

MODUS VIVENDI



ENGINEERING AND THE
CLASSICALLY-MINDED
TEACHER

A Way of Life

MAKING A DIFFERENCE IN
THE MIDDLE SCHOOL

BE STRONG,
BE COURAGEOUS,
DO THE WORK

FACULTY PROFILE:
TRINITY OSBORN

THE BEAR
CREEK
SCHOOL
MAGAZINE

WINTER 2016



MODUS VIVENDI

Winter 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.

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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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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. This newsletter also contains a calendar of upcoming events. 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. The Parent Page hosts tabs for each of our school parent groups: Parent Teacher Fellowship, Grizzlies Booster Club, ParentNet, Friends of the Arts, and Parents of Alumni.

SEE WHAT'S HAPPENING ON CAMPUS

Stay up-to-date on the latest news and events by checking our On Campus page. On Campus is a mashup page featuring our school calendar, school news posts, the latest video, and recent Facebook posts.

ON THE COVER

Last October's annual Walk-a-thon raised a record total of \$43,000 which helps fund the PTF's annual budget and also purchased additional playground equipment. See the full article on pages 36-37. Jack M., kindergarten, pictured. Photo by Christina Glass.

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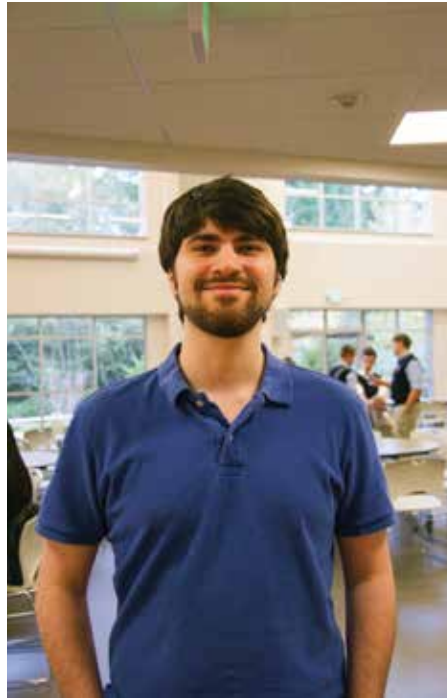
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MESSAGE FROM THE HEADMASTER

By Patrick Carruth

THE WORD COURAGE

comes from the old French, *corage*, meaning “from the innermost feelings of the heart.” Whether one is familiar with old French, or modern French for that matter, Bear Creek students will recognize and accurately translate the Latin root *cor* to “heart.” So courage—to take courage, to have courage—means the same as to take heart or to have heart.

Given the etymology of the word, it is sobering to think about courage and heart together while remembering the recent attacks on the city of Paris. While chaos ensued immediately following the attacks, a video went viral showing Parisians exiting the national stadium through a crowded corridor. They spontaneously erupted into song, singing France’s national anthem, *La Marseillaise*, which has been described as “an anthem to freedom.” Interesting that in the midst of a brutal, evil, and calculated attack, the crowd collectively and courageously cried out for freedom.

It was striking to me, as news reports painted a dim portrait of the City of Light, to consider courage



and heart in that context. It was ultimately liberty which was threatened that evening, and under such a threat and in the immediate aftermath, the resounding and resolute call has been to courage. In that moment, the connection was made clear. Courage proceeds from the heart and the two cannot be separated because courage is rooted in the heart and is the root of freedom and virtue.

But courage is hard. It requires one to step into the arena—to engage, to risk, and to discern. As Theodore Roosevelt reminds us:

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood, who strives valiantly; who errs and comes short again and again; because there is not effort without error and shortcomings; but who does actually strive to do the deed; who knows the great enthusiasm,

the great devotion, who spends himself in a worthy cause, who at the best knows in the end the triumph of high achievement and who at the worst, if he fails, at least he fails while daring greatly.

Courage and liberty are key in a Christian liberal arts education. The root of the word liberty is *liber*, which means “free,” and freedom has always been the goal of a Christian liberal arts education. The ancient classical model of schooling hoped to free the mind from ignorance. And as the Greeks sought to free the mind, Christ seeks to free the mind *and* the heart. That is the promise of a Christian liberal arts education—liberation and renewal of the heart and mind to engage the world with wisdom, compassion, and courage.

A Christian liberal arts education frees students to strive valiantly and to fail greatly without fear. It takes courage for virtue to thrive when it matters—at the testing point. As C.S. Lewis’s infamous devil in *Screwtape Letters* writes:

We have made men proud of most vices, but not of cowardice.... In peace we can make many of them ignore good and evil entirely; in danger, the issue is forced upon them in a guise to which even we cannot blind them.

This, indeed, is probably one of the Enemy’s motives for creating a dangerous world—a world in which moral issues really come to the point. He sees as well as you do that courage is not simply one of the virtues, but the form of every virtue at the testing point, which means, at the point of highest reality. A chastity or honesty, or mercy, which yields to danger will be chaste or honest or merciful only on conditions. Pilate was merciful till it became risky.

Although a Christian liberal arts education cannot change the heart, it prepares students with the tools

to pass the test. Ultimately, true freedom and virtue are the Lord’s work. While Christ’s atonement is generally interpreted as an act of obedience, which it certainly was, we do not often think of it as an act of courage. However, Christ’s prayer to the Father on the Mount of Olives suggests a spirit of courage, being willing to drink the cup and follow the Father’s will which would lead to his death as it is recorded in Luke 22:

And he came out and went, as was his custom, to the Mount of Olives, and the disciples followed him. ⁴⁰And when he came to the place, he said to them, “Pray that you may not enter into temptation.” ⁴¹And he withdrew from them about a stone’s throw, and knelt down and prayed, ⁴²saying, “Father, if you are willing, remove this cup from me. Nevertheless, not my will, but yours, be done.”

Of course, by no coincidence, that obedient act of courage frees his people from condemnation (Romans 8:1-11), from bondage to sin and death (Romans 8:1-4), circumcising their hearts with the Holy Spirit (Romans 2:25-29), and granting them true liberty by making them truly free (Galatians 5:1-13). As such, his people are free to have the courage to risk, to love, and to live with passion and purpose. Free to become the individuals God intends. Free to engage the world with wisdom, compassion, and courage. That too, is the hope of a Christian liberal arts education—freedom that changes the heart and mind.

“It takes courage to have virtue because courage is critical for virtue to thrive when it matters—at the testing point.”

~C.S. Lewis



MAKING A DIFFERENCE IN THE MIDDLE SCHOOL

*Story and Photos
By Sini Fernandez*

INVESTED IN STUDENTS. INTENTIONAL IN OUTCOME. This is The Bear Creek School's tagline. But what does it really mean? One example of Bear Creek's investment in students can be found in the development of the Middle School Servant Leadership Clubs (SLCs). Servant Leadership Clubs were started three years ago with the intention of developing character and leadership in the student body through service. In Middle School, **inclusion** is a primary focus of Bear Creek Leads, the school's K-12 leadership program. Inclusiveness runs counter to the clique-ish mindset of 12-14 year-old students, so teachers

work closely with them to intentionally weave the concept into the Clubs' efforts. For example, the Student Leadership SLC whose charter is to build Middle School culture and community recently came to Jenn McDonough, Middle School Division Head, with a proposal for a costume dress day on October 30. With guidance from V.P. for Academic Affairs Karen Blankenbeckler, the students carefully crafted the event and presented their plans to Mrs. McDonough. By ensuring that event details were announced to the entire student body, including the appropriate dress code and contingencies for providing extra costumes in case some students



implementation, problem solving, and reflection on progress, achievement, and failures.

At the beginning of each year during the annual Icebreaker event, Middle School students sign up for mixed-gender and mixed-grade clubs according to their interests. Eight SLCs are available for students to choose from: Chapel Support, Community Encouragement, Art and Design, Retirement Home, Lower School Partnership, News, Environmental, and Student Leadership. Each group has between 12-18 members and meets once each week for 20-30 minutes. The Art and Design SLC serves the Middle School faculty while nurturing its members' passion for art. Seventh grader Eleanor C.'s eyes light up when she talks about the joy she receives through this SLC. "I just love art!" Using her passion to fulfill her teachers' needs is a bonus. The group solicited teachers for classroom art and design needs and was busy last fall with projects like designing a Chi-Rho to hang in Mr. Miller's classroom, a math comic strip for Mr. Benson's classroom, and a verse for the wall of the boys' locker room requested by Coach Mendo. Isabella S., grade 7, shares that she "likes serving her teachers and knowing that the teachers didn't have to do the decorating themselves." Izzy and Eleanor are also developing leadership skills by helping organize and distribute tasks to other members of the SLC, ensuring every student has a role to play.

Maria B., grade 8, has elected to participate in the Retirement Home SLC in both grades 7 and 8. Six senior citizens live at Union Hill Country Estates across the street from The Bear Creek School on 208th Avenue NE. The Retirement Home SLC members work in two alternating groups with the elderly residents: one group stays at school to plan its interaction with the residents, while the other group visits with them, executing what they planned the previous week. The students converse with the home's residents, asking questions about where they used to live as well as their careers, families, and hobbies. Students also entertain the

forgot or were unable to dress up, the Student Leadership SLC created an inclusive event in which all but a handful of students participated. Mrs. McDonough says she is "proud of the spirit of community fostered by the SLC" and believes the group's success will provide it "the confidence to develop more opportunities for the Middle School" as the year progresses.

Recently, I sat down with several Middle School students and Betty Berg, Christian Studies teacher and SLC program faculty leader, to learn more about the program. Mrs. Berg explained that SLCs are intentionally designed so that students can offer tangible service to one another, the school, or our local neighborhood. Mentored by faculty advisors, students are encouraged to take on leadership roles, discover their passions, and most importantly, learn how to work in groups while taking responsibility to meet specific needs of the community. In conjunction with the curriculum used during Advisory, SLC faculty advisors lead periodic discussions on project goal setting, project

residents by performing skits, singing songs, playing Charades, and even juggling. The students also sometimes write cards and bring flowers. Maria says the best part of serving with this SLC is “seeing the residents’ faces light up and how happy they are each week when we visit.”

