

MODUS VIVENDI

A Way of Life

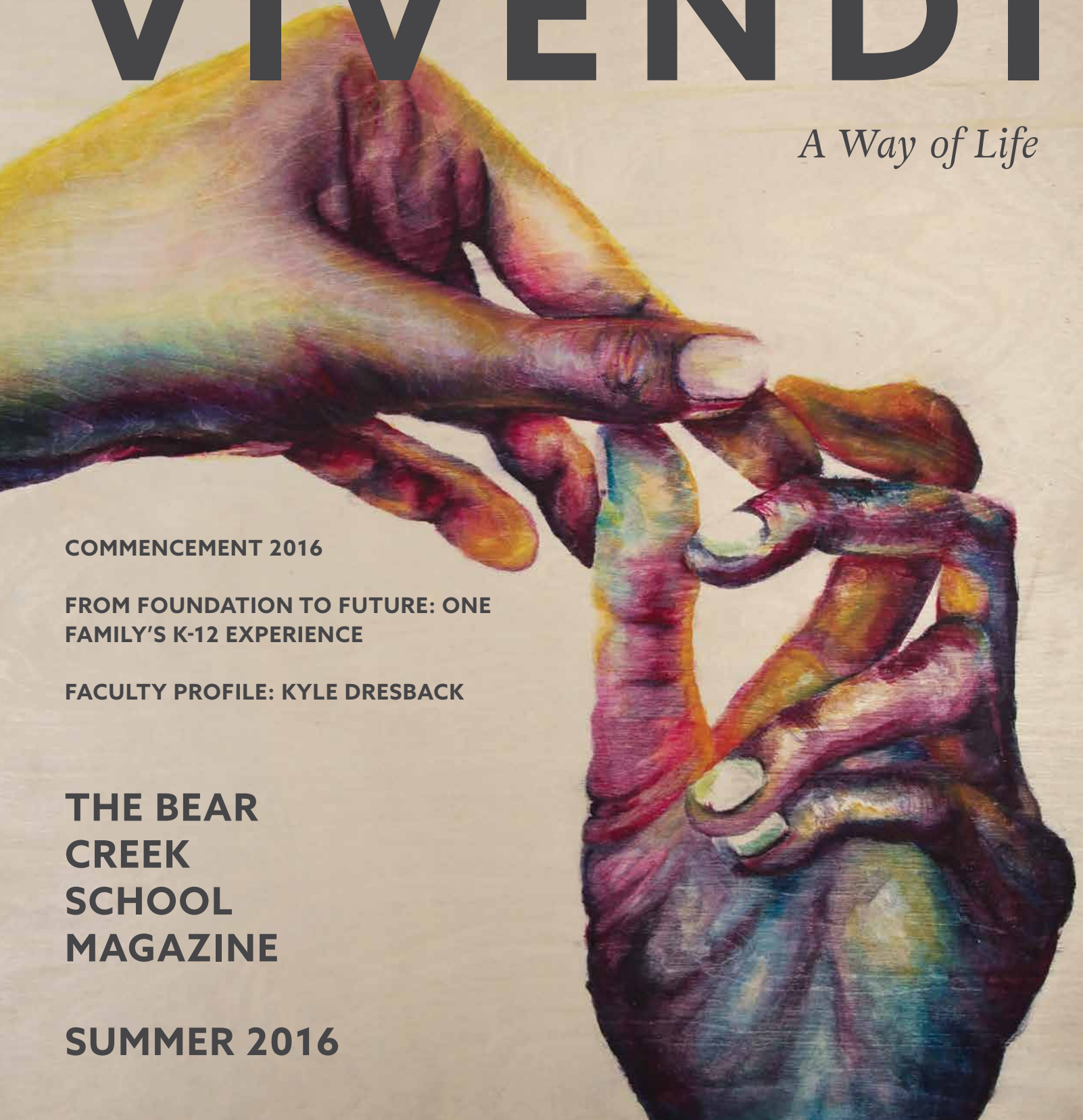
COMMENCEMENT 2016

FROM FOUNDATION TO FUTURE: ONE
FAMILY'S K-12 EXPERIENCE

FACULTY PROFILE: KYLE DRESBACK

THE BEAR
CREEK
SCHOOL
MAGAZINE

SUMMER 2016





MODUS VIVENDI

Summer 2016

Modus Vivendi is translated as a way of life or a manner of living. The Bear Creek School seeks to develop individuals for whom the classical ideals of excellence in all things, love of learning, spiritual commitment, and self-discipline have become a way of life.

CREATORS

Editor-in-Chief, Karen Beman

Managing Editor, Alicia Williams

Copy Editor, Sini Fernandez

Copyreader, Alicia Williams

Art Director, Marla Zylstra

EDITORIAL SUBMISSIONS

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

CONTRIBUTORS

Patrick Carruth, Kristin Dennison, Christina Glass, Kellie Anderson, Sini Fernandez, Jenn McDonough, Alicia Williams, Brooke Kato '17, Lucy Caile '19, Shannon DuBois, and Debbie Marchione

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The mission of The Bear Creek School is to provide a high-quality, Christian liberal arts education in a nurturing environment that will enable each student to become the individual God intends.

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The Bear Creek School Facebook page contains current photos and posts about what is happening at Bear Creek. Bear Creek Preschool also has a Facebook page, and The Bear Creek School Alumni and Parents of Alumni have groups. Like us and join the conversation!



LET US COME TO YOU

ALERTS

To get text or email reminders for upcoming events, athletics team events, and special programs, sign up for alerts at tbcs.org. Click on the "bell" icon next to any upcoming event on the school calendar to sign up for an alert for that event. View a video in the "Website How To" folder in the resource box on the Parent Page to learn more about alerts.

THE BEAR FACTS

Each Friday during the school year, *The Bear Facts*, Bear Creek's weekly newsletter, is emailed to current parents, faculty, and staff. *The Bear Facts* contains news and announcements from each of the school's divisions and from the athletics department. Back issues are archived and searchable on the school website at tbcs.org/bearfacts.

PARENT PAGE

Visit the Parent Page on our website to see the latest announcements, upcoming events, and a complete list of parent resources.

SEE WHAT'S HAPPENING ON CAMPUS

Stay up-to-date on the latest news and events by visiting our Campus Life page on www.tbcs.org.

ON THE COVER

"Anxious" by Emma Petrin '16, is a part of a series that started off with a wooden board. In her words: "The indentations, the swirls of the grain, the imperfections of this pattern, were inspiring in their unplanned intricacy. The watercolor fell not only where I intended it—but seeped through the canals of wood, directed by the pattern of the grain.... Each image is minimal in concept—a mouth, a shoulder, a set of hands, a neck. What is important to this series is the approach to these forms. Through the placement and setting of these images, I intended to create a feeling of closeness. This closeness between viewer and subject is essential to my series—as with it, comes the understanding of the delicate nature of the subject." Emma's work was part of an exhibit in Redmond that featured eight Bear Creek seniors. See pages 32-35.

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KYLE DRESBACK

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TEACHING THE WHOLE CHILD

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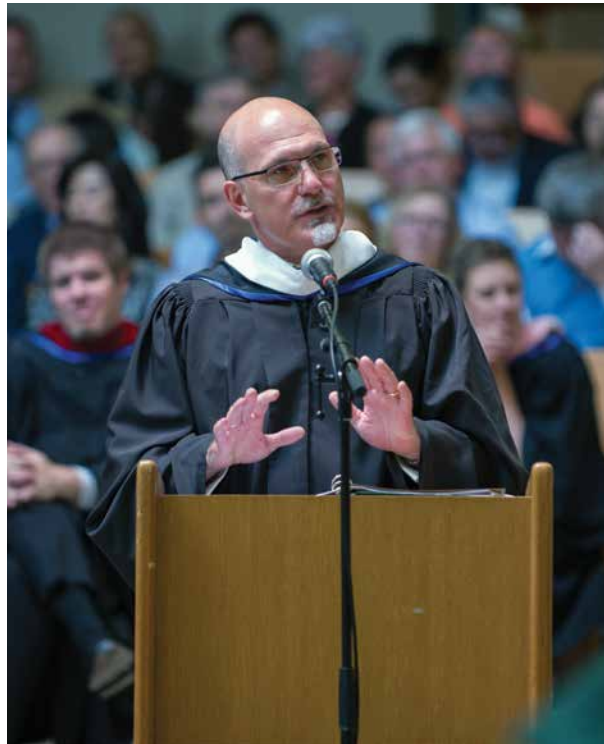
By Patrick Carruth

Well, since we have had several references to Mr. Summers' love life this afternoon, I thought it would only be appropriate to talk with you today about our hearts and our loves.

I hate buses. Ask any of the senior staff at school, and they will tell you I hate buses. I have issues, but that aside, when I arrived nine years ago at The Bear Creek School, I noticed we had many buses, and, when I tried to get rid of them I was told that I really didn't understand. Turns out I didn't understand. Over time I would discover that almost every private school in Redmond ran buses, because people are so spread out around the area. Such is the West and, interestingly such is the default design of most modern cities—spread out and sprawling. (By the way, we have expanded our bus routes for next year. See website for details.)

Anyway.

If you look at a medieval map of, say, Paris, you will notice many things. Of course you will see the Louvre, the Université, dwellings, marketplaces, and the like. You will also notice something interesting, at the center of the map, in the heart of the town. In the heart you will find a cathedral. Notre Dame to be



precise. The design of Paris, like most medieval towns, was intentional. Unlike our modern sprawliness, the medieval city placed the church in the center because, well, the ancients and medievals knew something that we moderns have forgotten. **The center is sacred, and out of it flows all of life.** In urban planning as in life—**what is at the heart matters.**

As I mentioned last night, if all we do today is laud your academic achievements and hand you a 5x7 piece

of paper, then we have not celebrated much. During your time here at The Bear Creek School, you have studied much and built fulfilling relationships with your classmates, faculty, staff, and parents. You have received many accolades and accomplished much. And, as we charge you today to go and *engage the world with wisdom, compassion, and courage*, I would like to remind you that, similarly, engaging the world requires a true center—**what is at the heart matters.**

William Butler Yeats captures well what happens when the center is not firm in the first stanza of his vision of modernity in *The Second Coming*:

Turning and turning in the widening gyre
The falcon cannot hear the falconer;

Things fall apart; the center cannot hold;
Mere anarchy is loosed upon the world,
The blood-dimmed tide is loosed, and
everywhere
The ceremony of innocence is drowned;
The best lack all conviction, while the worst
Are full of passionate intensity.

What is at the center matters. The falcon cannot hear because all around is swirling noise, and the result is things fall apart and all is either apathy or passionate intensity.

You will be leaving here today and shortly leaving home and stepping into a world that, like our suburban sprawl, would like to dismiss the reality **that what is at the heart matters.** As a commentary on Peter Rieff's book, *Deathworks*, offers:

Within this three-world conception of history, Rieff placed Christianity in the second cultural world. Christian monotheism provided the sacred foundation on which Western society was built, and gave individuals a place to stand. Virtue wasn't just taught explicitly but reinforced implicitly through cultural institutions—in such a way that it shaped the instinctual desires of each successive generation. Most importantly perhaps, the underlying sacred order provided a powerful means of opposing social and cultural decadence.

The third cultural world, however, defines itself by its desire to sever this sacred/social connection. Whereas each of the first two worlds sought to construct identity vertically from above, our third world rejects the vertical in favor of constructing identity horizontally from below. Rieff knew the result of this rejection would be nihilism: **"Where there is nothing sacred, there is nothing."**

So that is all rather heavy, but even as you leave us today, my message to you today is not primarily about externals. It's about internals. It is about recognizing that **what is at the heart matters and submitting that heart to Truth.**

We talk often at The Bear Creek School about externals. About outcomes and measurables. SAT scores, AP scores, CTP scores. We talk about producing students of faith, excellence, and virtue; graduates who are compelled by their faith to engage the world with wisdom, compassion, and courage; students becoming the individuals God intends. And my purpose here today is not to undermine any of those externals. They are all good and valuable. **But my charge, graduates, is this: remember that what is at the heart matters—the internals determine the externals.** As the writer of Proverbs tells us, "Keep your heart with all vigilance, for from it flow the springs of life." (Proverbs 4:23) I encourage you today to look:

First, not at the medieval town of Paris, or even the modern town of Redmond, but to look at your own heart.

Second, to believe the Truth of the Scriptures and what it says about the heart.

Third, to believe the Gospel and what it does to the heart.

Fourth, to orient your hearts to Truth before seeking to step into the world to love others.

The Gospel of Christ is the only True center by which all things hold together, the Truth by which all the learning at The Bear Creek School coheres, and the only True means by which we may step into the world with, as Miss Dennison and I Corinthians 13 reminds us, "faith, hope, and love. But the greatest of these is love."

But first, we must look at our hearts and understand our condition. And, as you might expect, G.K. Chesterton has a succinct way of summarizing that condition for all of us. Rumor has it that, at one point, *The Times* of London sent out a request to famous authors and journalists to answer the following question: “What is wrong with the world?” To which Chesterton replied:

Dear Sirs,

I am.

