heating and cooling cycles that help generate the new copies. Each new copy can be duplicated in addition to the original sequence, creating a chain reaction that exponentially multiplies the DNA. The millions of copies, called amplified DNA, then go through gel electrophoresis. This technique separates the DNA using an electric field to push the molecules through a gel matrix and allows the DNA to be visually analyzed. In the gel, cut-up regions of DNA move at different rates depending on their mass, which allows the DNA to observably separate. AP Biology students will use this process to isolate their own DNA from either cheek cells or eyebrow hair and then select a region on chromosome 1, chromosome 16, or mitochondrial DNA. Next, students will perform the PCR and gel electrophoresis and then compare their DNA to each other and to a national database. Through this process, students will be able to use their DNA to identify and learn more about some of their maternal history.

Future Preparation

Mrs. Dunn is confident that this machine will better prepare students for futures in the biomedical industry. "Thermal cyclers are ubiquitous in biomedical research," she said, "and many of our students will be using them in college or careers." Mrs. Dunn believes students who are proficient in the PCR techniques used with the thermal cycler will have a better understanding of the process, particularly resonating as they learn using their own DNA. "Prior to owning our own thermal cycler, students studied DNA provided for us by biological supply companies, usually the DNA of a virus or bacterium. The thermal cycler allows students to work with their own DNA, which is intrinsically more interesting than microbial molecules!" She knows many Bear Creek graduates who are now working with similar technology in their careers, including alumna Bess Snider who uses one in her lab research. Mrs. Dunn even dabbles in some light-hearted jokes, saying she just needs to add some gold to the purple thermal cycler to make it a UW Husky.

Generosity

Mrs. Dunn is grateful for the opportunity to have a thermal cycler at Bear Creek. "These machines are very rare [among high schools]," she said. "This is a college-level piece of equipment. It always makes the educational news when a school gets one." Tremendously blessed to have this thermal cycler, Mrs. Dunn thanks the auction Fund-a-Need and contributing parents: "Thank you very much to the parents who gave so generously at the 2009 auction, allowing us to provide our students with such a significant science experience." Many items were provided by the auction donations for the science department in addition to the thermal cycler, including gel chambers and micro-tip pipettes.

Active Education

Most importantly in Mrs. Dunn's mind, the thermal cycler furthers the goal of a classical science education. "PCR allows students a glimpse into their biological uniqueness, and deepens our appreciation for God's creativity," Mrs. Dunn said. Students can map out their DNA fingerprint, compare it to others, and physically see the differences that make up their individuality. In this endeavor, students are encouraged to reflect on both the scientific greatness of the PCR process and the awesomeness of God who created it all. This is an embodiment of Bear Creek's classical education, inspiring students to delve deep into the technology of science and humbling them in awe of the Lord's majestic detail. As described by Patrick Carruth in "A Dangerous and Beautiful Legacy," "A Christian liberal arts [education]...enables us to pursue dreams, aspire toward greatness, and nurture the human soul, while also reminding us we are creatures and not the Creator." This is exactly what Mrs. Dunn and the thermal cycler achieve.

# A World Away

By Vera Nemeth, junior



When I was six years old, I dreamt about America. I was a freckled, slightly plump girl sitting in my grandmother's garden in Hungary staring at the annual 1998 *National Geographic*, which enthusiastically described American houses and modern architecture. The family in the image was smiling and the picture was wrinkled, but that day I retrieved my grandfather's giant atlas from a tall shelf to find a map of America and nearly got a concussion in the process.

It is funny, how things work out. Now I am in America, studying at The Bear Creek School. At the beginning of the first semester, during Icebreaker, I felt an immense nervousness. I never imagined going this far and coming this close to an unbelievable opportunity. Everybody seemed to be curious: Where are you from? Say something in Hungarian! Does Hungary have a government? Does Hungary have coinage? Are they different? What's different? Why is it different?

I couldn't decide if they were being polite or if they were really enthusiastic. And then the question storm calmed down, which showed that I had started to become a part—a normal and full part—of Bear Creek. I became a member of the Bear Creek family that every single person recognizes at Redmond Town Center, or Starbucks. I belonged.

Before school started, I was debating if I should focus on my academic work or on building friendships. It turns out the balance between a social life and academics is built into the Bear Creek experience. The school actively helps each student discover and embrace his or her own unique talents and interests. My host family is amazing and I found friends very quickly, yet I still try hard in my academic pursuits. The teachers at Bear Creek are far friendlier than in Hungary, where teacher-student relationships are strictly formal. If you were to walk in the corridors of a Hungarian school, you must stop to formally greet your professor and only speak if necessary and only if given the permission to do so. There are no jokes, definitely no smiles, and "yes sir" to everything. Bear Creek is a welcome change.

I'm here, and I try to give back to Bear Creek what I was given, but I do not think that I will ever be able to do it. I want to thank you, whoever is reading this, and the people who asked, who cared, and who smiled at me everyday. Just thank you. You cannot know how it reminds me of the girl who nearly got a happy concussion from an American map dreaming of this experience.

Creek families and attended JanTerm classes as well as one week of spring semester courses. Every day they spoke Spanish with Bear Creek students and gave various presentations on different aspects of their culture (i.e., "My Adolescent Life" and "A Day in the Life of a Student in Uruguay"). Likewise, Julio Techera Fernandez, the principal of the Colegio Seminario (the students' school in Montevideo) attended classes and gave a presentation in Mrs. Childers' Cross-Cultural Communications JanTerm seminar. Sra. Gabriela Llanos, who conceived the "Uruguay: Building Bridges" idea and greatly helped the school implement the program, noted that the Uruguayan students "brought the Spanish language to life; you could sense it in every corner of the classroom. During one of the JanTerm classes, all the students were playing a game, 'El Detective,' and their eyes were closed, their minds were engaged, and my heart was saying, 'We are truly Building Bridges.'"

Not only did Bear Creek students improve their Spanish fluency and immerse themselves in another culture by making new friends, the Uruguayan students left our school more enriched as well. By living with American families, they had the opportunity to practice and perfect their English. Several of the students admitted that they had started dreaming in English, an early indicator of language fluency. The students also attended Homecoming festivities and got to experience "snow sports" by skiing at Stevens Pass. And perhaps one of the most valuable and universal lessons of all was uttered by Daniela Barcala when asked how she had grown during her time here. "I know now that I don't need my mom to do everything for me!"

When asked if the values of faith, family, and education are different between the two cultures, the Uruguayan students noted that the Americans they lived with and had befriended held very similar values to their friends and family back home. According to Sr. Techera Fernandez, Bear Creek, like Colegio Seminario, is interested in educating the "whole" student rather than just imparting knowledge. While both schools are faith-based, the

# Early Childhood Program

As you wander around Bear Creek's Valley Campus you may notice something new—a group of very small children. Their steps are not as secure as those of the uniformed students. Some faces shine brightly with wonder, while others gaze distantly in dreamy distraction. Yet each little hand securely grips another to form a circle, beginning to form a community of learning.

These are our Early Childhood students, who physically appear almost too tiny for school. At a glance, you can see the evidence of learning in eyes that sparkle with new interest, but what you cannot see is the vibrant sparks being created inside their developing brains. It is exciting to watch as minds make new connections, a love of learning is inspired, excellence is nurtured, and a foundation is laid for a joyful academic future.

The Early Childhood Program at Bear Creek opened in 2008 with one prekindergarten class. Over the past three years, it has grown to 67 students on two campuses. Expansion of the program continues as we implement the strategic initiative to "ensure a vigorous classical academic program which transforms the individual student and builds a framework for collegiate success" set forth in The Bear Creek School Strategic Plan, *2013 A Journey to Distinction*. The move into early childhood education has been a natural next step in the life of the school, drawing from the success of the K-12 program and the knowledge of the foundational skills that need to be fostered in the beginning years of learning.

