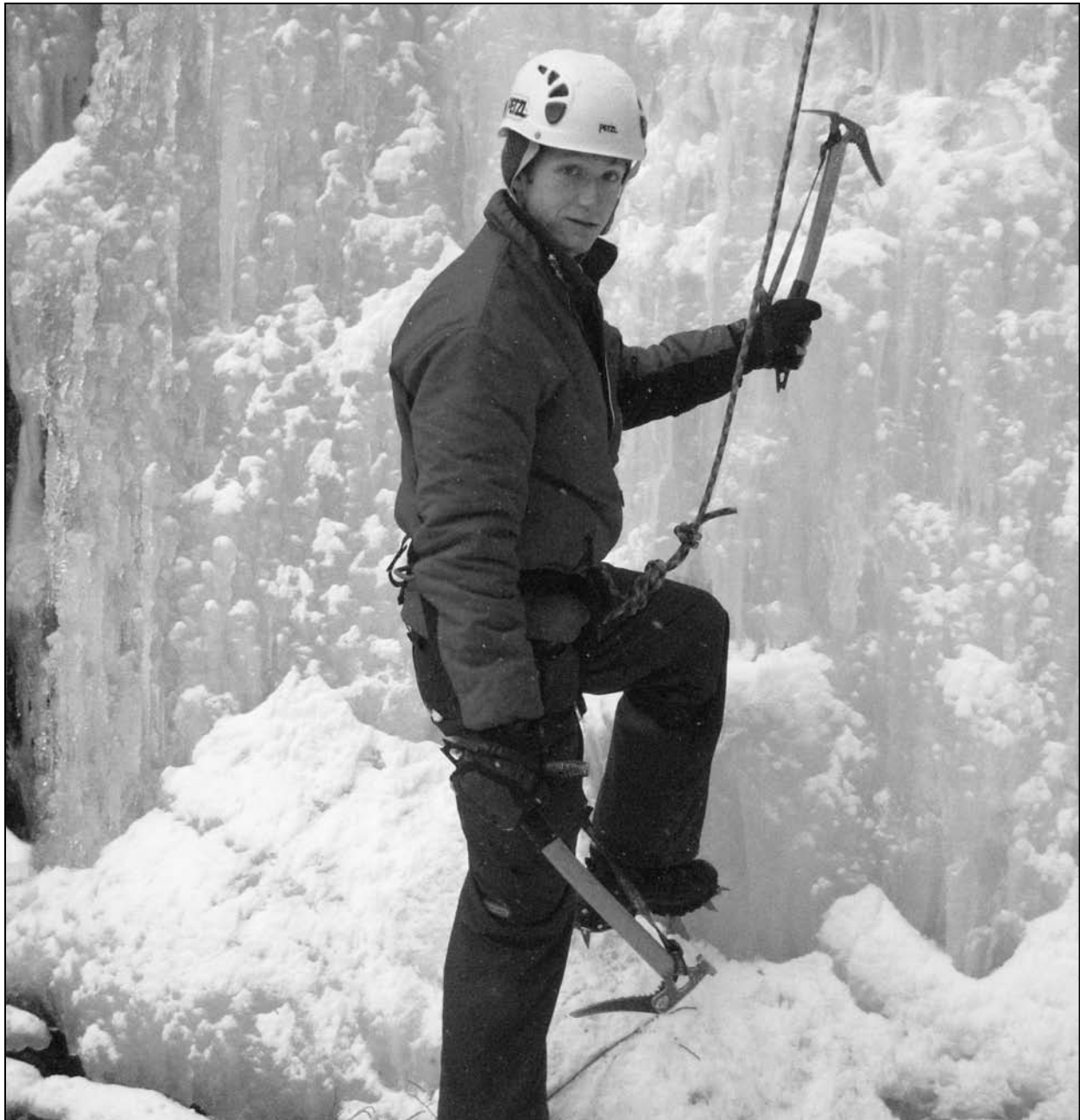




# MODUS VIVENDI

MARCH 2008



**BEAR CREEK ALUMNUS  
ACHIEVES NEW HEIGHTS** *See page 17*

# LETTER FROM THE HEAD



On a recent trip to New York City, I walked through the financial district toward the site of the World Trade Centers and found myself struck by several thoughts. In that place I was keenly aware of the resilience, determination and creativity of human beings and of the power of generational memory.

In the face of a tragedy most of us can only imagine, individual families have begun new lives without loved ones, individual workers have returned to their jobs missing trusted colleagues and the sounds of building have returned to the site. Destruction has been replaced with construction as determined men and women pick up simple tools and begin to build again.

Later, I wandered into the Metropolitan Museum of Art and stood humbled by the endurance of a 5000 year old Egyptian tomb and a room filled with Impressionist paintings by European masters. And, as I write this, I am again struck by the creative ingenuity and dogged determination of so many that now allow me to compose this letter on a telephone in an airplane traveling 400 miles per hour at 36,000 feet.

Humanity is a glorious creation, and our desire to re-create is a reflection of the Lord. When we exercise the gifts of our humanity, whether it be swinging a hammer, painting a canvas, bouncing a ball, leading a team or making an instrument sing we reflect His goodness, but we do not do so in isolation. Each new work leaves an enduring mark for later generations, but each mark originates from the memory of the past. The 12th century theologian and author, John of Salisbury, once wrote, "We are like dwarfs sitting on the shoulders of giants. We see more, and things that are more distant, than they did, not because our sight is superior or because we are taller than they, but because they raise us up, and by their great stature add to ours." I believe he was right, and this is what happens each day at Bear Creek as teachers and coaches raise up the future by pouring themselves into the lives of their students.

Builders design and construct by learning from the successes and failures of the past. Artists paint in reference or in reaction to that which has gone before. Sports team success is measured against the accomplishments of prior squads. Teachers teach much like their mentors did, and musicians gauge their ability in comparison to past masters. None of us is purely individual. We all learn and are shaped by those who have gone before us. In that spirit, please join me in celebrating these individual achievements which add to the generational legacy being formed at The Bear Creek School.

A handwritten signature in black ink that reads "Patrick B. Carruth". The signature is written in a cursive, flowing style.

Patrick B. Carruth  
Head of School

## ROOM 126

*By Shannon DuBois*

The afternoon students in room 126 are exciting newcomers to The Bear Creek School. What's different about the kids in this classroom? They're only four years old!