The Chapel Support SLC has a big job this year as this is the first year that Middle School has its very own weekly Chapel without Upper School students. In past years, Upper School students comprised the worship team. Now the Chapel Support SLC helps select the worship music based on the message, performs the music, runs the audio and visual systems, and makes announcements during Chapel. Faculty and guest speakers give the message; Christian Studies teacher Kyle

Dresback plays guitar with the worship team and is the faculty leader of the SLC. Maddy V., grade 7, sings with the worship team on stage. She is excited to contribute to making Chapel “interesting and loud.” Elisa U., grade 8, who sings and sometimes plays piano with the worship team, says her older sister Taylor played with the Upper School worship team and now performs with the worship team at their church. Elisa

hopes to follow in her footsteps and says that the best part of participating with this SLC is that it is “fun!” Both girls relish the opportunity to serve the Middle School student body through worship and hope to encourage more students to join their ranks next year.

The News SLC is large, and club members divide their efforts into three groups. One group collects the news, and the other groups disseminate it by posting information on the bulletin board in the lounge and making weekly announcements over the intercom. Grade 8 students Rylan G., Jordan S.,

and Leeza P. say that they work together to publicize Middle School birthdays, sports, achievements, and events. Each week the students are challenged to gather and disseminate news that impacts each member of the student body. The Community Encouragement SLC also seeks to impact every member of the Middle School community. This SLC’s mission is to live out 1 Thessalonians 5:11, “Therefore encourage one another and build each other up, just as in fact you are doing.” Through celebration of birthdays (students’ lockers and teachers’ classrooms are decorated during their birthday weeks) and encouragement for after school sports and academic teams with posters and notes, the group aims to build up the Middle School with their words and actions.

THROUGH SERVANT LEADERSHIP CLUBS, BEAR CREEK FACULTY ARE INVESTING IN THE HEARTS AND MINDS OF OUR MIDDLE SCHOOL STUDENTS

Under rainy skies and with rumbling tummies, the Environmental SLC has taken on some big jobs in the last three years. Working each week in the time slot directly before lunch, this group labored tirelessly throughout the 2014-2015 school year to remove invasive blackberries and clear the area in front of the Main Building at Redmond Campus for new plantings of native seedlings. Because that

area is considered a wetland, the group was allowed to only remove invasive plants and restore the area with native plants. With the help of Mountains to Sound Greenway, a plan was developed and several hundred plants were donated in order to help Bear Creek maintain good water quality in our local watershed. The students completed the restoration in March 2015. This past autumn, the group picked 100 pounds of apples at the Wood’s property across the street from the school. The students donated most of the apples to the local Hopelink food bank and made applesauce with the rest. The group has some big ideas for the remainder of

the school year. According to two-year Environmental SLC member Cassidy B., grade 8, the group wants to clean out the ponds which contain too much algae and remove the blackberries along the banks. The group is also reviewing recycling procedures and considering weeding beds and planting flowers. With a grin, Cassidy says she chose the Environmental SLC because “I love to be outside!” She is most proud of the blackberry abatement the Environmental SLC has accomplished and says “we really helped.”



The Lower School Partnership SLC is committed to serving K-4 teachers and students. The Middle School students each wrote a résumé outlining why he or she would like to serve with young children, along with his or her strengths and goals for the year. Students help by working quietly in Lower School classrooms filing papers or reading with younger students, or by actively playing together with Lower School students at recess. Mrs. McDonough points out that there are learning and leadership opportunities in every situation. Even the students who serve at recess are learning the meaning of inclusiveness as they ensure that everyone has a playmate and are developing leadership skills by organizing playground games.



Through Servant Leadership Clubs, Bear Creek faculty are investing in the hearts and minds of our Middle School students with the ultimate goal of intentionally providing opportunities for each student to grow as a leader and servant so that students, in turn, invest in the school and local community.



EVERY SPORT IS A TEAM SPORT

by Sini Fernandez

EVERY SPORT IS A TEAM SPORT. At Bear Creek, this statement is true for individual sports such as cross country, track & field, tennis, and golf, as well as for volleyball, soccer, basketball, baseball, and lacrosse, and even for sports like cheer which does not even compete. The mission of the athletics department is to help student-athletes pursue faith, excellence, and virtue by teaching, modeling, and instilling dignity and respect, commitment, hard work, and integrity through coaches who exhibit graciousness and professionalism. Let's look at a few examples to see how this plays out on the court, course, and pitch.

Encouraging and Supportive Teammates

Athletics Director and boys soccer head coach Chad Pohlman says, "I encourage our boys to deflect any praise or 'glory' they

might receive throughout the season from teammates, parents, or even a local newspaper reporter and put it back on their teammates. We teach that any time you are in the spotlight is the perfect opportunity to reflect that attention and praise onto the teammates around you who have helped put you in that position." Proverbs 27:2 reads, "Do not boast about tomorrow, for you do not know what a day may bring. Let another praise you, and not your own mouth; a stranger, and not your own lips." Teaching humility and putting teammates ahead of self strengthens the team as a whole. Tyler Mendezona, boys basketball head coach, says, "In our program, we try to honor God in all things as an act of worship through sports." Coach Mendo is always asking, "How does that impact the team?" Basketball is a tough sport because everyone wants to play, but only five players are on the court at a time. To promote inclusion, one of the team's core covenants is that "no job is too small." Scoring points, making assists, or even playing a lot does not make any player's job more important than that of



PHOTO BY RON MARKEZICH



teammate. Additionally, Olivia's teammates also joined her in eastern Washington to support her at the State Championships. Coach Darr reflects, "It was one of the most incredible team experiences I have ever witnessed in my entire life."

the player next to him. Coach Mendo elaborates, "We are all intricate parts of an elaborate whole, and without each other we usually fail."

A cross country team consists of up to seven runners who may factor into the overall team score at any given meet. The team is only as strong as its weakest/slowest runner so everyone's race is important. (Cross country meets are scored by adding the place values of the first five team members to finish the race. The lowest scoring team wins the meet.) Every member of the team must run his or her best on the same 5K course on a given day which creates a level playing field and builds camaraderie. Cross country head coach Carla Darr notes that the 2015 cross country team built such commitment to one another that when only freshman Olivia Markezich qualified for State, the team was not only supportive but also self-sacrificing. Freshman Alex Finan sacrificed the first week of his forensics season when Coach Darr asked him to train with Olivia during the final week of her season before the State meet; Alex never hesitated and devoted an extra week to training with his

The cheer squad is unique because the girls are literally standing on one another's shoulders. If someone is not fully present, girls fall. The team must be the priority. Coach Noelle Dennis says, "The needs, safety, and preferences of each team member must be considered to achieve success." She continues, "In our time together, we not only cheer but we talk about commitment, service, and building relationships. When speaking about commitment, the girls are held to a high standard, not because cheerleading is most important, but because our God is most glorified in us when we are faithful with the opportunities that He gives."

The boys tennis team prays together before every match and at the end of every practice. They always lock arms when they pray, a tradition started by 2009 1A/2B/1B

boys tennis State Champion Jake Imam '12. Jake exemplified maturity and dedication to the team through encouragement and personal growth. Now Coach Anson Tse recognizes a player each year who exhibits those same qualities with the Jacob Imam Award. Case in point, Raju Dunn '15 (pictured this page with teammate Karsten Kohout) was recognized at the end of the 2014 season because he was not only a great doubles partner and co-captain, but he always went the extra mile to make sure the guys around him felt at ease. Coach Tse notes, "Raju always made our tennis team a top priority, was so dedicated, and always had a selfless attitude that became contagious among the rest of the team." Raju even returned in fall 2015 to volunteer as assistant coach during his gap year.

Serving as a Team

Bear Creek athletics teams also bond through serving together in the school and local community. The basketball program participates in Adopt-a-Grizzly every winter. Boys and girls basketball players are adopted by the K-6 classes.

The classes pray for the players during the week, and then are invited to participate in pregame prayer and warm-up with the teams during the Friday night basketball games. Basketball players visit the classrooms during the week, giving the younger students an opportunity to pepper them with questions about life as a "big kid." Many of the players enjoy returning to the classrooms of their former teachers. The cheer squad runs a Jr. Grizzlies program for K-5 girls. The girls spend several hours working with the future cheerleaders, teaching cheers and then cheering together during a basketball

game. The tennis and soccer teams serve in the local community. Over the years, the boys soccer team has made several trips to Hopelink's facility in Shoreline, while the tennis team chooses a different group to serve each year. Last fall the boys tennis team served at the Eastside Tennis Center's annual auction and fundraiser. Ryan Byram, girls soccer head coach, reports that in October all 17 girls on the team visited Mrs. Matson's kindergarten class to read and learn with the children. He reflects, "Taking time away from the stress of a regular school day was important for these Upper School student-athletes because

it reminded them that there are things in life more important than whatever they are currently doing. Spending time with young children not only reorients their thinking, but gives them a sense of purpose and belonging. Giving back and doing something serves others, reinforces core values, and also helps the ladies live out what true leadership is, and that's service."

Leading and Winning as a Team

Team captains are usually selected as leaders by their coaches and

teammates, but Coach Pohlman reminds the boys on the soccer team that everyone has a leadership role to play regardless of whether they are wearing the captain's armband or not. "By your effort, you are a leader. Leadership is not a title or a right. Everyone leads whether he knows it or not." In his role as Athletics Director, Pohlman also directs workshops for team captains 2-3 times each year to help them understand their role, how to live it out, and what it means to lead. Tennis team captains help refine the team's core covenants each year and present the covenants to the team and parents early in the



PHOTO BY BRENT ETHINGTON

season. The captains also lead the team in warm-up exercises and stretching before practices and matches. The boys basketball program emphasizes leadership through service. The upperclassmen are the ones who sweep the floor before practice, carry all of the equipment to games, and clean up the locker room.

Coach Dennis elaborates on how cheerleaders lead, “One of the basic roles of a cheerleader is to lead a crowd in cheers. The girls are taught to read the crowd, understand their surroundings, and communicate with conviction to produce the desired outcome.

These are traits that not only get the dullest crowd roaring but have many applications throughout life. When the cheerleaders put on their uniforms, they know they are on display as ambassadors of our school and our faith. They must be above reproach and strive to glorify God in all they do.”