The curriculum and program stem from the same philosophy and mission that has been a central component of the school since its founding. At the heart of the Early Childhood Program is an intentionality that drives every lesson plan, activity, and interaction. According to the classical model, children of this age are in the grammar stage, and Early Childhood teachers capitalize on their students' natural ability to absorb foundational academic content, molding their instruction to nurture growth in each individual student. Lessons are designed to meet the developmental needs of young children, so students participate in hands-on activities that keep them engaged in their learning. On the surface it may look and feel like playtime, but what is woven underneath is an orchestration that is carefully and purposefully designed to meet specific learning needs.

This unique approach to early childhood education has generated a great deal of interest among parents of young children. In order to serve families in the neighborhoods where they live, Bear Creek's Woodinville Campus was opened at Woodinville Alliance Church in 2010. Based on

# Uruguayan Students Visit "Our Little Corner of the World"

In *Classical Education: The Movement Sweeping America* by Veith and Kern, it is written that the "genuine study of other societies—their language, art, and beliefs—tends to demonstrate the universality of human values and has always been of interest to classical thought." For three weeks in January, Bear Creek had

the great opportunity to host five students and their principal from Montevideo, Uruguay. During this "Uruguay: Building Bridges" program, Bear Creek students were able to genuinely study the language, art, and beliefs of Uruguay.

Daniela, Ines, Martin, Mateo, and Rosina lived with Bear

continued on page 24



Olivia Tillinghast, freshman, and Elizabeth Fernandez, junior, enjoyed the Homecoming basketball games with Rosina, Ines, and Daniela.



Uruguayan students Ines, Rosina, and Daniela attended Bear Creek's Homecoming Dance.



Uruguayan students and Bear Creek students enrolled in the JanTerm Building Bridges seminar head out on a field trip to downtown Seattle.

continued on page 24

## Fall Sports 2010

### Volleyball

The varsity volleyball team had a very successful season, finishing the regular season for the first time as league champions (27-4 overall, 12-0 Sea Tac 2B League). The girls advanced to the State tournament for the second year in a row and once again came home with some hardware—this year taking fourth place. League MVP honors went to sophomore Michele Brown. Additionally, seniors Maddie Easley and Dominique DuBois, and juniors Bethan Meyer and Elizabeth Fernandez, were awarded all-league first team honors.



Sini Fernandez



Sini Fernandez



Sini Fernandez

### Boys Soccer

The varsity boys soccer team once again enjoyed a fantastic season finishing the year with a 16-2 record. The boys won their fifth Sea-Tac 2B League championship in the past seven years and advanced on to the State tournament, where they lost a close quarterfinal game to the eventual State champions. Junior Mark Phillips was named the league MVP. Additionally, seniors Jamie Clough and Tom Postings, and junior Nima Abtahi, were awarded all-league first team honors while seniors Josh Firminger and Will Stansell were named to the all-league second team.

#### Clockwise from top right

Keeper Jamie Clough, senior, makes a save in a match against Bellevue Christian. Lucas Peterson, senior, also defends the goal.

The 2010 varsity volleyball team poses at the State tournament with their fourth place trophy.

Maddie Easley, senior, hits the ball at the State volleyball tournament held at the Yakima SunDome with Dominique DuBois, senior, in support.

### Girls Soccer

The girls soccer team also won the Sea-Tac 2B League championship with a record of 10-6-3. The team dropped a heartbreaker in their State quarterfinal as the game was tied 1-1 after regulation play and two 5-minute overtime periods. The game went into a shootout, which the Lady Grizzlies lost on the sixth kick. Junior Morgan Rial was named the league co-MVP. Additionally, freshmen Caroline Bridgwater and Brittany DiGenova, junior Danielle Isbell, and senior Jenny Price were awarded all-league first team honors. Seniors Heather Omdal and Ashley Pittman were both named to the all-league second team.



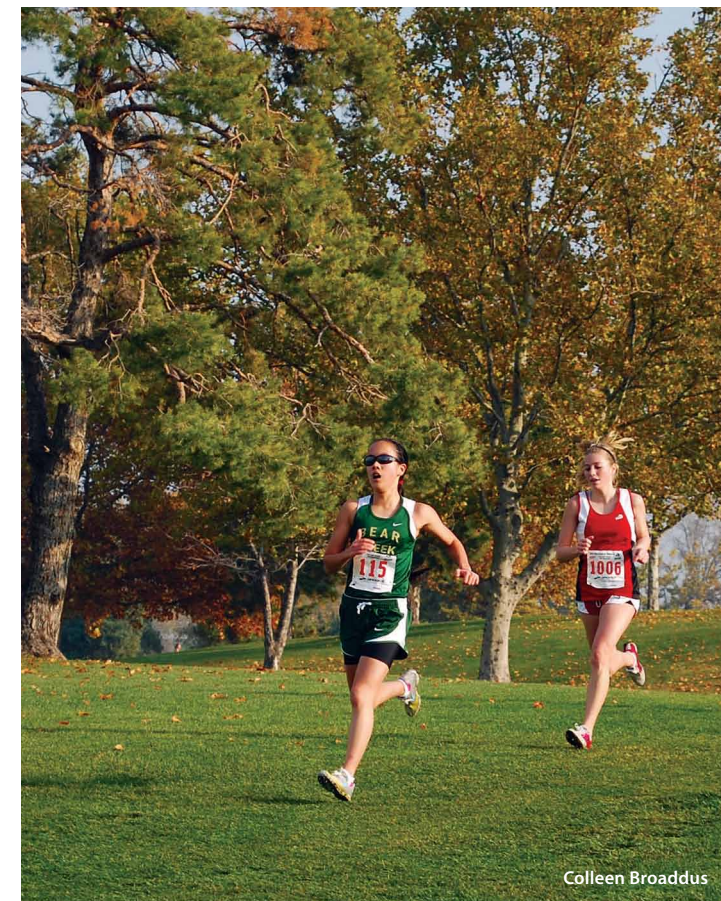
Sini Fernandez

#### Clockwise from left

Midfielder Morgan Rial, junior, heads the ball in the District championship game against La Conner.

Joy Twentyman, junior, leads the Grizzlies to a seventh place team finish at the State championship meet.

The start of the boys race at the State cross country meet at the Sun Willows Golf Course in Pasco, Washington.



Colleen Broaddus

### Cross Country

Both the boys and girls cross country teams were quite successful last fall. The girls team won the District meet, while the boys team finished third, and both teams fared well at State. The boys took eleventh place at State, led by senior Evan Simpson. The girls team placed seventh at State, led by junior Joy Twentyman. Congratulations to Evan Simpson, Joy Twentyman, and freshman Bridget Daugherty who were awarded all-league first team honors. Freshman David Broaddus was named to the all-league second team, while freshman Jacob Benson and senior Adelaide Tillinghast received honorable mentions. The girls cross country team was also awarded an Academic State Championship in the WIAA Scholastic Cup competition.



Colleen Broaddus

# BASKETBALL SEASON

Bear Creek has experienced four fantastic months of basketball action! Between Green & Gold night last November, Homecoming, Jr. Grizzly games, and the amazing postseason, this basketball season seemed to capture the spirit of the Bear Creek community and give us all a fun ride, filled with excitement and joy.

Photos by Sini Fernandez



## Girls Basketball

The girls capped off their 19-3 season with a State tournament appearance where they lost two hard-fought games. The season was a huge success on many levels, including finishing the regular season undefeated (12-0), as Coach Greg Cheever was able to take the girls team to State for the second time in school history. Juniors Nikki Peterson and Maddie Magee were both awarded Sea-Tac 2B all-league first team honors and freshman Catherine Fernandez was awarded Sea-Tac 2B all-league second team honors. Additionally, Coach Cheever received the Sea-Tac 2B Coach of the Year award.

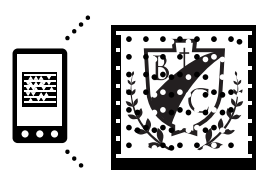
Left: In the State Regionals held at Mark Morris High School in Longview, junior Maddie Magee goes up for a shot in the girls second round game against Toutle Lake.

Center: Senior Ryan Strandin lays in an easy two points in Bear Creek's first round game at the State Championships in Spokane. In the Grizzlies big overtime win against Waitsburg-Prescott (58-47), Strandin put up a big double-double, scoring 18 points and hauling down 21 rebounds.