Sincerely,

G.K. Chesterton

The Scriptures present a straightforward idea about the natural condition of our hearts: God is Holy. God is Just. We are lawbreakers, unjust, and deserving God’s wrath. Or, as Paul states in Ephesians 2:2-3:

As for you, you were dead in your transgressions and sins, in which you used to live when you followed the ways of this world and of the ruler of the kingdom of the air, the spirit who is now at work in those who are disobedient. All of us also lived among them at one time, gratifying the cravings of our flesh and following its desires and thoughts. Like the rest, we were by nature deserving of wrath.

In order to love others, we must first look within, into our own center and recognize our own dead hearts and repent. Because as Paul reminds us, out of our heart flows all our other desires and thoughts. So, as Chesterton points out, the real problem with the world is not so much the externals. **It is you. And it is me. It is what is at our heart.**

Fortunately, at the core of the Gospel is a “but.”—to quote the second half of Ephesians 2:4-10:

But because of his great love for us, God, who is rich in mercy, made us alive with Christ even when we were dead in transgressions—it is by grace you have been saved. And God raised us up with Christ and seated us with him in the heavenly realms in Christ Jesus, in order that in the coming ages he might show the incomparable riches of his grace, expressed in his kindness to us in Christ Jesus. For it is by grace you have been saved, through faith—and this is not from yourselves, it is the gift of God—not by works, so that no one can boast. For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.

Because God pours His wrath on Christ in our place, our hearts are freed from bondage and made alive, we are released from our death sentence, restored as His handiwork and prepared to do good works.

The paradox is this: that in order to love, we must see our unloveliness. To love God and to love our neighbor, we must believe what the Scriptures say about who we are. Believe what Christ has done for us. And receive the gift of God’s grace which transforms. Only then are we able to love our neighbors as ourselves. **The center matters. What is at the heart matters. Because from it flow all things.**

Jonathan Edwards says it this way:

If love is so great a thing in Christianity, so essential and distinguishing, yea, the very sum of all Christian virtue, then surely those that profess themselves Christians should live in love, and abound in the works of love, for no works are so becoming as those of love.... Consider your former defects in these



respects, and how becoming it is in you, as a Christian, hereafter to abound more in deeds of love. Do not make excuse that you have not opportunities to do anything for the glory of God, for the interest of the Redeemer's kingdom, and for the spiritual benefit of your neighbours. If your heart is full of love, it will find vent; you will find or make ways enough to express your love in deeds. When a fountain abounds in water, it will send forth streams. Consider that the principle of love is the main principle in the heart of a real Christian, so the labour of love is the main business of the Christian life. Let every Christian consider these things; and may the Lord give you understanding in all things, and make you sensible what spirit it becomes you to be of, and dispose you to such an excellent, amiable, and benevolent life, as is answerable to such a spirit, that you may not love only "in word and tongue, but in deed and in truth."

Or, better yet, returning to I Corinthians 13:1-7:

If I speak in the tongues of men or of angels, but do not have love, I am only a resounding

gong or a clanging cymbal. If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but do not have love, I am nothing. If I give all I possess to the poor and give over my body to hardship that I may boast, but do not have love, I gain nothing.

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.

So, graduates of the Class of 2016, as you commence today into the wide world, we pray for your hearts and your loves. We pray that you always hear the true falconer. We pray that your time here at The Bear Creek School has inclined your hearts and your love toward the Christ of the Scriptures and that from that wellspring will flow a *modus vivendi*—a life well lived.

Congratulations!

Congratulations to the Class of 2016

Kathryn Grace Anderson‡*
Bellevue College

Anthea Helen Bartlett***
University of Washington

Hannah Marie Bauermeister‡**
Seattle Pacific University

Madison Christine Baugh**
Baylor University

Jordan Richard Block‡
Baylor University

Lauren Elizabeth Chang
GAP Year

Marenda Chang‡
GAP Year

Peyton Jeffrey Cysewski‡
Washington State University

Yuchen Dang
University of Wisconsin

Sarah Catherine Ethington‡*
Seattle Pacific University

Emily Landis Fallon*
Wheaton College

Katerina Fomichev***
University of Southern California

Paul Gordon Freed
Seattle Pacific University

Matthew Theodore Gere
Dordt College

Matthew S. Harlan*
Whitworth University

Sara Elizabeth Hastings**
University of Cincinnati

Sara Ching Heimberger*
University of Washington

Clayton Donald Holtzinger
University of Washington

Samuel Stone Humphries***
U.S. Military Academy at West Point

Caleb Ji***
Washington University in St. Louis

Yizhe Jian
Shoreline Community College

Burke Christopher Joslin**
Tulane University

Michelle Lauren Kahue*
Baylor University

Matthew James Kelleran***
*California Polytechnic State University
(SLO)*

Caleb Daniel Kesinger
Eastern Washington University

Ian Elijah Klimisch*
University of Washington

Kyle Alexander Kraft‡***
University of Washington

John Howard Lee, III‡***
U.S. Military Academy at West Point

Margaret Anne Leist**
Pepperdine University

Jill Ann Leszynski‡***
*California Polytechnic State University
(SLO)*

Tara Nicole Leuenberger‡
Marquette University

Cheyi Li
Clark University

Yiheng Liang
GAP Year

Ryan Ellis Loudenback‡*
Seattle Pacific University

Katie Lynne Maier
Villanova University

Seth Lawton McBride***
Biola University

Meghan Jean McCahill‡***
Baylor University

Matthew Stephen DeVere Meyer***
Whitworth University

Mason Putnam Montgomery
Gonzaga University

Jenny Moon**
University of Washington

Madeline Paige Mott**
Santa Clara University

Keelan Shay Nauriyal
Azusa Pacific University

Charles Nathaniel Omdal
Wheaton College

Emma Grace Petrin*
University of Washington

Daniel Luke Poling‡*
Pepperdine University

Dalton S. Poopathi
University of Idaho

Rahul Ralhan**
University of Washington

Andrew James Ray**
University of Washington

Eric Rosu
Gonzaga University

Ashleigh Autumn Roth*
Seattle Pacific University

Elsa Salido
University of Puget Sound

Maya Rangini Shipway**
Willamette University

Daniel James Snook‡
Grand Canyon University

Micah Benjamin Tardy*
Texas A&M University

Kevin Chan Young Um*
Calvin College

Bethany Grace Van Baak*
University of San Diego

Xinduo Xiong***
University of California, Santa Barbara

Yujin Yang
University of Illinois at Urbana-Champaign

Elizabeth En Ai Young***
Davidson College

Junchen Zhou
Fashion Institute of Technology

Kevin Ning Zhou‡**
Williams College

‡ Legacy Honors (Bear Creek student from kindergarten through grade 12)

*** Summa Cum Laude (3.9 – 4.0 GPA)

** Magna Cum Laude (3.75 – 3.89 GPA)

* Cum Laude (3.5 – 3.749 GPA)

Commencement photos by Nation Photography, Brent Ethington, and Sini Fernandez





Graduate Reflections

Excerpts from Commencement Speeches, Class of 2016

“Growing up with these girls in my grade has been a priceless treasure. For me these girls are far more than just my classmates, they are my sisters. It is hard for me to explain how these girls have captured my heart. But I will try to put it into words anyway. When I first came to Bear Creek, I was terribly shy and broken. I just wanted to hide in the background but these girls would not let me. Instead they came alongside me and encouraged me to pursue a relationship with Christ that eventually transformed me from my brokenness. And that is something I hold so dearly.”

Emily Fallon



“The most startling discovery I made during my six years researching *bearus creekus* was the transformation that occurred within me. Though I was instructed to be a “neutral observer,” I found myself quickly assimilating into species *bearus creekus*. The motivating, nurturing, and inspiring community was filled with individuals who poured their time and energy into my life. It was not long before I found myself adopting the strange customs of the *bearus creekus*, like singing calculus carols and participating in waffle parties in physics. While I went in simply to collect data, I now identify with this species, and am proud to call myself a Bearcreeker.”

Sara Hastings

“A diploma from Bear Creek means that you have experienced a critical analysis of every philosophy, that you have been pushed to introspect and to doubt, to shape and to carve exactly what it is that we call “worldview.” It means that whatever perspective you have on theology, cosmology, axiology, anthropology, or whatever “ology” it may be, it has been altered, refined, corrected, and inspired by a setting that serves to identify what is true, good, and beautiful. To many, a diploma is nothing more than a piece of paper that says “I didn’t fail,” but to us, it is a testament to our moral and intellectual maturity, fostered by an institution centered on accomplishing exactly that. So I say thank you, Bear Creek, for making me, and my peers, into the individuals that God intends.”

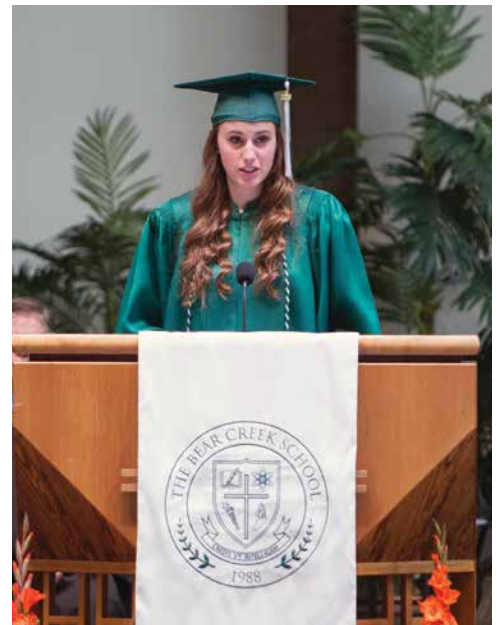
Ian Klimisch

“Excellence. That is what I take away from my collective thirteen years at Bear Creek. In every tick of the clock, in every minute I was there, Bear Creek molded me into a person who strived for excellence. Not only in my studies, and trust me those have been improved thanks to my diligent teachers, but in my friendships, in my virtues, and in my walk with God. The brick building that I grew up in, and the new addition that I will say goodbye to, have become a home and a harbor for its students.”

Tara Leuenberger

“Coming into Bear Creek, I thought I was kind of a big deal. I knew some things from home school about the *Iliad* and the *Odyssey* that the other kids didn’t know, so I guess you could say I was pretty cool. The truth is, at the time, everybody in the world seemed fake, like there was no depth or complexity to any human being on earth except me. I was in my own little world. But then I started to make friends, to get beyond the superficial, to notice the intricacy and profundity of those I was closest to. And then I started to realize, as our teachers taught us to be more articulate and more complex, that everyone was intricate and profound. And that is no joke. I believe that’s true for every single one of my classmates, who all proved to be smarter and kinder than I ever gave them credit.”

Seth McBride





“More importantly, they [our teachers] give us this skill while teaching us that thinking rationally and critically is not at odds with having faith. If Nietzsche in pop culture makes me want to tear out my spleen, the representation of faith and reason as opposites in pop culture makes me want to eviscerate myself entirely. So often we hear in television shows or books, or movies, or even the news, the subtle, or sometimes not, suggestion that smart people are atheists. That there’s something a little backwards about people who believe in God, and all the geniuses must invariably reach the conclusion that God is not real. It is a lie that physically pains me. The classes where I have grown the most in my critical thinking and reasoning abilities have been my philosophy of religion classes with Mr. Kevin Davison, who, incidentally, is a philosophical beast. The classes where I have most clearly seen God have been my science classes, and my AP Biology class in particular. Reason has been one of the biggest supports for my faith, and faith has been the most important premise of my reasoning. The teachers here gave me that, and for that I am truly indebted to them.”

Elsa Salido

“During high school, the most dynamic four years so far in my life, I am glad to have my family who never stopped supporting me in the faraway land of China, my American mom and dad from Louisiana who guided me through my first year in the United States when I didn’t even know how to use knife and fork and who always welcome me back to their home as I travel to other parts of the world, and the people and spirit of faith I encountered during the last two years of my high school career at Bear Creek...all combined at this one moment as I look back. Everything was supposed to happen the way it happened, and in the only way it should happen.”

Xinduo Xiong



FACULTY ADDRESS

BY KRISTIN DENNISON

FIRST OF ALL, LET ME THANK YOU for the honor of speaking to you one last time. I confess I was surprised to receive the news that you had chosen me. But my surprise quickly transformed into a deep warmth of spirit because you **had** chosen **me**. Almost as quickly, though, my stomach clenched in fear, the reason for which can be summed up in two words: Fight Club. What could I possibly say to that!?! As my heart raced with palpitations, I opened my cupboard to console myself with a bucket-sized Tinkerbell mug of tea, and I was struck with the realization that I had exactly two words to say in response: fruit snacks. So...

Will the students at the ends of each row grab the white bags sitting under your chairs, open them, take out a fruit snack if you wish, and pass the bag to the next senior?

Today, at this ceremony, you join roughly 3.3 million high school graduates who are journeying across similar stages, toward the beckoning glow of pieces of paper we call diplomas. You join thousands of students who have worked and invested in their education—who have believed that they were meant for all the great things that education brings. Those students followed up that *faith* with enough work to earn the credits to graduate. Many of those graduates have dreams and

hopes of living their promise-filled lives, believing that they will change the world with the amazing contributions that their skills and energy will bring. Each of these graduates is pursuing his or her *hopes* fueled by *love*—either by the *love* of family and friends, or the *love* of a teacher or a mentor, or maybe, simply for the *love* of a subject. Today, you join myriad graduates and the *faith, hope, and love* they have invested in their educational journeys.

Now, I can almost read the thought-bubbles forming over your heads, all asking the question, “How many more clichés is she going to throw at us? Because she always scolded **us** for using clichés in our writing.”