Introducing the Bear Creek pre-kindergarten class for the 2008-09 school year! An exciting atmosphere of stimulating activities awaits these young students with a curriculum designed to bring out the best in each child. Deliberate interactive centers will incorporate the learning of numbers, phonics, and social skills in the midst of 4-year-old fun. There will be no stifling of creativity and plenty of variety, keeping kids at all levels challenged.

### WHY A PRE-K AT BEAR CREEK?

Having a Bear Creek Pre-K benefits current families, the outlying community, and most importantly, the child. "At least once a month, I get a call asking about preschools," says Karen Blankenbeckler, Assistant Head of School and architect of the new Pre-K program. "Now, instead of directing them elsewhere, I confidently point them to our own in-house Pre-K." Families with older siblings attending Bear Creek will have the advantage of the same, high-quality education and nurturing environment for their younger children, too. Plus, the program will attract new families to Bear Creek, allowing even more children to benefit from a Christ-centered, academically focused education.

### HOW WILL BEAR CREEK DIFFER FROM OTHER PRE-K PROGRAMS?

Unlike some Pre-K programs, the Bear Creek faculty has years of experience running a comprehensive educational program encompassing grades K-12. Karen Blankenbeckler and other developers of the Pre-K program have seen the whole spectrum. They know what's ahead for a child's educational future and can structure an experience that sets Pre-K students up for success. Having a current K-12 program gives Bear Creek the edge for developing what little ones need now to flourish later. "Too often,

we see kids in our kindergarten admissions testing struggling with numbers," says Karen. "They may recognize numbers, but they haven't mastered or internalized the number concept. Without truly understanding what a number means, addition, multiplication, and other math properties become stumbling blocks." Studies show that at particular ages, children are ripe for learning certain ideas. The Bear Creek School realizes the value of catching children at the right stage in their life so they can take full advantage of teaching techniques that blossom later.

Kellie Anderson, who will be Bear Creek's first Pre-K teacher, puts it this way: "Like everything else at Bear Creek, the program will be intentional. There is always a reason behind what we do. Every structured activity has a purpose, has a motive, has a goal."

Besides looking toward a student's future, Bear Creek will keep parents abreast of their child's current progress. At Bear Creek, quarterly report cards and parent-teacher conferences are standard fare. Honing in on a child's assets and areas for improvement provide vital feedback for parents, allowing them to reinforce or strengthen particular areas in their child's growth at a young age. Besides informing the family, evaluations help the school fine-tune areas in their curriculum, painting a clear picture of what is and isn't working.

Finally, Bear Creek stands out by incorporating God into the everyday lessons. As is the case in Bear Creek's K-12 curriculum, a Christian worldview is woven into the learning and experiences students have on a daily basis. These young ones get to learn about God's great love for them and how biblical principles apply to their life and learning.

Whatever God has in mind for Bear Creek, there is one thing that is certain: The same principles that make Bear Creek's current K-12 program exceptional will also apply to Pre-K.

So, where is room 126 anyway? Located at the Bear Creek Redmond campus in the 2/3 kindergarten classroom, the Pre-K will operate Monday, Wednesday, and Friday from 12:15-3:15. The classroom's been decided, the teacher hired, and the curriculum developed. Just one question remains: Do they make Bear Creek uniforms in size 4T?

## WHY GRAMMAR?

by Dr. Earl Nelson

It is safe to say that in modern education the purpose of teaching grammar has been almost entirely forgotten, and so the role of grammar in the modern curriculum is now widely questioned. Classical Christian education is in part an attempt to restore the real purpose of grammar in the curriculum. A typical answer to the question of its purpose might be that grammar teaches students to say which word in the sentence is a verb, which a noun, which the subject of the verb, and so on. This describes some of the content, but not the purpose of grammar. Or grammar's purpose might be to produce citizens who know when to use pronouns like "me" and "I," "who" and "whom" correctly. The normative purpose of grammar is connected to the real purpose, but it still falls far short of being a compelling reason to teach it. Does it matter whether we say "me" or "I?" It does, but why? We may be left wondering: were the ancients really on to something when they put grammar first in the Trivium, or did they just want something with which to occupy (or maybe annoy) their students?

To be sure, in order to use grammar one has to be able to answer those seemingly dry questions: What part of speech is this word? What is its function in the clause? But the essential purpose of grammar is to enable students to read and write complex sentences easily, so they can engage or manage the complex thought such sentences contain without constant struggle with the sentences themselves. In ordinary conversation, most people remain in adequate command of their English. But when you ask students, especially those with little or no grammar, to write about more complex subject matter, English has a notable tendency to start bucking like a wild horse. Such students sprinkle their compositions with pronouns looking desperately for antecedents (what they stand for). Their participles and relative clauses dangle ambiguously. Subjects are not sure of their verbs. Adjectives masquerade as adverbs, commas as periods. The teacher may be able to show students how their sentences might have been better composed, by adding words and moving them about, but without a common set of concepts and vocabulary to discuss these problems

it is like giving a starving man a fish rather than teaching him how to fish. Grammar provides those concepts and vocabulary and makes it possible for students to learn to critique and fix their own sentences. In the process of fixing sentence structure, one often discovers new aspects or ramifications of thought. The effort to express thought grammatically improves the thought, and vice versa. This connection in practice between thinking and sentence structure, is a clue to the ultimate purpose of grammar.

Just being able to read, and actually reading, lots of complex sentences would probably solve many of the problems students have with writing. But fluency in reading such sentences is not a given, and is definitely aided by grammar. A student who can easily identify the internal mechanics of clauses and how the clauses are coordinated has tools with which to unlock the higher levels of meaning in those sentences. The ability to easily navigate complex sentences means the ability to learn and to integrate understanding at higher levels than would otherwise be possible. Without those tools and habits, many students in the higher grades and at university begin to encounter complex sentences which they have difficulty understanding. Simply rereading the sentence may not help. Sometimes such students generate, by guessing, an erroneous meaning for the sentence. If that happens often, a student may well give up on that subject. Such a student might conclude, "I don't like history," without ever really knowing what history is. David Mulroy in a recent book, *The War Against Grammar*, has pointed out that most of the incoming university students in his classes cannot understand the first sentence of the Declaration of Independence. When asked to paraphrase it many of them made up meanings that had nothing whatever to do with the Declaration.