## Boys Basketball

The boys basketball team finished the year 23-5 and capped it off with a third place finish at the State Championships in Spokane. The trip to State was the boys' third State appearance in the past four years. Seniors Ryan Strandin and Lucas Peterson were both named Sea-Tac 2B League co-MVP's. Additionally, junior Erik Domas and freshman Luke Blankenbeckler were both awarded Sea-Tac 2B all-league second team honors. To top it off, Coach Moe received the Sea-Tac 2B Coach of the Year award and was also named the Washington Interscholastic Basketball Coaches Association 2B Coach of the Year.

Right: Senior point guard Lucas Peterson scored 14 points during the Grizzlies final State tournament game against Colfax. The Grizzlies defeated Colfax (54-43) to place third in the 2B State tournament.



Scan this Tag to see Redmond Reporter coverage of the Grizzlies at State.

## Cheer Squad

Although the Bear Creek cheer squad does not compete, it does represent the Grizzlies at home and away, and does so extremely well. This past basketball season the cheer squad reached new heights with the largest number of cheerleaders ever, including the addition of two male cheerleaders, more exciting stunts, lifts, and tumbling, and new routines and cheers. There were many occasions when our cheer squad was complimented by opposing teams, athletics directors, and/or administrators. One WIAA official at the State tournament simply said, "That was the best cheer routine I've seen in years!"

Top: The Grizzlies cheer squad performed at halftime during each of the three Bear Creek games during the State tournament in the Spokane Arena. The Grizzlies' routine performed during the Bear Creek vs. Napavine game contained an incredible 18 stunts including an assisted back flip to front flip basket toss.

Bottom: Juniors Gwen and Laurel Jones perform a barrel roll with sophomore Katie Matthews.

## Fans

A common thread woven throughout the entire basketball season was the high-spirited fan support at each game. Between the families, the cheerleaders, and our Green Guard (the student section), there was never a dull moment. Bear Creek truly has the best family and parent support around, and the Green Guard continued to raise the bar in the student section. Building on the "rollercoaster" introduced last season, the seniors did a great job leading the student body in chants and cheers including "I Believe" and "Go Bananas." The enthusiasm of our student section was the envy of the State tournament.

Top: Students chant "Ohla! Ohla! Eh!" at the top of their lungs as they cheer on the Grizzlies to victory. Bear Creek's student section was loud and enthusiastic throughout the State tournament.

Bottom: Students, including the Lucas Peterson Fan Club (LPFC), hold on tight as one of the Grizzlies shoots a free throw.

# HOMECOMING WEEK 2011

In January Bear Creek celebrated its 10th annual Homecoming Week. The week was punctuated by spirit dress days; games, contests, and Green Guard videos during lunch; a pep rally; Homecoming basketball games; and the formal Homecoming dance. Bear Creek alumni were welcomed back at the Friday evening basketball games when the Grizzlies took on the Tacoma Baptist Crusaders. The gym was packed and as our alumni arrived and searched for familiar faces, there were lots of hugs and smiles to go around. Over 30

alumni attended the games and many participated in the three-point shooting contest during halftime—two winners each received a Starbucks gift card. Go Grizzlies!



Sini Fernandez



Sini Fernandez



Sini Fernandez



Sini Fernandez



Sini Fernandez



Sini Fernandez



Paisley Showalter '12

# Depth & Dialog

By Blake DeYoung



Sini Fernandez

President and Headmaster Patrick Carruth listens to a student's comment during the seminar he and Dean of Students Jeff Gephart taught, *From Consumer to Creator*.

For two weeks in early January, things looked pretty different around Bear Creek. You could hear the faded sound of Rossini's *The Barber of Seville* set amidst playful yelps from a litter of labradoodle puppies and the smell of fresh baked French baguettes emanating from the Farmhouse. Things were definitely different.

January brought changes to Bear's Creek Middle School and Upper School in the form of the first annual JanTerm, a two-week mini-semester which provided students the opportunity to enroll in courses not offered during the traditional academic year. In selecting their three JanTerm courses, students could choose from a catalog of fifty offerings.

Take an imaginary trip across campus during JanTerm. As you look for a parking spot, watch out for David Miller's Distance Running class putting their physiology lesson into practice on a run around the school. In the main hallway, stop and listen to Ron Lynch's reflections on the historical origins and cultural impact of popular rock music. Across the hallway, Kailee Blankenship's students consider the presence of advertising in their lives. In the Commons, Kevin Davison's seminar breaks out the floormats and practices self-defense. Scott Moe's students read *Drive: The Surprising Truth About What Motivates Us*, by Daniel Pink, and discuss personal motivation.

And that's only downstairs.

From the beginning, the goal of JanTerm has been to introduce new courses that provide unique opportunities for

“...a parent, Mrs. Worley,... discussed with us performing not only because she loved [opera] and was passionate for it, but performing also for God's glory. This stuck with me because many of us in the class are musicians and performers. What a great reminder for whom we should ultimately be performing.”

Miya Higashiyama, sophomore  
Opera 101: Exposure to the Experience of Opera

“ [Mrs. Childers] helped us break down any stereotypes we might have had by inviting guest speakers from countries such as Germany, Nigeria, Uruguay, and Morocco. By the end of JanTerm, I had no stereotypes.”

