



# MODUS VIVENDI

JUNE 2008



## SIXTH GRADE ESTABLISHES MEMORIAL GARDEN

Three groups of Redmond sixth grade student government representatives celebrate the planting of the new Memorial Garden at the Redmond Campus. Read about the Memorial Garden project on page 3.

# LETTER FROM THE HEAD



On my office bookshelf sits a paper weight with a quote from William Butler Yeats, which reads, “Education is not the filling of a pail, but the lighting of a fire.” In that quote resides the heart of Christian classical education. At The Bear Creek School, we strive to ignite a passion for learning which is never extinguished. It is our firm belief that once the fire is kindled in an individual student, it will burn for a lifetime and spark others to live well and contribute to the greater good.

Classical education has been at the core of education from the Greeks to today. It existed in Antiquity as the seven liberal arts and was divided into the trivium—grammar, logic, and rhetoric—and the quadrivium—arithmetic, geometry, astronomy, and music. They exist now as the various disciplines we teach—the arts and the sciences. While modern schools still honor the liberal arts with departments and disciplines, the substance and unity of this tradition has been largely lost. Truth, beauty, and goodness are the pursuit of a classical education, but a tension exists within that pursuit. Some argue a classical education is valuable because knowing automatically leads to virtue, so study is valuable in and of itself. Others connect a classical education to a practical end, insisting that knowing and doing explicitly be connected. This friction within the liberal arts tradition, between knowing and doing, has always existed, and it never has been fully resolved. Christ reconciles knowing, doing, and being (Col. 1:17, 20), and the Christian classical education seeks to develop intellectual curiosity and intellectual humility toward all things—the arts, the sciences, the humanities, and the Scriptures. “A little science,” Francis Bacon observed, “estranges a man from God. A lot of science brings him back.” This type of education longs to foster a critical commitment so that we question, probe, examine, analyze, discuss, dialogue, debate, and create. But it is not only about intelligence; it is about our humanity.

The Christian classical education moves us toward “true truth” by encouraging engagement in the Great Conversation from a biblical worldview. As Oxford philosopher J. A. Smith began his lectures, “Nothing that you will learn in the course of your studies will be of the slightest possible use to you in [later] life—save only this—that if you work hard and intelligently, you should be able to detect when a man is talking rot.”<sup>1</sup>

Ultimately, liberation is the goal of a Christian classical education. It seeks re-creation, not merely re-labeling. It strives to create not mere worker-bees who listen to Christian music, score well on the SAT, get good jobs, and accumulate money and toys, but to transform individuals and culture “by the renewing of [our] minds,”<sup>2</sup> a renewal which inflames a passion to live a life of wisdom, compassion, and courage.

*Modus Vivendi* translates this philosophy into a theme—a way of living, and, as we conclude the 2007-2008 school year, this theme is clearly visible in our school community. Within these pages you will find faculty, students, and alumni striving to live out this philosophy in the arts, academics, athletics, and life. I hope you see these accomplishments as evidence of our entire community turning the head-knowledge of a Christian classical education into knowledge which transforms hearts to love the Lord and motivates hands to love neighbors as ourselves. May you be encouraged by the stories of lives well lived as you read this issue of *Modus Vivendi*.

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

<sup>1</sup> Knowles, Jeremy R, Dean of the School of Arts and Sciences. *Remarks delivered at the opening exercises for the Harvard class of 2010*

<sup>2</sup> Romans 12:2.

## MEMORIAL GARDEN PROJECT SIXTH GRADE STUDENTS TELL THE STORY

“The Garden, located between the two libraries at the Redmond Campus, commemorates the parents of children at Bear Creek who have died. The students from last year’s Redmond sixth grade classes started the project because they wanted to remember these parents, not only for their love for their families but for their commitment to helping build the school.”

– Katherine Gomulkiewicz

“The first student government took the idea into consideration and we started to design a set-up for it. We eventually found the right place, but we had to raise money for it. We called the fundraiser Window Washing Wednesdays.”

– Riley Loudenback

“This year we used that money to buy plants and a bench for the garden.”

– Abigail DeGraaf

“We started last year, raising money and planning the garden. This year we finished planning and planting. Now it is a beautiful garden!”

– Mary Brady



“My thoughts of the Memorial Garden are how all of the school helped in this. Upper School students took out the rhodies and we put in the new plants. In that way it matters to all of us.”

– Jared Haman

“We are now washing windows to raise money for plaques and stepping stones.”

– Justina Goldbeck

“I can’t wait until it is full grown and beautiful. I’m proud of how well this turned out.”

– Zoe Ludwig

“The student government met with Mr. Carruth. The approval to go ahead was received this year. The diligent research done by last year’s class gave us a great foundation upon which to build. This year’s class organized the work party, finalized the plant selections, and accomplished the planting of the garden.

We want to thank the Upper School community service committee for their help in removing shrubs and clearing the area to prepare for planting!

Our next steps are to coordinate with the families, purchase the memorial plaques, and mount them for viewing in the garden.”

– Lisa Dineen, 6th Grade Teacher, Student Government Advisor.