The nuts and bolts of grammar then are linked to something extremely important later in the student's intellectual development. Being able to navigate complex sentences with ease and assurance opens the door to higher levels of understanding by helping one read harder prose, and leads to higher levels of knowledge integration by helping one to write well and fluently about one's own understandings. These two abilities help to open the door for the student to the debate and dialogue about what is true in the various professional fields, and to the larger debate and dialogue about

the fundamental truths that underlie all human understanding and action. In Classical Christian education, the goal is to equip young adults not just to survive the secular culture as Christians, but to be able to engage and even influence that culture. Verbal proficiency, enabled by grammar, enables students to reach both of those goals.

Important corollaries emerge from this view of grammar. First, before students arrive in Upper School they need to have acquired a grammar tool kit adequate to prevent too much discouragement when they run into the challenges of more difficult reading and writing. Second, the most benefit comes to those who develop real fluency in grammar, not just a passing acquaintance with the concepts, soon forgotten. This means being able to use actively and even habitually the concepts and terminology of grammar, the ability for example to identify and correctly name a participle. It becomes a discipline that one uses easily and naturally at need and never forgets. Such fluency requires a substantial commitment of time and effort from teachers and students. The view that grammar instruction belongs in the early grades is traditional. David Mulroy explains why modern educators have actively suppressed grammar from the curriculum (at least in America and England). Classical Christian education (which, by the way, Dr. Mulroy does not mention in his book) aims to restore grammar to the curriculum as part of the curriculum.

In the Classical Christian movement one often hears of the “grammar stage” without much reference to grammar. This is because in her essay *The Lost Tools of Learning*, Dorothy Sayers suggested that teachers think of the “grammar” of various subjects as the facts or basic information of that subject. She was partly right but significantly wrong in one respect: she never gave a coherent argument as to why grammar itself is fundamental in a different way. Neither did Doug Wilson in *Recovering the Lost Tools of Learning*, the book that started the Classical Christian movement. There is a very legitimate need for teaching the essential facts of the various subjects in the early grades. This view of primary education can also be called a stage, since young children are particularly apt to it for developmental reasons. But “cultural literacy” might be a better term for it than the “grammar stage,” since it can be taught without any grammar at all. Classical grammarians taught elemental cultural knowledge

in the example sentences they used, but they were also and more intently teaching grammar itself, because they understood its purpose and importance. While acquiring such cultural literacy is indeed a crucial foundation of classical education, it does not replace grammar or fulfill its function. Grammar helps students understand and use complex sentences well, so they can learn the ways information has been formed into knowledge in the various disciplines. It is the door to higher thinking in every field of knowledge, leading beyond the fundamental elements of knowledge in any discipline.

Lastly, teaching Latin has proven to be a very effective subject to teach grammatical fluency. But to explain why would be the subject of another article.

*Dr. Nelson is chair of the Latin Department at The Bear Creek School and holds a Ph.D. in Comparative Literature from the University of N. Carolina at Chapel Hill.*



*Katie Beman on stage with Bear Creek's cast of Much Ado About Nothing*

## REFLECTIONS ON THE BEAR CREEK DRAMA DEPARTMENT

*By Katie Beman*

Using the word “department” to describe the drama classes taken by many Bear Creek students is somewhat of a misnomer. The word “department” sounds so stale, so sanitary. It’s much more than a “department,” it’s like a family. We have our adopted “Mommy,” Mrs. Lynch, who constantly makes us just one too many cookies at least once a month. But believe me, you won’t see any of us complaining—she is a fabulous baker. We have people from all over the Upper School: the young freshmen who finally get a chance to be in the play, sophomores, juniors, and, if I do say so myself, our awesome senior cast. In many other schools, the drama group is generally a lot of very quirky individuals, and we are no different. Honestly, I am very surprised that we all get along as well as we do. We have shy and boisterous people, tall and short, democrat and fierce republican—yet on stage, it’s a level playing field.

The stage has this amazing ability to turn shy people into the Brutus of ancient Rome, or Odysseus from ancient Greece—the strong willed and strongly voiced heroes. It can take the class clowns and turn them into morose Hamlets or wise old men. However, none of this

is achieved without a great deal of work and many “hit-and-miss” attempts. During rehearsals, Dr. Lynch generally lets us take the reins and let our creative juices flow, but, more often than not, he will challenge us to try it again another way.

The real test of our cast is not (as most people would think) the final play, but the dress rehearsals a week or so prior. Our lot is notorious for having absolutely dreadful dress rehearsals. Costumes aren’t finished, lines aren’t memorized, cues and entrances are missed, props are missing, people are missing...it is anarchy. However, despite everything that goes wrong on dress rehearsal, we manage to pull through—and pull off—a stellar production.

Dr. Lynch is an incredible director. Having essentially grown up in his class, I am amazed that he still loves what he does. In middle school, he cleverly devised many impromptu games that tested our improvisational skills and took all the energy that we had and channeled it into something somewhat productive. However, these improv skills have come in handy on stage far more often than he would like.

A few years ago, we were putting on “The Hound of the Baskervilles,” a Sherlock Holmes production. We had a prop that was essential to the scene that had somehow been misplaced and not put on stage



*Dr. Lynch in action during the dress rehearsal of Much Ado About Nothing*

during the set change. Now generally, when this happens, it is easy enough to bring in the missing letter, candle stick, knife, or whatever the prop may be. However, this missing prop happened to be a table, not just a side table or a coffee table but a table nearly the size of a dining room table. There was no possible way that the scene could continue without the use of this table, so one of our cast members rallied up a few of the "servants" and proudly traipsed on stage with the table in tow. He boldly announced that someone in the room had sent for the table and cleverly made a "stand-up-comedian-worthy" joke about lawyers on his way out. It took all of the stamina that we had ever learned to keep straight faces on stage, and we flawlessly continued. Our audience members had no idea, but Dr. Lynch nearly had a heart attack.

Instead of giving the "WHAT HAVE YOU DONE?!?!?" speech, Dr. Lynch silently walked in to our room where we were all gathered and gravely faced us, none of us daring enough to look him in the eye. Assuming that we were done for, we all fidgeted restlessly in our seats, suddenly having the insurmountable urge to run down the hall screaming and lock ourselves in a dark room until our next performance. Then, at the peak of our discomfort, Dr. Lynch started laughing. "That is what real acting is," he said.