Anthea Bartlett, grade 7  
Cross-Cultural Communication

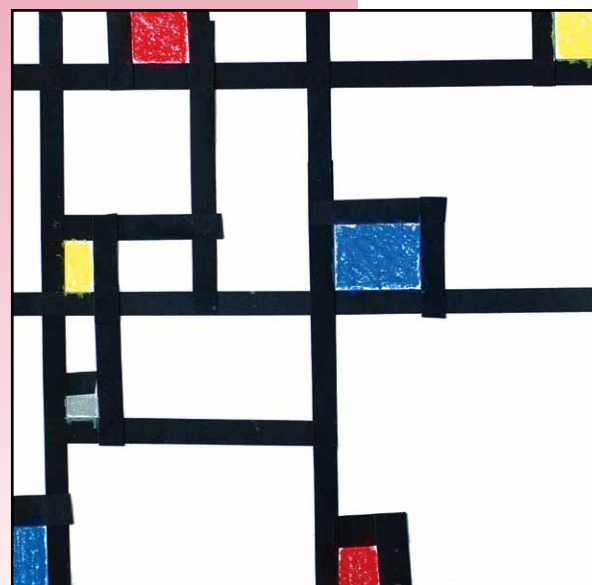
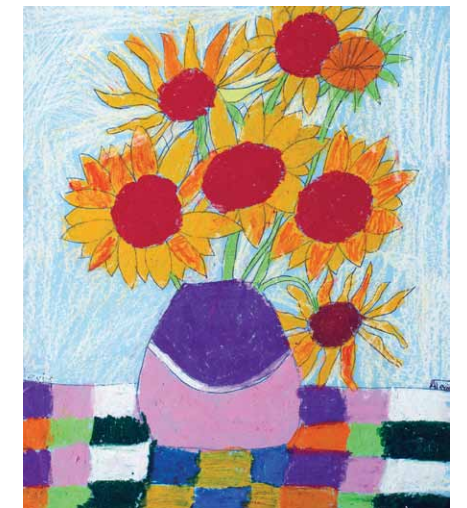
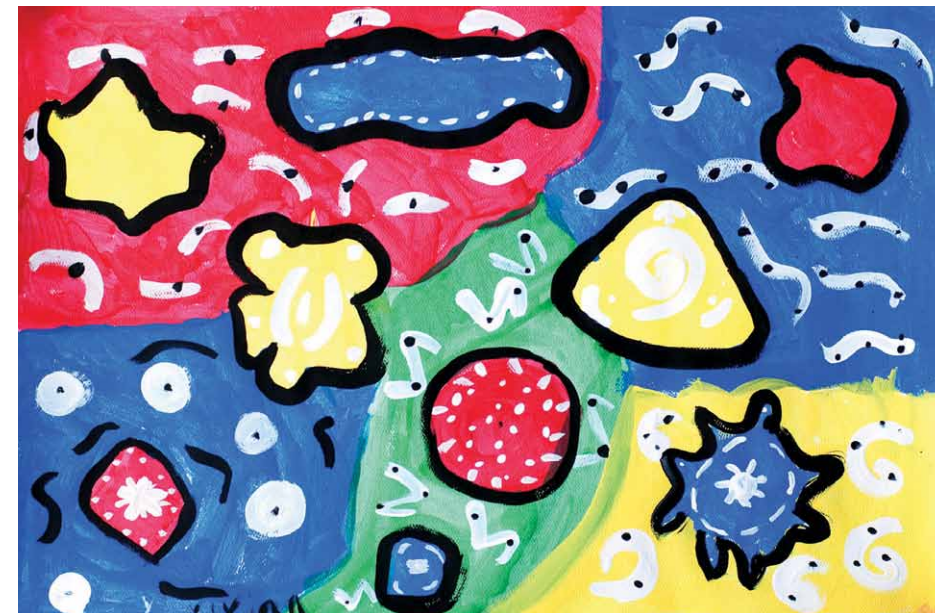
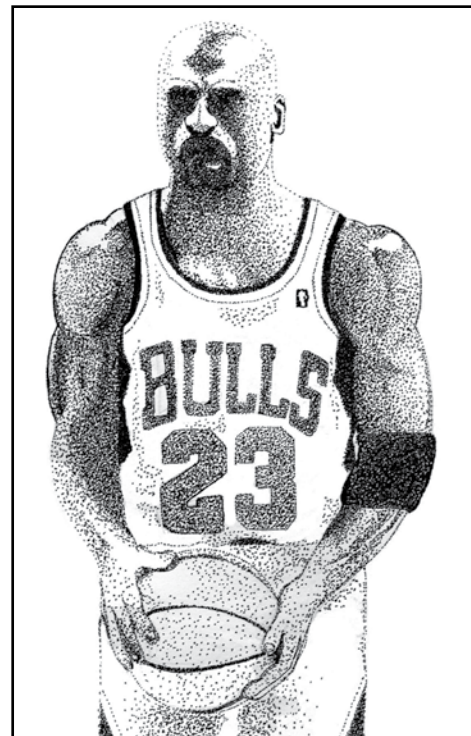
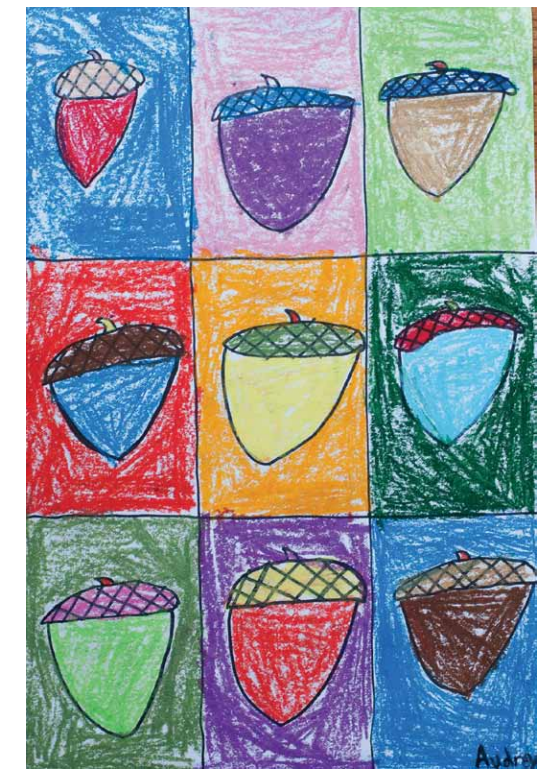
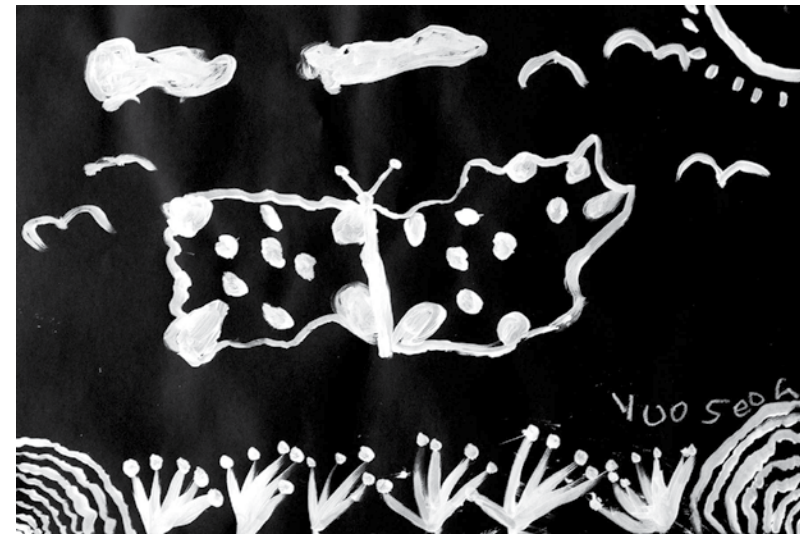
“ If God truly exists and He is Jesus, then science, history, and logic should all prove his existence, for creation should reveal the Creator. Dr. Meyer made an irrefutable argument for this using an objective, notably regarded logical argument system to do so.”

Jake Imam, junior  
Reasoned Faith: What Science is Teaching about God

continued on page 24

# Gallery

Through education in the fine arts, students develop personal expression, creative thinking, imaginative communication, and intellectual curiosity. As creatures made in the image of God, we all inherit the blessing of creativity. Bear Creek students learn to express the nature of things, the reality of Truth, and the significance of beauty through art.



Clockwise from top:

Jessica Bone  
Grade 8  
Monochromatic acrylic  
Middle School Art  
*Crystal Cove* was selected as a Top Ten winner (along with Gracie Matthews' painting on the cover) in the grade 7-9 division of the CelebratingArt.com national art contest

Chris Castle  
Grade 8  
Pointillism  
Middle School Art

Lily Parker  
Grade 2  
Mondrian line style  
Paper and oil pastels

Stacy Maier  
Sophomore  
Study in lines, color, and pattern  
Digital Photography

Clockwise from top left:

Yooseon Chang  
Kindergarten  
Black and white contrast

Audrey Wright  
Grade 3  
Contrast and repetition to create unity  
Oil pastels

Alexis Maund  
Grade 2  
Van Gogh sunflowers  
Oil pastels

Anthony Tzen  
Freshman  
Study of God's creation  
Digital Photography

Vivian Brekke  
Grade 1  
Painting positive shapes



# Performing Arts

The classical model is alive and well in the performing arts at Bear Creek. As students begin to learn the rudiments of their instrument, to read music, or to memorize their lines, they are learning in the grammar stage. Developing and honing their skills through practice represents the dialectic stage. And finally, it is in the performance where the fruits of all that practice and learning come together to be outwardly expressed with precision and confidence, exemplifying the rhetoric stage of learning.

Photos by Brent Ethington and Sini Fernandez

## Grade 2 Puppet Shows

November 3 & 5, 2010

Redmond Campus students performed *The Rabbit Who Wanted Red Wings* and *The Pursuit of Happiness*. Valley Campus students performed *Pepe and the Cornfield Bandit* and *Elfwyn's Saga*.

## Lower School Christmas Programs

December 3 & 10, 2010

Redmond Campus Lower School students in grades K-6 performed various traditional and modern carols, culminating with "Christmas Gloria," a rendition of Vivaldi's *Gloria*. Valley Campus students (grades K-5) performed *A Star is Born*, a Christmas musical weaving together a dramatic Christmas message performed by students in grades 4 and 5, along with songs and carols by the other grades.



## Middle School and Upper School Christmas Choir Concert

December 9, 2010

Three choral groups performed for parents, students, friends, and family. The 12-member Middle School choir performed four selections including "Shepherd's Joy" by John Parker and Mark Hayes while Kevin Zhou, grade 7, accompanied on violin. The Upper School girls ensemble performed four pieces including "Somerskersfees," arranged and directed by junior Marie Dippenaar. Senior Amy Hammond accompanied the group with her flute as they performed "It Came Upon a Midnight Clear." The Upper School choir, which has its largest-ever membership, performed five pieces including the raucous "Fruitcake," a round in five parts, by Philip Hagemann and Penny Leka.