Well, these clichés do have a purpose. Because I have one more cliché to toss your way: today, you are leaving the Bear Creek bubble. You are entering a world where the vapid cliché is considered substance, where you are not one of sixty-one, but one of 3.3 million. Today, in the eyes of the world, you have become not only a graduate but a statistic.

I want to remind you, however, that that is not what you were or are here at Bear Creek. Before you leave and enter the world of the masses, reflect on what being a part of the Bear Creek bubble means. It is so

much more than DENNIS school uniforms, parking in the hinterlands, green tardy slips, khakis, summer assignments, and did I already mention DENNIS uniforms? Here in the Bear Creek bubble, you were not a statistic; you were an individual—"the individual that God intends" for you to be.

So let us return to those ideals of faith, hope, and love. And let us look to the source of those words, the Bible, a book so often reduced to the mundane, but that fundamentally and essentially defies cliché. I Corinthians 13:13 is a deceptively simple verse at the end of a deceptively simple chapter in Scripture. "And now these three remain: faith, hope, and love. But the greatest of these is love." This verse is treasured by the masses that you are joining today, because these are standards that our world aspires to promote. But to this same world, the one that communicates through overused memes, this verse is just that—a lovely sentiment ... and nothing more. These three words—faith, hope, and love—are simply good ideals for which to strive; there is nothing in them that extends beyond the words themselves or the people saying them. For the world, those ideals rest solely and fundamentally in "us."

Here at Bear Creek, though, those words are not just ideals; they are *virtues*. And because you are still bubble-bound for another hour or so, let's consider what Paul means, and how your lives here at Bear Creek have been shaped by Paul's version of faith, hope, and love. He starts his list with faith. Our world takes that to mean simply belief, and usually that belief turns inward. After all, doesn't Shakespeare advise us:

"To thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man?"

Of course, you should believe in yourself. You all have amazing, God-given talents, which you should pursue with joy, diligence, and integrity. But do you remember who is speaking in that quotation from *Hamlet*? It is

Polonius, a deceptive, untrusting, untrustworthy, and manipulative "little rooster of a man." Shakespeare's quotation loses its idealized meaning, when informed by the context of a father who hires spies to spy on his own son. So, too, is it with the world's perspective of faith. A faith that is fixed on itself and increasingly distances itself from a belief in anything greater is a faith that remains small, tiny, and insignificant.

Paul understood that kind of faith. He was writing to a church in crisis—a church full of bickering and conflict. The Corinthians' faith in themselves was actually divisive, and Paul here is trying to redirect their focus. For Paul, faith is meaningless unless it is anchored in the Author and Finisher of our faith, Christ Jesus. For Paul, faith in self must be transcended by faith in the Creator of our selves. And that is who your teachers

here at Bear Creek have tried to share with you. Yes, we believe in you, and we want you to believe in yourselves. But that is because Someone greater has already perfectly accomplished faith, that his faith may be yours.

Now let's consider hope. For the world, hope is the word

of slogans and action campaigns. It is about using our resources to build a better world. It gives the human spirit reason to soar and to achieve great dreams. We speak constantly of our hopes, and those hopes are always tied to the future. This is what the world defines as hope—using intellect and resources to make this world a better place.

But, let me take you back a couple of years, again. Let us return with Dante to the very first circle of hell. Do you remember what it was called it? Yes, it was Limbo. For me, this is, perhaps, the saddest and most tragic level of Dante's hell. It is full of *good* people, the virtuous pagans of the world who defined hope as we just have—making the world a better place through reason, intellect, morality, and brilliant policy. But now, they endure eternal separation from God. Though the circle where they reside is dimly lit by the light of the reason that

**DO ALL THE GREAT
THINGS THAT WE
BELIEVE, HOPE, AND
LOVE FOR YOU TO DO.**

they used so nobly, they exist for eternity in no hope. Dante understands what Paul is saying here. Hope cannot be separated from God. If we place our hope in the things, actions, and people of this world, we will eventually be rendered hopeless. That is why, here at The Bear Creek School, even though we have invested in your hopes and dreams and joys and triumphs, we have also encouraged you to think of them in connection to a greater hope, to the hope that has been incarnate in Christ. You see, on that cross, Christ bore not only our sins, but also our hopelessness—His Father turned his back on Him that you may never know such despair. Your hopes and dreams have already been complete in Him.

And so we come to that final virtue, love. Paul says it is the greatest of the virtues. And by the world, it is considered beautiful, the reason for living. Acting out of love is always encouraged. Paul defines love earlier in I Corinthians 13, and it is a definition that the world adulates.

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.
(I Corinthians 13:4-8)

Again, this is ideal, and this is what the world aspires to. But, here's the sad truth about the love that the world purports to show: it always fails and for innumerable reasons. It fails because the love isn't reciprocated. Or it fails because the relationship falls apart. Or it fails because the participants in it love so imperfectly. Or it fails because we are mortal, and we die. The world's definition of love, no matter how it tries to idealize the eternality, the timelessness, the lasting nature of love, is still resoundingly tainted by failure.

Unfortunately, you know this fact of failure because we at Bear Creek have loved you this way. We have not always been patient; we have not always been kind; we have not always protected you; we have not always been selfless. Instead, we have perhaps loved out of anger; or we have perhaps loved you halfheartedly because

we have dwelt on past wrongs; or perhaps, most sadly, we have loved you in a way that protects our pride. For this, we are deeply sorry. And while the world might not blame you for failing to receive such flawed and problematic love, this, unfortunately, is also a reflection of how imperfect and stingy the love that this world values and promotes is.

So what then? Does Paul just give us this definition of love to emphasize that we can never achieve it? May it never be! There is only one love that fulfills this passage—the love of God, essentially imaged in and lived out by Christ, His Son. So, if we recast Paul's definition through *this* Truth, it sounds like this:

Christ is patient, Christ is kind. He does not envy, He does not boast, He is not proud. He does not dishonor others, He is not self-seeking, He is not easily angered, He keeps no record of wrongs. Christ does not delight in evil but rejoices with the truth. He always protects, always trusts, always hopes, always perseveres. Christ never fails.

Here at Bear Creek, though we have not always loved you as we should, we have relied on Christ to fill our deficiency. We have turned to Him in prayer for you, that you may know and deeply experience the only love that will never let you down. We have done our best to show you Christ, and to give you a place to start in the world that will transcend all of its failures. Here, you are beautiful individuals, who have been believed in, hoped for, and loved with that which Christ has given us.

Remember that.

And go. Do all the great things that we believe, hope, and love for you to do. Enter the world of the masses, but remain the individuals we value you to be. Do not become the cliché. Be true, not to yourselves, but to the one who is truth for you. Pursue faith, hope, and love, not as the world defines them, but as Christ has lived and fulfilled them. Because, in Him, you will have joy, you will have peace, you will have unending grace; you will graduate from an old life and commence into a new life that will see no end and that will take you to dreams that you cannot even begin to conceive.

Thank you.



FACULTY PROFILE:

KYLE DRESBACK

STORY AND PHOTOS
BY CHRISTINA GLASS



“ SAINT AUGUSTINE WAS RIGHT ABOUT HOW BEFORE WE WERE ANYTHING ELSE “RATIONAL” WE ARE PEOPLE WHO LOVE (WHO ARE COMMITTED TO THINGS) AND ARRANGING THOSE LOVES PROPERLY - PEOPLE WHO ARE PASSIONATE.”

MIDDLE SCHOOL CHRISTIAN STUDIES TEACHER KYLE DRESBACK has modeled his life after passionate mentors and followed his own passion. A passion that traces back to when he was a young boy in Spokane, actively engaged in his family church. Aside from his proficiency in handbell ringing, he was inspired by the stories and the individuals who taught them. Their stories *rang* true for him.

Yes, even at an early age, faith played an integral part in Kyle's life. It carried into his undergraduate years at Whitworth University where his interest was piqued by some compelling Christian studies professors, zealous about their field. Why not follow in their footsteps? Kyle admitted, retrospectively, that he wasn't much of a planner. He never had any pressure to consider his options. He only applied to Whitworth and got in. Kyle knew what he liked and followed those interests. So he majored in religion. He would not advise his students to follow in his unpremeditated tread, but he says, "There is something to be said about finding what you love and following that passion wherever it may lead."

His undergraduate program at Whitworth was followed by Fuller Theological Seminary in Pasadena, California. The first step in the ordination process is the inquiry stage. Chuckling, Kyle reflected, "By the time I stepped out of the candidacy, my mentors said I had stayed in inquiry stage longer than any other candidate." That experience was

invaluable to him, as he was matched with a well-respected mentor and served as Pastoral Assistant of College Ministries at his church. He didn't move on to complete the ordination process because he discovered that he wasn't cut out to be a pastor. The administrative part of that role deterred him from pastoral ministry but pushed him in the direction of teaching.

At this point, Kyle thought he'd like to pursue a Ph.D. after he finished seminary. But first, he would need more experience and time before applying to doctoral programs. So he decided to plan a trip to Germany, partly because he wanted to learn the language and to travel, but also to take some additional classes. Little did he know, he wouldn't be traveling alone.

Karen was the cousin of a friend who was getting married. Prior to the wedding, Kyle's friend kept telling him about his girl cousin who would be attending. At the wedding reception, Kyle found himself sitting in between

Karen and her mother. Kyle teasingly cringed as he recalls that funny and slightly awkward breakfast. His now-mother-in-law asked a lot of questions and would relay answers back to Karen. Despite the awkwardness, Kyle was very interested. However an entire year passed before Kyle's friend convinced him to contact Karen. He finally did, and for the next nine months, they talked and eventually traveled to see one another. By August, Kyle had graduated with his master's in divinity and returned to Washington. Two months later, Kyle and Karen were engaged, and three months after that they were married. Kyle admits it happened pretty quickly, but he didn't want to miss out on marrying the girl of his dreams.

A few months after their wedding, they embarked on that trip to Germany. "It was like an extended honeymoon-slash-early retirement." He was in Germany on a student visa and was not able to work. "It was hard at first to acclimate." Kyle said, "It was easier for me since I had classes to attend each day. Karen spent a lot of time in the market with her wicker basket, but she didn't know the language. However, we started taking trips to keep it interesting. A few months later we made friends, connected with German-speaking partners, and Karen became an English tutor. We began to feel a bit more settled." Even in the short year they had in Germany, Kyle said they made a really good life there. Once his classes were over, they headed back to the States.

Upon his return, he changed his mind about pursuing a Ph.D. and started looking for teaching jobs in Seattle. He heard about Bear Creek through some of his family members who were involved in classical Christian schools. Unfortunately, there weren't any available teaching positions at that

time, so he became a part-time soccer coach until a teaching position opened up a couple years later, when he joined Bear Creek's Middle School faculty.

Back in his Fuller days as a pastoral assistant, Kyle had some exposure to middle school students but primarily worked with an older group. He rose to the challenge. "It takes a certain spontaneity and goofiness to relate to middle school students." An amused expression crossed Kyle's face as he described why he likes teaching this age group, "There is sincerity and enthusiasm which middle school students haven't quite covered up yet, and I

love it." Mimicking his middle school students, Kyle illustrated the enthusiastic remarks he hears, "I love espresso!!!! I love this. I am afraid of that!"

Throughout his childhood and young adulthood, Kyle was inspired by leaders in his church. Now as a Christian studies teacher, he is able to be that for his students. From day one, they talk about the image of God and how they can best represent it. They discuss what it means to be compassionate and to value others. He emphasizes how we are all called to subdue the earth and further God's kingdom. "I help them realize

the goal isn't just to be nice, but to be intentional vocationally. I want them to see the good that is out there and how they can augment that." He wants them to learn how the combination of wisdom, compassion, and courage helps create a world that God would want. Kyle strives to reflect the same kind of passion and example his professors and pastors demonstrated, drawing from compelling stories or experiences. Kyle adopts that in his own teaching style. "Sometimes you can illustrate a point better through a story or experience than through an intellectual, air-tight approach."



Outside of the classroom, Kyle enjoys local sports. He described himself as a “BIG Mariners fan.” He has the opportunity to implement that affinity in the classroom. For instance, he was assigned to a group of seniors in the Worldview Capstone class that looked at the parallels between athletics and theology. Sports aside, Kyle truly loves the city he lives in and everything it has to offer: the food, coffee, and how there always seems to be another corner left to explore. On his days off, you might find him in a quiet corner of Pioneer Square reading a book, attending a tea party in his daughter’s bedroom, or cheering on the Mariners.

While Kyle describes numerous fleeting, superficial passions, such as learning about the history of Seattle or trying out local restaurants, he relates how theology and faith have been a constant thread throughout his life. He was brought up in a Christian home, but when he left for college he was faced with very different perspectives. He attributes this consistent thread to his stepdad’s parting words, “You will find a lot of things new, but not everything will ring true. They are not the same thing.”

This idea seeps into Kyle’s classroom. “I want students to see a bigger picture of the world that God created and how each person fits in His image.” But, how do you teach that to a classroom full of middle school boys? When Kyle taught the JanTerm course called Man Class, they talked through the ideas and practices of manhood. What does it mean to be a man? The students decided on their own that they would keep each other accountable about trying out these practices (holding the door, picking up garbage, etc.) outside of class. “They came to class excited to report back.” Kyle chuckled, “They were very concerned if anyone saw or received credit for the good deed, as if it would void the act.” They were trying on the

Christian faith, adulthood, and what it means to prefer the other person.