Dr. Lynch has sculpted us from crazy middle schoolers to talented

actors; a feat that no one thought was possible. He has taught us respect, how to be comfortable in our own skin, and the real way to pronounce mature is how the British say it, "MAT-ure." He has taught us that no matter how good you think you may be on stage, something will go wrong, regardless. He has taught us always to be prepared and to be confident when things go poorly, either on stage or in life. He is much more than a director as he is also a friend. He teaches everything by example: patience, intellect, and a sharp wit, and has crafted how to properly convey these essential skills to his students. He is masterful in what he creates – the final production is not merely a symbol of the hard work that we have done, but what Dr. Lynch has nurtured and strengthened in his classroom: a confidence in our own creativity.

*Katie Beman is a senior at Bear Creek and has been attending since 4th grade. Her interest in drama stems from acting in summer plays as a child. Katie has participated in drama nearly every year since 7th grade and has also been involved with yearbook and photojournalism. Along with two other current seniors, Katie participated in a highly selective drama camp in downtown Seattle, which greatly improved her acting skills through understanding of Shakespearian text and medieval fencing with rapiers and daggers. She plans to pursue acting in the future as she heads on to college, but not as her main career.*

## BOYS VARSITY BASKETBALL SEASON RECAP

In a season of “firsts,” the Bear Creek boys varsity basketball team capped off a tremendous season with a 5th place finish at the 2B State Tournament. This special season began back in November. It didn’t take long for many fans to realize that this was a team to be reckoned with. After an overtime victory against Overlake School, many people began to dream of just what this team could accomplish. That question was soon answered. The Grizzlies finished the league season undefeated to claim their **first** ever SeaTac League Championship.

The momentum did not stop there however. The team continued their success as they steamrolled through the Tri-District tournament beating District 1 powers Darrington H.S. and La Connor H.S. It was also at this time that the boys basketball team was named the 2B Academic State Champions with a cumulative GPA of 3.65. With the league title, tri-district title, first ever state appearance, and academic state championship, already in hand, there was only one last goal to achieve.

The boys arrived at State knowing that there was little room for error. After dropping the first round game to Riverside Christian, the Grizzlies were facing elimination. The boys overcame this

adversity and won three consecutive games against Seattle Lutheran, St. George, and Wellpinit High School to take the 5th place trophy. The Bear Creek Grizzlies finished with a final record of 24-3 in a truly spectacular season that will go down as the best in school history.

The Grizzlies were led this year by League MVP Jamie Meyer (sophomore) and First Team All-League members Garrett Benson (senior), and Nate Castle (senior). Kyle Blankenbeckler (sophomore) and Jimmy Rehfeld (senior) were also named All-League Honorable Mention. Congratulations to Coach Moe and all of the players on a job well done.



*Jamie Meyer (sophomore):  
League MVP  
Photo by Cara Linnenkohl (senior)*



*Boys Varsity Basketball Team: Fifth in State  
Photo by Karlee Aronson (senior)*





**Garrett Benson (senior):**  
**First Team All-League**  
*Photo by Cara Linnenkohl (senior)*



**Nate Castle (senior):** **First Team All-League**  
*Photo by Cara Linnenkohl (senior)*

## **GIRLS VARSITY BASKETBALL SEASON RECAP**

The Bear Creek girls varsity basketball team wrapped up another successful season, falling just short of a return trip to the 2B State Tournament in Spokane. The Grizzlies finished the year with a 12-10 overall record and a 4th place finish (7-4) in the SeaTac B League. Kimi Pohlman led Bear Creek, averaging nearly 23 points per game, with Karlee Aronson adding 8 points per game and Megan Cheever adding 7 points per game.

Despite having only 9 players on the team, the Grizzlies persevered in their pursuit

of the State Tournament. In their second straight trip to the District Tournament, Bear Creek fell in the 2nd Round to Northwest Yeshiva, a team they had beaten by 19 points just a few days earlier.

At a post-season meeting of league coaches, Kimi Pohlman was selected First Team All-League and Karlee Aronson was named to the Second Team. With the graduation of seniors Pohlman, Aronson and Cara Linnenkohl, the Grizzlies will look for continued improvement next season from each of their returning players and welcome new teammates to the roster.



**Kimi Pohlman (senior):** **First Team All-League**  
*Photo courtesy of Ron Strandin*



**Karlee Aronson (senior):** **Second Team All-League**  
*Photo courtesy of Ron Strandin*

# ACHIEVEMENTS

As a school, we often focus on the academic achievements of our students; however, students at Bear Creek are also encouraged to be well-rounded. While the school provides athletics, special interest clubs and opportunities for community service, many students shine in their other after school activities. Here are some of their stories.

If your child has a special achievement outside of school, we would love to hear about it. Please send your story to [bearfacts@tbcs.org](mailto:bearfacts@tbcs.org).

## KENNY AND TEDDY DYER

Valley Campus 5th grader Kenny Dyer and his 4th grade brother Teddy are not your typical Grizzly athletes. Instead of spending their time at the gym or on the field, they are on the ice rink both before and after school and many weekends. They are playing “rep” ice hockey for the Seattle Junior Hockey Association, competing throughout the Northwest and British Columbia.

Kenny was recently named the Most Valuable Player at the *Seafair Ice Breaker Tournament* in Richmond, B.C. He was chosen from a field of 6 divisions, with 48 teams and a total of 816 skaters!

In December, Teddy was awarded the overall Most Valuable Player for Sportsmanship at the *North Delta Tournament*. At this tournament elite teams of 10-year-olds from throughout the Vancouver area compete.

On January 1st, 2008, the Dyer family kicked off a new ministry, Hockey 4 Life, based on Ephesians 6:11, “Put on the whole armor of God, that ye may be able to stand against the wiles of the devil.”

## HANNAH HOSTETTER

In December, Valley Campus 1st grader Hannah Hostetter performed in Florida with the Maitland Symphony Orchestra in A *Global Holiday Music Fest*. Hannah’s character was a member of a family traveling the world through music but wanted to return home in time for Christmas. Hannah had solos in *Have Yourself a Merry Little Christmas* and *Christmas on Broadway*. Over 700 people attended the sold-out show.