## Early Childhood Christmas Program

December 14, 2010

All five of the preschool and prekindergarten classes gathered in the Cornerstone Theater to celebrate Christmas with their families. To the delight of all the guests, each class recited a Bible verse and sang a Christmas carol under the direction of its teacher.

## Christmas Strings Concert

December 15, 2010

The beginning strings and the advanced strings ensembles performed a variety of Christmas carols for an intimate audience of friends and family in the recently reorganized Kindel Library. Strings students meet weekly before school with their instructor Dr. Leslie Johnson. Students are also committed to studying their instrument privately. The program is open to students in grades K-12.



## Love's Labour's Lost

January 14-15, 2011

Upper School drama students gave four performances of *Love's Labour's Lost*. This play is considered one of Shakespeare's more intellectual comedies for its sophisticated wordplay, puns, and literary allusions.



## Upper School Band Wins Academic State Championship

Bear Creek's pep band accepted the Academic State Championship plaque on behalf of the Upper School band at the State basketball tournament. The Upper School band won the award with a 3.64 average GPA. Bear Creek was the 2009-2010 WIAA 2B Scholastic Cup recipient.

## Pep Band

During the winter, Bear Creek's pep band played at home basketball games throughout the regular season, entertaining the Grizzlies fans with fun music between games and during timeouts. The band also traveled with the teams to postseason tournaments.

## Lower School Band and Choir Concert

January 20, 2011

All students in grade 5 participate in band and learn to play a wind, brass, or percussion instrument. At the concert, students performed a set of short beginning pieces. In grade 6, all students have a choice of continuing in band or singing in a choir. The grade 6 choir performed four pieces including "Didn't My Lord Deliver Daniel," arranged by Roger Emerson, with a duet by Toluwalope Sobande and Alex Weaver.



## A Midsummer Night's Dream and Julius Caesar

January 28 and February 10, 2011

As part of Bear Creek's Shakespeare Immersion program, grade 6 students performed in either *A Midsummer Night's Dream* or *Julius Caesar*. Directed by the grade 6 teachers, every student had a role in these plays, which have been adapted from the original. Ornate costumes, stage make-up, as well as scenery and props completed the experience for these Bear Creek students.

## Solo Strings Concert

February 9, 2011

Strings students prepared individually to perform two or three solo pieces for their friends and family.

## Northlake Solo & Ensemble Contest

February 12, 2011

Students from large and small schools all over the Northshore and Lake Washington School Districts perform for adjudicators at this contest. Bear Creek was represented by nine vocal and instrumental soloists as well as twelve small ensembles and three large ensembles.

## All-State and All-Northwest Ensembles

February 19-20, 2011

Last fall, students submitted recorded auditions for these prestigious ensembles which perform during the MENC/WMEA conference at Meydenbauer Center in Bellevue and Beneroya Hall in Seattle. Junior Shannon Abbott sang with the All-Northwest Treble Choir, senior Joanna Benson played the trombone in the All-Northwest Band, and junior Sterling Miller sang with the All-State Choir.

# Kevin Davison

By Shannon DuBois

Photo by Sini Fernandez



Standing at 6'3" with the stature of a linebacker and the fighting skills of a Kendo expert, "broken vessel" is the last image to come to mind. Yet this is exactly how Bear Creek Christian Studies and Philosophy teacher Kevin Davison refers to himself. "All I am is who Jesus sees me as. If I don't surrender, I will be broken upon anyway," says Kevin. To Kevin, being humble, knowing his limits, and yielding to God are key. "An arrogant man knows nothing of his inadequacies and eventually will be crushed," says Kevin. "God works through the broken vessel." With a military mindset and a desire to push himself physically, Kevin's passion after high school graduation was to become a Navy Seal, yet he felt God's call to be a youth pastor. "I'm not one of those guys who throws out lots of nets to see which one catches the fish," says Kevin. Now an associate pastor as well as a Christian Studies and Philosophy teacher, it is obvious which net Kevin pursued, and through the years, his catch has been abundant.

Fondly known as "Mr. D," Kevin's reward is seeing God work in the lives of his students. Excitement builds when he glimpses that moment of clarity in a student's eyes. "He gets super intense about what he's passionate about," says senior Abby Gomulkiewicz, "and before we know it, he has pulled us all in and we are just as passionate as he is." With an eclectic set of hobbies—sports, video games, philosophy, and reading—Kevin can relate to almost any subject and any teen. "The other night after returning from a late event, Mr. D was half sick and it was 35 degrees outside," says junior Jake Imam. "Yet he stayed and talked to us for about an hour in the parking lot, answering all of our questions." Put simply, Kevin loves his students. "God gave me a vision when I first started teaching and it has become my motto: love who you have, when you have them, as long as you have them."

Besides teaching Christian Studies in Middle School and Philosophy in Upper School, Mr. D initiated a new self-defense class for this year's inaugural JanTerm. Being an expert in Kendo (Japanese sword fighting) and a yellow belt in Krav Maga (Israeli hand-to-hand conflict), he was a natural for the role. With many of these students going off to college next year, "I wanted them to know what a blow might feel like in real life." At first Mr. D held back with semi-hard jabs, then he let them have a full-force blow. "Don't worry, they were holding protective pads," he adds, chuckling. It seems in all aspects of Kevin's life, he doesn't "hold any punches." "Authenticity demands that who I am on the inside is who I am on the outside," says Kevin. "Otherwise, I'd be a hypocrite." This mindset doesn't fly without its challenges, though. One of the hardest tasks a teacher faces is to fail a student. "I'm so disappointed when this happens," says Kevin. "Disappointed in myself, the student, the circumstances, whatever it was that prevented him or her from putting in the effort." It doesn't occur often at Bear Creek, but when it does, Mr. D doesn't fake a grade.

Besides teaching, Mr. D heads up the Bear Creek forensics team. "Most people think forensics is collecting DNA samples, but being the forensics coach has nothing to do with CSI," says Mr. D, laughing. "It's the investigation of a topic." Where most schools call this their debate team, Bear Creek prefers the ancient Greek

term "forensics," which refers to speaking before a forum. Kevin sees forensics as the manifestation of classical education at work. As Patrick Carruth wrote in "A Dangerous and Beautiful Legacy," classical education is based on the trivium—grammar, logic, rhetoric—which Bear Creek applies across developmental stages as well as in each content area. A parallel exists between the trivium and forensics—the grammar: asking questions and researching a topic, the logic: composing answers to those questions, and the rhetoric: delivering a six-minute speech subject to high-level criticism. "Some of us came into forensics as gifted speakers; some of us just wanted to improve in that area," says Abby. "Regardless of our abilities, Mr. D embraces all of us and pushes us to do our best, seeing beyond what we see as our limits." With topics such as affirmative action, NATO's presence in Afghanistan, and jury nullification, it's apparent that research and practice are key components. "We have a lot of fun, but our students also work hard practicing three times a week and attending eight tournaments a year," says Kevin.

According to the team, Mr. D refers to debates like they are warfare. Tournaments are "battles" and traveling to them is "invading the territory." Yet coming home in the van, rumor has it he lets down his guard with an arresting a cappella rendition of Disney's *Little Mermaid* song, "Kiss the Girl." Whatever way Mr. D motivates his group—as commander, chief, or vocalist—the team brought home 16 trophies last year and added another 36 to date this season. His military strategic tactics seem to be working even if his voice does crack occasionally.

With a variety of gifts, it seems God placed Kevin exactly where he should be—in the lives of teenagers. His physical strength and size might intimidate, but his personality is warm and approachable. Kevin helps students at a stage in life when they're asking the tough questions like: Who am I? What do I believe in? What is my purpose? "He can make things that are so complex become clear," says Abby. "He's definitely my 'go-to' guy when I'm having a faith-crisis," adds Jake.

Theologian, martial arts fighter, forensics guru, friend—God has certainly entrusted Mr. D with what many men desire and few attain: authority, respect, power. The secret? "Surrendering to Christ, being that broken vessel," says Mr. D, contemplating. When "I diminish, He becomes."