## WHY IS LATIN A TOOL OF LEARNING?

By Earl Nelson

In *Why Grammar?* in the March issue of *Modus Vivendi*, I argued that real grammatical fluency is a key that unlocks the door to higher thinking. It accomplishes this by helping students become fluent in the complex sentences that hold that higher thinking. I closed by saying that Latin is a proven means for developing the grammatical fluency students need to become advanced learners and to be able to engage the secular culture in dialogue as Christians. There many very excellent reasons for studying Latin, but here I will only focus on why Latin is a means to grammatical fluency. To explain why will involve reflecting a little on how we learn language and on the structure of English and Latin. Finally, if it is a proven means to grammatical fluency, we will naturally wish to know why modern schools abandoned it.

When we first learn language as infants, we don't learn it self-consciously. We learn spoken language first, primarily by imitating our mothers. We learn to recognize the meanings of simple English sentences immediately as wholes, without reflecting on how language carries those meanings. We are designed to learn to use language unconsciously, but only at the level of daily conversation. But very early in life, when we enter school, we begin to learn at a level that demands more and more complexity and more integration of that complexity. We begin to learn to use language intentionally, realizing that we have to pay careful attention to how we express something in order to be understood. And most students begin to understand that using language well at these new levels can be a challenge without tools and training. That is why they are going to a class—English—on the language in which they

already think, but which they do not know. The early grades then are an opportune time to begin grammar and Latin.

It is at this point that we begin to notice that the grammar or structure of English does not present itself very easily to the native speaker of English. It is hidden almost exclusively in word order. We are used to forming our sentences as wholes, without thinking about or noticing the structure, and at the level of everyday conversation this works. It will naturally be difficult to think about our native language, because we are always thinking in the language itself. But, it is also simply a hard fact of life that English hides the secrets of its structure in word order. The students see the meaning of the sentence as a whole, they learn to shift their attention to the parts and how they are organized into the whole. Young students often see no point in the exercise: it is usually obvious what the simple example sentences mean.

So, what if we were to offer the young students a grammar puzzle, the solving of which depends on becoming fluent in grammatical concepts (subject, verb, direct object)? They naturally would like to know what the words mean, but the meaning does not appear instantly as a whole to their minds. In English, subjects come before their verbs, and indirect and direct objects after, as in *the boy gives the girl a rose*. We know the meaning relationship of all of them without identifying the parts. We think the whole. But in the grammar puzzle we will present to the students, the words will have other cues—the word endings, not word order—to establish the meaning relations. What looks like *a rose gives the girl the boy* (according to word order) will actually mean *the boy gives the girl a rose* (according to word endings). Because the students must learn a set of cues very different from the ones English uses, they will now have to start to do consciously what in English they did

***In sentences of average complexity, they [students] don't have to puzzle out the structure but recognize it immediately...modern languages rely heavily on word order, so they do not provide the same intense level of grammar challenge.***

unconsciously. The grammar puzzle is of course a simple Latin sentence.

As the sentences become more complex, more and more of the grammar or sentence structure that is also at work in English, but in a more hidden way, becomes transparent in Latin. As they begin translating Latin into English, they will transfer the now consciously held grammatical concepts to English. The more Latin they learn, the easier grammar becomes. Advanced Upper School Latin students tell me they now read the inner workings of English, obscure and troublesome before, like an open book. They easily identify problems with relative pronoun antecedents, or dangling participles. They understand conditional statements and why sometimes we need to use the subjunctive for clarity even in English. In sentences of average complexity, they don't have to puzzle out the structure but recognize it immediately. They are not even terrorized by Milton's difficult word order in *Paradise Lost*. They are not stymied by complex sentences, and thus are free to engage the thought in those sentences.

The question arises why Latin is better than modern foreign languages for this purpose. First, because these modern languages rely heavily on word order, just as English, so they do not provide the same intense level of grammar challenge. Students can often get the meaning without thinking grammatically. Another difference lies in the systematic use of translation in the Latin class. The student transfers grammatical knowledge from Latin to English by translating. But the French or Spanish teacher needs to avoid translation into English, and maximize the student's opportunities to practice listening comprehension and oral production in the target language. Finally, there is the link between Latin and English vocabulary. By one estimate I have seen, fully 60% of English words use Latin roots. I often hear

that one should learn Latin to improve one's English vocabulary, and this is true, but it is probably less important than learning grammar. The overwhelming influence of Latin vocabulary on English is, however, a strong reason to favor Latin over other ancient languages such as Greek. However, it is interesting to note that since students with Greek and Hebrew show the same considerable improvement as Latin students, compared to students of other languages on the SAT Verbal, it is apparently the grammar expertise acquired and not the vocabulary that makes the most difference. Grammatical fluency also makes learning modern languages much less difficult.

But if grammar is such essential training for learning advanced subjects, one naturally wonders why American schools generally (though not classical schools) have abandoned the teaching of grammar and Latin. There are various contributing factors, but I will suggest here that the primary one is our American pragmatism. One needs a theoretical grounding to see clearly the purpose of grammar, including having a thorough training in grammar and Latin oneself, to see how they fit together in a well-designed curriculum. The educators in charge did not have such an education or such a theoretical grounding. They decided it was just another of those ancient superstitions, as it were, like so many others they feel have been abandoned to the benefit of all in this modern age. Grammar is of enormous practical benefit for educated people, but its usefulness is not obvious at first glance. To be sure, American pragmatism is very often a great virtue, but it is an ancient axiom that all virtues can be turned to vice.