Cross country means racing, not jogging in “fun runs.” The cross country program values winning in the context and perspective of faith. Winning does not glorify God any more than losing. However, cross country is about trying to win the race. Coach Darr explains, “It is in pursuit of the win that life lessons are learned that would not otherwise be learned if no investment were made. If one denies the pursuit of winning, one simultaneously denies him/herself of the opportunity to lose, and the pursuit of the win is what brings meaning to athletics.” Coach Mendo says of the boys basketball program, “We constantly promote building character through our work ethic and ability to sacrifice for one another. Winning is a byproduct of practicing hard, playing hard, having a good attitude, and being disciplined every

day; winning games will come if we’re trying to better ourselves every single day.”

Winning, service, being part of a team, and developing as a leader—these all define what it means to be a student-athlete at The Bear Creek School. Bear Creek values the life lessons and character that can develop outside of the classroom and during competition. These are critical and integral to our mission—enabling students to become the individuals God intends. Athletics Director Pohlman sums it up like this, “Learning how to win and lose with both dignity and grace

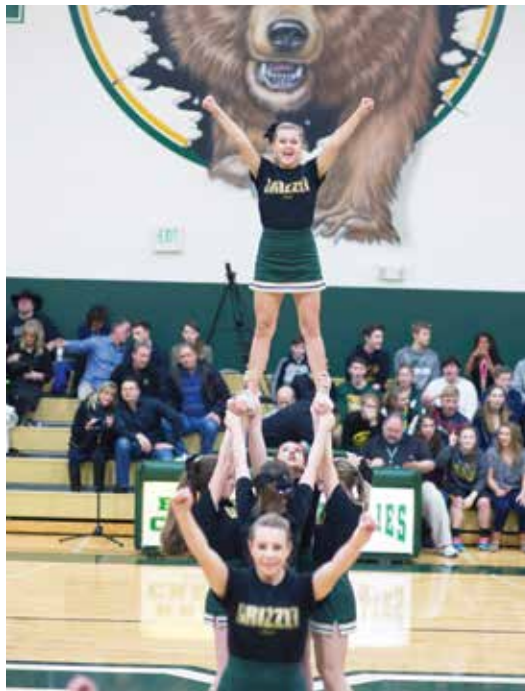


PHOTO BY SINI FERNANDEZ

is not something that comes easily or naturally. It must be taught, modeled, and lived out. The ability to give of yourself, to sacrifice, to put others first, and to depend on those around you is countercultural. The world around us does not value or live out those traits on a regular basis. Understanding that we, our team, our sport, and our lives are a very small part of what is going on all around us—that is an incredibly difficult concept to grasp. Society constantly tells us that we need to be happy and satisfied, at any


cost. Even our human nature points to self—what will make me happy, how can I be successful, how can I be known? And yet, in the trenches of sport, in the pool of sweat after a long practice, on the bench rooting for a teammate, or after a game when a team links arms to pray—it is in these moments that our student-athletes are transformed. It is in these moments of truth that they learn about who God is, what He has done for them, and what life He has called us to live.”



FACULTY PROFILE:

TRINITY OSBORN

STORY AND PHOTO
BY CHRISTINA GLASS



**“YOU SEE,
ANYONE CAN
LEARN HOW
TO DRAW.” ART
IS PROBLEM
SOLVING.**

“SLOW DOWN AND SEE THE SHAPES AND THE SHADOWS,”

Trinity Osborn often tells her students. These words, originally prescribed in the context of art, can be seen as a general trend in Trinity’s life. As a young girl, she was an Olympic hopeful in the martial art of Taekwondo. The defining dream of becoming an Olympian came to a sudden halt when she experienced a knee injury. It was then that she was forced to slow down and see the shapes and shadows of her own life, figuratively and quite literally.

When Trinity entered college, she pursued another passion: art. While studying for her undergraduate degree in studio art at George Mason University, she developed a love for photography. “I loved the playfulness of capturing light in a visceral moment and taking that moment into the dark room and bringing it to life.” After college and getting married, Trinity started a successful photography business.

Once her eldest child, Zoe, started attending Bear Creek, Trinity began volunteering at school and eventually became a substitute teacher for art classes. The opportunity for a full-time position as an art teacher presented itself soon after. She was told that the first year of teaching was notoriously overwhelming. That was how Trinity knew she stepped into her calling—when it was anything *but* overwhelming. It opened a door for a new fulfilling passion: teaching.

This passion is evident in the pages of a student-made scrapbook given to Trinity. Accompanying the photos of their urban sketching adventures and selfies with the

Travelocity gnome, the class mascot, are student words that reinforce Trinity’s heart and impact she makes in their lives.

Your teaching has been like the treasures found at an antique shop: beautiful and enduring.

Thank you for creating a calm environment in which I can enjoy art.

I really appreciate all the things you have taught me, whether it be art lessons or life lessons, they will stick with me forever.

I am infinitely grateful that you poured into my life. Never underestimate the value of every life you impact. Thank you for caring for me genuinely and pushing me in ways that made me a better artist and even better person.

“I come alongside the student who doesn’t feel artistic. It’s a wonderful thing to see, when a student exudes a willingness to learn and stretch himself in areas he deems himself incapable, he’s actually opening the door to artistic growth and in the end can see the tangible effects in his artwork. During this progression, students become confident and learn exponentially faster and ultimately experience the joy of the creative process and the act of creativity.” Trinity believes that there is an innate desire to create because we are all made in the image of God, the

ultimate Creator, and that by taking part in the creative process, we gain a greater appreciation for God and His creation. Trinity explains that art is language, a form of communication. She encourages her students to think about what they are communicating through their art, to draw from personal experiences so that their art becomes more rich and meaningful. “My students are quite diverse, and I want to reinforce a space where we can share each other’s passions through art.” It is not a one way street, however. She is open about her own life and faith journey. This fosters a freedom for students to be authentic and vulnerable, which is elemental in art.

“People forget that art is a learned skill. Da Vinci and other distinguished artists were apprentices before they became great.” She stressed, “They studied, observed, and copied masters and through repetition and determination, they began to understand what made their masters so great and ultimately became masters themselves. You see, anyone can learn how to draw.” Art is problem solving. These are skills, she believes, that will be useful not only in the classroom, but will extend to college, relationships, disappointments, etc. “When students are able to recognize that there are more ways to approach a problem or an idea, they are able to solve challenges that arise more effectively; receive setbacks with resilience, knowing they may tackle it in another way; and overall, handle issues with greater confidence.”

Trinity recounted a memory of a student who exemplified that kind of problem solving. “One of my most memorable moments as an art teacher was witnessing a student, Alex Eppenuer ’14, win the Congressional Art Competition.” The portrait was charcoal and was inspired by a young girl she had met on a mission trip to Nicaragua. Before the competition, Alex was excited about the success of the project and took the art piece home. When she came into class the following morning she was in tears. Her piece had fallen off her car, and she had driven over it. Tread marks were now inscribed across the canvas. She and Trinity cleaned it up as best as they could, but the marks remained. There was really nothing they could do but dust off the bits of gravel stuck in the piece and replace the muddy matte. Instead of giving up, she wrote a beautiful artist statement regarding the life of the little girl and

the symbolism of the tire marks and the unfortunate life of human trafficking that affects children and families in Nicaragua. Trinity recalled how very proud and happy she was as she watched Alex get up onto the stage and receive that award. “As the Washington State congresswoman called out Alex’s name, she commented not only on the striking gaze Alex was able to render in the eyes of the young girl, but the moving artist statement she had written. This is what made the moment so memorable—not that Alex had won an award, but that a selfless teenage girl was being honored for her courage, insightfulness, and love for a young child she had served on a mission trip. And further, that

IT IS APPARENT THAT TRINITY LOVES LIFE. SHE TRIES TO MAKE AN ADVENTURE OUT OF EVERYTHING.

her art was successful in communicating something so near and dear to her heart.”

Trinity encourages her students to make the ordinary, extraordinary. You see it in her own artwork and how she is able to articulate beauty and meaning in her subjects. Using textures and angles that go unnoticed by most, she is able to depict a beautiful perspective. For instance, in one of her earlier collections, under close observation, you see vibrantly colored koi fish dancing in the water, coming to life through each intentional stroke of paint, as if the fish were actually making strokes in the water. Extraordinary! In her more recent series, displayed at the State of School address, she drew inspiration from a sermon that she heard at church about missions. Instead of seeing faces, she visualized hands and feet, reflecting the idea that we are all part of God’s body. Using plaster, acrylic, graphite, and charcoal, she brought Corinthians

chapter 12 to life. Trinity applies that close observation in her teaching. In her JanTerm class, Urban Sketching, she encourages students to take the time to just sit and take in the sounds, the smells—all of it. By fully living in that moment, they are able to fully record that memory.

It is apparent that Trinity loves life. She tries to make an adventure out of everything. On the weekends, you might find her with her kids in a coffee shop sketching. However, she enjoys spending most of her time outdoors. For instance, two of her family traditions are hunting and fishing, things she has done with her father from a young age and a family pastime for several generations. Trinity often takes the opportunity to disconnect and go out into nature. Her family enjoys road trips and going on adventures to view places where they have never been before. From driving to Glacier National Park in Montana to driving the Oregon coast, Trinity loves outdoor adventure. In addition to teaching and being a mom, she still trains in Taekwondo, rides zip lines, and works on her own artwork. When asked to tell us one thing most people do not know about her, she said, “I’ve written a manuscript for a children’s book and dream to have it published one day.”

Above all, Trinity puts God at the forefront of everything. Worship music echoes through the halls from the new Upper School art studio. Her students know how much she loves the Lord, not only by example, but because she tells them. She has traveled many unexpected paths in her life, which led to many different experiences. Trinity believes that if she had not trusted in the Lord when she blew out her knee during Olympic training, she might have missed the opportunities in which God has been able to use her. One of her favorite quotes reads, “When I stand before God at the end of my life, I would hope that I would not have a single bit of talent left, and could say, ‘I used everything you gave me.’”

Trinity is a true example of becoming the individual God intends. She takes delight in the Lord and commits her ways to Him. Like the Psalm about waiting patiently on the Lord, Trinity slows things down to take in the shapes and shadows and, with God’s help, she makes something beautiful.