## CHRISTINE KINDEL

Eighth grader Christine Kindel has taken dance lessons at Elizabeth’s Dance Dimensions since she was young. Last year, she decided to go one step further and joined one of the studio’s performing and competing companies. She now spends 15 hours per week on the dance floor, taking lessons and practicing for upcoming events.

Christine’s company, Mo-Dazz 3B, participates in dance competitions and performances. The nine-member group competes in three dance areas: jazz, tap and lyrical. All of the companies perform in a show called “Mo-Dazz on the Move.”

As well as competing with the group, Christine dances a lyrical solo to *Fear You Won’t Fall*. At the recent Rainbow Dance Competition, Christine won a High Gold Medal for her performance.

But the dancing is not only about a good performance. The dancers are required to participate in community service in the form of a charity show called *Dance for the Cure*. The event raises money for Fred Hutchinson Cancer Research Center and Pete Gross Home. This year’s performance will be held at the Moore Theatre in May.

## MARC MUELLER

Senior Marc Mueller is another Grizzly whose field of competition is in music. In February, he competed in the fourth annual Northwest Chapter of the Chopin Foundation for Young American Pianists. The Northwest Chapter is dedicated to the tradition of encouraging talented young pianists to study and perform classical music. At the statewide competition, the students play the best music of Chopin. Students compete by age group and Marc was one of three winners in his group, Division D. For his win, Marc performed *Ballade in G Minor*. Marc’s performance also earned him a \$500 Helen Belvin Scholarship.

## JAMES HARRANG

Bear Creek senior James Harrang seems to have made the water his second home. This talented Grizzly athlete swims for the Eastlake High School (in Sammamish) boys swim team and is one of the team captains.

On the second weekend of February, James competed in the district meet in four different events: medley relay (breaststroke), 200 yard individual medley, 400 yard freestyle relay, and 100 yard breaststroke. He placed 6th in the breaststroke race and 5th in the other three. Those winnings earned him spots in the state swim meet in Federal Way the following weekend.

James performed well in the state meet. He placed 19th in the entire state of Washington in the 400 yard freestyle relay, 21st in the 100 yard breaststroke and 23rd in the 200 yard individual medley.

As an added twist, another of James' talents was honored at this event: he was invited to sing the National Anthem at the start of the meet!

James has been training in his sport for 11 years on several year-round swim teams. His current schedule is fairly rigorous. He has three morning practices per week before school. After school, he attends his daily high school practice before dashing to Issaquah with his towel wrapped around him for yet another practice. That adds up to 15 practices per week, or about 25 hours. Add

on to this his weekly voice lessons, and you would think he is too busy to do anything else.

But in his life outside the water and being a Bear Creek student, James volunteers every Sunday (unless, of course, there is a swim meet) in a special needs Sunday school class at his church, Pine Lake Covenant. He, along with another man, is usually assigned

to a 16-year-old boy who had an aneurysm. This boy was left with poor speech, a small attention span, and epileptic seizures. James reads to the boy, watches out for his safety during the seizures, and talks about God's love. James also likes working with a young autistic man in the class.

*Public school districts allow an athlete to play for the local public high school team if their sport is not offered at their private school.*



*James is ready for the start*



*James is second in the water, swimming breaststroke in the medley relay*

# ACHIEVEMENTS

In the 5th -8th grade final round, Bear Creek students won three of the four top spots to advance to the regional competition; Dillon Baker placed 2nd, Ben Kelleran placed 3rd and Wenda Hsia placed 4th.

Dillon, Ben, and Wendy advanced to the ACSI Regional Spelling Bee held on March 14 at Three Rivers Christian School in Longview, WA. At the regional bee, Wendy Hsia placed 5th and Dillon Baker placed 6th. They are both alternates for the National Spelling Bee to be held in Washington DC.

## NATIONAL GEOGRAPHIC SOCIETY GEOBEE

Sponsored by the National Geographic Society, the GeoBee is a valuable classroom activity that encourages the teaching and learning of geography. Students in 4th -8th grade participate in a classroom level GeoBee and the top 10 classroom winners advance to the school level of the GeoBee. The winner of the school level GeoBee completes a written test in order to qualify for the state level. There, the top 100 winners in the state come together to compete for a place at the national level GeoBee, emceed by "Jeopardy" host, Alex Trebec. Among other prizes, the winner of the national GeoBee receives a \$25,000 college scholarship.

This year, John Lee (4th grade) won the school level GeoBee. Congratulations to John for his impressive win as the youngest competitor at Bear Creek.



*Ben Kelleran (3rd), Wendy Hsia (4th) and Dillon Baker (2nd) with their trophies at the ACSI District Spelling Bee*

## SPELLING BEE WINNERS

The Association of Christian Schools International (ACSI) District Spelling Bee was held on February 1, where 23 Bear Creek students represented their classes. They competed against 12 other schools and were among 158 total participants.

Grade level winners were as follows:

Grade 1: Alexandra Ryan (1st), Jason Hunt (2nd), Joshua Kelleran (3rd)

Grade 2: Christopher Lee (1st)

Grade 4: Dominic Mein (1st), Michelle Kahue (2nd)

Grade 5: Wendy Hsia (1st)

Grade 6: Ben Kelleran (2nd)

Grade 8: Dillon Baker (1st)

## CONGRATULATIONS UPPER SCHOOL MUSICIANS

On Saturday, February 9, Bear Creek sent 16 students to participate in the Northlake Region solo & ensemble contest at Redmond High School. All of the students brought their "A" games and performed very well. Two of our students were chosen as the region's winners and will go on to participate at the statewide contest in April. Congratulations to Collette Sackman, oboe, and John Geiger, French horn. Also congratulations to Chelsea Frantz, clarinet, chosen as first alternate, and the Women's Vocal Ensemble, also chosen as first alternate.

## ALL-STATE ENSEMBLES

Join us in congratulating the following students who were selected to participate in All-State honor ensembles. The Bear Creek School sent seven students, chosen from over one thousand high-school auditioners from all over the state of Washington. The All-State ensembles were presented in conjunction with the Washington Music Educators Association statewide conference and was held February 15-18 in Yakima, WA.

