

MODUS VIVENDI

A WAY OF LIFE

SPRING 2014

25

YEARS

 CELEBRATING GOD'S FAITHFULNESS 

Modus Vivendi Spring 2014

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*.

Only online can you find the *latest news, photos, and information* about upcoming events. We're here, 24-7.

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: PTE, 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.

- Summer Camp
 - View the latest Bear Creek Summer Camp video on our mobile page.



The Bear Creek School Facebook page contains current photos and posts about what is happening at Bear Creek. Bear Creek Preschool and The Bear Creek School Alumni Group also have active Facebook pages. *Like* us and join the conversation!

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FROM THE PRESIDENT



It's just a game. Legion of Boom—just a bunch of highly-paid athletes doing their job. Legions of fans—just individuals with no real connection, save that we live in the community where the team's stadium resides. Community—why do we care anyway?

Why do we swim in a sea of college navy, action green, and wolf grey on multiple Fridays or consider cancelling school for a parade? Why do we form human 12th man flags, scream until our voices are lost and the Richter scale tips, and flock downtown mid-week to join the throngs of 700,000 deep? Why does an entire city (likely, an entire state and region) largely stop functioning to watch a game on one particular “super” Sunday in February? What's the big deal and why do we care?

I read a blog post by Matthew Kaemingk recently at *Christ and Cascadia* which expressed a similar sentiment and suggested an answer:

Consider the following: every Sunday like clockwork faithful Seahawk followers put on their special colored garments, paint their faces, file into the stadium, and take their assigned seats. The event begins with a series of announcements and processions, flags and songs, ceremonies and rituals. Young and old, black and white, men and women stand and gather together to behold the contest as one. Stories and special rituals are passed on from generation to generation. Followers are instructed to stand, to keep silent, to remove their hats, to place their hands over their

hearts. The space is filled with sights, sounds, smells, tastes, and actions that all evoke strong memories and emotions. Over time these practices take complete strangers and bind them together. Autonomous individuals claim in one voice, “I’m in.” . . . The stadium experience appears to indicate that Cascadians long to worship and that they long for community and connection. They long for stories and heroes, songs and rituals. They long to raise their hands, hearts, and voices. They long to be a part of some larger story, some larger experience, relationship, or spectacle. They long to escape the drone of the daily secular lives.

We care because life is simple and deep, rather than complex and shallow. We care because these shared community experiences remind us of something very old—something we have forgotten, but which cannot be forgotten—because it is part of who we are and the way we are made. As C.S. Lewis reminds us, “There are no ordinary people. You have never talked to a mere mortal. . . . It is immortals whom we joke with, work with, marry, snub and exploit—immortal horrors and everlasting splendors.”

As a people we long for a sense of togetherness, a sense that we are not alone, and we long to worship and adore. No doubt that is why we so easily place our affections on the things and people who are around us, and why, as a community, we so quickly galvanize our thoughts,

affections, and passions around a football team bearing the name of our city. We are a community made up of individuals with separate lives and stories who come together to function as more than the sum of our parts. In short, we relate to the Seahawks’ journey because it dignifies our individual humanity and whets our desire for community. We identify with the Seahawks to claim a place in the grand story—to belong to something beyond ourselves. We care because we were created with these longings. We experience the glory of being made individuals in God’s image by sharing and seeing that glory in others. In our longing for common community and shared experiences of wonder and awe, we echo the Lord’s words from Genesis 2, “It is not good that man should be alone.” And in that longing, we try to make sense of our world and establish purpose in our lives by identifying with a story bigger than ourselves.

For 25 years The Bear Creek School has been a place that has fostered a similar community—a place which seeks to *nurture* students to *become the individuals God intends*; a place which seeks to instill a sense of wonder and awe by exposing students to the excellence of the True, the Good, and the Beautiful; and a place which instills purpose and a vibrant life of faith through the grand narrative of Scripture. As we journey ahead into the next 25 years, may we be ever grateful for the legacy that was established by those who have come before us, and may we be found faithful to continue that legacy of faith, excellence, and virtue into the future so students are prepared to lead and engage the world with wisdom, compassion, and courage.