The Rhetorical Person

by David T. Miller
Middle School History Teacher

The teacher pans the room looking for an eager volunteer to read. Excited to select his next young protégé, the teacher calls on Sam, “Sam, I’d like you to read paragraph two to the class.” Sam leaps out of his seat with a fist pump of excitement and exclaims, “Yessss!”

As he approaches the front of the room, Sam knows the game. He is about to be held to a strict standard of delivery. He carefully places his right foot slightly in front of the left and holds his book up at almost eye level, but he is mindful to hold the book slightly to the side as to ensure his voice is projected out to the audience. Sam is participating in the ancient art of oratory.

The classical teacher is mindful to incorporate careful reading aloud because written text is meant to be heard. Given that today's person reads a great deal of text simply for basic information, people often forget that text is written by an author from a unique time and place, and therefore contains the feelings and attitudes of the author. As students read text aloud with a strict standard of delivery, they must give consideration to the feeling of the text, which transforms ideas that appear distant into something relevant and engaging.

Sam begins to read the text to the class, "Galileo believed that..." The teacher, like a basketball coach giving a cue to an athlete, gently but firmly interjects, "a bit louder Sam and make sure to talk to the students on your left side." Sam nods as he is accustomed to this sort of coaching from his teacher. He makes the adjustment, and the teacher approves with a thumbs-up and quick comment of affirmation.

Holding students to a standard of delivery when reading teaches them to love that which is worth loving. Educational consultant Chuck Evans writes, "Worldview is caught not taught."¹ While the catching of worldview is harder to observe than the teaching of worldview, it can usually be found by observing the attitude of the teacher towards something and what the teacher would have the students spend their time and energy doing. The attitude of the teacher and where he or she directs the student's time and energy is often an even stronger curriculum than the content being taught!

The Greeks were masters at the intentional sculpting of an education that had a strict standard of truth, beauty, and goodness. The setting of a standard intentionally focused the student's effort on the ideals that the culture valued. This intentionality in declaring a standard and immersing the student in this standard was called *paideia*. As Sam was asked to read according

to a standard, he was being asked to participate in an intentional *paideia*. The message to Sam is clear—reading deserves our full attention, and how we read is just as important as what we read.

After Sam finishes his reading, the teacher, holding himself to the same standard of delivery that he expects of the students, speaks to his students, "I would like you to respond to Sam's reading in writing..." After a few more directions, the pencils start to push against the pages. The students are being asked to do verbal gymnastics as they are asked to move back and forth between speaking and writing. When the students finish their writing, the teacher, like a purposeful coach, prods their rhetorical skills by asking them to shift and adjust what they just wrote. The teacher gives

further directions to the class, "I would now like you to go back and insert honorific descriptors in front of your references to Galileo." The students, eager to add "more flavor" to their writing, adjust their paragraphs accordingly. A student in the front row adds descriptors in the margin and draws an arrow to where the words belong in the text. The text now reads, "The

persevering Galileo **boldly** declared the sun was the center of the universe."

Upon completing this adjustment, the teacher, desiring the best from his students, adds yet another request, "I would now like you to flip what you have written so that pejorative descriptors are in front of your references to Galileo." While the students feel challenged, they appreciate the rigor. A student's paper in the back row now reads, "The **troublemaking** Galileo **foolishly** declared the sun was the center of the universe." The students are in the rhetorical gym, and as they flex their rhetorical muscles, they must also consider the historical implications of their word choice. Based on their readings and the lectures, who was Galileo?

The Greeks were masters at the intentional sculpting of an education that had a strict standard of truth, beauty, and goodness.

¹(Littlejohn, 2006)

Was he foolish or bold? Was he persevering or a troublemaker?

After their hard work of writing and rewriting, the teacher calls on another willing student to share what he has written. This is not surprising to the students; after all, the heart of this sort of education is the intersection of writing, reading, listening, and speaking. The teacher selects his next student, “Joe, will you please approach the front and share with the audience what you have written?” The teacher, making the challenge greater, asks that Joe speak from memory. Joe rests assured that the organized writing he just did has prepared him to speak with order. He takes one final look at what he wrote then approaches the front to speak.

The first century Roman rhetorician Quintilian taught that organized writing will naturally lead to organized speaking, and so the teacher, heeding the two-thousand-year-old advice, intentionally asks the students to write then speak from memory. While Joe is in a history class, his education is also rhetorical because rhetoric is not just a one semester class taught during the junior year; it is one of the seven liberal arts. As a liberal art, it finds itself in the mission statement at Bear Creek, “...to provide a high-quality, Christian liberal arts education...” Rhetoric is prominently placed within the classical curriculum because it is, as Aristotle defined it, “a universal art of inquiry.” In other words, rhetoric is a means of pursuing truth through speech, and speech is involved in all classes. In addition, it was well understood in the classical world that speech had the power “to move the audience to action.” This was achieved through not only telling truth to the students but demonstrating it to the students through vivid imagery that stimulated the students’ imagination. This so moves the student that he is now impelled to change his behaviors and habits more so than just telling him

the basic information. Therefore, rhetoric was essential to all subjects.

As Joe speaks from memory, he carefully places his right foot in front of his left. His eyes are fixed upward upon his audience and he extends his right hand outward with his palm facing up. Joe is inviting his audience to listen in hopes that they may obtain the true, the beautiful, and the good. This standard is immersing him into a specific type of rhetorical thinking. Joe is being taught that he must work with his audience to uncover truth. During the time of the Greeks, there was a group of rhetoric teachers known as the Sophists who believed that the only thing that mattered in an argument was winning, and thus they conveniently believed that truth was relative. The Sophists used whatever rhetorical tactics they could

to avoid losing an argument and believed that good rhetoric was simply manipulating the audience. While Aristotle and Plato disagreed about much, they both stood united against the Sophists and defended rhetoric as a means of pursuing truth; Joe, like Aristotle and Plato, is no Sophist as he invites his audience to listen. He, unlike

the Sophists, desires what is best for the audience, not simply that which is convenient for his argument.

Before Joe begins to address his audience, the teacher reminds the class to actively listen because the audience has a responsibility to aid the speaker through non-verbal cues. In many of Plato’s writings, he sets the stage carefully by describing his characters seeking a shady spot worthy of a great conversation. As they finally come to a place of peacefulness, they seat themselves with care, prepare to listen, and begin to dialogue. While they will disagree and prod each other with questions, they show humility and grace to each other in hopes that the conversation will create a deeper understanding of the true, the good, and the beautiful. There is an understanding between the characters that they will

Rhetoric is a means of pursuing truth through speech, and speech is involved in all classes.

need to work together in dialogue despite disagreeing with one another. Therefore, each speaker seeks to maintain their *ethos*, the speaker's ability to maintain his *ethos*. Their credibility is not just maintained through checking facts and citing sources, but is also accomplished in the way the speaker conducts himself before his audience, even including how the speaker stands or sits while speaking and what topics the speaker chooses to bring into the conversation. While dialoguing, the speaker adjusts how he speaks and what he shares as he reads the non-verbal cues of the listener; hence, the listener is obligated to give authentic non-verbal feedback to the speaker so that the speaker might sustain his *ethos*. And so, the students are asked to authentically listen, offering their own non-verbal cues.

With the audience's gaze fixed upon him, Joe shares his oration. As he speaks, his brain makes sense of the new content by attaching it to content that he already knows. Every person has a set of phrases or sentences that they have taken to heart as statements of truth. These are statements ranging from something as sophisticated as Jesus' Sermon on the Mount to something as simple as, "What goes up must come down." These phrases in classical rhetoric are known as the student's *copia*, a Latin word for abundance of language. As the student speaks, he seeks to understand new content through his *copia*.

As Joe concludes his oration, the teacher asks Joe a question to continue to develop and build Joe's *copia*. The teacher speaks, "I believe Proverbs 18:17 says that a man seems right until he has heard the other side. Is this relevant to the way Galileo was portrayed in the documentary that we watched?" Joe's brain connects the comment of his teacher to the content being studied. He responds, "Yes, it is relevant that Proverbs 18:17 says that we ought to listen to the other side prior to

making a conclusion...." After Joe finishes elaborating, the teacher affirms Joe's efforts as Joe is still standing with the careful posture of an orator. The class claps upon the teacher's request. Joe now sits, another student soon stands, the class continues to listen, the students later write, and another student then stands; the cycle of rhetorical learning continues.

In classical Christian education, the students are not just being taught information and skills; they are becoming rhetorical people. Rhetoric professor J. David Fleming explains that ancient rhetorical training is "...a multicourse program of language instruction [ancient rhetoric training] whose end product is neither a text nor some body of knowledge but a set of deep-seated verbal habits and dispositions oriented to public

effectiveness and virtue."² The immersion of students into a strict standard of verbal habits within a community context points them toward the true, the beautiful, and the good as they are asked to embody the classical rhetorical tradition. As the habits and dispositions become a part of the students, they will, upon their graduation, enter a broken world. However, they enter the broken world as rhetorical people capable of reading their audience,

understanding the topic, and able to access their *copia* to fit their words to the occasion with delicate care. And should the grace of God allow, these are the students that will find themselves stopping a conversation from devolving into bitter conflict and instead saying, "Come let us have a seat at this shady spot."

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² (Fleming, 2003)

In the classical Christian education, the students are not just being taught information and skills; they are becoming rhetorical people.



FACULTY PROFESSIONAL DEVELOPMENT: VALUE FOR STUDENTS

BY KAREN BLANKENBECKLER
PHOTOS BY CHRISTINA GLASS

IN 1937 MY HUSBAND'S GRANDMOTHER, Louise Blankenbeckler, taught in a one-room school house in rural Nebraska. I have a copy of her teaching contract on the shelf in my office. In the contract, the school district agrees to keep the schoolhouse in good repair and to provide the necessary fuel, books, and supplies. She agrees to teach school in a faithful and efficient manner for \$50 a month. Although Louise died two years ago, I cherish memories of discussing her teaching days, hearing about her love for her students and her desire to help them learn.

Louise taught me that great teachers continually and relentlessly pursue student learning in whatever setting, in whatever time, and with whatever students they have.