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A Seattle native, Kevin Davison attended Kings High School in Shoreline. He graduated from Northwest University with a B.A. in pastoral ministries and from Fuller Northwest with a master's in theology. He is an associate pastor at Redmond Assembly of God and is in his eleventh year of instructing at Bear Creek. In the summer, Mr. D teaches systematic theology and Christian thought and doctrine at Northwest University. He and his wife of ten years, Sarah, have a three-year-old son, Quentin, and are expecting their second child in June. Besides various martial arts, Kevin also enjoys 5K runs, paintball, watching sports, playing video games, and reading.

# Middle School: *On a Mission*

By James Woollard, Middle School Division Head

Part of Curriculum Night in the fall is planned to help parents understand and appreciate what their students are experiencing at Bear Creek. This past fall James Woollard, Middle School Division Head, explained to parents how the mission of Bear Creek is a living testament to our educational process and to the classical model. Here, his presentation has been adapted for print.

I believe Bear Creek is a *great* school. It is certainly the greatest school at which I have ever had the privilege of working. One thing that makes Bear Creek great is our mission statement that you can see emblazoned above our main hallway as you enter the school. “*Our mission is to provide a high-quality, Christian liberal arts education in a nurturing environment that will enable each student to become the individual God intends.*” As you know, mission statements are supposed to convey the purpose of an institution in a succinct and easy to understand format. Some mission statements in the corporate world fall far short of that goal, either by lack of clarity or lack of brevity. As I was doing research on the topic of mission statements, I came across the Dilbert cartoon *Mission*

*Statement Generator.* The basic idea of this fun device is as follows: throw in a few business terms and the generator randomly mixes them up and spits out a meaningless mission statement. Here is one such mission statement: “Our mission is to continue to efficiently facilitate diverse methods of empowerment and professionally disseminate performance based deliverables to meet our customer’s

*A good mission statement should be a vital and living statement that not only describes the theoretical purpose of the institution, but also encapsulates or embodies the reality of what actually happens on the ground.*

needs.” Surfing the Internet, I have come to realize that these *Dilbertesque* mission statements bear a close resemblance to

those of some real-world companies. Schools can be equally guilty in this regard. Either their mission statements are vague and meaningless or they are too long and confusing, but not with Bear Creek.

Being a mission-driven school means more than having a clear and concise mission statement, though. A good mission statement should be a *vital and living* statement that not only describes the theoretical purpose of the institution, but also encapsulates or embodies the reality of what actually happens on the ground. It should breathe. A mission statement that is not lived out on a daily basis lacks authenticity. It is dead. Bear Creek’s mission statement is good because it is clear and succinct, but more than that, it is a living statement of who we are and what we do. It is something all of us who work at Bear Creek passionately believe. And that is the main reason I love it—it is something I *believe*.

How is our mission statement fulfilled in the Middle School?

First, what we offer is an education of *high quality*. It is something valuable, something of superior excellence, something worth obtaining. Basically,

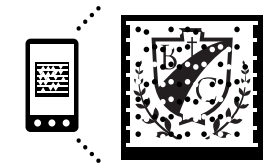
something to which not all schools can necessarily lay claim. We are not afraid of rigor or challenge, and I think, in all humility, that the education the students receive at Bear Creek is pretty special. Whether they are dissecting frogs in Life Science, discussing Shakespeare in English or solving complex algebraic equations in math, our students are challenged to take it to the next level.

Second, at the heart of what we do is the person of Christ. A *Christian education* should ultimately point to Him because it is through Christ that we can come to know God personally. Although the Bible is not the class textbook (except in Christian Studies courses obviously), the essential truths and themes of the Bible are woven and integrated into all subjects at Bear Creek. We believe that what the Bible says about Creation, Fall, and Redemption sheds light on what is studied in the classroom. In turn, we believe that what the students learn in class can point to Christ as well as validate and confirm what the Bible teaches. Put simply, in their pursuit of truth, students come to learn that “*All truth is God’s truth.*” This is encapsulated in the words of Louis Pasteur, which you can see on the wall of Mrs. Wang’s Earth Science classroom, “The more I study nature, the more I stand amazed at the work of the Creator.”

Third, we offer a *liberal arts education*, which is synonymous with

classical education. Unlike a vocational education that constrains content, a liberal arts education is a broad-based or general education designed (as the Latin root word *liber* suggests) to “free” or “liberate” students. A classical education teaches students how to think and how to learn and, in so doing, broadens their minds, their horizons, and the opportunities available to them in the future. As fellow Brit Dorothy Sayers once wrote in an essay promoting the value of classical education, “The sole true end of education is simply this, to teach men how to learn for themselves, and whatever instruction fails to do this is effort spent in vain.”

One of the characteristics of a classical education is cross-curricular integration and, starting in the fall of 2011, we are restructuring our humanities curriculum so that history and English will be chronologically aligned, with grade 7 focused on the medieval period and grade 8 focused on the modern period. This will allow students to more clearly make connections between events in history and literature. At Bear Creek, we also recognize the importance of Latin as a foundational element of a solid classical curriculum. Learning Latin has a number of benefits. To begin with, it helps students learn the vocabulary of languages that are derived from Latin, including English, French, and Spanish. For example, did you know that up to 60% of English vocabulary words originate from Latin? Additionally, it helps students in their understanding of grammar and sentence structure. As Dorothy Sayers again writes, in *The Lost Tools of Learning*: “I will say, at once, quite firmly, that the best grounding for education is the Latin grammar. I say this, not because Latin is traditional and mediaeval, but simply because even a rudimentary knowledge of Latin cuts down the labor and pains of learning almost any other subject by at least 50 percent. It is the key to the vocabulary and structure of all Romance languages and to the structure of all Teutonic languages, as well as to the technical vocabulary of all the sciences and to the literature of the entire Mediterranean civilization, together with all its historical documents.” After reading this, why would



Scan this Tag to watch Karen Blankenbeckler, Vice President for Academic Affairs, explain classical Christian education at her Bear Creek 101 lecture.

you not want your child to learn Latin?

Fourth, we offer all of this in the context of a *nurturing environment*. Practically speaking, this means we strive to create an environment that communicates care for our students, including:

- small class sizes, which allow for high quality instruction that meets the individual needs of all our students;
- gender separation in the core classes that enables us to meet the specific needs of boys and girls;
- good classroom management that enables all students to learn; and
- a strong emphasis on community, relationships, dignity, respect, mercy, grace, and love, as modeled by Christ.

Fifth, we emphasize *the individual*.

Bear Creek is not in the business of mass-producing classical Christian clones. We recognize that each student is unique, made in the image of God, and of intrinsic worth (Psalm 139).

And lastly, we have an ultimate goal in mind: the people *God intends*. Jeremiah 29:11 reminds us that God has a plan for our lives. He is a sovereign God, who works in our lives to accomplish His purposes. That does not discount the role of man in shaping the child, but ultimately, “It is the Lord who determines our steps” (Proverbs 16:9).

I trust that what you and your children experience at Bear Creek is an embodiment of our mission statement—a living, breathing, and vital declaration of what we all passionately believe. I should also add very loudly and clearly that none of what we do at Bear Creek could be done without your help, so *thank you* for partnering with us.



Daniel Snook, grade 7 and Raju Dunn, grade 8, cross country team members, fall season 2010



Katerina Fomichev, Peri Dropping, and Anthea Bartlett, all grade 7, Middle School Icebreaker 2010, Warm Beach Camp



Nathan Wiese, grade 7, Middle School Christmas Band Concert 2010

# Philip Melanchthon and Classical Christian Education

By Rob Sorensen

*On October 8, 2010, Bear Creek history teacher Rob Sorensen presented his research on philosopher and teacher Philip Melanchthon at the annual Conference on Faith and History at George Fox University. Sorensen's focus was on Melanchthon's influence on the foundation of classical Christian schools. An excerpt from his essay follows. The essay in its entirety is published on the Bear Creek web site at [www.tbcs.org/modusvivendi](http://www.tbcs.org/modusvivendi).*

Classical Christian education is a small, but growing movement of educational renewal. In its broadest sense, it is an attempt to revive the traditional Greco-Roman tradition of education as a means of cultivating wisdom and virtue through a rigorous study of the classical liberal arts. As a self-conscious Christian endeavor, classical Christian education differs from other neo-classical approaches in its attempt to use this Greco-Roman educational model in the service of Christianity.