Patrick Carruth

Patrick Carruth
President and Headmaster





BE WISE FOR GOODNESS SAKE

By Rev. Jeff Gephart, Dean of Students

This February a *Forbes* website article by Kathy Caprino, “7 Crippling Parenting Behaviors That Keep Children From Growing Into Leaders” touched a nerve with readers and drew over five million hits in just two weeks. Caprino based her article on conversations with noted author Tim Elmore. (Readers of *Modus Vivendi* will be familiar with a reference to Dr. Elmore’s book *Artificial Maturity* in the July 2013 publication). The article outlines seven common mistakes that parents make that prevent the development of wisdom and maturity in their children. These pitfalls are: 1) we don’t let our children experience risk; 2) we rescue too quickly; 3) we rave too easily; 4) we let our guilt get in the way of leading well; 5) we don’t share our past mistakes; 6) we mistake intelligence, giftedness, and influence for maturity; and 7) we don’t practice what we preach.

This reminds me of a question I learned to ask from noted parenting expert Jim Burns: “Are we preparing the child for the path or the path for the child?” Recognizing that our attention as parents must be primarily on our child, and not the path, frees up our limited time and gives us a needed focus for our energies. Mentors full of wisdom have told me, “You have only so much time before your children grow up and it will go by fast. Use it well.”

A key word here is *wisdom*. Wisdom is the ability to take knowledge and apply it. Wisdom discerns that there is a right and a wrong, not just objectively, but also as it is applied in given situations. Wisdom is understanding with shoes on!

This practical nature of wisdom is what becoming mature is all

about. However, Elmore in his book *Artificial Maturity*, tells us that today’s young people often have the appearance of wisdom or maturity, but it’s not the real deal—it’s fool’s gold. That’s because today we have unprecedented access to information. The world is literally at our fingertips—or at the touch of our tablet or smartphone. But access to information does not mean we know how to use it judiciously.

Wisdom must be acquired as we test out the good knowledge we’ve received, in real situations, with real people. Having substantial projects and actual problems to solve is important for our students to mature. For me, as Dean of Students, it’s the reason why our service and leadership projects and trips are important—and why students should pursue these outside of school with churches and in the community.

The apostle James reminds us of one key truth about wisdom, and it is this: wisdom is designed to accomplish good in this world. James writes, “*But the wisdom from above is first pure, then peaceable, gentle, willing to yield, full of mercy and good fruits, without a trace of partiality or hypocrisy. And a harvest of righteousness is sown in peace for those who make peace*” (James 3:17-18 NIV). God desires us to grow in wisdom so that we can make change for the good. When the fruits of wisdom are evident in our lives—James mentions being pure, peaceable, gentle, willing to yield, merciful, impartial, and sincere—then good things happen in our lives, and in those with whom we live. This creates a positive, virtuous cycle that makes a difference and the kind of community we want to nurture and build here and among our Bear Creek alumni community—a family for sharing life.

Here We Grow: Where Early Learners Thrive

With Tressa Parker, Early Childhood Division Head

In 2008 Bear Creek Preschool was launched in a shared classroom at Redmond Campus. A few days a week, 16 students gathered with their teacher, Mrs. Anderson, to begin their academic journey in a loving and Christ-centered environment. Today, under the direction of Division Head Tressa Parker, five preschool and prekindergarten classes serving nearly 60 children meet at Bear Creek’s Valley Campus and at satellite locations in Woodinville and Sammamish. The excellence of the program has not gone unnoticed as this past year Bear Creek Preschool was named Best Preschool by *Red Tricycle* and *425 Magazine*.

It is a wonderful time to be part of the Bear Creek community as we look toward the exciting changes the next 25 years will bring. Bear Creek Preschool has grown to play an important part in the Bear Creek community, such that upon completion of the new Upper School building, Valley Campus will become a designated Early Childhood campus for students in preschool, prekindergarten, and kindergarten. Planning is well underway for changes and adaptations to enhance the experience of our early learners and their families. These improvements will enable Bear Creek to best meet the needs of this specific age group on a campus that is so well suited to younger students.

Many improvements at Valley Campus have already taken place. Expanded parking has created a better experience for families and guests, beautiful landscaping has made the campus more aesthetically appealing, and an upgrade to a fully-gated campus has provided a safe and secure environment for students.

Much research has shown strong links between the physical environment and student learning. Valley Campus is surrounded by streams and wetlands which allow students to see and experience natural systems at work. We are excited about the project to build the Upper School and the wonderful advantages in experiential learning it will afford preschoolers on a dedicated Early Childhood campus, making the most of our location by adapting indoor and outdoor spaces in ways that will promote creativity, discovery, language development, play, exploration, and hands-on learning.