Reflection on Louise's life fueled my pursuit for answers to the following questions:

- What separates great teachers from average teachers?
- What separates great schools from average schools?
- What separates a great education from an average education?

After much reading, research, analysis, and reflection on the thoughts of men and women much wiser than I, I have drawn some important conclusions. There are a few critical components necessary for a school to be great—hiring great people who embody the core values and embrace the mission, having a mission that gives purpose and passion to all of the faculty’s endeavors, and committing to a culture wherein school improvement is continually pursued.

Why is a culture of growth so important? I stand firmly on the conviction that there is no such thing as *status quo* in a school. Schools are dynamic institutions, and they are either moving forward or they begin moving backward. Educational leaders need to have a well-designed professional development and school improvement plan.

Knowing that growth and improvement are critical, I took a class several years ago entitled Professional Development for School Improvement. The text assigned for the course included research study after research study with various models for school improvement. My biggest “aha” and takeaway from this course significantly impacted the professional development model we designed for Bear Creek.

In summary, a prime factor that moves a school from good to great is to engage members of the school community, allowing them to help identify an area or areas which need growth or improvement and then dedicate time and resources toward collaboratively developing a plan to improve in those areas.

Every fall our teachers and administrators do just that. We spend a day or two off-campus in October, immersing ourselves in a topic identified as a key growth area. These professional development or in-service days kick off a year-long focus which is revisited throughout the year. In the fall of 2015, each of our divisions chose a different area of focus which we are confident will directly impact student learning and help our school to keep growing and improving. Faculty groups spent time learning and growing professionally as well as applying what they learned

“WE SPEND A DAY OR TWO OFF CAMPUS IN OCTOBER, IMMERSING OURSELVES IN A TOPIC IDENTIFIED AS A KEY GROWTH AREA.”

to their classrooms. Below is a summary of those focus areas.

PRESCHOOL

Three, four, and five-year-old students seem to learn new things every hour. Finding ways to assess knowledge and skills is critical to continually helping young students progress. At our October in-service, the focus was on refining assessment strategies to evaluate the most important cognitive and developmental skills. Regularly assessing individual student progress informs instruction and allows students to develop skills as quickly as they are ready.

We also developed a continuum of knowledge and skills so teachers can be very strategic about where to focus instruction for each individual student. In most school settings, the teacher delivers a lesson to the whole class, aiming for the average student; instead we want each student to receive the instruction he or she needs to progress as quickly as possible. For example, learning to read well requires a student to master certain skills before moving on to the next. Our newly-developed continuum helps teachers know which skills to teach and assess so once those skills are mastered, a student can move quickly to the next set of skills. This approach keeps students motivated, interested, and challenged as they advance in knowledge and skills as quickly as they are ready and able.

LOWER SCHOOL AND EARLY MIDDLE SCHOOL

Our lab-based science program is one of the distinctive elements of a Bear Creek education. During the October in-service, classroom teachers collaborated with science lab teachers to strengthen the integration of instruction from classroom to lab. The content and knowledge in science is learned in the regular classroom then applied in the lab as students learn to implement the scientific method. Students begin by learning content about a particular subject in class, then based on that knowledge they can make a reasonable hypothesis about what will happen during the experiment conducted in the lab. After conducting



the experiment, students complete the scientific method by summarizing the results and drawing conclusions from the experiment. This approach supports what we know from brain research—students who apply knowledge in concrete ways learn at a much deeper level.

Dr. Pat Wolfe is one of the leading experts on the application of brain research to educational practice. In her article “Brain Research in Education: Fad or Foundation?” she writes, “Obviously we do learn from reading and hearing [listening], but the strongest connections are often made through concrete experience. Which do you think would make the most lasting changes in the brain, reading

about an experiment someone conducted, or performing the experiment yourself?”

With classroom teachers and lab teachers working together, students experience best practices in content mastery as well as concrete experiences in a science lab where they apply their learning by demonstrating and experimenting.

Teachers also worked to write *essential questions* which guide the learning process and help students make big picture connections in the field of science. Essential questions are derived from the most important themes in a unit. These questions help students with the understanding of “Why does it matter?” and create on-going critical thinking.

Some examples of essential questions in our science program:

- KINDERGARTEN** Why are there only five senses? Could there be others?
- GRADE 1** How do simple machines make our work easier?
- GRADE 2** What interdependent relationships exist in creatures and creation?
- GRADE 3** Why is classification important to our understanding of science?
- GRADE 4** Why do birds need feathers?
- GRADE 5** How does the scientific method guide scientific learning?
- GRADE 6** How does redemption come from destruction? (Geology unit on volcanoes)

It is exciting to see how this method of teaching science, based on the application of brain research in education, gives our students a strong foundation in science.

MIDDLE SCHOOL

Middle School students excel at arguing. We capitalize on this natural instinct in Middle School by teaching them to argue well. We are working to carefully craft a seminar method wherein students

learn about *ethos*, *kairos*, and text citation. If you visit one of our Middle School classes during a seminar, you will see students seated in a circle discussing a text, lecture, or big idea from the course. At our October in-service, we worked as a team to develop and successfully implement these elements into the classroom lessons.

In Middle School seminars, students are taught to:
ETHOS: show goodwill toward the audience with tone and voice; make eye contact with other students; participate appropriately (don't dominate); and listen respectfully and actively.
KAIROS: acknowledge the contribution of the person who spoke before you; and tactfully and sensitively consider others in the room.
TEXT CITATION: cite the text when making a point.

The seminar method helps students understand the course content at a deeper level as they synthesize, analyze, and express ideas. Though the seminar method is more frequently used in our Middle School humanities classes, it adds value to science, math, or language classes when students are focused on an important idea or concept in those disciplines. The seminar skills learned in Middle School not only prepare students for a continuation of skill building and understanding in Upper School, but create a foundation for leadership and management skills that will serve them for a lifetime. And as Middle School Division Head Jenn McDonough expressed so well, "Bear Creek is an exciting place to be as we continue forward with best practices in teaching, nurturing, and guiding students, while at the same time, challenging ourselves to never arrive but to strive for excellence, always considering what is best for the individual learner."

UPPER SCHOOL

In Upper School, we continue to develop teaching methods which actively involve students in learning so they see themselves as important contributors to a vibrant learning community. Our Upper School building was specifically designed to create spaces

where students can learn in relationship with one another as they collaborate, discuss, and creatively apply knowledge. If you walk around the building, you will notice classroom configurations often set up in seminar circles to facilitate this type of learning. At our October in-service, Upper School teachers had the tremendous privilege of working with Dr. Grant Horner. Dr. Horner serves as an Associate Professor of Renaissance and Reformation Studies at The Master's College where he was named "Professor of the Year" in both 2001 and 2007. Previously he served as Humanities Department Chair at Trinity Classical School where he designed the humanities curriculum. Dr. Horner has also taught at the University of Alabama, where he was appointed Hudson Strode Scholar in Renaissance Studies, and



also at University of North Carolina at Chapel Hill. Dr. Horner led our Upper School faculty to work on ways to engage students in discussion by asking important questions, creating an environment of collaboration, and encouraging full participation of all students. Upper School Division Head Tim Fenderson says, "Seminar, which was our professional development topic last year and again this year, is not a mere technique, but a real way to help students bring out their humanness, work out their thinking, become broader people, and see the world interconnected as it really is." Seminar creates a learning environment which propels students to think deeply and apply their knowledge in meaningful ways.



ENGINEERING AND THE CLASSICALLY-MINDED TEACHER

BY KAREN BEMAN

PHOTOS BY CHRISTINA GLASS

Great teachers are constantly thinking—thinking about their next lesson, thinking about how to maximize the learning curve for each student, and strategizing the best delivery mode for vast amounts of critical information. It is a skillful dance.

The goal is the creation of a 55-minute classroom lesson that tags the prior day's work and creates a connection, a real connection in the brain and often the heart of the learner. Great teachers are after something profound—a spark that links how conceptual understanding ultimately matters in the larger context of life. That connection motivates real learning.

Linking the classical methodology of how students learn best to actual instructional priorities requires

intentionality and the skill to move students out of their traditional learning comfort zones. What does this sort of engaged learning look like? Linda Graham, Upper School physics and science teacher, and her colleague Carol Wang are pursuing just that—strategies that shape the way our students think, engage the process of in-depth discovery, and create solutions to real-world issues.

Their passion for science and a quest for developing an outstanding engineering component to our well-

endowed science and math curriculum led them to a summer conference sponsored by *Engineer Your World (EYW)*, an outcome of the *UTeachEngineering* project at The University of Texas at Austin. Funded by the National Science Foundation's Math and Science Partnership program, *UTeachEngineering* has been a leading innovator in the field of secondary engineering education since 2008.

Imagine a two-week intensive course in the heart of Texas during the month of July with a room full of engineers and teachers. You can probably guess that something **big** must be happening! At UT, the School of Engineering and the School of Education are working to bridge the gap between current-day realities of the engineering field and the limitations of most high school curricula in preparing future engineers. In response to that need, a summer intensive pilot program was formed, bringing together university and high school faculty working in parallel. Their primary goal was to develop cutting-edge content, to provide cohort curricular support and intensive teacher training that can then be utilized and expanded in the teachers' home high schools.

Carol Wang, who teaches grade 8 science classes, clearly sees the alignment of what she learned during the summer conference with the classical methodology. In redesigning the curriculum for the grade 8 Earth and Engineering Design course, she has restructured projects and lessons to refine her students' hypothesis and observational skills, sequential testing and analysis, presentation savvy, and rhetorical outcomes in both written and small group presentation formats.

"We are all stewards of God's creation. Exploring engineering and universal design helps students see everything around them with different eyes. Students now look at ordinary things and can apply a systems-thinking approach in creating a more adaptive design that can positively impact the quality of life for others." Reflecting on her students' experiences, Wang expresses something central to her passion for teaching the sciences—she appreciates the opportunity to come alongside students as they experience the sense of wonder that often comes when they explore the intentionality of God's design.