Accountability and collaboration are processes faculty practice as well. This is why Kyle likes Bear Creek so much. The partnership among his colleagues spans across age groups and topics. Once a week during a time aptly referred to as “Growth and Renewal,” faculty take time out to discuss a variety of topics. Sometimes the discussion is about the Mariners’ game the night before, other times he learns that in Upper School, Mr. Davison is further developing the same content he is teaching in Middle School. The collaborative exchange of ideas and perspectives among teachers infuse and strengthen his own approach, leading young thinkers

to more in-depth and abstract explanations and concepts, preparing them to transition into Upper School.

Collaboration breeds intentionality. That intentionality is implemented in Kyle’s teaching style. Instead of solely focusing on the lesson plan, he reminds himself that the students are unique individuals. That epiphany came to him when his then-student, Jacob Drechsel ’11, had invited him to be a part of his baptism.

That invitation made very real the scope of what he strives to accomplish in the classroom. “I got to meet his family and friends and see how they were committed to him.”

Kyle attributes many life choices to his influential mentors and pastors. Now he is that inspiring figure. “I grade their homework, but I also hope to create space for an encounter with Christ.” He can step into that world (their faith) and be a great complement to what they do and will do, in some small way, igniting and encouraging students to follow the passions which propel them.

**“I WANT STUDENTS TO
SEE A BIGGER PICTURE
OF THE WORLD THAT
GOD CREATED AND HOW
EACH PERSON FITS IN
HIS IMAGE.”**

TEACHING THE WHOLE CHILD

Story and Photo by Kellie Anderson, Preschool Teacher

“MOM, CAN WE BUY SWISS CHARD AT THE STORE TO EAT?” It’s delicious!” A parent relayed part of her conversation with her daughter at the beginning of the school year. Yes, we are growing chard in our outdoor garden at Valley Campus, and yes, we swing by on the way to recess to pick parsley, kale, and chard to sample. An integral part of our outdoor science program—DIG (Discovering and Investigating God’s World)—the gardens give children the opportunity to physically experience and explore God’s creation hands-on. They get dirty digging, planting, and finding worms; they examine the different parts of a plant while learning the function of each. Our little scientists make observations about changes they see and record them in their journals.

The DIG program is just one of the components of an intentionally developed, research-based preschool curriculum at Bear Creek. Carla Hannaford, author of *Smart Moves: Why Learning is Not All in Your Head*, states quite simply, “Sensory enriched environments are imperative to learning.” Young children need to explore

with their senses: to dig and scrunch, to sing and play with words, to dance and move. At reading stations, children manipulate Scrabble tiles to form words, trace letters in shaving cream, and kick footballs when learning the letter K. When learning the letter M, children munch on mangoes, mozzarella, and mandarins for snack. During math, kids practice number concept skills while building castles and towers in our Imagination Lab. Geometry involves playing with shapes, manipulating them, seeing what they look like rotated and reflected in a mirror. Bear Creek’s Math Department Chair Steven Prokopchuk says that this is incredibly important “work” for young mathematicians, and students who are allowed to explore shapes, with teachers skillfully guiding the conversation, will have a math advantage in later years. During our Enrichment classes, children learn nursery rhymes, fables, and fairy tales. They repeat in sing-songy fashion, hearing the rhythm and cadence. They follow recipes and bake, smelling and tasting their creations. In music class with Mrs. Maurer, students move their bodies in accordance to the music they are hearing, stomping loudly with drums and moving gracefully with violins.





with characteristics they have already learned about mammals and birds.

In all of our learning activities, children have the opportunity to practice skills they have learned through our Character Counts program. They share, take turns, and practice kindness. They pay attention to one another's feelings, and role-play real-life preschool conflicts and solutions. Play is important work to a preschooler and yields lifelong results.

Here at Bear Creek, preschool is just the beginning of their Christian, liberal arts education. We tap into young ones' natural curiosity about the world around them and the sheer wonder and awe of God's handiwork all about. We create a nurturing environment, surrounding children with colorful manipulatives, patterns, and sensory activities. We immerse them in engaging language activities, poetry, and music. We are developing the whole child, fulfilling our ultimate mission to help them become who God has created them to be. We are laying the groundwork for students' success here by giving them foundational concepts that they will build upon throughout their school careers and beyond.

When learning from a Christian worldview, the connections between disciplines are more easily made, as we can teach about, marvel at, and see the beauty of God, Creator of all things. Our art docents teach children about artists like Piet Mondrian, then students create their own pictures using his works as an example, gluing shapes while reviewing angles and parallel and perpendicular lines. As students learn about plants, they graph the growth of their seedlings. When we release our classroom ladybugs outside, they journal their observations from larvae to pupa to adult, then write stories about where they think their ladybugs will travel. In art, they create clay snails, masterpieces formed with their own hands while recalling which set of the snails' feelers is for seeing and which is for feeling.

Preschoolers in the grammar stage of development *love* facts and information. They learn scientific terms with ease and delight. During our sorting and classifying unit in math, students gather leaves and classify them by attribute: "Does it go in the 'Chlorophyll' or the 'No Chlorophyll' pile?" Students read stories about snails during a science unit on invertebrates and compare them



CREATIVE CODING IN THE CLASSROOM

STORY AND PHOTO BY SINI FERNANDEZ

Vice President for Academic Affairs Karen Blankenbeckler has noted that, “... a school is either moving forward or it’s moving backward. There’s no standing still. It’s dynamic... and we always must be looking to how we get better at what we do.... The minute you feel like you’ve arrived, you start going backward.” Even in the context of a liberal arts education, this sentiment is true, and Bear Creek continually reviews, refines, and revises its curriculum as it seeks to get better

every year at enabling each student to become the individual God intends.

At Bear Creek, our young students are developing the new twenty-first century fluency. Just as students become fluent in English by not only speaking and listening, but also by reading and writing, the same concept of fluency can be applied to technology in our digital age. Fluency in computing enables students to not just interact with computers but to express themselves creatively as well.

Anuja Singh is the new computer programming specialist for grades 1-6 classes (other specialist subjects include music, art, library, science lab, P.E., and Spanish or Latin). Born and raised in Delhi, India, Anuja holds a master's in computer science and worked as a software engineer for 15 years before retiring from the tech industry. She has always been fascinated by the power of education and has found her passion in applying her skills to helping children reach their full potential, grow in this new world with computer literacy, and shape their futures. Her face lights up as she shares her hopes for her students. She says, "By learning to code, students will not only be consumers of technology, but will learn to be creators of it as well. Coding requires critical thinking and persistence in problem-solving, skills that will serve a student well in many classroom and non-classroom settings."

Blankenbeckler explains that the new coding curriculum is designed to draw upon each student's creativity, imagination, and interests. The school chose Scratch, a project of the Lifelong Kindergarten group at the MIT Media Lab, as the platform for teaching coding in Lower School and Early Middle School. Scratch provides a graphical and interactive environment in which students can learn mathematical and computational concepts in a meaningful and motivating context as they can see their ideas spring instantly to life. Concepts such as iteration and conditional logic are cemented as students animate characters or create a game that keeps score. The Scratch environment is ideal for young hands with undeveloped keyboarding skills; students design their animations, games, or interactive stories as though they are imagining a drama or play. There are backdrops, characters, and props, and the rules for governing how they all behave are put into place by dragging and dropping blocks of "code" on top of one another.

Singh remarks that her youngest students are the most fearless. They will try anything and are not afraid that their ideas might fail. The students learn an iterative design process as they try new ideas when their original ideas don't pan out immediately. The older students (whose initial exposure to Scratch was also this past year) are more apprehensive and take fewer risks. Learning to work collaboratively is a big part of the curriculum as students are encouraged to give one another feedback on their designs, systematically analyzing, debugging, revising, and redesigning together. Although she meets for just 30 or 45 minutes each week with each class, depending on grade-level, her students are making strides. At the beginning of the school year, students spent a few weeks imagining how to talk to a machine, learning

just how specific instructions need to be when directing a computer. Their first project was called "Surprise!" and involved making something surprising happen to the Scratch cat character. He was made to move to a new place on the screen, and (depending on grade-level) also said something and changed his costume. A few weeks later, the students had learned how to make their characters change costumes, dance and turn in specific increments, show and hide themselves; the

older students even programmed the character to move through an obstacle course when the user pressed the arrow keys. Toward the end of the school year, students were implementing a game of hide-and-seek in Scratch, which involved understanding concepts like looping forever, random numbers, and keeping score. Through the new computer programming curriculum, Bear Creek students are acquiring critical analytical problem-solving skills while creatively expressing themselves with stories, animations, and games that are meaningful to them. It will be exciting to watch their progress each year as students realize they can engage with computers not just as consumers but also as creators.

**"CODING REQUIRES
CRITICAL THINKING
AND PERSISTENCE IN
PROBLEM-SOLVING,
SKILLS THAT WILL SERVE
A STUDENT WELL..."**



PHOTO BY SINI FERNANDEZ

LEARNING BY DOING

BY JENN MCDONOUGH

CREATING A LIFE-LONG LOVE OF LEARNING

requires intentionality, thoughtfulness, and vision. From its beginning, Bear Creek created hands-on learning experiences by way of classroom instruction, field trips, utilizing specialist teachers, and unique programs. Because of this deliberate approach to learning, students have the necessary tools to be successful: critical thinking, problem solving, and creativity. As students master each of these areas, they continue on a journey with the desire to learn for its own sake. This desire for

learning spills into all areas of their lives and lasts a lifetime.

“Kids learn through all their senses,” says Ben Mardell, Ph.D., a researcher with Project Zero at Harvard University, “and they like to touch and manipulate things.” He highlights that students have gone beyond just enjoying an experience; students are activating their brains for learning. At Bear Creek, grade 3 students study salmon each fall, and the unit includes a field trip to the Issaquah

Salmon Hatchery during the annual salmon run. Students experience hands-on learning as they tour the facility and observe. As a culminating activity in the science unit, students create a project on the life cycle of a salmon, stage by stage. They collaborate on compiling information and research, problem solve on how to best create a chart capturing all necessary information, and use creativity as the chart requires illustrations for each stage of the salmon's life cycle. Learning takes place in and out of the classroom as students learn by doing.

If you observe classrooms at Bear Creek on any given day, you will see students engaged in hands-on learning. For example, kindergarten students use a manipulative-based curriculum called *Mathematics Their Way* during math instruction every day. Students create patterns using colorful blocks; it looks fun, colorful, and kinesthetic, but it is so much more. It is addition: two red blocks plus two blue blocks equals four blocks all together. It is multiplication: three red blocks in each row, times three rows equals nine red blocks all together. This approach also allows for the instructor to individualize the experience for each student according to ability level. "When you combine activities that require movement, talking, and listening, it activates multiple areas of the brain. The more parts of your brain you use, the more likely you are to retain information," says Judith Dodge, the author of *25 Quick Formative Assessments for a Differentiated Classroom*.

In grade 1 math, students grow in their knowledge of money: value, adding, subtracting. This learning comes alive as the classes conduct "Dollar Holler" several times throughout the year. Students earn "money" by solving equations. They then use this money to make purchases in class. It is entertaining, but more importantly, an understanding of

money value is solidified. Grade 6 math students create a family timeline in order to gain a better understanding of negative numbers. The students place themselves at zero on the number line. It is easy for the students to fill in the years beyond zero. As they engage in conversation about their parents' childhoods, their parents' young adulthoods, and their parents' first years of marriage, students realize there was life before they were born. They now have a clear picture in their mind of the direction of positive numbers as well as negative numbers. Students are learning so much by actively engaging with manipulatives and activities to solidify

concepts rather than passively listening to an instructor. Bear Creek instructors understand that students learn in different ways and at different speeds, and instruct accordingly.

Students are visual, auditory, and kinesthetic learners. When their senses are involved and stimulated, their enthusiasm for learning is heightened and learning is enhanced. In the fall, Carolyn Ersek's grade 2 class studied forests. The students compared and contrasted the four layers of a rainforest and the three layers of a temperate forest. After the lesson, they used props to create a "live" rainforest. They used fabric

to represent the forest floor and covered it with leaf litter and low-growing plants. Stuffed animals such as spiders and frogs were added to represent the animals that live on the forest floor. Next, students volunteered to be the understory layer by positioning themselves slightly above the forest floor and holding plant life. Other students added in jaguars and snakes to complete the understory layer. The third layer, the canopy, was quite lively. Students represented trees by wearing green fabric and holding vines. More stuffed animals such as monkeys and birds were added. Finally, the



COURTESY PHOTO

emergent layer was included. Students towered above the other layers and held leaves and birds. While a CD player emitted rainforest sounds in the background, the children added the sounds of the animals. When finished, the students delighted in their “live” rainforest having analyzed its layers and the organisms that inhabited them. Mrs. Ersek says, “Through this hands-on-learning experience, my students demonstrated they had clearly mastered the content while delighting in God’s amazing creation.”

There is research that tells us that having a degree of control over how a person takes in new information significantly creates a much stronger ability to remember that information. In the journal *Nature Neuroscience*, we see how the networking brain functions in active learning when a person has some control over his or her participation in the learning. “Having active control over a learning situation is very powerful, and we’re beginning to understand why,” said University of Illinois professor Neal Cohen, who led the study with postdoctoral researcher Joel Voss. “Whole swaths of the brain not only turn on, but also get functionally connected when you’re actively exploring the world.” The study focused on activity in several brain regions, including the hippocampus, located in the brain’s medial temporal lobes, near the ears. It’s very exciting to see different parts of the brain “turn on” though active learning.