*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.*

***The more Latin they learn, the easier grammar becomes. Advanced Upper School Latin students tell me they now read the inner workings of English, obscure and troublesome before, like an open book.***

***See Alumnus Evan Dunn's top ten reasons to study Latin on page 15.***

## AN INSTRUMENT OF GRACE

“In the act of service, two parties will meet in humility in order to serve a need. It is at this point that service is revealed for what it truly is: an instrument of grace from our Lord and Savior.”

– Julian Calcagno, senior

During mid-winter break this past February, the Bear Creek missions team travelled to Hattiesburg, Mississippi, to serve the community which was devastated by Hurricane Katrina. Elissa Bell, Upper School chemistry teacher, led the group of eighteen students and five chaperones as they helped build houses and interacted with local nursing home patients and shut-ins. The team partnered with World Servants ([www.worldservants.org](http://www.worldservants.org)) and Ebenezer Baptist, a local Hattiesburg church, to identify service opportunities.

“They’ve been through so much, and have so much to worry about, but they still are able to be joyful in the fact that the love of Jesus Christ is something that can’t be destroyed by even the most terrible hurricanes.”

– Cameron Kesinger, freshman



While in Hattiesburg, the team worked on two construction projects. One project involved re-roofing a house and then installing insulation and a new ceiling. At a second house, the team helped out by removing ceilings, mudding, and painting.

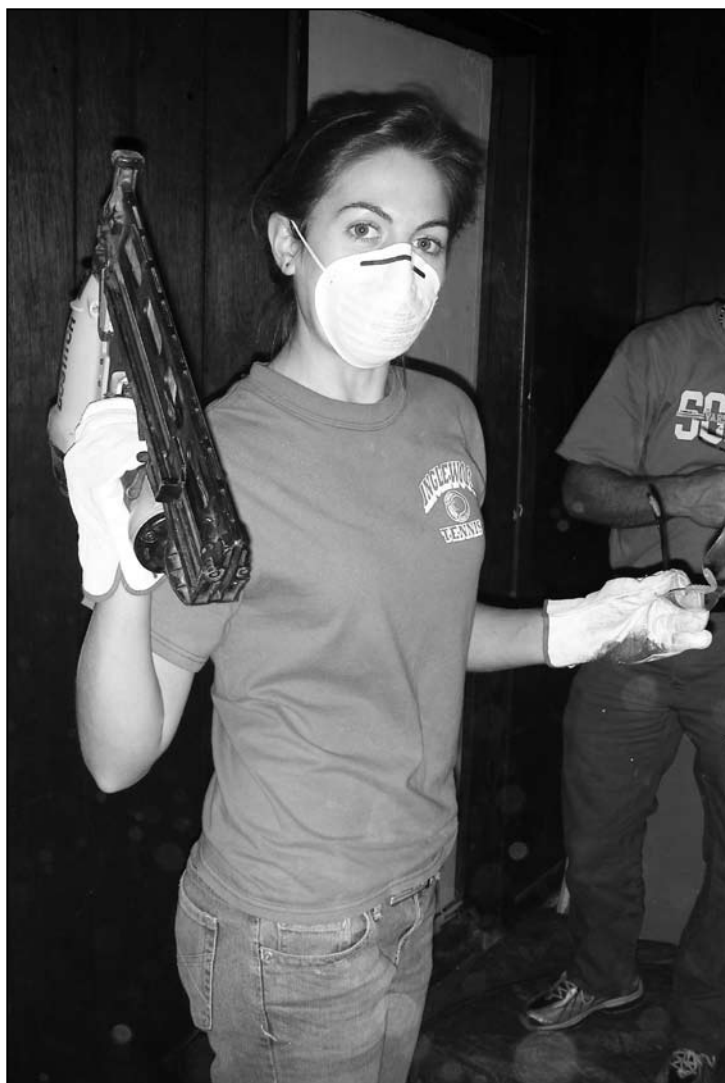
“The people of Hattiesburg were extremely grateful to have us and so accepting of us despite the differences we might have had. After working at one of the houses, the owner took the time to give each and every one of us—sawdust and tar-covered—a hug and a grateful ‘thank you’.”

– Cameron Kesinger, freshman

“As I talked to the young women my age, I realized how blessed I am in my life and my community. It’s amazing how much I take for granted. Even coming home to a clean bedroom with a sturdy roof is a privilege that many people don’t have.”

– Molly Miller, junior

In addition to these construction projects, the students also visited nursing homes, where they did crafts, sang and prayed together with patients. Finally, members of the team visited with shut-ins from Ebenezer Baptist Church.



“On the trip, God helped me to stop focusing on myself and what I was expecting to get from the trip, and focus on what was going on around me and what I could do to bless others. By trying to adapt my mindset to one that Jesus would have had, I was able to touch and be touched by the people. When I tried to forget myself and tried to love and serve others wholeheartedly, it was in those moments that I experienced the ultimate joy that comes in knowing and serving for Christ.”

– Jeanine Gorzalski, sophomore

Traditionally, Bear Creek sends out a mission team each school year. Previous Missions have served communities in Honduras (2004), Grand Bahamas (2005, 2006), and Seattle (2007). Praise God for the impact He makes on our students and those they serve in His name!