Linda Graham shares that same passion for great teaching. "I am always on the hunt for how to engage students in the sciences," says Graham. Graham knew that students at Bear Creek were ready for content of this caliber and set out to redesign the way engineering is woven into the freshman Conceptual Physics course. In partnership



Graham and Wang have developed courses that deepen the analytical and creative approach to learning.

Students in Graham's class can anticipate being presented with a conceptual challenge each day. During the first week of school, students are divided into small groups, presented with a box of simple items (paper clips, rubber bands, cardboard, life savers, etc.), and given the task of developing a prototype car. However, each group has only a partial set of instructions ranging from only a picture or only a purpose and a requirement that the car move two feet on its own, or only a set of written instructions for building a car from the materials provided. Barriers are erected so that no group can see the instructions or cars being built by the other groups. When the class debriefs the activity, students begin to see the need for clear, complete communication in order for their future designs or experiments to be successful. "This is a great scientific process—this is true project-based learning," says Graham. Teams are required to leverage the strengths of each member and wrestle with the fundamentals of physics, design, and the murky world of collaboration.

Not only has the exposure to project design been vital to student learning, but equally important is the exposure to collaboration involving a variety of personality styles. At the start of the semester in Graham's Conceptual Physics course, students take a personality inventory to learn their dominant traits and stylistic preferences. "Collaboration projects take more time to develop, and at first some students don't like the experience, but over time they start to see all the possibilities that three or four personality types can bring to the table." As students start to understand the dynamic of the team and leverage each contributor's insights, they begin to recognize that those traits are invaluable to the overall quality of the final project design.

Graham is looking forward to using the C++ programming language as a conceptual tool later in the year as part of the EYW curriculum. Students will use a visual integrated development environment (IDE) called Miniblog to program music using an Arduino (an open source electronics platform based on easy-to-use hardware and software) and breadboard circuit as they learn about electricity through the lens of electrical engineering. Students are tasked with a basic conceptual problem: how to program music, which, by the way, seems to be really relevant to most Upper School students in her class. "This is a great way to engage in technical science that gives students an appreciation for the underlying process." She gives them the challenge of dissecting a musically repeating phrase to demonstrate the usefulness of the "loop" programming construct.

The culminating project of the year exposes students to systems engineering. The class is tasked to develop an aerial imaging device and is divided into three teams, each with responsibility to develop a piece of the device. One group programs the camera to take pictures, another group programs an altimeter to detect when the camera reaches the correct altitude, and the third group designs a method to slow the camera's descent to earth and detect when the camera is traveling slowly enough. Eventually the students collaborate to combine all three pieces into a single integrated unit.

Graham and Wang also explore a practical application of compassion in action with their students. A recent project introduces the concept of engineering for universal design and exposes students to a notion that is big in the engineering world—how to create designs for real people with real needs.

"And frankly, this is just plain fun!" says Graham. "The pin-hole camera project started with turning a stockroom between the biology and chemistry labs into a giant camera obscura (pin-hole camera) that students walked into and viewed the upside down image of the outside world on a screen at the far end of the room!" The focus of the project is to design and build a pin-hole camera for use by interactive art museum patrons who have limited use of their hands. Students must design the camera and provide instructions for museum volunteers to follow and build the cameras for the limited-mobility visitors to use. "It's one thing to build a pin-hole camera, it's quite another thing to consider all the parameters involved in designing it for a user with limitations."

Graham also explains the critical role these classes play for girls who are not initially attracted to or inclined to consider the field of engineering as a professional trajectory. The opportunity to plant seeds in planning for future careers in engineering and the sciences is a huge benefit to this type of curricular exposure.

How has this opportunity impacted Graham as a teacher? "I love what I learned at EYW about creating an engaging scenario as a springboard for thinking about real-world problems to be solved using principles of physics and engineering. Students are learning the grammar of physics and engineering throughout the year; engaging in the dialectic as they wrestle with interpreting data and refining designs within collaborative groups, and they are honing their rhetorical skills as they learn to present their analysis to others in verbal and written form." Great teachers are always looking for ways to train the habits of the mind and ignite the sensitivities of the heart.

"This is all quite classical," says Graham.

COMPASSION IN ACTION

LOWER SCHOOL AND EARLY MIDDLE SCHOOL



GRADE 6

students decorated gingerbread houses for Seattle Children's Hospital.



GRADES K-6

students brought in canned goods for the Hopelink food drive sponsored by the National Honor Society.



GRADE 4

students helped senior Meghan McCahill sell baked goods at Dig Pink volleyball match supporting breast cancer awareness.



KINDERGARTEN

students decorated trees with socks and mittens for Hopelink.

Be Strong, Be Courageous, Do the Work ...to Become All God Intends

By Debbie Marchione

“Be strong and courageous, and do the work. Do not be afraid or discouraged, for the Lord God is with you. He will not fail or forsake you until all the work for the service of the Lord is finished.”

This verse from 1 Chronicles 28:20 guides Liz Holtzman’s approach to life, and she infuses it into everything she does for The Bear Creek School. Over the years, Liz’s willingness to serve wherever there is a need has led her on an eclectic journey of service and prayer.

Liz’s tenure with Bear Creek began in 1999, when she and her husband Jim enrolled their daughter Anna in first grade and their son Chris in third grade. With an educational background and experience in both teaching special education and computer-based training, Liz’s skills have borne much fruit at the school.

She started as a volunteer, listening to poems and verses, serving as an art docent, helping out in the classroom, and praying weekly through Moms in

Prayer (formerly Moms in Touch). She worked on the *In Him We Can* campaign that built the Main Building at Redmond Campus. She served as PTF President for two years, from 2002-2004. She also served on the first Annual Fund committee. Liz feels God has a sense of humor because one way or another she ended up organizing instructional handbooks for most programs or organizations in which her children participated. Liz has written manuals for classroom assistants, the school dining system, and over the years has contributed to the accounting, human resources, and communications departments. At one time she even filled in for four months in the accounting department until they could fill a vacant position. Liz serves as a substitute teacher when needed and has worked part time as a classroom assistant since 2005. Liz states, “Even though my two kids moved on to college, I am still

at Bear Creek because I believe passionately in the mission of the school, and I love the children.”

Liz and Jim have also been loyal financial supporters of Bear Creek since they first arrived, giving faithfully every year to the Annual Fund and making gifts to the capital campaigns for both the Main Building and the new Upper School. Liz says, “A large part of our motivation to give is knowing that our investment not only benefits our children but generations of children to come.” It is also part of her expression of faith, reflected through 2 Corinthians 9:6-13, that we serve a God who is “able to bless you abundantly, so that in all things at all times, having all that you need, you will abound in every good work.”

As important as these varied roles of volunteer, staff, and donor are, Liz has perhaps made the most impact on the school through her ministry of prayer. In this often invisible volunteer role, Liz has shared her gift of intercession with hundreds of students, teachers, staff, volunteers, and fellow parents.

Liz views her prayer ministry as inextricably linked with Bear Creek’s mission, in that it creates spiritual space for God to work in the life of the school community. “If I had to choose only one thing to do for Bear Creek, it would be to pray. Because of the Lord’s faithfulness, it is the most important and powerful thing I can do.” She prays regularly with teachers, staff, and students, and she co-leads the Moms in Prayer group on Friday mornings. In addition, Liz covered the REACH UP Campaign in prayer for more than four years by leading weekly prayer groups, writing monthly devotions for campaign volunteers, and creating special prayers for the various campaign activities and publications.



Liz is especially fond of one aspect of her prayer ministry—the grade 6 prayer group she began four years ago. Once a week, she gathers with 4–6 students who have chosen the group as their service committee for a semester. The objective of the group is to learn how to be powerful and effective at prayer and to pray over the requests they have collected from their friends and classmates.

Whenever she serves as a substitute teacher, Liz shares two verses (Ephesians 2:10 and 1 Chronicles 28:20) with the children which affirm their value and remind them they are a unique masterpiece made by God and that He has created good work for them to do each day. She is constantly on the lookout for ways to speak words of encouragement and affirmation into the lives of teachers and students and remind them of God’s love and care.

Intentionally striving to become all God intends is a lifelong journey full of joys and struggles. Liz reflects that,

“The beautiful thing is that the regularly scheduled times of prayer at Bear Creek have not only supported our school community, but have also provided the framework for the growth and maturing of my own faith. The Lord’s grace has indeed hemmed me in before and behind.”

WALK-A-THON, MORE THAN A FUNDRAISER

THE LEAVES ARE STARTING to change; a chill is in the air. And there is a large oval in the middle of Perrigo Park marked off with tape and stakes. It must be time for the Parent Teacher Fellowship (PTF) Walk-a-thon! Every fall, Preschool, Lower School, and Early Middle School students eagerly anticipate one of Bear Creek's oldest traditions—a day of fellowship, fun, and fundraising. Bear Creek's 20th annual Walk-a-thon raised a record total of \$43,000. In this all-day event, students from preschool through sixth grade walk (or run) for 30 minutes during their assigned time and then celebrate with a healthy snack before heading back to class.

Melissa Storch, mother of Olivia and Sebastian, sums it up, saying, "My kids and I love the Walk-a-



thon every year. We give it our all, and now I can hardly keep up with them! It's a great workout, and everyone is outside having a great time for a great cause. We are blessed to have this tradition."

Walk-a-thon is more than the primary fundraising event that



supports the PTF programs throughout the year. It is also a great community activity, with parents, grandparents, and friends coming to cheer on or run with their kids, count laps, hand out water, serve snacks, or help in many other ways. Kids love the camaraderie and competition of running, jogging, walking, dancing, or even cartwheeling around the 1/13 mile track. Continual music and encouragement help keep them moving the whole time.

Parent volunteers play a critical role to Walk-a-thon's existence. Bill Brooks, who has been deeply involved in the event for eight years, including setting up the course, states, "I have enjoyed contributing to Bear Creek in this way. I also am the keeper of





the stats for the Golden Shoe awarded for the most laps run by students in grades 3 through 6. It's a fun celebration of the kids' hard work." The PTF is grateful to all of the volunteers who make Walk-a-thon possible.

This year's proceeds helped purchase additional playground equipment. Other PTF programs funded by Walk-a-thon include: Wholeness in Christ breakfasts, Fall

Party, Teacher Appreciation Week, Middle School and Upper School socials, conference day lunches for teachers, Christmas decorations, student treats during final exams for grades 7-12, and the art docent program for grades K-6.