Grade 4 students study colonial American history while reading *Johnny Tremain*, a classic children’s novel about the Revolutionary War. At the conclusion of these studies, the students celebrate “Colonial Christmas,” an event that lets students experience a little bit of what life

may have been like for early settlers. Students participate by making candles, playing Colonial games, weaving, writing calligraphy, making butter, sewing, and quilting. Furthering the learning experience, students participate in a field trip to see replications of Colonial homes right here in Redmond. Janet Jacobson, grade 4 teacher, notes that, “Each activity provides an opportunity to create a keepsake and peek into days gone by.”

In grade 6, Bear Creek students study ancient history. Students learn about characteristics of civilization including development of government and religion or development of skills and

occupations. In order to help students experience the need for government or specialized skills within a civilization, they participate in a simulation experience each quarter. While learning about development of government, the students are instructed to complete a task of moving irrigation water from the Nile River into a reservoir, following detailed instructions and using simple materials such as paper and tape. Marbles are used to represent the flowing water of the Nile River and are rolled across the classroom to see if any water (marbles) gets trapped in the reservoirs the students built. The teacher serves only as a spectator during the

construction period. Since many steps are required to complete the task and time is limited, students feel a bit of pressure and quickly recognize the need to organize themselves in some way. Grade 6 teacher Amy Fowler says, “In our follow-up discussion, we are able to talk about the need for government in a civilization. Since students just experienced it in a personal and hands-on way, they really get it!”



PHOTO BY CHRISTINA GLASS

Field trips are a distinctive of Bear Creek and allow for further learning by doing. Students in grades K-6 participate in approximately one field trip each month. Each field trip is connected to an area of study within the curriculum. Field trips include visits to science centers, local theater productions, museums, and historical experiences such as Pioneer Farm Museum and Ohop Indian Village in Eatonville, and Bill Speidel's Underground Tour in Seattle. Bear Creek students become patrons of the arts, sciences, humanities, literature, and theater as they activate their brains and learn by doing. "In general, educators using hands-on activities reported an increase in student engagement, knowledge, retention, and learner independence."¹

Each week K-6 students experience instruction in music, library, art, physical education, Latin or Spanish, computer coding, drama, and science lab, each taught by a specialist trained in that particular area of study. Recently, the Spanish instructor had her students write out and translate a thank you letter to someone special, thus providing a personal connection for the student and the Spanish language. Latin becomes more relevant when the instructor has the class sing "Head, Shoulders, Knees, and Toes" in Latin. Though quite amusing, it truly involves the learner in learning by doing. At times, students may find themselves uncomfortable with a subject that may require more skill or knowledge than they have. Perhaps it is the student who does not believe he or she can sing, or the student who is shy and does not want to be on stage. Students grow in courage, risk-taking, and independence when they engage and master these activities with specialists who are rooting for them. As the students continue to grow in knowledge and skill, they are able to celebrate achievement when they perform in a Shakespeare play or sing for their mothers at the annual Mothers Tea.

In the science lab, students step into a place where their five senses guide them through the learning process. Students launch stoppers to test how leaf springs work and build models of the solar system to study the distance between and size of

the planets. Students demonstrate the phases of the moon using a light bulb and a Styrofoam ball in the center of the classroom to show how the sun's light shines on half the moon all the time, but we only see part of the story from earth. Students puzzle through experiments with water in its three states and build a thermometer to discover that heated things rise and cooled things sink. Within each discipline of science, students learn about their Creator and discover the world He created.

Developmental molecular biologist, Dr. John Medina, in his book *Brain Rules*, breaks down some of the most sophisticated brain research into helpful concepts for us to remember in how we teach children. They include, "Attention: We don't pay attention to boring things. Memory: Repeat to remember. Sensory Integration: Stimulate more of the senses. Exploration: We are powerful and natural explorers." These concepts are integrated into Bear Creek's commitment to learning by doing. Hands-on learning is woven throughout the curriculum, and students grow in their ability to think critically, work as part of a team, and communicate well. Hearts, minds, and souls are engaged while participating in the many rich experiential learning activities throughout the school day. With intentionality and consistency, the program inspires curiosity, extends understanding, and encourages students to grow into life-long learners.

¹HAURY, DAVID L. AND PETER RILLERO. PERSPECTIVES ON HANDS-ON SCIENCE TEACHING, 1994

Jenn McDonough has been an educator for 21 years and joined the faculty at Bear Creek in 1999. Over the course of her career, she has taught students in grades K-8 and is now the Division Head for Early Middle School and Middle School. Jenn is passionate about The Bear Creek School, its students, faculty, and families. Jenn's four children attend Bear Creek so she knows firsthand that we do all the things we say we do!

STUDENT LEADERSHIP

STORY AND PHOTO BY CHRISTINA GLASS



“For even Jesus came not to be served but to serve.” Mark 10: 45a

When you think about Field Day, you might remember balloon tosses, sack races, and the pure anticipation of summer. What you might not have considered is the time and energy invested into that single, fun-filled day. Grade 6 students, however, have grown quite familiar with the workload. They have become an integral part of Bear Creek’s annual Field Day.

Field Day begins with grade 6 student government setting up the games at 7:00 a.m. The rest of the class joins them on Owens Field and prepares their stations for the first rotation of students. Kindergarten through grade 2 students are the first group to come out to Owens Field. Sixth grade leaders show them how the games are played and then the fun begins! Once those classes cycle through all the game stations, grade 6 takes a break, enjoying a pizza lunch and their own Field Day. After lunch break, grades 3, 4, and 5 come out for the rest of the day which ends at 3:00 p.m. Even though Field Day lasts for just one day, sixth graders have planned, trained, and put in a lot of hard work to ensure a fun day for all of the Lower School and Early Middle School students.

“Our Field Day has changed since we have incorporated grade 6 students helping out. They have made it so much better! They do a lot. They train. They work in P.E. and outside of P.E.,” Michele Wyner, Lower School P.E. teacher,

gratefully expressed. Sixth graders brainstorm possible new games with P.E. teachers, and then they learn how to set up the games, study the rules, and intentionally learn how to interact with younger students. It is a process they learn through their P.E. curriculum.

Walking away from Field Day, many of them depart in amazement as they reflect on how much work it took. They are surprised at how tired they are, getting just a taste of how teachers must feel. Managing kids is not as easy as they had originally thought. Michele laughed as she recalled how one student complained about a younger student talking while he was trying to give instructions.

Grade 6 teacher Lisa Dineen emphasized how the students experience leadership in a way that is appropriate for their age. “It is good for them to have challenges and navigate through them.” She gave an example of how student government decided to meet every Friday on Owens Field to prepare for Field Day. They began running into difficulties when they disagreed on which games they would use or who was in charge, asking questions like, “How do you lead students close to your own age? How do you think of someone other than yourself?” Lisa thinks it is a great, tangible opportunity to be a servant, “It shows them that a servant is better than a leader, like Jesus.”

Pickles and a Promise

When Meghan McCahill '16 was in kindergarten, she asked to have lunch with Dr. Brannan during the Teacher and Staff Appreciation Week. Meghan and Dr. Brannan had a picnic on the front lawn and became fast friends over peanut butter and jelly sandwiches. And as Meghan remembers, lots and lots of pickles!

Nearly twelve years ago, when he announced he was moving to Missouri, Dr. B (as he was affectionately known) told Meghan he would be back for her graduation if he was able.

This past spring, Meghan reminded him of his promise via Facebook, and a few days later Meghan found this reply:

“Looking forward to graduation and seeing you and your family soon Meghan! You seem just as excited about life as when you were in kindergarten. Maybe a little more excited!!”

In case you don't know, Dr. Curt Brannan is founding head of school Nancy Price's father and was the first dean of school; but to our young students, he is remembered as the school's grandpa—a big bear of a man who would stop and hug each student, telling them they were loved by Jesus. Faculty and staff remember him as a gentle man of faith who provided prayerful leadership and pastoring.

When Meghan graduated in June, Dr. Brannan was there and greeted by the many families, faculty, and staff who were delighted to see him and reminisce about the early days at The Bear Creek School.



Kindergartener Meghan McCahill with Dr. Brannan in 2003



Dr. Brannan and Meghan McCahill, class of 2016
PHOTOS BY CINDY MCCAHILL

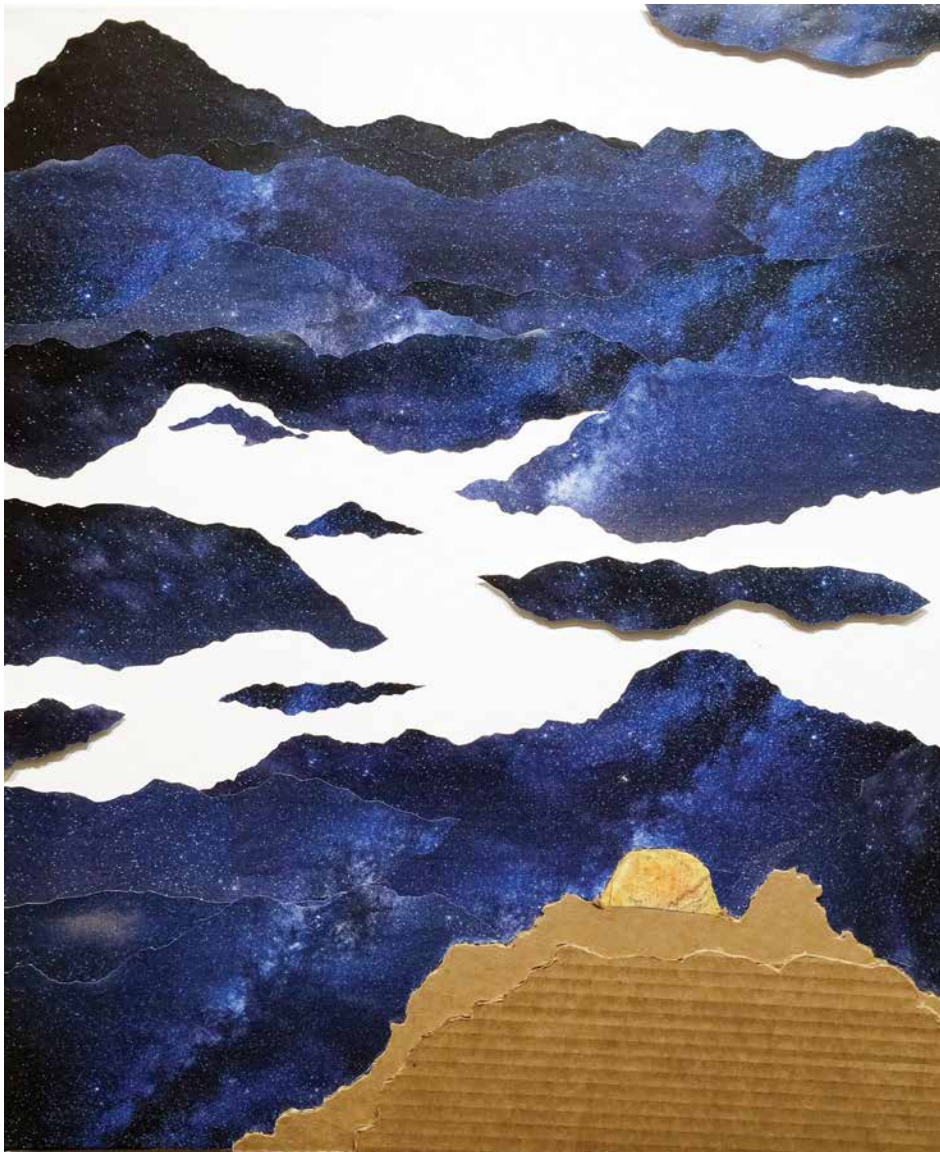
STUDENT ART SHOW

VALA ART CENTER & STUDIOS, REDMOND

Bear Creek Palettes | An Exhibition of Perspectives, Personality, and Passion

What do teens of today think about? What affects our youth so profoundly as to have life-changing impacts which alter the way they live out their lives? Below you will find the perspectives of eight diverse personalities, each a passionate student-artist exploring her thoughts and memories.

This combined exhibition by Advanced Studio Art students featured the works of seniors Lauren Chang, Sarah Ethington, Sara Hastings, Maggie Leist, Maddie Mott, Emma Petrin, Yujin Yang, and Junchen Zhou. Enjoy these excerpts from the artists' statements. Read their complete statements online at www.tbcs.org/artshow.



MAGGIE LEIST

Wrong Turns, Right Places (left)
Paper map, twine, and cardboard on canvas

Often the most incredible things happen when you least expect them to, and Washington is known for its unexpected places. Wrong turns aren't ever truly wrong because they will take you to the right places. All roads lead to adventure. Helen Keller once said, "Life is either a daring adventure, or nothing at all," and life in the Evergreen State is one big daring adventure.