## OREGON SHAKESPEARE FESTIVAL

By Abby Gomulkiewicz, freshman

The Bear Creek School strives to educate its students in a nurturing environment so that each of us becomes the person God intends. The drama program is a special place where Dr. Ronald Lynch and "Drama Mom," Mrs. Patty Lynch, care for and nurture students. In his drama classes and play productions, Dr. Lynch welcomes each individual and, as he tells us repeatedly, works to develop our acting skills and our character. The drama department provides us with a warm community in which we are allowed to embark on our journey through different characters who may, perhaps, be our polar opposites, but who teach us about ourselves and our world.

As part of that journey, seven Upper School and four Middle School drama students, as well as five chaperones including Dr. and Mrs. Lynch, travelled to Ashland, Oregon, over spring break to attend the Oregon Shakespeare Festival. This Shakespearean Festival trip provided an opportunity for us as students to see world-class theater, to develop our dramatic skills and to enjoy one another.

The drama group watched four amazing plays produced by inventive directors and highly talented actors and actresses. The first play entitled *The Clay Cart*, written over 3,000 years ago in India, told a story of forbidden love, stolen jewels and rebellion. All of the students and parents were enchanted by the wooden flute with its melodious sound, women dancing in colorful saris, and pillows in orange, red and blue flying across the stage throughout set changes.

Next, the group watched a modern interpretation of Shakespeare's comedy *A Midsummer Night's Dream*. This atypical production was lighthearted and entertaining. While characters dressed in flashy metallic clothing, a tie-dyed love bug van drove onto the stage, and fairies danced to loud music with bright lights and a disco ball. Many in our group loved this version of *A Midsummer Night's Dream*, although others thought it strayed too far from traditional Shakespeare.

In contrast to the first two fun, lighthearted plays, the final plays worked with more intense themes. Everyone enjoyed August

Wilson's Pulitzer Prize winning play *Fences* which related the struggles and joys of an inner city African American family before the Civil Rights Movement. The play dealt with father/son relationships, the importance of staying true to family, the choices faced, the struggle to fit in this world, and how to make the best out of every situation.

The final play, *Coriolanus*, dealt with the power struggles between the Roman Senate and military. This classic Shakespeare tragedy was

set in modern times with characters carrying machine guns, cell phones and laptop computers. This modern aspect did not detract from the message which cautioned the audience about the power of the mob and stressed the importance of humility in leaders.

As students we, participated in prologue discussions before each play, took a backstage tour of the Shakespeare Festival stages, and participated in a number of workshops. The first workshop focused on stage combat where we learned to throw punches and knock someone to the ground (all fake of course). During that workshop,



Students learn the art of stage fighting from an instructor at the festival.



the drama students also experimented with the mystery and beauty of drama with a mask. One highlight of this workshop was when two people put on the same mask, but produced completely different characters through body language, voice, and movement. Another workshop dealt with the importance of movement while talking and the enunciation of certain words. Dr. Lynch told us that all of the instructors were impressed by the knowledge, especially of Shakespeare, the creativity, and the professionalism of the Bear Creek students.

One highlight of the trip occurred on a dance floor during our dancing lessons. As Mrs. Lynch said, “All the students looked very tense at the beginning but by the end, all were dancing and smiling.” The dance mistress taught us the foxtrot, tango and swing. We had a ball, moving quickly to different rhythms and laughing. Dr. Lynch danced with the students, too, and then he escorted Mrs. Lynch to the dance floor—that’s when we saw the real experts! They were amazing and so much fun to watch.

The backstage tour allowed our group to get up close to the hidden essential parts of the productions. We journeyed through the inner parts of three theaters including the outdoor Shakespearean theater, which was the first large theater built in Ashland. We learned about the props, costume changes (which can occur in thirty seconds), entrances and exits, and set changes made by crews for the different plays throughout the day. The guide, an actress from *A Midsummer Night’s Dream*, told us about the camaraderie among the actors and described how one can become an actor in Ashland. She explained that the actors view themselves as a team

trying to put on an appealing production and are not competitive with each other.

We also learned how craftsmen and designers made the stages, props, and costumes. They are amazing pieces of artwork. As someone who designs clothes and sews, the most amazing fact I learned was that it takes over two hundred hours to make just one dress—which is never reused at another Festival. This amount of sewing time is also the exact amount of time the actors have to practice before they publicly perform a play.



*Our group discovering the relationships between the main characters in Coriolanus, one of the plays viewed at the festival.*

Attending the plays, workshops, and tours kept us busy, but, despite the schedule, we found time to walk around Ashland and enjoy time with one another. The fountains, unique shops, homemade ice-cream, and Starbucks were all favorites of our group. All too soon though, the time in Ashland was over, and the students and chaperones headed back to Redmond. We will remember fondly those few but wonderful days in Ashland with lots of smiles and laughter. This educational trip perfectly complemented Bear Creek’s classical Christian education. As Paul Heine, a chaperone,

said, “This should be something that the drama department does every year.” This truly was a once in a lifetime trip!

*Abby Gomulkiewicz is in ninth grade at The Bear Creek School, which she had attended since kindergarten. She has participated in the drama department for three years. Her favorite part of drama is the friends she has made. Outside of school Abby likes to Highland Dance and play the trumpet.*

## **BEAR CREEK MATH TEAMS DOMINATE**

The Bear Creek 4th, 5th, and 6th grade math teams placed 1st, 2nd, and 1st in the Math is Cool masters competition in Spokane on May 17. All three teams earned the privilege of participating in this state competition by qualifying in regional events. The Bear Creek School was one of 34 schools from all over the state competing in Division II.