Thanks to all who gave time and money to make the Walk-a-thon an amazing success once again this year!



351

STUDENTS PARTICIPATED



10,483

LAPS COMPLETED FOR A TOTAL OF 806.4 MILES



2.3

MILES AVERAGED PER STUDENT



3,220

CUPS OF WATER SERVED



370

SMOOTHIES CONSUMED



80+

VOLUNTEERS



5 HOURS

OF ROCKING MUSIC



500

SPIRIT T-SHIRTS DISTRIBUTED TO STUDENTS, TEACHERS, AND STAFF



\$43,000

RAISED FOR PTF PROGRAMS—A NEW RECORD

STUDENT GENEROSITY



Nathan Shield's Birthday

For sixth grader Nathan Shield's twelfth birthday, he chose not to receive presents from his friends. Instead, he invited all the boys from his grade to come to his party and bring a donation for The Bear Creek School athletics program. The boys donated a total of \$275 which will be used to purchase and install inspirational posters in the locker rooms and buy additional athletics equipment. Thank you Nathan and the grade 6 boys for your generosity!



Eight years of making a difference

Senior Meghan McCahill finished her eighth and final bake sale at Bear Creek on a high note, raising more than \$840 to benefit breast cancer research. Meghan started the bake sale in 2007 as a grade 4 student, raising \$150 that first year. For the past several years, the bake sale has been connected with Dig Pink, the volleyball match held every October to raise money for The Side-Out Foundation. Meghan's friends and family help her by baking goodies, setting up, and selling during the sale.

Meghan mentored three Lower School girls this year who will take over the bake sale in 2016. She loves knowing that she is making a difference in someone's life. The bake sale has taught her that, "You are capable of more than you realize if you put in the time and effort, and you give it to God."

Hopelink Food Drive Success

Once again, National Honor Society students planned and led the annual Hopelink food drive to benefit hungry children, seniors, and families living in our community. Bear Creek students collected 3,970 pounds of food in just one week! Kudos to the National Honor Society members for continuing this important annual tradition.



Forensics students set an example of compassion

During the Grizzlies Invitational Forensics (speech and debate) tournament in October, a brand new team, Edmonds-Woodway High School, arrived for its first ever tournament having accidentally prepared the wrong debate topics. After a disastrous first round, the entire team and its coach were ready to withdraw and not compete.

Alumnus Nick Van Baak '12, Bear Creek's assistant coach, stepped up to help coach this team for the next round, while Bear Creek students offered their evidence, printed copies of their cases, and gave the debaters lessons on how to run the arguments. In short, our team rallied to the aid of this young, struggling group, and they remained in the tournament. Other teams witnessed our example of compassion and care and also came forward to help. Well done, forensics team!



Do you have an example of student generosity to share?

Are you interested in learning more?

Contact Debbie Marchione at dmarchione@tbc.org or 452-898-1720 ext. 339.

REFLECTIONS FROM AN ALUMNUS

As a Bear Creek student for 13 years, I often found myself wondering if the stressful mornings, after-school practices, and late nights were all worth it. After venturing out of Redmond for the first time, during my freshman year of college, I quickly realized the answer I was looking for was “yes.”

Bear Creek students are challenged academically through a rigorous curriculum in order for them to stand out among their peers at the most prestigious and challenging universities in the country. In the collegiate setting, I found my Bear Creek experience put me in a class above the rest. I mean this not from an overall intelligence standpoint, but rather in terms of navigating and preparing for difficult academic settings.

Graduates of The Bear Creek School exude confidence, character, and curiosity. This is a result of a well-rounded schooling experience which emphasizes active classroom settings, an engaged faculty, and combining classical learning with 21st century techniques. Students graduate feeling confident in their finely-tuned academic skills and God’s love for them. This confidence empowers them to pursue excellence in school and beyond.

A Bear Creek education prepares students to do the extraordinary and do the ordinary extraordinarily well.

Gannon McCahill '11
Alumni Leadership Committee

Gannon McCahill graduated from Baylor University in 2015. He currently works as an investment analyst at J.P. Morgan in Dallas, TX.

Letters from President Reagan

By Debbie Marchione



When Phoenix Moomaw '15 first began considering his Senior Capstone Project, he never imagined it would bring him notice beyond Bear Creek, let alone the attention of a national newspaper and a prestigious podcast.

The project had its genesis when Phoenix’s aunt was helping to clean out his grandparents’ garage and stumbled upon a box containing files of correspondence between his grandfather and President Ronald Reagan. Phoenix’s grandfather, Donn Moomaw, had a long-standing, close relationship with Reagan as his pastor at Bel Air Presbyterian Church.

Phoenix found himself intrigued and began wondering about how Reagan’s faith shaped his policies as an elected official, which led him to develop his thesis statement: “Was Ronald Reagan’s faith authentic?” He chose to use C.S. Lewis’ definition of a Christian that requires not that you

necessarily see change within a person but that you are actively seeking God, as his measuring stick.

Once he settled on a topic, Phoenix dove into the research. He read each letter and began to shape interview questions to ask his grandfather. In addition, Phoenix traveled to the Reagan Presidential Library in California, where he was granted access to the archives for additional primary document research. (The correspondence between Donn Moomaw and Ronald Reagan was donated to the Library for its permanent collection.) Phoenix loved doing the project—especially, he says, “The opportunity to talk at length with my grandfather about that part of his life.”

Phoenix’s research and interviews culminated in a presentation to his peers, some parents, and a panel of faculty and staff reviewers, in which he concluded that, based on his research, Reagan did indeed exhibit an “authentic faith.”

He never dreamed what would happen next. Anthony Gill, Ph.D., a Bear Creek parent who hosts a podcast through Baylor University entitled “Research on Religion,” heard about his presentation and interviewed Phoenix for the podcast. Shortly thereafter, *The Washington Times* wrote an article about Phoenix and his research, as did a Presbyterian blog. The attention “came out of nowhere,” Phoenix commented, but he felt very honored by it.



Phoenix with his grandparents Donn and Carol Moomaw.



Phoenix at the Ronald Reagan Presidential Foundation and Library

When asked to consider the academic value of his senior project, Phoenix commented, “The research and interview portion of my project helped me prepare for the in-depth research you need to do in college. I discovered how to ask good questions. It was also very useful for me to learn how to synthesize vast amounts of data into a short, coherent presentation.”

Phoenix is settling into life as a college student, majoring in business administration and information science at Northeastern University. He reflects that his education at Bear Creek, along with the project, deepened his faith and helped him to see that, “We can do a lot more when we seek what God wants for us. Instead of living moment by moment, it’s important to look at the long-term plan and live by that.”

Giving the Gift of Confidence

By *Debbie Marchione*

For many people, even the thought of public speaking conjures up deep anxiety. Alumni Nick Van Baak '12 and Katie Gomulkiewicz '13 are helping Bear Creek students conquer that fear and learn to love public speaking through the Bear Creek forensics team. On the forensics team, Middle School and Upper School students train in public speaking and debate for the purpose of competing in interscholastic competition at the local, state, and national levels.

Nick helped to found the forensics team as a sophomore in 2009 and watched it grow rapidly. He now serves as an assistant coach, training team members from October through May three times a week after school and accompanying the team to tournaments. Katie became involved in forensics as a sophomore in 2011 and for the past two years has led a speech and debate summer camp for Bear Creek students.

“The forensics team felt like a family to me,” Nick states. “It helped me improve my social and communication skills and taught me how to think clearly.” He loves coaching the students and watching their confidence grow after each event. Nick reads neuro-cognitive research and brings the knowledge he gains to his coaching. “I see my role as a coach as letting the students develop in their own ways while nudging them toward the best path. Bear Creek students are very self-directed and goal-focused, and they work hard, which is reflected in the team’s rapid growth and success.”



Nick Van Baak '12



Katie Gomulkiewicz '13

Nick notes that while it is not all about the trophies, Bear Creek’s team regularly wins medals in tournaments, and has even sent competitors to the state and national tournaments. This is unusual for a relatively new team.

Reflecting on how his experience as both a competitor and a coach has positively impacted him, Nick comments that, “Through debate I learned to see argumentation as an art, rather than a competition, and that it doesn’t matter if you win an argument, it is more important that you come to a true conclusion.” He is honored to share that philosophy with the students on the team and help

them to find fulfillment and fellowship through forensics.

Katie echoes Nick's gratitude toward the forensics program. "It's a great way to give back to a program that gave so much to me," she reflects. For Katie, being on the forensics team at Bear Creek taught her how to articulate her thoughts in an organized way and gave her a place to express her opinions and passions. She sees how her participation in forensics benefits her in the college classroom as well as in every day conversation. "Forensics really complemented a Bear Creek education by giving me the ability to very effectively convey the knowledge I learned."

Through the week-long summer camp, Katie emphasizes the importance of learning how to both speak and listen well. "It's rare that you get ten minutes of someone's undivided attention to speak your truth and demonstrate what's really important to you. In the same way, forensics teaches you how to really listen when others speak." She also notes the benefits of learning to accept critiques and respond and adapt a presentation based on both negative and positive feedback.



Nick and Katie with their team after Snohomish Panthers Invitational in 2012.

"My favorite part of the camp is seeing how each student evolves, even in just five days. At the end of the week, we do a showcase for the parents and I love to see the students' confidence and pride after the presentation." Many of the students who have attended Katie's camp have joined the forensics team and are continuing to grow in their ability and confidence.

Both Nick and Katie feel honored to be part of this program, and Bear Creek is fortunate that they have chosen to share their skills and passion for forensics with the current generation of students.



Katie leading speech and debate summer camp. Photo by Christina Glass

PARENTS OF ALUMNI CONNECTIONS

MORE THAN 60 PARENTS of alumni gathered in October for the annual wine tasting and social at The Woodhouse Wine Estates in Woodinville. In addition to gourmet appetizers and excellent wine, the room was filled with reminiscences, laughter, and fellowship.

Join us on March 5 for our spring brunch and service project. This annual event centers on the assembly of Easter baskets to be distributed to foster children served by Olive Crest. Last year, alumni and parents of alumni worked together to create more than 75 baskets for children in need. Watch your email for more details.