SARA HASTINGS

Beauty Amid Decay (left)

Newspaper, wire, and acrylic on canvas

I created this series in memory and honor of my grandmother. In each consecutive piece, the brain matter deteriorates but is replaced with a growing vine. Representing that, beauty can be found even amidst pain, suffering, and loss. While it is easy to see beauty in new life, it is difficult to see it in decay. When I visited my grandmother in her final months and held her hand though she could not open her eyes, she taught me lessons in patience, compassion, kindness, and sacrifice. I learned that life is not solely about making yourself happy, or giving for what the person will give you in return. Sometimes we learn the most about true beauty in the shadow of suffering.

SARAH ETHINGTON

In Pieces (below)

Acrylic and ink

Displaying the time to care and listen can mean the world to someone who is on the brink. No matter the circumstances, there is always the opportunity for redemption in the end. Through this series, I seek to bring attention to those who tend to hide in the distance, fade in the background, or stay in the shadows.



MADDIE MOTT

Quirky (below)

Acrylic

Through my series of funky-colored goofy animals, I sought to achieve a specific uniqueness that can only be found through taking the seriousness out of life and painting a cow green. I aim to reveal how beauty can stem from the weird little quirks God gave us and bring joy into the world, rather than be hidden in shame.



JUNCHEN ZHOU

Beauty in Different Ways (above)

Acrylic and pastille on paper

Through this series however, I hope to show that beyond the outside label, the inner beauty of women will always transcend the superficial look of their garments, and we can all recognize beauty in different ways.

YUJIN YANG

Bifurcation (below)

Poster color paint

Cardboard and plaster

Everything has two sides, a bifurcation. In life, there seems to always be a certain tension between two forces. There is good and bad, kind and malicious, happy and sad, compassionate and uncaring. We wrestle with choices, wander to find the right path, hesitate to embrace another, and struggle with patience.... We are like chicks in a small world (protected and told what is and is not), then upon graduation we break our egg shell and are born into a new world.



LAUREN CHANG

Learning to See (above)

Watercolor, charcoal, and ink

Not only did I learn to see literally, but in my faith journey as well. I had to see past the circumstances and physical obstacles and trust that God was orchestrating His perfect plan in my life. I came to the realization, that had I not gotten sick, I may have never been able to truly see God.

EMMA PETRIN

Raw (pictured on cover)

Watercolor on wood

Emma's artist statement for this series is featured on page 3.

EXPLORING THE REALM OF MATH

Meet Caleb Ji

By Brooke Kato '17

Brooke is an intern writing for *Kirkland Living*, a local neighborhood magazine. The following article, which appeared in the June 2016 issue, is reprinted with permission of the magazine.

FOR SOME PEOPLE, MATH IS A DIFFICULT SUBJECT to understand, but for Caleb Ji, it comes naturally. Caleb is a senior at The Bear Creek School and not only is he intelligent in the classroom, he is stellar outside of it as well. In 2014, Caleb took home the bronze medal in the International Math Olympiad in South Africa while he was on the Canadian Math Team, helping the whole team to finish in ninth place in the world.

His gift of the ability to compute and understand math excellently has led him to compete on his own school's math teams, as well, and has led them to victory several times over the years. "The team at Bear Creek isn't very large or intense, but we still have fun," Caleb explained.

He discovered he liked doing math when he was young, about third or fourth grade, and that love soon blossomed into a passion. "Math is very beautiful in some ways," said Caleb, "The subject is interesting; there is a lot out there to learn." Caleb pursues his passion by participating in many competitions and attending numerous math camps.



Caleb, far right, with his teammates on Team Canada in Cape Town, South Africa for the 55th annual International Math Olympiad



On May 27-28, Caleb won four matches to capture the 2016 1B/2B/1A Boys Tennis Singles State Championship in the tournament held at the Yakima Tennis Club.

But not only does Caleb enjoy mathematics, he is also on his school's tennis team, plays violin, and loves to read. "I have always loved reading stories. I like the classics the most," he said.

Although he does enjoy subjects and activities other than math, math is his true passion. "There are a lot of things you can do with math; the possibilities are really endless. I'm definitely interested in learning more about algebraic geometry in the future," he explained. Because of his passion for exploring everything about math, Caleb's extraordinary love of the subject will certainly stay with him through college and the rest of his life.

This fall Caleb will attend Washington University in St. Louis where he plans to study both biology and mathematics. He was named an Honorary Scholar and is the recipient of a full-tuition Compton Scholarship.

Olivia Markezich Double Podiums at Track & Field State Championships

By Lucy Caile '19

OLIVIA MARKEZICH relaxed while munching on waffles the morning before winning her spot on the podium in Cheney, WA. In May Markezich, a freshman at The Bear Creek School, earned eighth place in the 3200 meter and seventh place in the 1600 meter run at the 1A Track & Field State Championships. The road to State started back in the fall with a podium finish (eighth place) in Pasco at the Cross Country State Championships followed by months of dedicated training and strong performances at track meets this spring. “She progressed throughout the season, racing phenomenal PRs [personal records] at District Championships to earn the opportunity to compete at State,” Bear Creek track & field coach Carla Darr states regarding Olivia’s journey.

Prior to the 3200 race on May 26, Markezich’s nerves were evident, but she had done this before. “It’s just another oval,” coach Darr stated when The Bear Creek School van pulled up at Eastern Washington University spying a plethora of supporters crowding the stands. “The State meet in Cheney is a big stage and can be daunting the first time an athlete competes there,” Darr expanded on the subject. As the team walked toward the designated warm up area, a convenient indoor track, Darr gave Markezich some final words of encouragement before sending her off to run eight laps around the track.

As the gun went off, Markezich ran out strong, with her teammates vocally supporting her every step. She moved up the pack and finished the last 3200 of her freshman year with a time of 11:37.04, less than ten seconds shy of her PR and securing her eighth place medal. The following day Markezich had a break to refocus and prepare for the 1600 race on Saturday. Her diet consisted of waffles for breakfast and lunch on race days and spaghetti marinara at Luigi’s the night before. The Bear Creek track team called

the food choices “carb loading” to power her body through the next race. On the day of the 1600 race, Markezich was “even more nervous” but her twin, Andrea, wasn’t worried. “I wasn’t nervous for her because I knew no matter what happened she would have a great race.” Olivia fulfilled her sister’s thoughts as she began the regal walk to the starting line for the final four laps of her freshman season. As the clock started for the 1600, Markezich got boxed in due to the large number of girls in the race. She is not a defeatist though and picked up her speed on the second

lap, catching her competitor, Macenna Hansen of The Northwest School. Markezich passed Hansen and achieved a time of 5:20.66, seven seconds off her PR and good for a seventh place finish. She was all smiles after her race with the 1600 meter medal hanging from her neck, reflecting on her season.



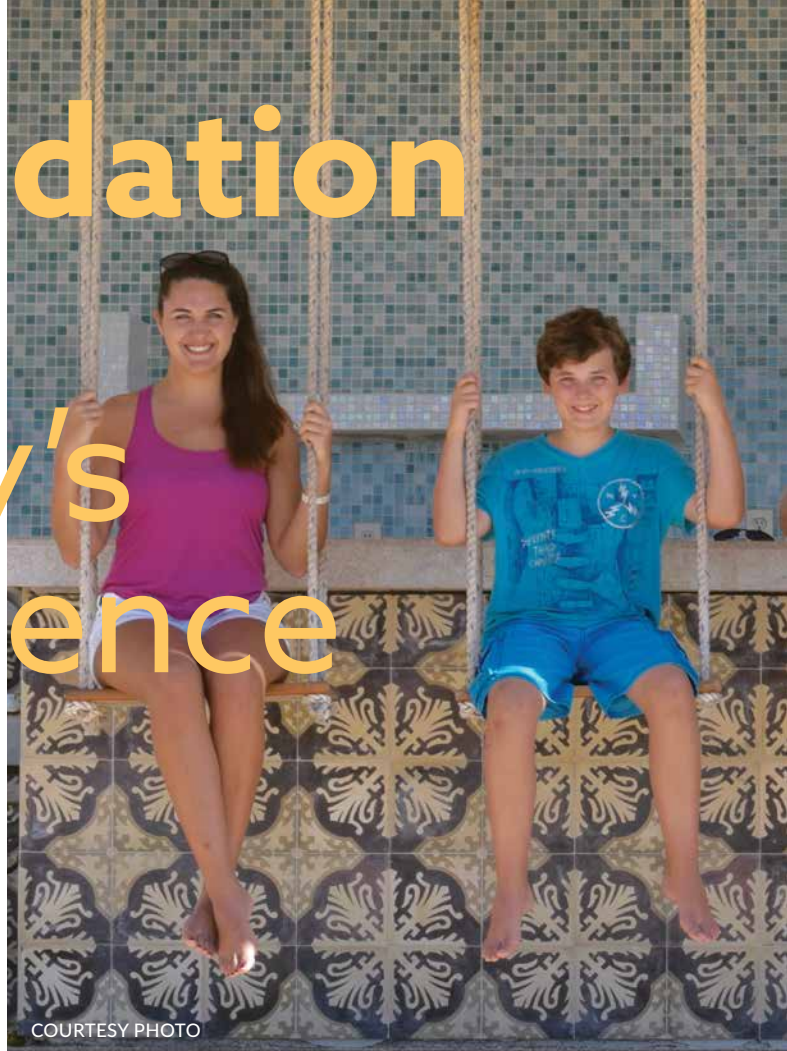
Coach Darr embraced Markezich, ecstatic at how far her young runner made it this year. “Olivia had an amazing freshman season, precisely executing each one of her workouts and pulling it all together on race day,” Darr observed. Darr went on to say that Markezich is well versed in the subject of racing which helped her to cross the finish line of both races with podium finishes. “She is a humble yet focused competitor and teammate who is only just beginning to tap into her potential; I am confident we will see the beast further unleashed in the years ahead,” Darr concluded. Markezich closed the season ranked ninth across all classifications for freshmen PR performances in the State of Washington and first in 1A for her best 1600 meter time of 5:13.55. Markezich shook up the running world this year in both cross country and track. She is a beast, and it is hard to deny her hard work and ability in the sport. As cross country season approaches, Markezich is ready to untie her track spikes, put on her forest shoes, and keep running towards her goals.

From Foundation to Future: One Family's K-12 Experience

By Shannon DuBois

THE WALLS OF HER BEDROOM SPEAK of memories that only childhood can create, and I'm sitting here listening. A tear moistens my cheek as I pretend it is 2009 and we're getting ready for her last high school dance. The decadent dress still graces her closet and little did I know that her then-date would become her now-husband, Graeme. I also see her green and gold pom poms, a bit faded from the years, and remember the girls' laughter and cheers from the basketball court. A picture sits on a shelf: it's Brianna Firminger '09, Courtney (Wallis) Storti '09, and my daughter, Dani, whose room I visit even when she's not here. If I listen closely, I can conjure up the sounds of her soft singing as she got ready for school each morning. I am reminded of Dani's love for choir practice, so free and full of grace, just like her teacher, Mrs. Loudenback.

I continue looking and see Dani's old English assignments piled on her bookcase, Mr. Norris's red pen telling her to take risks with her writing—risks that paid off. Upon entering university as a freshman, Dani got wedged into an upper level English class and within the first week, the professor was using her essays for examples. She



COURTESY PHOTO

Domi '11, David '22, Jim, Shannon, Dani '09, and Graeme '07

eventually tutored other college students who had not been exposed to the likes of Mr. Norris. Dani is not alone in this experience. K-12 alumna Christine Nye '15, found her college English class redundant, saying she watched other students struggle, while she had already learned the concepts. Bear Creek graduates find a way to shine and flourish, adjusting to college easier than most because they were prepared. **Foundation.**

As I move on to another vacant room in our house, our middle child's, my throat tightens up again. Here the Bear Creek remnants take on a different flavor: science and athletics. A poster still hangs on Domi's wall left over from her volleyball senior night. It was this year that the team placed fourth in State, an achievement that will forever permeate our memories. I see Mrs. Brown and her daughter Michele '13 in the years of volleyball photos and remember the hard work that went into building



such a talented team of girls such as Fernandez, Easley, Peterson, Schoene, Cadigan, and Meyer. At one time, Bear Creek didn't have an ambitious athletics program. Now, under the leadership of Athletics Director Chad Pohlman, a kaleidoscope of trophies, plaques, and courage line the Bear Creek trophy case. **Fortitude.**

This perseverance isn't just evident on the volleyball or basketball courts, but also in the classroom. Stacks of books still sit on Domi's desk, reminding me of all the nights my bedroom light went dark before hers. Bear Creek's rigorous academic curriculum brought many complaints from my children over the years, but fortunately, Bear Creek provides the structure and scaffolding to assist kids at each developmental stage. Encouragement from passionate, science-minded teachers like Mrs. Graham and Mrs. Dunn helped Domi, along with many other Bear Creek graduates such as Jackson Brammer '08, Katie Ross

'07, and Beth (Graham) Patterson '09, enter the medical field in hopes of living out their dreams to help others. Creekers aren't afraid to pursue high-level degrees once they enter college; they have already experienced a demanding education and their past accomplishments breed future confidence. They understand how to study. **Focus.**

Life preparation, however, isn't exclusively dependent on academic development. Spirituality also takes on a significant role in the equation. From memorizing Bible verses in Lower School to studying comparative religion in Upper School, our children are equipped to think critically about concepts outside of their physical realm. This foundation allows them to make decisions based on truth, investigating and owning their own beliefs as they mature. **Faith.**