In their grade and division, the 6th grade team of Hayden McCraw, Jaco Dippenaar, Anthony Tzen, and Tim VanBaak took 1st place. The 5th grade team of Ryan Caraway, Rebecca Carlson, Benjamin Lee, and Bethany VanBaak took 2nd place. The 4th grade team of Nicholas Mankis, Dominic Mein, Kevin Zhou, and John Lee took 1st place.

Individual results were:

Grade 6  
Tim VanBaak – 5th place  
Jaco Dippenaar, Anthony Tzen, and Hayden McCraw – in a 5-way tie for 8th place

Grade 5  
Rebecca Carlson – 4th place  
Benjamin Lee – 8th place

Grade 4  
Dominic Mein – 2nd place  
Nicholas Mankis – 4th place  
Kevin Zhou – 7th place

## **MATH OLYMPIAD COMPETITION**

Bear Creek Math Teams took prizes at the Washington State Math Olympiad held at the John Stanford International School in

Seattle on May 3. Congratulations to the following teams:

Grade 7 boys team - Andrew Benson, Anthony Tzen (grade 6), Joshua Cheung, and Yoon Lee earned a medal for short problems.

Grade 7 girls team - Kaley French, Katie Cho, Sarah Witt earned a ribbon for significant problems and ribbon for short problems.

Grade 6 boys team - David Broaddus, Hayden McCraw, Jaco Dippenaar, Tim Van Baak earned a ribbon for significant problems and a medal for short problems.

Grade 5 boys team - Dominic Mein, John Lee, Kevin Zhou, Nicholas Mankis (all grade 4) earned a ribbon for short problems.

Grade 5 girls team - Bethany Van Baak (grade 4) and Rebecca Carlson earned a ribbon for short problems.

## **ACSI MATH OLYMPICS RESULTS**

On April 11, Bear Creek sent 3rd and 4th graders to compete against students from nine other Christian schools at the ACSI Math Olympics. Congratulations to the following Bear Creek students who represented their classes (listed here along with the ribbons they earned):

Grade 3 Computation  
Angela Tzen - 3rd place  
Alex Weaver - 4th place  
Michelle Zhang - 5th place

Grade 3 Reasoning  
Scott Carlson - 1st place  
Alex Rhee - 2nd place  
Karsten Kohout

Grade 4 Computation  
Silas Chu - 1st place  
Jordan Block - 5th place  
Patrick Brady

Grade 4 Reasoning  
John Lee - 2nd place  
Bethany VanBaak - 3rd place  
Kevin Zhou - 4th place

## **JOHNS HOPKINS CTY SUCCESS**

Sixteen Bear Creek students will be recognized at a state awards ceremony, where they will receive a special State Award with High Honors for their outstanding performance in the Johns Hopkins University CTY Talent Search.

Middle School: Andrew Benson (Math), Jeffrey Burge (Math and Reading), Katie Cho (Math), Sam Stansell (Reading), Joy Twentyman (Reading), and Lucas Fernandez (Math and Reading).

Lower School: Justin Buckley (Math), Ryan Caraway (Verbal), Justina Goldbeck (Verbal), Whitney Hom (Math), Ethan Kusters (Verbal and Math), Benjamin Lee (Math), Naomi Lee (Math), Hayden McCraw (Math), Chandler Woodruff (Math), and Kevin Zhou (Math).

For further information about CTY, see [www.cty.jhu.edu](http://www.cty.jhu.edu).

## **ACSI DISTRICT SCIENCE FAIR**

The Bear Creek School took 1st place among the eight schools that participated in the ACSI District Science Fair on April 25. All 11 Bear Creek students, who were selected to represent their classes at the science fair, received a Superior ribbon. Congratulations to the following 5th grade students: Ryan Caraway, Benjamin Lee, Drew Yutrzecka, Annika Hoiem, Josh Behm, Grace DeGraaf, Colin Diamond, Julia Scambray, Kenny Dyer, Rachael Burch, and Emily Huston.

## **ACSI SPELLING BEE**

Dillon Baker (grade 8), Ben Kelleran (grade 6), and Wendy Hsia (grade 5) represented Bear Creek at the ACSI Regional Spelling Bee on March 14. They competed against contestants from Oregon, Idaho, and Washington. Wendy Hsia came in 5th place and Dillon Baker came in 6th place. Wendy and Dillon are alternates for the ACSI National Spelling Bee that will be held in Washington DC.

## **BOYS VARSITY TENNIS TEAM EARNS ACADEMIC STATE CHAMPIONSHIP**

The boys tennis team was named Academic State Champion for 2B with a GPA of 3.560. This is the second academic state championship of the year for Bear Creek as the boys basketball team also took home the honor.

## **WIAA/WMEA WASHINGTON STATE SOLO & ENSEMBLE CONTEST**

Competing against students from high schools all over the state of Washington, Bear Creek women's vocal ensemble received an Honorable Mention at the WIAA/WMEA Washington State Solo & Ensemble Contest. The competition was held April 25 - 26, at Central Washington University. The vocal ensemble earned the invitation to compete in the Women's Large Vocal Ensemble category in February. Please congratulate Rebekah Hamilton, Collette Sackman, Molly Miller, Kelly Chase and Emily Kadeg on their fine performance.

Collette Sackman also performed in the oboe category and John Geiger performed in the French horn category at the WIAA/WMEA Washington State Solo & Ensemble Contest.