A feature of classical Christian education is its commitment to the liberal arts as the center of the curriculum. For classical Christian schools, education is not primarily about training for the job market, but rather serves to induct the student into his or her culture and to develop wisdom and good intellectual habits. Thus classical Christian schools eschew vocational training and computer classes and instead emphasize disciplines such as literature, history, and philosophy. Most classical schools adopt some form of 'great books' curriculum in order to introduce students to the cultural heritage of Western civilization. This typically includes both Christian and non-Christian sources. In fact, the great Greco-Roman authors are almost always given a place of prominence in the curriculum.

At first blush, Melanchthon (1497 A.D. – 1560 A.D.) seems to be a natural conversation partner for the classical Christian education movement. After all, Melanchthon shares a great many of the movement's concerns. He is an advocate of the liberal arts and a defender of the place of the pagan classics in the Christian classroom. He was one of the most significant and influential educators of his

generation and a pioneer in the development of Protestant schools. He was known during his lifetime as praepceptor Germaniae and at the time of his death had advised, organized, or helped to found nearly every important school in Germany.

## Melanchthon and the Purpose of the Liberal Arts

Classical Christian educators should easily recognize in Melanchthon a fellow advocate of the liberal arts. Melanchthon was tireless in his support for the classics and in his insistence that a humanities-centered curriculum was the best possible foundation for higher education. He developed a systematic theology of liberal arts education that both justified the use of the pagan classics and explained how the liberal arts were related to the mission of the Church. This systematic grounding of the liberal arts in Christian doctrine gives Melanchthon's educational writings a unity and coherence that other advocates of classical education sometimes lack.

For Melanchthon, there were two complimentary goals for liberal arts education. First, like other humanists, he recognized that a classical education should inculcate high moral standards and encourage virtuous conduct. As a Lutheran, he did not believe that this sort of purely external righteousness would save the sinner. Civic virtue of this sort, however, does benefit both the church and the state. In an oration given at the opening of a new school in Nuremberg, Melanchthon argued that a classical education provides the foundation for quality government:

Wherefore in the well-constituted state, the first task for schools is to teach youth, for they are the seedbed for the city. For if someone feels that he can be prepared without training in real virtue, he will fail miserably; nor is anyone sufficiently fit to govern republics without a knowledge of that literature in which is contained all thought on the ruling of cities.

The texts best suited to developing this sort of civic virtue were the Greco-Roman classics. Melanchthon regularly lectured on the Greek classics and earnestly recommended that they be studied. Classical Christian schools should be in broad agreement with Melanchthon here. Most will argue that the classics should be read in order to develop wise, mature citizens.

For Melanchthon however, the development of civic virtue is an external benefit of the liberal arts, rather than their true goal. The true goal of a liberal arts education is to be able to understand the Bible and to be able to teach proper Christian doctrine. For Melanchthon, as for all Protestants, the Bible was the source of all doctrine and knowledge of salvation. But the Bible is inaccessible without knowledge of the language, history, and culture that allow the reader to understand the scripture. The higher purpose of the liberal arts, therefore, is to prepare students to read and understand the Bible truly and properly.

He expressed this purpose succinctly in a 1540 letter: "He who does not understand the mode of speech of God's word cannot love it either . . . but how can he be a good teacher in the church who neither loves the heavenly doctrine, nor yet understands it, nor is able to explain it?" In a short oration on dialectic, he argued that preachers who try to approach the Bible without the benefit of training in logical reasoning were like men who wandered around in unknown lands. The reason that Melanchthon wanted his students to learn the liberal arts was to understand the Bible and effectively preach the Gospel.

Classical Christian schools should find this formulation sympathetic. Melanchthon clearly places the Bible in the center of the curriculum but insists that no one can truly understand the Bible without the tools of the liberal arts. He is thus able to effectively connect the liberal arts firmly to Christianity—and to avoid the narrow Biblicism that shunned the pagan classics entirely.

As a teacher, Melanchthon can serve as a model of

Christian teaching. He was a wildly popular lecturer, and his success can largely be related to the fact that he lived what he taught. In his orations and writings, he modeled for his students the very sort of Christian humanism that he expected of them. He summarized his career as follows: "I apply myself solely to one thing—the defense of letters. By our example, we must excite youth to the admiration of learning and induce them to love it for its own sake, and not for the advantage that may be derived from it."

Clearly this essay only scratches the surface of Melanchthon's theology of education and his relevance to contemporary educators. Nevertheless, it seems clear that Melanchthon's views on the role of the liberal arts overlap significantly with the goals and interests of the classical Christian education movement. As such, it seems odd that his writings have received so little notice among classical Christian schools. At the very least, the connections that I identify in this essay should prompt classical Christian educators to engage with Melanchthon. After all, as Leithart points out, the classical schools movement is in many ways representative of a longing for historical rootedness. Melanchthon just may be an important root that twenty-first century educators can build upon.



**About the author:** Rob Sorensen teaches world and European history at The Bear Creek School. He studied history and theology at Western Washington University and Abilene Christian University. He is currently pursuing a Ph.D. in interdisciplinary humanities at Salve Regina University, where his research focuses on the history and theology of liberal arts education. He is also completing a short biography of Martin Luther for high school students, to be published by Anthem Press in 2011.

Uruguayan Students from page 7

students noted that Bear Creek's religion seems to be more pervasive. And, finally, when it comes to family, the Uruguayan students feel that Americans value family very much—this was evidenced by the time spent at the dinner table in conversation and by the sincere attempt on the host parents' parts to "care about us all the time!"

As Mark Twain says, "Travel is fatal to prejudice, bigotry, and narrow-mindedness. Broad, wholesome, charitable views cannot be acquired by vegetating in one little corner of the world."

Early Childhood from page 7

the success of this program, and resulting from the desire of residents of the Sammamish and Issaquah community to have a Bear Creek option closer to home, a preschool class will be opening at Pine Lake Covenant Church in Sammamish in the fall of 2011.

Woodinville Campus parent Katie Graig says, "Our experience with Bear

Creek and the Woodinville location has certainly surpassed our expectations. The warmth of the staff and the location was key for us. Luke has grown and matured under the gentle guidance of Mrs. Fletcher. He is excited to go to preschool, excited for us to come and help with math stations, excited to show us his envelope of papers on Mondays, and excited to show off his knowledge at home. Luke's shining moment this year was singing about 'Jesus in the Manger' at the Christmas program. I have never seen him so proud. We are truly thankful for Bear Creek's efforts in meeting its mission in the most developmentally appropriate way for our son."

Early Childhood Open Houses are scheduled on April 29 at Valley Campus in Redmond, May 2 in Sammamish, and May 4 in Woodinville. For more information visit [www.tbcs.org/earlychildhood](http://www.tbcs.org/earlychildhood).

JanTerm from page 13

students and faculty to engage subjects and one another with depth and dialogue.

Depth refers to course topics and is seen in the range of offerings in the JanTerm catalog. Seminars in

Plato, forensic science, opera, java programming, jazz improvisation, and the Book of Philippians represent the variety and detail of seminar offerings in the first year. The opportunity to explore new topics or understand familiar subjects in greater depth was a primary consideration in course development.

The second goal was for students to engage both their instructors and one another in dialogue, approaching their course content in different ways and on a different pace than a typical course. In many seminars, this meant Socratic-style conversations that encouraged greater responsibility on the part of students to guide discussion. In other activity-based courses, it meant that students worked in teams to design their own projects.

As an integral part of the Bear Creek curricular experience, JanTerm seminars are designed to present our students and faculty with broader and richer learning opportunities to integrate faith, excellence, and virtue while providing fresh ways for the school to help our students develop into the individuals God intends.

**Payum Abtahi '10**

Payum is attending Westminster College in Salt Lake City and studying flight operations and business. Payum keeps busy playing indoor soccer three times a week and working out at the gym.