As I wander into the next bedroom, my heart

feels a little lighter. A warm body still inhabits this space even if it does smell like dirty socks and jarred nature collections. This room is full. Full of a vivacious 12-year-old who entered Bear Creek when his sister, Dani, was a senior. Having David 10 years later gave my husband and me plenty of time to analyze whether we desired the Bear Creek experience again. Was it worth it? What sets Bear Creek apart? Is it too small? Is it too confining? Realizing that our son learned in a kinesthetic manner, and was a spatial learner, not a sequential learner, we wondered if his divergent, unconventional thinking would be dampened or diffused. Our concerns were soon assuaged by

David's prekindergarten teacher, Kellie Anderson. Years later, when I thanked Kellie for giving David a great first year, she countered, saying, "David taught *me* so much *my* first year. He taught me the importance of meeting children where they are, to reach them and teach them how *they* optimally learn." Supported by Division Head Jenn McDonough, the personalized approach continued through David's Lower School

years: Mrs. Matson encouraged David's creativity and his quest for understanding the world was piqued; Mrs. Gephart customized his assignments so that they were better suited for his learning style; and Mr. Dale brought math to life for David using metaphors, stories, and humor. With Bear Creek's small class sizes, teachers are afforded the opportunity to get to know our children and adapt accordingly. **Flexibility.**

As parents, it is our job to create a loving, nurturing, and safe environment for our children that

ensures what the psychology world calls a strong attachment. This Attachment Theory, the idea that children will attach in a healthy or unhealthy way to their main caregiver, is also depicted on a larger scale at Bear Creek. Just as a toddler may wander around a room touching and exploring, but periodically may come back to the secure base called Mom or Dad, so too does Bear Creek build a fertile foundation which gives students the confidence to venture out, take risks, learn, yet return to their anchors when necessary. As our children grow and become more independent, not needing mom and dad as much, we can rest assured that our children's school has replicated the secure attachment base

exhibited at home. And much more than just a school or a safe base, Bear Creek has become a P-12 culture. A culture that is based on time-honored traditions, belief systems, music, art, science, sports, language, and spirituality. A culture that cannot be bought or sold, or traded or reproduced. And that is what keeps our alumni program growing and veteran parents still involved. **Family.**

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SCIENCE, SPORTS, LANGUAGE,
AND SPIRITUALITY.**

As I gently close the doors to our daughters' too-quiet bedrooms, the lump in my throat returns. It seems that reminiscing about the past isn't always easy. Usually, I find that it smells like loneliness, but tastes like grace. None of us are perfect parents. Through the years we've made a plethora of mistakes, but choosing Bear Creek was one of those times we actually moved in the right direction. We can't control everything in our children's lives, but giving them a firm foundation, enabling a bright outlook is a priceless decision. And that, my friend, is worth every tear. **Future.**

Meet Ida Lairson

PHOTO BY SINI FERNANDEZ

Ida Lairson's portrait hangs in the library which bears her name. Here she reflects on reading and children's books in an interview with Christina Glass.

Why do you think reading is important for young children?

It expands their knowledge—knowledge of the world, of people, of things—everything, at a time when their knowledge is very limited. Then, too, with practice it increases their reading ability, gets them ready for the next reading level, and eventually helps prepare them for more complex fields of study. And it's fun! Books are very available, inexpensive, and that's a win-win situation.

Do you like to read? What are your favorite children's books and why?

Yes, I do like to read. At an early age, I used to walk with my sisters from our farmhouse in Iowa to the public library in the small town of Pomeroy. There I would check out as many books as allowed. I would carry them home and would stay up late reading. Reading has always been one of my favorite pastimes. One of my children believes it is contagious. She loves to read as much as I do, and she thinks she caught it from me.

My "favorite" children's books are many and changing. In country school in the 1930s each Friday afternoon the teacher read aloud to us. Some of the books she read were: *David Copperfield*, *Heidi*, *Tom Sawyer*, *O Pioneers!*, *Treasure Island*, *Swiss Family Robinson*, *Uncle Tom's Cabin*, *Little Women*, and many more. With their strong plots and fascinating characters, we loved each book.

When I used to read aloud to my young



grandchildren, my "favorite" books included *Goodnight Moon*, *Good Night, Gorilla*, *Olivia*, *The Ghost's Dinner*, *We're Going on a Bear Hunt*, *The Hungry Caterpillar*, and many more. And *Miss Rumphius*. Have you read the story of *Miss Rumphius*? It's about a retired librarian who wants to make the world a more beautiful place and how she does that.

How do you feel about the Ida Lairson Library being named for you?

I think of it as an honor, and it is humbling. Everyone, including Mrs. Kadeg, the library staff, and the people in the main office, are so friendly and welcoming when I visit; I forget about the humbling, undeserved part and just enjoy myself.

What do you appreciate about The Bear Creek School?

I like that it keeps growing and changing. New buildings appear, new features are added, there is movement, yet its values remain the same.

COMPASSION IN ACTION

GOING HUNGRY TO RAISE AWARENESS

This year Bear Creek members of the National Honor Society (NHS) launched a new project—24 for 24—with the aim of raising awareness among their peers of hunger and other serious issues faced by people around the world. Forty students and chaperones donated \$24 each to spend the night in the Upper School building and go without eating for 24 hours. NHS members organized the event which included a documentary about hunger, board games, and worship time led by the student worship team. In the morning, the group made waffles together. The money from the participants was matched by the NHS, for a total of \$1,600, and donated to World Vision. The group hopes that the event will become an annual tradition at Bear Creek.

BEAR CREEK STUDENTS STAND STRONG AGAINST CANCER



In February, students of all ages got involved in the Seattle Children's Strong Against Cancer campaign, one of Bear Creek's community partners. Led by the Upper School ASB, students raised awareness about the important cancer research being conducted at the Ben Towne Center for Childhood Cancer at Seattle Children's Hospital. In addition, students raised \$3,270 for Strong Against Cancer by selling purple-themed items, the color of the Strong Against Cancer campaign. The halls were filled with adults and children wearing purple capes, socks, masks, hats, and shoe laces. The money raised will be used to advance research into the prevention and cure of childhood cancer. Look for the annual campaign to begin again in late January.

SPEND YOURSELF CHALLENGE



"It made me feel proud of myself for helping and made me feel like I am a part of something bigger." That was the sentiment expressed by one of our Upper School students after she made a donation to help poor children attend dance classes. Other students shared similar feelings of gratitude and joy arising from the act of giving.

Last spring, a generous donor issued a challenge to our Upper School students. Each student would receive a \$20 bill with the stipulation that they should go and do something generous with it. Called the Spend Yourself Challenge, students had three weeks to decide how to give away the money and report what they did and how it made them feel. Some students pooled their funds, giving to a variety of good causes, including purchasing art supplies for low income students in Seattle and food for the Hopelink Food Bank. Some of the organizations benefitting from students' generosity include Lifewire, the MS Walk, World Vision, and Landesa. Other students chose to give directly to an individual person, such as buying lunch for a homeless person.

One student summed up the Challenge by saying, "I felt like I was making a difference. No matter how small, it still felt like I was doing something to help." We hope this small taste of how good it feels to help others will inspire our students to live lives of joyful generosity.

Bear Creek Community Partners

BY DEBBIE MARCHIONE

Bear Creek has selected three nonprofit organizations with which to partner on an ongoing basis. While every family at the school has specific organizations they are passionate about supporting, these partnerships were chosen because each one incorporates curricular strands, student leadership opportunities, and full-school involvement. Selecting the three partners also allows us to limit the number of times the school community is asked to support outside organizations.



“Hopelink’s mission is to promote self-sufficiency for all members of our community; we help people make lasting change.” Hopelink

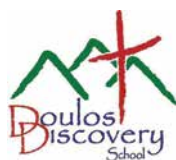
is our local partner, providing an opportunity for students to show compassion for people living right here: people we see in our own neighborhoods, at church, or at the grocery store. Each November The Bear Creek chapter of the National Honor Society organizes and runs an annual school-wide food drive to support Hopelink, typically collecting 3,000 or more pounds of food for hungry families. The kindergarten classes collect mittens during the holidays for Hopelink as well. Both students and adults also volunteer for Hopelink in various ways throughout the year. Students of every age are taught how Jesus showed compassion for the poor, and as Christians, we are called to do the same.



Seattle Children’s mission statement reads: “We believe all children have unique needs and should grow up without illness or

injury. With the support of the community and through our spirit of inquiry, we will prevent, treat

and eliminate pediatric disease.” Seattle Children’s, while located here in the Puget Sound region, makes an impact throughout the Northwest and beyond, particularly through their research into pediatric cancers and other illnesses. For the past two years, in conjunction with Wholeness in Christ, Bear Creek has supported Seattle Children’s Strong Against Cancer initiative by selling purple capes and bringing awareness to the research being done to cure and prevent childhood cancers. In addition, Upper School students study cancer in their biology classes. Classes in several divisions have a long tradition of creating holiday gifts for kids hospitalized at Children’s, including making and delivering fleece blankets and gingerbread houses.



Doulos Discovery School is located in the

Dominican Republic and has a mission of “Educating and equipping servant leaders through Christian discipleship and expeditionary learning to impact the Dominican Republic.” Bear Creek has sent teams of Upper School students on a mission trip to serve the Doulos School for the past four years. We have also provided professional development for their faculty. Lower School students’ Chapel offering is dedicated to help support the students at the Doulos School as well, many of whom come from families living in poverty. We are working to expand our partnership and develop more student-to-student relationships in the coming years.

We are grateful for the generosity of the students and families at Bear Creek that helps to nourish and support children and families in our local community, across the Northwest region, as well as abroad in the Dominican Republic.

The Art of Being a Volunteer

BY DEBBIE MARCHIONE

“I believe in acting more as a guide than a teacher, especially when someone is creating art.” After nine years as a volunteer art docent at various grade levels, Julie Gauthier has guided hundreds of students through their creative endeavors. During the 2015-2016 school year, Julie chaired the Art Docent program, supporting the many volunteers—moms, dads, and grandparents—with backgrounds ranging from artist to engineer, all of whom have a passion for children and art.

Art is one of the pillars of a classical Christian education, and our Art Docent program helps integrate visual art into the curriculum at every level, including preschool. Students are introduced to a wide variety of styles from pointillism to Pollack, Klee mobiles, and Mondrian neoplasticism. Younger children learn about, then emulate an artist or style. Grade 3 students learn medieval styles of art in keeping with the history they are learning, while students in grade 6 explore classical art and create their own works in that genre.

A professional artist, Julie creates beautiful works of metal sculpture and jewelry. She has shared her trade with Bear Creek through five different class projects for the auction that gave students an opportunity to learn about the materials and skills needed to become a metalsmith.

Julie does not confine her volunteering just to art, however. “I love being involved in my children’s education; I love interacting with them and their classmates at school,” she notes. The Gauthiers joined Bear Creek in 2007 when Rylan, now grade 8, was in kindergarten and Zaden, now grade 3, was just an infant. Over the years, Julie has been a room mom, a new family mentor, the Valley Campus mentor program chair, and on the auction committee. Now that Rylan is in Middle School,



Julie with sons Rylan, grade 8, and Zaden, grade 3.



Preschool Art Docent Projects

Julie also helps out with Middle School socials. Her family has also been loyal financial supporters.

We are blessed to have Julie’s energy, creativity, and generous spirit enriching so many students’ lives at Bear Creek.

GIVING ROUND UP

THANK YOU to everyone who supported the Annual Fund and the auction this past year. Your generosity to the Annual Fund raised more than \$235,000 to help our students go on field trips and participate in arts and athletics and many other activities. You made it possible for teachers to integrate the latest technology tools into their classrooms. And, you provided financial aid to families who would otherwise be unable to receive the benefits of a Bear Creek education.

We are also grateful to the many guests who enjoyed dinner and fellowship while raising more than \$280,000 overall for The Bear Creek School at our 2016 Auction: Navigate the World. Thanks to the generosity of guests during the Fund-A-Need,

all of the kindergarten through grade 8 classrooms are now equipped with the technology to transform an ordinary white board into an interactive teaching tool.

Employer matching gifts for donations and volunteer hours from companies such as Boeing, Microsoft, Outerwall, AT&T, Shell Oil, T-Mobile, and many others helped to magnify the impact of gifts from our community.

These two primary fundraisers play a critical role in transforming a Bear Creek education from excellent to extraordinary. The generosity of the Bear Creek community is inspiring!

A GIFT FOR THE AGES

Planned gifts such as bequests or trusts are a meaningful way to leave a legacy while helping to educate future generations of Bear Creek students. Our students leave Bear Creek ready to impact the world as leaders with wisdom, compassion, and courage. If you have already made a provision for The Bear Creek School in your will or estate plan, please let us know so we may say thank you and recognize your generosity.

Contact Debbie Marchione, V.P. for Philanthropy and Community Engagement, at dmarchione@tbcs.org to learn more.

ALUMNI NEWS AND CLASS NOTES

Class of 1998

David Webber

David and Sarah Webber are happy to announce the birth of Henry David, born March 5, 2016 in Seattle. It's been a busy spring for the Webber family with Dad also helping coach tee-ball for big brother Nolan, #1 on the Ballard Pilots!



Class of 2003

Lindsey Gordon

Lindsey has two kids; she is a foster parent and works at Snoqualmie Valley Hospital.

Erin (Kadeg) Tolbert

Erin works as an emergency room nurse practitioner. She married Alex Tolbert on February 5, 2011.