## **ACSI CHOIR FESTIVAL HONORS**

The US Choir attended the ACSI Choir festival March 18-19. Twenty-two high school choirs attended the festival which was held at SPU; the choirs came from all over Washington and Oregon. During the two day festival the choir students were involved in a number of different activities. Students came to the festival with six prepared pieces which they rehearsed with the mass choir comprised of all of the choir students from the participating schools. Additionally each individual school choir performed two pieces for the adjudicator. The Bear Creek School Choir received a "Superior" rating, the highest possible.

Students also performed piano solos, vocal solos, duets, and in small or large vocal ensembles for an adjudicator during the two day festival.

Marc Mueller (senior) was chosen as the winner in the piano category.

The Bear Creek School Choir was chosen as the winner in the large school category.

## **JOURNALISM AWARDS**

At the Washington Journalism Education Association State Conference held on March 15, two Bear Creek journalism students received "Excellent" ratings in the write-off competitions:

Kara Heiser (senior) for Newswriting  
Georgina Wadhvani-Napp (sophomore) for Feature Writing.

## **BEAR CREEK CHESS CLUB FINALE**

On April 26, 1422 young chess enthusiasts gathered for the Washington State Elementary Chess Championships. Congratulations to the following nine Bear Creek chess club members who qualified to represent our school by scoring 3.00

points out of a possible 5.00 points at a sanctioned scholastic chess tournament this year: Adesuwa Agbonile, Justin Buckley, Ryan Caraway, Zecky Cheung, Ethan Kusters, Matthew Mistele, Gabriel Muzio, Zachary Muzio and Luke Poling.

## **BEAR CREEK ATHLETICS**

The spring sports season has come to a close and a number of Grizzlies had great showings at State. In golf, Sydney Conway followed up her State Championship run in 2007 with a 2nd place finish this spring. Johnie Freatman placed in the top 20 with a 19th place finish for the boys. Eli Sanger, Gannon McCahill, and Kaile Worman also qualified for State in golf.

In Tennis, Tim Hughes finished 2nd at the Emerald City League Championships and came within one match of qualifying for the state tournament.

The Track and Field team had a record turn-out this season and qualified 15 of its participants for the State meet. Garrett Benson led the charge and placed 7th in the state in the 110M hurdles. In addition to his State success, Garrett was named SeaTac B Male Track Athlete of the Year. Throughout the 2008 season, six Bear Creek records were broken including:

- 110M Hurdles (Garrett Benson)
- 4X100M Boys Relay (Garrett Benson, Marc Mueller, Todd Lien, Jimmy Rehfeld)
- Boys Discus (Erik Richardson)
- Girls Pole Vault (Catherine Pomeroy)
- Girls Javelin (Emily Kadeg)
- Girls Discus (Megan Cheever)

Bear Creek is able to "share" a baseball team with Overlake High School and was represented with 5 boys (Trevor Kowal, Josh Erickson, Jamie Meyer, Lucas Peterson, and Chris Pederson). After a successful regular season, they came within one game of reaching state.

# ACHIEVEMENTS

## **BIBLE QUIZZER WINS UNDER PRESSURE**

Anna Holtzman (freshman), along with her team from Timberlake Fellowship, competed in the Northwest Regional Bible Quizzing Finals in Eugene, Oregon in April. Anna's team won in the Young Teen Veterans Division when Anna correctly answered the sudden death tie-breaking question. Anna also finished in 7th place overall.

## **MUSIC FESTIVAL HONORS**

Katie Gomulkiewicz (grade 7) received a rating of "Superior 1+" for her flute solo at the Lake Washington School District, Junior High Solo Ensemble Festival on Saturday, May 10, at Evergreen Junior High School. Katie played: First Movement of Sonata in G (No. 2) for Flute and Pianoforte by J.K. Vanhal, an 18th century Czech composer. She was accompanied on the piano by Julann Faris.

## **YOUTH THEATRE NORTHWEST**

Olivia Ochoa (grade 8) auditioned for and won roles in two locally produced plays. In March, Olivia played the role of one of the "mean girls," Jessie, in A Little Princess at Youth Theatre Northwest (Mercer Island).

## **EAGLE SCOUTS**

Congratulations to William Noble McCahill (junior) and Ryley Scott Watson (junior), who have completed the requirements for the Boy Scouts of America's highest rank, Eagle Scout.

## **NATIONAL SCHOLASTIC HIGH SCHOOL CHESS TOURNAMENT**

Over spring break, Blake Dixon (grade 8) competed in the National Scholastic High School Chess Tournament in Atlanta, Georgia. In the U1600 section he won 5 1/2 of his seven rounds placing 11th out of 277 students.

## **GYMNASTICS REGIONALS**

Lauren Adkins (grade 7) ended her gymnastics season competing at Regionals (Junior Olympics) in Spokane Washington the weekend of April 18. This meet had in attendance the top 300 gymnasts from WA, OR, ID, MT, HI, and AK. Lauren placed 5th in vault, 6th on beam, and 4th on floor, placing her "6th" in the total All-around with a score of 37.375. This is out of a perfect score of 40.00. Lauren is a level 8 gymnast at Gymnastics East in Bellevue and aspires to become a level 9 this summer.

## **VOLLEYBALL PLAYER IN JUNIOR OLYMPICS**

Katie Wolfram (junior), along with her Washington Volleyball Academy Under-17 team, has qualified to compete at the 2008 Junior Olympics in Dallas, Texas.