Selected for all-state choirs: Jackson Brammer, Kelly Chase, Emily Kadeg and Brett Webber. Selected for all-state bands: Collette Sackman and Hye Yoon Song. Selected for all-state orchestra: Rebekah Hamilton

## BEAR CREEK MATH TEAMS WIN COMPETITIONS

Bear Creek 7th grade math teams brought home 1st place and 3rd place wins at the Overlake Math Olympiad held at Overlake School on Saturday, November 10. The team of Andrew Benson, Joshua Cheung, Katie Cho and Yoon Lee took 1st in the 7th grade division. The team of David Broaddus, Hayden McCraw and Tim Van Baak took 3rd in the 6th grade division. Three other Bear Creek teams also competed: Jaco Dippenaar and Anthony Tzen (6th grade division), Rebecca Carlson, Mason Easley, and Henry Johnson (5th grade division), and John Lee, Dominic Mein and Kevin Zhou (5th grade division). The teams are coached by Max Benson, Sandra Ning and Tom Van Baak.

On Friday, December 7, the 7th grade team took 1st place again. The team of Andrew Benson, Joshua Cheung, Katie Cho and Yoon Lee represented Bear Creek at the 7th and 8th Grade "Math Is Cool" Seattle Region Championships at Bellevue High School. They competed in a series of events that included two individual written tests, a team test, a pressure round, mental math and college bowl rounds. Bear Creek's team placed number one among the eight Division II teams at the competition with a score of 39.75, a full 16 points above the score of the 2nd place team.

Then, on Friday, February 1, Bear Creek 5th and 6th grade math teams had an incredible showing at the Mount Rainier High School Math Invitational. They competed in a series of events that included individual written tests, team tests, a pressure round, mental math and college bowl rounds. The 6th grade team of Timothy Van Baak, Hayden McCraw, Jaco Dippenaar and David Broaddus took 1st place among 15 teams from 6 schools. The 5th grade level team of Dominic Mein, Nicholas Mankis, Kevin Zhou and John Lee (all 4th graders competing at the 5th grade level) also took 1st place

against 20 teams from 7 schools. The other 5th grade team of Benjamin Lee, Rebecca Carlson and Bethany Van Baak placed 6th. Of the 11 math team members competing, 8 placed individually.

6th grade level:  
Timothy Van Baak - 1st  
Hayden McCraw - 2nd  
Jaco Dippenaar - 5th  
David Broaddus - 6th

5th grade level:  
Dominic Mein - 2nd  
Benjamin Lee - 7th  
Nicholas Mankis - 8th  
Kevin Zhou - 10th

In March the mathematicians were at it again. Competing in the "Math Is Cool" competition on March 14, the 6th grade team, consisting of Tim Van Baak, Hayden McCraw, David Broaddus, Jaco

Dippenaar, Anthony Tzen and Blake Denniston took 1st place in Division II. Based on their results they have received an invitation to the state "Math Is Cool" competition to be held in Spokane later this spring. Out of the top 10 individuals that received trophies for our division, 5 of them were Bear Creek students!

Individual results:  
Tim Van Baak - 2nd  
Anthony Tzen - 3rd  
Hayden McCraw - 4th  
Blake Denniston - 6th  
Jaco Dippenaar - 10th



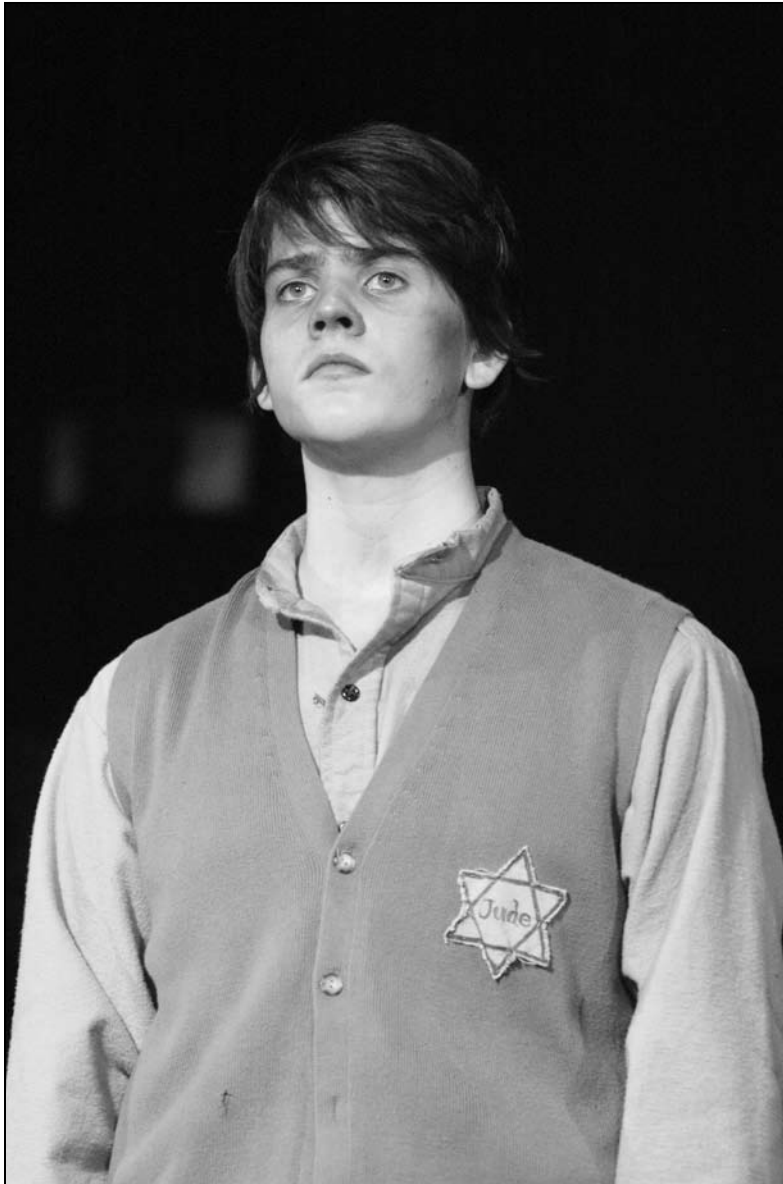
*Bear Creek 4th, 5th and 6th graders with their parents at the Mount Rainier High School Math Invitational*

## I NEVER SAW ANOTHER BUTTERFLY

by Matt Eisenmann

When the image of a butterfly comes to mind, it is likely to conjure feelings of joy and happiness. Words like “Holocaust,” and “hope,” would be unexpected, but once one better understands the Holocaust, he can see how a butterfly is a rich symbol of one of history’s greatest tragedies. The butterfly is often associated with the Holocaust because it is a sign of love and hope that the world is a beautiful place.