Ken Miyake

Ken is completing a master's degree in English education at Osaka Kyoiku University in Japan.

He is working to bring an online community learning system into Japanese schools and fostering new ways to teach English as a foreign language.

Class of 2004

Hugh Foskett

Hugh currently works at Amazon in quality assurance. He has been married over a year now.

Jiawoei (Kevin) Hu

Kevin is currently obtaining his teaching credential and hopes to become an elementary school teacher or a Mandarin teacher in high schools in the Palm Springs area. He worked for a French localization and translation firm on the project management team before moving into education.

Class of 2005

Andrew Discolo

Andrew started a general surgery residency at Swedish Hospital in June 2015.

Anna Kadeg

Anna graduated from Adventist University of Health Sciences in April with a Master of Science in Nurse Anesthesia.



Class of 2006

Kelli (Geiger) McEntee

Kelli graduated from The University of Washington School of Medicine in May 2016.



Class of 2007

Alex Higinbotham

Alex graduated in June from University of Washington's Foster School of Business with his MBA. This was an achievement three years in the making, as he worked in medical sales full-time and crammed his education in on nights and weekends, between

meetings for YoungLife, the Bear Creek Alumni Committee, and trips to California to visit his long-distance girlfriend. But now life is good, as he has his degree, his girlfriend has moved to Seattle, and he is evaluating his next career steps, whether they take him to sales, marketing, or real estate. He is excited for what the future holds and is grateful to Bear Creek for the strong academic foundation that helped him achieve his goals.



Class of 2008

Carolyn Heine

Carolyn is in her second year of service as the Instructional Services Librarian at California Baptist University. She is currently researching effective assessment methods for first-year library research instruction and working towards tenure.

From the Alumni Leadership Committee

By Hugh Foskett '04

Last spring, I was given the incredible honor of participating as part of an alumni panel at Bear Creek along with Shannon Abbott '12 and Andrew Imhoff '05. The objective of the panel was to allow seniors to interact directly with alumni and ask questions about the transition to college and beyond. I'm not sure I can properly describe how wonderful it was to speak with the students, but I'm still going to try. Let me start by saying how impressed I was with the questions asked by the students. There was the standard fare about choosing classes and other basic collegiate logistics, but what really thrilled me were the questions pertaining to "real life" such as behavior and worldview. The message I tried to get across wasn't too complex (because honestly, I'm not that complex of a guy). My answer? Be intentional because a year's worth of little decisions stack up to a lot of experience, and there are no throw away opportunities in God's world.

I hope that the graduating class of 2016 is able to stay mindful and intentional as they move on to their next challenge, and I'm truly grateful I got to spend a morning talking with them.

If you are a Bear Creek alumna/us and this type of program appeals to you, please reach out and get involved! Or join us for one of our social gatherings throughout the year. If you are a parent of an alumna/us and you think your daughter or son might be interested in alumni activities, please tell her/him about it. Go to tbc.org/alumni for more information. We encourage alumni to get involved.

SAVE THE DATE!

Please plan to join your fellow alumni at one or more of these fun, free alumni events. Watch your email for more details and connect with us on Facebook or follow us on Twitter to keep up on the latest information about Bear Creek happenings and alumni news.

NOVEMBER 22 – Green & Gold Night

NOVEMBER 23 – All Alumni Gathering, Flatstick Pub in Kirkland

DECEMBER 16 – Homecoming Basketball Games

MARCH 25 – Spring Brunch and Service Project

JUNE 17 – Alumni/Student Soccer Game and Picnic

Class of 2010

Michael Davisson

This year Michael was on a cross country tour evangelizing to the country! Person by person, he reminded his fellow Americans that we have a responsibility to take care of one another. He campaigned for Bernie Sanders, the Jewish democratic socialist from Vermont, in the hopes that we will get one step closer to creating the beloved Christian community that we all so desperately need.

Robert Kelley

Robert is currently living in southern California where he spends a lot of time involved with his church. He is living in a men's discipleship house this year doing outreach in the community and receiving mentorship from the pastors and deacons of the church. Robert recently received a CPA license after a year and half working in public accounting. He works with tax advanced staff at Holthouse, Carlin, and Van Trigt, LLP, in Costa Mesa, CA.

Class of 2011

Abigail Gomulkiewicz

This spring Abby graduated from the University of Cambridge with a master's of philosophy degree in early modern history. She wrote her thesis on religious materiality in Elizabethan England.



Class of 2012

Madelyn Magee

Madelyn graduated in May 2016 from Columbia University in New York City with a degree in biology and a concentration in American studies.

Zach Alleva

Zach attended Claremont McKenna College in southern California where he continued his swimming career from high school; he swam all four college years and had the opportunity to compete at the D3 NCAAAs a few times. Being a part of the CMS swim team has easily been the highlight of his college career.

He has graduated with his bachelor's in economics and master's in finance this year. After road-tripping with friends in the



early part of the summer, he heads to San Francisco to start working full-time at Cambridge Associates.

Class of 2013

Alyssa Buchanan

Alyssa has been admitted into a five-year joint degree program at Baylor University. In 2018 she will graduate with a bachelor's of science in community health and a master's of public health. After graduating with an MPH, she hopes to get a doctorate in physical therapy.

During summer of 2016, Alyssa will travel to Brazil where she will take classes and do mission work and public health intervention, such as teaching classes, working in schools and churches, and hosting booths at health fairs. She will be visiting the cities Vitoria, Anchieta, and La Salvador.

Katie Matthews

Katie attends Baylor University where she is majoring in international studies with a concentration in the Middle East and Arabic. She is actively involved in Air Force ROTC. She will find out her job assignment in the fall, and will receive her commission as an officer in the U.S. Air Force in spring 2017.

FINDING HER VOICE

Miya Higashiyama, Class of 2013

MIYA HAD ALWAYS LOVED TO SING, but when she took an Opera 101 class during Bear Creek's JanTerm, it opened up an entirely new world for her. Today, Miya is a junior at Pacific Lutheran University in Tacoma, working toward a bachelor's of music and vocal performance degree, with a minor in German. She has sung various roles in PLU's opera productions. In addition, she is a member of Choir of the West and travels nationally and internationally with that ensemble. Miya's goal is to become a professional opera singer.

That goal came a little bit closer this past January, as Miya was one of just four people chosen through a highly competitive application process to participate in a Master Class with world-renowned opera star Joyce DiDonato at Carnegie Hall in New York. As the youngest participant, Miya was understandably nervous. However, she quickly took advantage of the opportunity to learn from the others who were further along their career paths.

Miya's four days in New York were filled with challenges—from her first taxi ride in Manhattan (not for the faint of heart), to the instruction she received in character development, vocal techniques, and musicality. Each afternoon, the Master Class students worked with Ms. DiDonato in front of a live audience onstage at Carnegie Hall. The classes were streamed live on medici.tv.

As she reflects back on that whirlwind trip, Miya comments, "Ms. DiDonato pushed me out of my

comfort zone and taught me to strive to be nothing short of the best singer, and person, I can possibly be." She is committed to using what she learned to take her singing to another level.

Miya credits Bear Creek for fostering her passion for performing and sharing music with others. Participating in the arts program at Bear Creek, particularly singing the lead role in the musical, *Fiddler on the Roof*, her senior year, "clicked on a light in my head" that perhaps she could make a career out of her passion.

Music is just one of the ways that Miya makes her voice heard. In March, Miya spoke at TEDx Tacoma

in front of an audience of more than 600 people on the topic of sexual assault on college campuses. A survivor of an assault during her freshman year at PLU, Miya is determined to make a difference for other women who often stay silent in the face of sexual violence. She has formed a

group at PLU to raise awareness of the prevalence of sexual assault on college campuses. The group has partnered with similar organizations at other schools and is working to urge universities to address the issue openly and create and follow policies to help victims and reduce future violence.

Miya feels fortunate that Bear Creek prepared her so well for college. "Bear Creek gave me the ability to think critically, to discuss worldviews and society, to confidently express myself before an audience, and to write clearly and strongly. Those are not necessarily common skills, and I'm grateful for them."

We look forward to hearing Miya express herself in many ways in the years to come.



CHRIS LEE PHOTO

LONDON CALLING

Tajel Mehta, Class of 2010



Tajel (left with flatmates) recently completed a prestigious internship with the English Parliament. She described her experience midway through the internship in the following interview with Debbie Marchione, Vice President for Philanthropy and Community Engagement.

WHAT HAS BEEN YOUR ACADEMIC PATH TO THIS POINT?

I received my B.A. in international relations from University of San Diego. The focus was mainly political science, but what piqued my interest was the interdisciplinary nature of the degree; it delved into history, economics, religious studies, fine arts, and literature. Now, I am earning my masters' of science in global health and social justice from King's College London. My dissertation focuses on health policy in London regarding tuberculosis.

WHY DID YOU CHOOSE TO PURSUE THIS DEGREE?

Pursuing this degree has put me right in the heart of London, one of the most cosmopolitan cities in the world. I wanted to meet people from all over the world whilst also earning a degree that emphasises social and global justice. This program has helped me develop critical skills for analysis, research, policy development, and the ethical assessment of health and disease inequalities. There is also a sentimental aspect to my choice to study here. Down the street from my campus is the Lloyd's Bank where my granddad used to work, and a little further on is the law office where my grandma used to work. It's the city where my granddad and all my aunts and uncles and cousins

live, and most importantly where my parents met and fell in love. When I walk along streets here, I feel very much at home.

WHAT DO YOU HOPE TO DO AFTER YOU FINISH SCHOOL?

I love living over here. London is referred to as “the world in a city” and I truly see that every day. My professors, course-mates, and flatmates are from all over the globe. On any given day, I hear around three to four different languages. I would like to stay in London for a little while longer, so I am currently looking for a job, preferably at a small non-profit.

However, as much as I am enjoying every second of my time here, I do intend to come home to Seattle eventually. I'm a Pacific Northwest girl at heart, and I do miss the mountains and the evergreen trees. My dream is to eventually move back to Seattle and work for the Bill and Melinda Gates Foundation.

DESCRIBE YOUR INTERNSHIP.

The All-Party Parliamentary Group was writing a report on the UK's role in developing the field of nursing globally and needed a research intern. It coincided with a class I would be taking on health policy, and I thought it would be relevant and a learning experience, so I applied. It was a very competitive process. After four meetings and an interview, I was chosen for the position which lasts from February through July. The pace will pick up significantly in the latter months as the report is launched in Parliament.

WHAT IS THE BEST PART OF THE INTERNSHIP? WHAT IS MOST SURPRISING?

The best part of this internship has been taking notes at witness sessions in the Palace of Westminster. I had never been inside the Palace before this internship and had no idea how gorgeous it would be. On my first day, I wandered around after the conference just to take in all of the busts of important people from history that line the

corridors and the magnificent stained glass in the windows. It is stunning.

I was surprised to find that the barons and baronesses on the board in charge of this report are genuinely kind and approachable. I had this preconceived notion that the members of the House of Lords would be standoffish and severe, which turned out to be completely off the mark. They're lovely people; nurses and doctors who truly want to improve the state of nursing within the UK and abroad.

WHAT ASPECTS OF BEAR CREEK HELPED PREPARE YOU FOR COLLEGE AND THIS INTERNSHIP?

I came away from my Bear Creek education with the ability to write a really good paper. This gave me a head start in a way, because during my freshman year many of my fellow students struggled to achieve a university-level standard of writing. Bear Creek also gave me confidence in my voice; acting on stage as Lady Macbeth and giving speeches in my rhetoric class gave me self-confidence which has become pervasive in my life. Believing that I actually had a shot at this internship and applying meant I had to have faith in my ability. The confidence to value myself and all I have to offer is a lesson I had to learn. Bear Creek played a big role in this process.

To this day, I value the investment our teachers put into not just our studies but also our personal development. It is not lost on me that this is not the norm across the country. Being an alumna means being part of a collection of people who know a little bit of Latin, have read the entirety of Milton's *Paradise Lost* and Homer's *Odyssey*, and know what apologetics is. We're a unique little group of people that have a lot to offer to the world, and I am very proud to be one of them.

PARENTS OF ALUMNI CONTINUE TO CONNECT



Parents and alumni display the Easter baskets they made for Olive Crest at the 2016 Spring Brunch and Service Project.

ONCE A PART OF THE BEAR CREEK SCHOOL, always a part of the Bear Creek community! The Parents of Alumni Committee volunteers Holly Alleva, Mary Matthews, Clare Mehta, Cindy McCahill, and Deb Perry worked hard this year to plan a variety of activities to bring parents of alumni together for fellowship, fun, and service. The committee also hosted a gathering of parents of the senior class to address issues and questions about launching a child to college. If you are interested in joining the committee, we welcome new members! Contact Debbie Marchione at dmarchione@tbc.org for more information.

Please mark your calendars and plan to join us for our upcoming activities.

FRIDAY, SEPTEMBER 30 – Wine tasting and fellowship at Woodhouse Wine Estates Tasting Room in Woodinville

FRIDAY, DECEMBER 16 – Homecoming basketball games

SATURDAY, MARCH 25 – Spring Brunch and Service Project



8905 208th Avenue NE
Redmond, WA 98053

www.tbcs.org



GRANDPARENTS DAY - OCTOBER 19, 2016

Join your grandchild in grades K-12 for a classroom visit and experience Bear Creek first hand.
For more information go to www.tbcs.org/grandparents