## **NATIONALLY RANKED TENNIS PLAYER**

Jake Imam (grade 8) is currently ranked 85th in the country in the USTA Boys 14 division following several appearances in national tennis tournaments. Jake began the season ranked 590th at his first national tennis tournament last December.

## **SOFTBALL STATE CHAMPIONSHIP**

Kimi Pohlman (senior) led the Eastlake Wolves to an upset victory over Shadle Park High School in the 4A State Championship game. Kimi was also named to the Seattle Times All-Area softball team, and received the honor of being designated Seattle Times Girls Star of the Year (eastside area). Kimi will play softball next year for the University of Washington.

## **BASKETBALL HONOR**

Jake Springfield (grade 8) has been invited to the Adidas Phenom150 camp in San Diego in June. The camp is available by invitation only to the top 150 rising freshmen and sophomore basketball players. This is a great opportunity to train and play with other basketball players from across the country.

## **SWIM CHAMPION**

Zach Alleva (grade 8) qualified to race in several events at the Northwest Section 2008 Short Course Age Group Championships in March. Hundreds of swimmers came from Alaska, Hawaii, Wyoming, Idaho, Montana, Oregon and Washington to compete. Zach was the fastest swimmer from Washington state in the 13-year-old Boys 100-yard Breaststroke placing 6th overall. He also placed 16th in the 11-13 year old Boys 200-yard Breaststroke.

## BOOK REVIEWS

Our students aren't the only members of the Bear Creek community who have achievements to celebrate. Veronica Tabares, Bear Creek head librarian; and Anthony Gill, father of Victor Gill, grade 2, both wrote books that were published this year. Read more about their books below:

### **BEHOLD THE EYE: BRAUMARU**

**Author, Veronica Tabares**

#### **My Dream Book...Literally**

Review by Jesse Wetter (senior)

I am positive that most of us have awakened one morning wishing that the dream we had the night before was real, or that you could go back to a place you had visited in a dream. Maybe you can, but you just haven't tapped into that untrained ability.

*Behold the Eye: Braumaru*, by our very own Veronica Tabares, is the first book I have read that is based on dream travel, and certainly one of the few fantasy books I have enjoyed. While most of the fantasy genre leaves me feeling like I've just left the Twilight Zone, *Braumaru's* concept of dream travel piqued my interest. A reality in the book, dream travel serves as the bridge between two very different worlds, and it is not long before the plot keeps you turning the pages.

There are two things that were particularly interesting to me in *Braumaru*. The first, of course, was the ability for the characters to interact with worlds and other people through dreams. The second, though, was the root of this ability and others, which is the significance of eye color. The characters' eye colors serve as indicators of certain abilities, which will tie this book to the next two in the *Behold the Eye* trilogy.

As the main character is a sixth grade girl, I would place the target audience as 4th

through 8th graders. However, it is really for anyone who has dreamed of dream travel or enjoys fiction with a captivating plot. I certainly am waiting impatiently for books two and three to be released.



Illustrations for *Behold the Eye: Braumaru* were done by Tara Tabares, graduating senior of Roosevelt High School and daughter of Veronica Tabares.

### **THE POLITICAL ORIGINS OF RELIGIOUS LIBERTY**

**Author, Anthony Gill**

It has been called the First Freedom. The freedom of conscience, encompassing the all-important right of religious liberty, was considered so valuable by America's Founding Fathers that they incorporated it as the First Amendment of the U.S. Constitution. "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof..." The story of how this came about is a fascinating one.

While we often take our religious liberty for granted today, such freedom has been historically uncommon. Throughout the ages governments have often imposed strict regulations on religious minorities and exercised tight control over state-sponsored churches. In his new book, *The*

*Political Origins of Religious Liberty*, Anthony Gill (a Bear Creek parent) examines how religious liberty has developed over time in the United States, Latin America, Russia and the Baltics. While the concept of religious liberty has been appealing to many scholars since the Enlightenment, it actually took some fierce political maneuvering to see such freedom become a reality.

One of the most interesting findings of the book is that America has not always been a bastion for religious freedom. While the Puritans fled to the British American colonies in the early 1600s to escape persecution and harassment in England, they were quick to set up a system of government that restricted the rights of other religious minorities such as the Quakers, and later the Baptists and Methodists. In the Massachusetts Bay Colony, only Congregational members in good standing had the right to vote or hold public office. Non-Congregationalists were required to pay taxes to support the Congregational Church in addition to tithing to their own preferred denomination. In the southern colonies of Virginia and the Carolinas, the Anglican Church maintained similar laws.

Despite the monumental achievement of writing the First Amendment, the struggle for religious freedom continued throughout U.S. history and remains an ongoing battle for religious believers. Catholics, Mormons and many other religious denominations faced severe restrictions on their right of free practice at various times throughout our history. And today, even in our own community, churches face property restrictions imposed by local governments that inhibit believers from carrying out their mission of spreading the Gospel to the best of their ability.

Dr. Gill's *The Political Origins of Religious Liberty* examines how religious freedom was won (and sometimes lost) in Latin America and Russia, and explores the current struggle for religious freedom today in the U.S. Congratulations, Dr. Gill, on your published work!