When researching the Holocaust, a woman named Celeste Raspanti came upon the book entitled *I Never Saw Another Butterfly*. The book is composed of the artwork of children who once lived in the Terezin concentration camp. After reading the many touching words in the book, she came to the conclusion that this story must be told. She concluded that she must adapt this story for the stage. The play is based on a girl who had been sent to Terezin. Her name is Raja Englanderova. The story follows her and how the Holocaust taught her how to fear, to have courage, but most of all, to love. Raja eventually grew up to survive the Holocaust with nothing but her memories of “...the fields the flowers and all the butterflies” (Irena Act II). I first heard of *I Never Saw Another Butterfly* from a friend who had



Matt Eisenmann as Honza Kosec

previously been a part of the show at another theater. When I heard that Studio East, a local youth theater, was doing it, I said to myself, “I don’t have anything to lose. If I don’t get a part it’s fine, but if I do get cast I’m sure it would be fun and a great learning experience.” When I auditioned I did not know a lot about the Holocaust. Being a Christian teenager, of German heritage, I only knew what I was

taught in school: the killing and the numbers of the dead. I had never heard personal stories of the Holocaust prisoners. I went through the audition process hoping to be cast as Pavel (Raja’s older brother), but instead I got cast as Honza Kosec, Raja’s love interest. Still, I accepted the role with no hesitation and launched into the rehearsal process.

The director of our show, Lani Brockman, had arranged for three survivors to come, tell their stories, and answer any questions we had. I met a fourth survivor at school. When I learned that I had the opportunity to listen to the stories of four Holocaust survivors I was excited, but I did not know what amazing knowledge and emotions their stories had to offer.

The first of the speakers was a woman named Suzie Sherman. Suzie grew up in Poland. She and her family were forced to leave their house when she was very young. The family was on the run, hiding wherever they could. They eventually met a couple in England who were willing to hide them in their

attic. Suzie and her younger sister referred to them as “The Lord and The Lady.” “The Lord and the Lady” eventually came to the decision that it would be safer for the girls if they were to stay in England while their parents left and looked for a safer place to hide.

The two young girls were adopted by the couple and baptized into a Christian church. Suzie's parents came back to England to get the girls, and from there the family left for the United States of America.

After listening to Suzie's amazing story we were free to ask any questions we had. Someone asked her if there was anything she faced today that reminded her of her times during the Holocaust. She answered back with a simple, "the cold." She said that even though her memories have faded, the one thing that sticks out in her mind is being very cold. She was also asked if she had any feeling towards the Germans today. She said that being so young she did not form many negative feelings towards them, but feels that they need to be forgiven. Suzie taught me so much in that one sentence. She taught me that through all the pain and fear she was put through as a child, she still has enough strength to forgive.

Our next speaker was at school, named Thomas (Toivi) Blatt. Toivi is Thomas' Polish name. When Thomas was 16 he was sent to the death camp Sobibor and was put to work. Before long the people in his camp started to plan a revolt against the Nazis that held them in Sobibor. Thomas was a key component in this plan. The revolt was planned to take place on October 14, 1943. Thomas was to bring the Nazis to a building by saying that they had new leather boots that would look great on them. Thomas would lead the Nazi guards into the workshop, and the adults would do the rest. After most of the guards were taken care of, the prisoners ran for their lives. They ran through the fences into the field that led them to safety, but what they did not know was that the field was loaded with deadly land mines. Thomas' coat got caught on the fence, holding him back from being one of the first people out, but it was this incident that saved his life. By the time he had unhooked his coat, all of the land mines had been detonated, allowing him to run away freely.

After the escape, Thomas and some friends needed a place to stay. They found a Polish farmer who said he would take them in and protect them in his barn. In the morning the boys got a rude awakening. The farmer shot the boys and took their money. Thomas was shot in the jaw. He pretended to be dead in order to get away. Many years later Thomas met and married an American woman and made his way to the USA. He lives today with the bullet in his jaw.

Thomas (Toivi) Blatt's story can be seen in a movie titled *Escape from Sobibor*. Thomas has lived one of the most amazing lives. He has many stories to tell of his epic escape, but today he is just like any ordinary man. I learned from Thomas the lesson of courage. Even though he was only 16, Thomas was able to face an obstacle I can't even dream of. He is an inspiration to me for how to live my life.

After the speakers told their stories, we continued with rehearsal, with many new emotions and a new perspective on the story. The whole cast was forced to face emotions we could only grasp due to the stories of the survivors. On a day to day basis we had to deal with stories of death, pain, and torture, but we pushed through together as friends and as a cast.

After five and one-half weeks of rehearsal, the show opened on a Saturday night. The show started and we were as ready as we would ever be. After the show concluded, the audience was silent. There was not much applause, but tears instead. We didn't need applause, as long as we knew the story of these children had been told. I went out to meet the audience and still there were not many words. The show went on changing lives for a six show run. The last show, everyone knew, would be a little more difficult than the rest.

The final performance went on with a little more emotion than normal. After the show we all thanked each other for such a wonderful run and prepared to say goodbye to all the people we had grown to love. The director ended the night by talking to the cast, saying that she could not have hoped for a better show, "We have told the story that needs to be told." She thanked us, and left us with her final thoughts. I prepared to say goodbye to all of the people I had "grown" with, all of my best friends. I had to say goodbye to the show itself, all the emotions, and all the love. I now had a small taste of what all of the people in the Holocaust had to face everyday. We had been through so much together, and we had to part with a simple "goodbye," in hope of seeing each other again.