**Katelyn Culbert-O'Leary '10**

Katelyn attended Central Washington University in the fall and is now taking a quarter off to work and be with family. She will attend Bellevue College in the spring for a few quarters, where she will study computer science with an emphasis in network security. Next summer, Katelyn will race with her biking team all over the country, including Oregon, California, and Wisconsin. Katelyn also plans to go to Ireland to visit friends and family.

**Alexis Miller '09**

Alexis is a sophomore at Gonzaga University and just finished applying for nursing school. Even though nursing classes take up most of Alexis' time, she is having an incredible time volunteering each week at a local daycare where she spends the afternoon with toddlers. Alexis' goal is to obtain her bachelor of science in nursing at Gonzaga and then become a nurse in the neonatal intensive care unit at a hospital in the Northwest.

**Yoon Song '09**

Yoon is a second year student majoring in biology and minoring in biomedical engineering at Cornell University. Yoon's two years in college have been very eventful in many ways and a priceless experience overall. Yoon transferred to Cornell last fall.

Since she transferred, Yoon has been taking the Emergency Medical Technician class to understand how it feels to save someone. Starting this spring, she is excited to volunteer at Cayuga Hospital to use her EMT knowledge. This winter, Yoon had the opportunity to shadow a doctor in the general surgery department in Korea. She was able to talk to patients, observe surgeries, and experience what it's like to be a general surgeon. At first, Yoon was afraid that this experience might scare her away from becoming a doctor, but now she feels certain that she should pursue this career.

After three attempts to join a hair follicle stem cell research team at Cornell, Yoon was accepted and is thrilled to be a part of the team as she heads back to continue her spring semester. Yoon will be assisting a graduate student in his research on the relationship between hair follicle stem cells and epigenetics.

## Dani Pohlman, Class of 2005

By Vicki Kaiser

Dani Pohlman ('05) took a trip to St. Petersburg, Russia the summer between her sophomore and junior years of college. Traveling with six other students from Seattle Pacific University, she spent six weeks in this beautiful Russian city learning a little of its language and culture and a lot about its orphans.

"We learned about the incredible orphan problem that exists in Russia," she said. Homeless children are pulled from the streets and given shelter in an orphanage-like center. "We spent two weeks there, playing with them all day long." She worked another week as a counselor at a summer camp with an orphanage run by Christian leaders, where she enjoyed the freedom to openly talk about God with the children.

Although she was prepared by team leaders to expect an eye-opening experience that would change her life, Dani said it took a little while to process exactly how the trip impacted her. But she said, "I soon realized that I had an obligation to help children who were homeless and abandoned to find homes and forever families."

That obligation is now her passion. After graduating from SPU with a B.A. in psychology, Dani spent a few months as an intern with Antioch Adoptions, an organization committed to placing infants and children into Christian adoptive homes. In May 2010, she was hired as a case manager.

At Antioch Adoptions, Dani works as an advocate for families in the process of adopting kids through the foster care system of Washington. She admits the process can be lengthy, challenging, and oftentimes disappointing, but finding homes for children who need them is worth it.

"Every adoption story I have been a part of has been meaningful to me", Dani said. "I would love to work in the field of orphan care in some form for the rest of my life."



Dani and fellow SPU students in front of the Church of the Resurrection, (also known as the Church on Spilled Blood) in St. Petersburg, Russia.



Dani holding one of the orphans she visited during her trip to Russia.

# CLASS NOTES

This section is dedicated to our Bear Creek alumni and features stories and updates submitted by alumni about their lives, journeys, and accomplishments. If you are an alumna/us of The Bear Creek School, we'd love to include your story or an update in our next *Modus Vivendi*. You are welcome to send updates at any time and we will include them in our next issue. You can also update your address, email, share prayer requests, or enter comments via the Bear Creek website at [www.tbcs.org/alumni](http://www.tbcs.org/alumni).

**Allie Hooker '08**

Allie is currently in her junior year at the University of Washington pursuing a bachelor's degree in communications/public relations. She has been elected to her second term as Vice President of Recruitment and Membership for her sorority, Delta Zeta, and loves every minute of it. In addition to school and Delta Zeta, Allie serves on the executive board for PRSSA (Public Relations Student Society of America) as the Community Outreach Director. She also works part-time at the Cheesecake Factory in Bellevue and is working on getting an internship in public relations (hopefully in fashion). Allie is excited to see where the rest of this year will take her.

**Todd Lien '08**

Todd is a junior at the University of Washington majoring in biochemistry and chemistry and minoring in Spanish and music. His future plan is to graduate in June 2012 and to attend either a medical school or a graduate school. Todd is preparing to apply to medical schools this coming June and for Ph.D. programs in biomedical research this coming November.

Currently, he is interning as a research assistant at Fred Hutchinson Cancer Research Center while working as a student employee with the health promotion team at University of Washington Hall Health Primary Care Center to get more exposure to the clinical environment and research. Todd still feels strongly about being a mission doctor in the future, but he is uncertain which path God really wants him to pursue. All he knows is that God has a plan for him and is excited to find out which doors He is going to open.

In addition to learning about science, throughout the past three years Todd has developed a strong passion for choral music. He has been accepted, after auditioning, to the University of Washington Chamber Singers, formerly known as the Madrigal Singers. They are a group of singers consisting of graduate

and advanced undergraduate music majors, vocal performance majors, and music education majors. He is grateful to have been given a chance to be exposed to challenging repertoires of all periods with a group of excellent musicians. This winter quarter they sang Mendelssohn's *Elijah*, which summarizes the story of Elijah in the Bible through choral music. Todd is unbelievably excited about this opportunity to perform this amazing story.

**Morgan Deal (Mankis) '07**

Morgan is attending Central Arizona College in Apache Junction, Arizona and plans on becoming a nurse. Morgan was married August 24, 2009, and on November 9, 2010, she and her husband welcomed a son, Matix Andrew. Being a mom is a full time job that keeps her very busy!

**Mark Henry '07**

Currently a senior at Northern Arizona University pursuing a bachelor of science in physics and astronomy, Mark plans to graduate this upcoming semester. Although Mark is a little uncertain of what's coming after college, at the moment he is looking at graduate school programs in astronomy, planetary science, and astrophysics, with hopes of someday becoming involved in the search for planets outside our solar system, or possibly embarking on a mission to Europa. Astronomy has been Mark's life passion since childhood, and he is eagerly waiting to see where it will take him in the upcoming years.

**Alex Higinbotham '07**

Alex is in the second semester of his senior year at University of Southern California. He is a business major with triple concentrations in Finance, Marketing, and International Business. Alex is heavily involved in Campus Crusade for Christ. Upon graduation, Alex will be selling medical equipment to hospitals.

**Harold Kim '06**

After completing his legislative internship at Washington State Legislature, Harold went back to the University of Washington in order to complete his undergraduate degree. He graduated in June 2010 with a dual degree in Political Science (Honors) and Sociology. After graduation, Harold visited relatives in Korea and while in Korea volunteered at the Constitutional Court of Korea. While volunteering he translated verdicts written in Korean into English. In July 2010, Harold relocated to Toronto, Canada, and since August he has been working at Intact Financial Corporation (formerly known as Internationale Nederlanden Groep or ING Canada) as a Casualty Claims Consultant. He also worked for Toronto City Councillor Rob Ford's mayoral campaign, which won by a wide margin in October. Harold plans on going back to school in 2012 for J.D./M.B.A. degrees.

**Kristina Aronson '05**

Kristina is finishing up her Masters in conflict resolution at Georgetown and continuing to work at the State Department. She recently became a Presidential Management Fellowship (PMF) semi-finalist and spent part of January in Syria taking a course on diplomacy and conflict. Kristina is looking forward to graduating in May 2012 and being part of a couple of weddings this summer.

**Laurel Clark '05**

Laurel graduated from Gonzaga University in 2009 with a bachelor of arts in theater and she now works at a Montessori school in Redmond. Additionally, she is the stage manager for several theater groups around Seattle, along with being the costume room manager for a local show. In her free time, she enjoys volunteering with Purrfect Pals, a no-kill cat shelter.



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