## AUCTION 2008

*Springtime in Paris* was an amazing success, made possible by the efforts of so many parents and community members. Three hundred and twenty-six guests enjoyed an evening of community, dining on a gourmet meal at the Westin Bellevue while they bid, often very enthusiastically, on over seven hundred items in the live and silent auctions. Our final numbers show a net income of \$284,000, which exceeded our Fund-A-Need goal, allowing us to fully fund new computer in the labs, and the replacement of staff and workroom computers. Having exceeded this goal, the generosity of Bear Creek families will also allow the purchase of new tables for the labs. This upgrade will increase the flexibility of the space, allowing rooms to be used for multiple purposes. Look for this new technology equipment to be installed before the start of school in September.



## 04 TYLER KOWAL

I graduated from Gonzaga University on May 11, 2008 with a double major. My degree officially is a BBA in Accounting and a BBA in Business Administration with a concentration in Finance. I have signed a job offer with Deloitte Touche Tohmatsu and will start in September. My plans for the summer are to prepare for the CPA exam and hopefully pass all sections so by time I start, I will be a CPA!

## 04 BRITTANY ROBINSON

I just graduated from Azusa Pacific University on May 3. I am getting married on July 19, and moving to Lubbock, Texas.

## 07 EVAN DUNN

### IS LATIN A DEAD LANGUAGE?

Not to Evan Dunn, alumnus and Latin Department Award winner in 2007. Evan began his Latin studies at Bear Creek in 7th grade and chose Latin for his upper school language course. His junior year he tackled the challenge of AP Latin, and loved it so much that he requested to take Latin as an independent study course his senior year. He is currently studying linguistics at the University of Washington.

Here are Evan's top ten reasons to enjoy Latin. Some are pragmatic, while others philosophical...hopefully they will encourage those on the Latin journey here at Bear Creek. (See the footnotes if you need the Latin translation.)

**Decem:** You can talk back to your parents, and they'll think you sound brilliant. Say *nullo modo*<sup>1</sup> next time they ask you to clean your room.

**Novem:** Lachrimae. It's Latin for "tears" and is the root of the English word lachrymose, which I would never use in conversation, but which showed up in literature, poetry, and art during my upper school education.

**Octo:** Without bragging, let me just say that Latin was enormously helpful on those pivotal SAT scores, particularly the grammar portion of the new writing section, on which I fared quite well. (Quite well.)

**Septem:** While we're on the subject of college entrance, it was really fun to write essays for college applications that wove together my fascination with Latin, drumming, and poetry. I challenged colleges to count how many Latin-speaking drummers they had attending their university, and so was able to set myself apart from the crowd.

Skipping reason number six for reasons understood if you know how to count in Latin.<sup>2</sup>

**Quinque:** Simply the sound of the language. Though it is no longer spoken aloud by a culture, it is a beautiful-sounding language. Even my Mom likes *veni, vidi, vici*<sup>3</sup> (way-nee, wee-dee, wee-kee). She says it after the dishes are done.

**Quattuor:** The connections. Latin roots for English words are innumerable; the sciences are filled with Latin terms, as are philosophy, theology and law.

**Tres:** The contrasts. Latin can be challenging to learn because of the distinctions between it and our native English. But it stretches your mind—reading Latin gets my mind into a sharp, intellectual frame.

**Duo:** Because Latin is a classical language, there is a rich culture attached to it. It was powerful for me to see that culture woven through my experience in our modern culture as a student during the turn of the millennium.

**Unum:** The richly diverse literature I eventually learned to read...the poetry of Horace, the humor of Catullus, are worth the time it took to get there.

So gratias tibi ago, Dr. Nelson, from whom I learned "non scholae sed vitae discimus." We learn not for school, but for life.

<sup>1</sup> No way (nullo modo) does Dr. Nelson encourage students to address adults in this way!

<sup>2</sup> Six is spelled S-E-X in Latin, but it's still just a number.

<sup>3</sup> I came, I saw, I conquered. Julius Caesar thus summarized his military exploits near the Black Sea. I guess that dish pan resembled the black sea.

### CALLING ALL ALUMNI

**Do you have something that you would like to share in 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@tbc.org](mailto:modusvivendi@tbc.org)

## LOOKING AHEAD

### JUNE

- 13 Last Day of School – Honors Assemblies  
An Evening of Honors
- 14 Commencement
- 17 Used Uniform Sale

### JULY

- 21 First Annual Grizzly Open Golf Tournament

### AUGUST

- 25 US Fall Sports begin

### SEPTEMBER

- 2 First Day of School – Parent Meeting
- 8 MS Fall Sports begin
- 13 All School Sports Kick-off

Thank you to: Earl Nelson, Abby Gomulkiewicz, Jesse Wetter, Evan Dunn, Lisa Dineen and the Redmond Campus sixth grade classes, Elissa Bell and the Bear Creek missions team, Paige Carruth, 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.*

## BOARD OF TRUSTEES

|                |                 |
|----------------|-----------------|
| Kurt Maass     | Marc Mueller    |
| Ted Robinson   | Curt Kraft      |
| David Smith    | Stephen Meyer   |
| John Rial      | Sue Diamond     |
| Andrea Lairson | Patrick Carruth |

### Head of School

Patrick Carruth

### Assistant Head of School

Karen Blankenbeckler

### for Curriculum and Instruction

### Communication Director

Sue Sanford

### Development Director

Justin Coleman

### Publications Manager

Marla Zylstra

*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).