Thanks to the Parents of Alumni Committee: Holly Alleva, Mary Matthews, Cindy McCahill, Clare Mehta, Cherie Miller, and Deb Perry for spearheading these events.

Photos by Fil Alleva and Sini Fernandez





Please take a moment to update your email and mailing address so we can stay in touch and make sure you hear about fun parent of alumni and school events! Go to tbcs.org and choose the Parents page, then click on the Parents of Alumni tab.

ALUMNI NEWS AND CLASS NOTES

Class of 2004

TYLER KOWAL

Recently, Tyler has started up his own tax and business consulting firm called Pitch CPA. When he is not managing his personal firm, he works during the day at Amazon in the Infrastructure Accounting Department where he was recently promoted to accounting manager, supporting Amazon's global logistics. His new firm's name was inspired by his love of soccer and all of the design work was done by his late friend and former Bear Creek student, Stephen Reed. He is thankful daily for the people the Lord has brought into his life, especially while he was at Bear Creek.

Class of 2007

ALEX HIGINBOTHAM

Alex has become a master schedule juggler, having started the final year of his MBA at University of Washington's Foster School of Business while he continues to work in the medical sales industry, lead Young Life at Bear Creek, serve on Bear Creek's Alumni Leadership Committee, attend Bible study and church, and squeeze in FaceTime dates with his long-distance girlfriend. Upon graduation Alex hopes to transition from sales into marketing and is looking forward to having a bit of a life again so he can enjoy wakeboarding, hiking, and traveling this upcoming summer.

Class of 2010



ANGELA MARTUCCI

Angela works in Seattle as an assistant account executive at Barokas Public Relations. The firm is tech-based and brings many new challenges. Outside of work, Angela enjoys spending time with her husband Chris. Angela and Chris were married on October 10, 2015 at St. Jude Catholic Church in Redmond. The wedding day was perfect, even with the stormy weather. It rained all day, but the couple was still able to have a "first look" and take beautiful photos thanks to Bear Creek. The C.E. "Ted" Kindel Library at The Bear Creek School provided a perfectly dry and private setting for their photos. Using the library to stay dry will always be a fun memory and a special one given two of Angela's bridesmaids also attended Bear Creek, Courtney Kumar '10 and Annie Worman '10. After the rainy wedding, Angela and Chris enjoyed a sunny honeymoon in Florida at Walt Disney World.

Class of 2012



ELIZABETH FERNANDEZ

Elizabeth graduated from University of Arizona in December with degrees in neuroscience as well as molecular and cellular biology. Since her freshman year, she has been active in Cru (formerly Campus Crusade). She plans to return to Tucson in January so she can spend the spring with her friends who are graduating in May, continue to lead a sophomore girls Bible study, and complete her work in Dr. Ted Trouard's biomedical engineering lab as they prepare to publish. She is currently applying to doctoral programs in neuroscience.

JAKE IMAM

Jacob, a senior at Baylor University, has been selected as one of 32 American university students to receive the prestigious 2016 Marshall Scholarship. The Marshall Scholarship was established in 1953 to express British gratitude for the European Recovery Program after World War II. The scholarship may be used for study at any university in the United Kingdom, with most Marshall Scholars choosing to pursue an advanced degree during their two years of British education.



GWEN JONES

Gwen is a senior at Carnegie Mellon University majoring in materials science and engineering with an additional major in French and francophone studies. She will graduate in May and continue at CMU for an additional year for her master's degree in materials science and engineering. Gwen is the 2015 chapter president of the Kappa Nu chapter of Alpha Chi Omega at CMU. She also has continued to expand on her Bear Creek Senior Capstone Project (learning how to play the bagpipes); she plays with Carnegie Mellon's pipe and drum band and has started to compete in solo competitions.

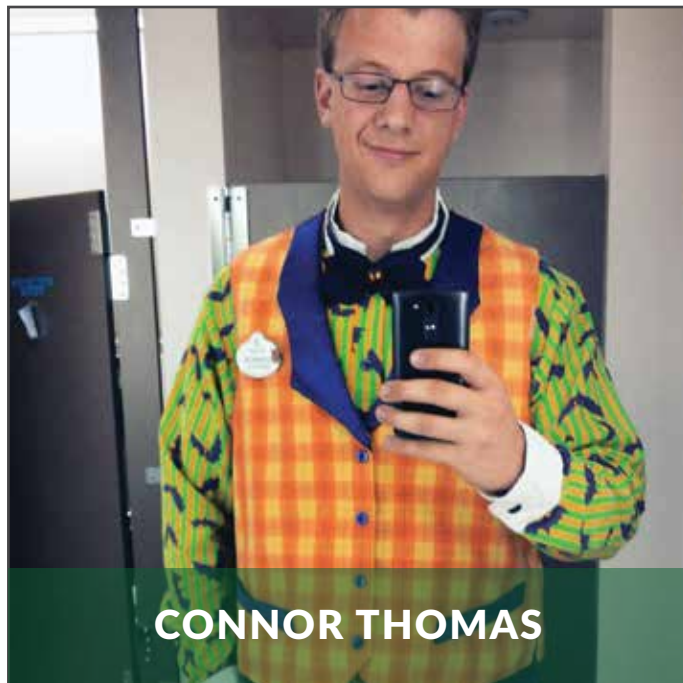
Class of 2012 Continued



GABRIEL WANG

Gabriel (back row, second from right) is in his senior year at Rice University, majoring in chemistry. He is very active in his Christian fellowship, a college ministry of a local Chinese church in Houston, and is serving as co-president and cell group leader within his fellowship. He also arranges *a capella* music and performs with Rice's first all-male *a capella* group, The Apollos. Gabriel has been accepted Early Decision into University of Washington's School of Pharmacy, and will be starting pharmacy school in fall 2016.

Class of 2013



CONNOR THOMAS

Connor is in his junior year at Biola film school where his production of *Two Pink Lines* premiered on November 21. The movie is being accepted to a number of international film festivals next year. He works part-time at Disneyland (above photo of him in costume for Disneyland's Halloween festivities).

STAY CONNECTED

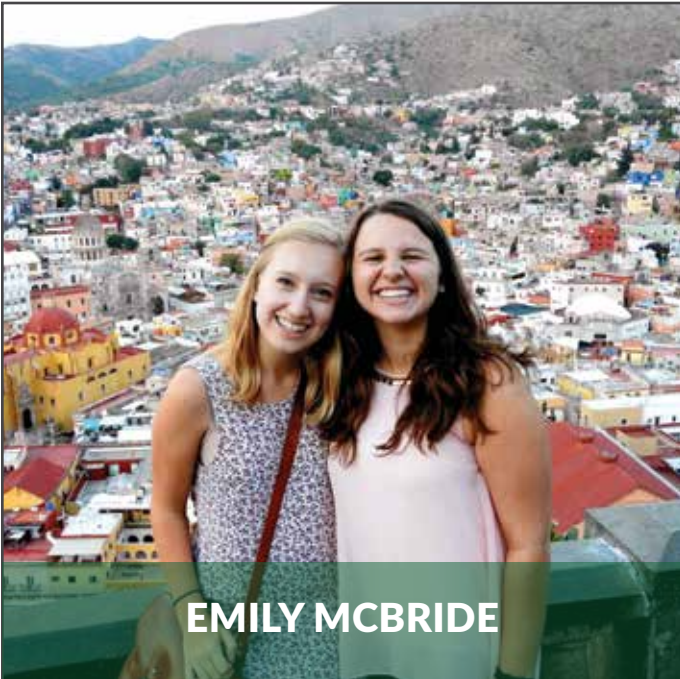
We want to keep you up to date about what's happening with your Bear Creek family. Please take a moment to update your information at www.tbcs.org/alumni so we can stay in touch.

Like us on Facebook: Bear Creek Alumni
Follow us on Twitter @BearCreek_Alum
Connect with us on LinkedIn: The Bear Creek School Alumni

Submit a Class Note for the next issue of *Modus*
Call us at 425-898-1720 ext. 339 or email modusvivendi@tbcs.org



Class of 2014



EMILY MCBRIDE

Emily is in her second year at Westmont College, and fall semester she studied abroad in Querétaro, Mexico (pictured, right, with her friend Hailey Turner above Guanajuato). As a person pursuing multiple majors (English, Spanish culture and language, and education), Emily knows that Mexico provides the perfect opportunity to be immersed in a new culture and experience what it's like to be a minority. Emily is helping in an English conversation class twice a week, teaching a beginners' English language class to seven fourteen-year-old orphans once a week, and tutoring a freshman student in English literature once a week. Emily is living with a host family in the historic downtown of the city, and she firmly believes that this is an experience of a lifetime. Follow her on her blog to keep up with her adventures:

www.cheeriosandchurros.wordpress.com

Class of 2015



DAGNY THOMAS

Dagny has begun her freshman year as a creative writing major at the main campus of University of Hawai'i in the Manoa valley on the island of Oahu. She has a great view of Diamond Head and Waikiki Beach from her dorm and had to learn the hard way that even though we don't use umbrellas much in Seattle, you really do need one when it rains in Hawaii! She is delighted to learn how many authors choose to live in Hawaii, offering guest lectures at the University.

IN MEMORIAM

As a Bear Creek community, we mourn the passing of the following former students and alumni.

Jared Daniel Haman, Class of 2014
Stephen J. Reed, Attended 1998-1999



8905 208th Ave NE
Redmond, WA 98053

www.tbcs.org

NAVIGATE THE WORLD

The Bear Creek School
Annual Dinner and Auction

Westin Bellevue
Saturday, March 19
5:00 p.m.

Silent Auction
Gourmet Dinner and Live Auction

RSVP online at tbcs.org/auction

MODUS VIVENDI



ENGINEERING AND THE
CLASSICALLY-MINDED
TEACHER

A Way of Life

MAKING A DIFFERENCE IN
THE MIDDLE SCHOOL

BE STRONG,
BE COURAGEOUS,
DO THE WORK

FACULTY PROFILE:
TRINITY OSBORN

THE BEAR
CREEK
SCHOOL
MAGAZINE

WINTER 2016