*Matt Eisenmann, an 8th grade student, has loved acting for as long as he can remember. Matt has been at Bear Creek since kindergarten. When Matt was in 3rd grade, he began acting with Studio East, a local youth theater.*

## OUR OWN ACRE OF DIAMONDS

by Justin Coleman

In Russell H. Conwell's famous speech, *Acres of Diamonds*, he tells the story of a wealthy landowner who sold all that he had and left his farm in search of a mythical mine of diamonds. After traveling the world and spending all he possessed in his search, he took his own life in despair. Weeks after his death, the new owners of his farm were watering their camels when they uncovered hundreds of diamonds in a stream running through the farm. On the very farm of that wealthy landowner was discovered the Golconda Diamond Mine, the largest diamond mine at the time. Imagine traveling the world, spending all of his resources in search of a legacy, when all the time his legacy was at his own home!

The Bible teaches us that our legacy is right at home—in our children. There is no greater legacy where we can invest our time, talents and finances than in the ministry to our children. In fact, our children should be our primary ministry. At Bear Creek, we are partnering with other families who want to change the world by investing in the next generation of leaders—leaders who will bring Christ-centered influence to every vocational field.

The Bear Creek School is our *Acres of Diamonds*. I feel privileged to work with some of Seattle's finest families and foundations who understand that investing their time and resources in the next generation is the wisest way to leave a legacy that will last. I am blessed to be here at Bear Creek, and the more I get to know the school and its families the more convinced I am that this is where I was led to be.

## GETTING TO KNOW JUSTIN COLEMAN, DEVELOPMENT DIRECTOR

**You've chosen a career in development. What is it that motivates and fuels your passion for this position?**

I have to honestly say that my career in development chose me. I have always loved working and interacting with others. I look at my career in development as being a part of the purpose that God created me for. Psalms 3:5-6 says, "Many are the plans of a man's heart, but only God's purpose will prevail." I know that God led me into this profession as part of His plan for my life not mine. How else could someone love asking others for money all day long? I am motivated each day by the reward of seeing others give to something that they believe in. Whether it be their time volunteering or giving a financial contribution, it is exciting to see how much we can make a difference in the lives of others. I have experienced the joy of watching children's lives literally change because of the educational environment that they were able to partake in, due to the generosity of other individuals. I truly believe working in this field allows me to demonstrate "how much better it is to give than to receive."

**What is the greatest reward for you in being a development director?**

The greatest reward of being a development director is having a donor believe in the vision that you are sharing with them. No matter what size the donation may be, if it comes from their heart, it means the world to me. It is really a humbling experience to help others steward the gifts with which God has blessed them.

**It was a leap of faith for you to move your family all the way across the country to become part of The Bear Creek School. So far, how does your experience at Bear Creek validate this leap of faith for you?**

The Bear Creek School is an awesome demonstration of what God can do when we are faithful in the little things. It is hard to believe that this school is only 19 years old. Back East, most independent schools are 100 years old or more. Bear Creek, in some respects, has accomplished more in these few years than some schools have in many. I really sense that Christ is at the center of what we are trying to do here, and I see the evidence so clearly in how much he has blessed this school in such a short time period. I am excited to be a part of this community because I can feel that people really care about this institution and what it is going to become.

**How are you and your family handling the northwest winter with its rain, snow and occasional power outages?**

This weather is nothing compared to the winters in Pennsylvania. When I was home for Christmas, it was 7 degrees outside with 3 feet of snow. I will take the rain any day over that! The Pacific Northwest is absolutely beautiful.



## CALLING ALL ALUMNI

We'd love to include your story, accomplishment, or update in the next Modus Vivendi. Let your classmates, Bear Creek teachers and friends know what you've been up to lately. Graduation? Wedding? New job?

Send email to:  
[modusvivendi@tbcs.org](mailto:modusvivendi@tbcs.org)

### '06 NATHAN JOYNER (pictured on the front cover)

Alumnus Nathan Joyner has been ascending to new heights since he left Bear Creek in '06. He has taken up rock climbing around Ellensburg, where he attends Central Washington University. This recent photo is of his very first ice climb.

The college sophomore enjoys all aspects of the sport, including the camping and hiking that are part of the experience. The English major is so enthusiastic that he takes time from his studies every Friday evening to teach elementary school children to climb at CWU's climbing wall.

### '04 BRITTANY ROBINSON

Brittany Robinson will marry Curtis Kukal on July 19, 2008. The December edition of Modus Vivendi incorrectly listed Curtis' last name as "Price." Although Curtis is cousin to Bear Creek Alumni Caleb and Elizabeth Price, and nephew to Founder, Dr. Nancy Price, his last name is Kukal. Congratulations to Brittany and Curtis on their upcoming wedding.

### '06 KELLI GEIGER

Class of '06 alumna Kelli Geiger has been using her musical talents in a positive way since she graduated from Bear Creek. Kelli has been brightening the lives of homeless children by teaching them to play the violin.

Kelli volunteers at the Union Gospel Mission's Women and Family Shelter in Seattle. She works with the staff of the Children's Activity Center there. Kelli realized that she had more potential students than violins so, at her mother's suggestion, she wrote a letter to Mills Music to see if they would donate any used rental instruments. In August, Mills Music agreed to donate three violins: a ½ size instrument, a ¾ size violin, and a full-sized violin. They said that Kelli's letter was so persuasive, she should consider a career as a grant writer! Mills donated these instruments to the shelter to be used by all the violin students as practice instruments.

Kelli is in her second year at UW, working on pre-requisites to apply for a major in neurobiology. She is also working on a Spanish minor and co-leads a dorm Bible study.

## LOOKING AHEAD

<b>March</b>	
<b>25</b>	<b>All-School Community Service Day</b>
<b>April</b>	
<b>14-18</b>	<b>Spring Break</b>
<b>May</b>	
<b>9</b>	<b>Mothers Tea</b>
<b>15</b>	<b>Young Authors and Art Fair (Valley Campus)</b>
<b>17</b>	<b>Jr/Sr Prom</b>
<b>20</b>	<b>LS Band and Strings Concert</b>
<b>22</b>	<b>MS Band and Choir Concert</b>
<b>26</b>	<b>Memorial Day, No School</b>
<b>29</b>	<b>Young Authors and Art Fair (Redmond Campus)</b>
<b>30, 31</b>	<b>M/U School Drama <i>An Ideal Husband</i></b>

Thank you to: Patricia Jones, Shannon DuBois, Earl Nelson, Nathan Joyner, James Harrang, Matt Eisenmann, Katie Beman, Cara Linnenkohl, Karlee Aronson, Ron Strandin, Alicia Williams and Coralie Weston for their contributions to this issue.

*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.*

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