And as we continue to plan for enhancements that an exclusive Early Childhood campus will bring, great things are already happening in the classrooms. Children grow and develop at their own pace, and at Bear Creek, Early Childhood teachers design lessons and station activities that take this variation into account, guiding each student to grow as far as possible. Some children may be working on letter recognition, while others are practicing emerging reading skills, and others building their reading fluency. In math, all students may be using the same manipulatives for hands-on activities, but the teachers will guide individual learning by determining what each student will be asked to do with the materials, and what questions they pose through the process. This *individualized* curriculum is a Bear Creek distinctive and is vital to providing room for our earliest learners to grow and gain confidence according to their individual abilities.

Not only do teachers allow students to develop at their own pace,

they also take into consideration student personalities. Each child is unique, made in the image of God with certain gifts. Teachers *intentionally* plan their instruction to meet learning goals related to developing the whole child, physically, emotionally, socially, spiritually, and intellectually. Classroom decisions are made in order to reach certain learning goals in these areas; so an activity may be designed to teach fine motor skills, or character development, or reading skills, or imaginative play.

Children are born with a desire to explore and investigate their environment. They naturally express joy and wonder as they discover new information, grow in their learning, and build confidence in their skills. Play is an important component in learning as children discover information about the world through their senses, conduct their own experiments, and develop *creativity*. Intentionality even comes in the way teachers design play time; and as growing research shows, teacher-guided, purposeful play is especially effective. It is inspiring to work with these small students as they develop habits of the mind and heart that enable them to become confident and enthusiastic learners.

Individualized. Intentional. Creative. These are hallmarks of Bear Creek Preschool. As Tressa considers her 20 years with The Bear Creek School, she shares, “One of the things I love about Bear Creek is the high value placed on growth. This is evident in all areas of the school, through professional development for teachers, curriculum enhancements, facilities improvements, and new programs. At the heart of these advancements is a desire to extend the mission by creating the best possible environments which enable students to grow into the individuals God intends.”

And as Bear Creek students grow, we are privileged to watch that growth culminate at Bear Creek’s Commencement ceremony. “How extraordinary it will be,” reflects Tressa, “to acknowledge that first group who started in preschool, whose earliest memories will include teachers and friends they met when they were only three years old.” When we look in the tiny, precious faces of our current preschool students, we can imagine young men and women of the class of 2029—in green robes, mortarboards, and tassels—speaking eloquently from the podium in June. What a joy to know where our students have been and envision who they will become. It is an honor to play a part in their journeys.



Amanda Kay Photography LLC



The New Building: A Student's Point of View

By Annika Hoiem '15

Mr. Carruth began to speak and a strange energy pulsed through the Commons, a place that holds many memories for the students now gathered there. The room which has served as a venue for many events over the years, from Lower School Christmas Concerts, to Middle School basketball games, and Upper School Chapels (not to mention lunches, drama performances, choir concerts, science fairs, pep rallies, and talent shows), now hosted a gathering for students to hear about the exciting plans for the school's future.

It was only fitting that as Bear Creek looked on to the next stage of its legacy, its students congregated in a room that had been crucial to its past. Starting from its creation, the Commons has been used for any and every major event at Bear Creek, which makes scheduling said events very difficult. It will always remain a cornerstone, yet it is safe to say more space is needed. As Mr. Carruth explained the features of the proposed new Upper School building, the room rippled with loud whispers and excited tones. From a large gathering space to the Performing Arts Center, the students were faced with key improvements to come.

Many of us found the idea of having a separate space for the Upper School the most appealing part of the project. Instead of having a shared building for all students in kindergarten through grade 12, each stage of life will be broken into different areas and campuses. The early years (preschool through kindergarten) will be moved to Valley Campus; the Lower School will all move to the lower level of the current Redmond Campus building; the Middle School will take over

the upper level, and the Upper School will move into the new facility. "I think it will be a big improvement," remarked Philip Ferreira, grade 8. "It will be cool for everyone to have their own section." Elizabeth Young, a sophomore and a member of the first class that will graduate from the new building, agreed. "We need more space," she giggled. "The current Upper School hallway is a big traffic jam. When you are as small as I am, going through the hall is a bit dangerous!"

In addition to crowded halls, there has also been a desperate need for more classrooms. French classes meet in "the Pub," a tiny room between the art rooms, and students attend Advanced Math in the small kitchen off of the Commons. Additional classrooms will not only meet the need for current classes, but also provide the basis for a larger class selection. "I think the new building will provide more opportunities, more classes to choose from," noted Ashley Cowman, another grade 8 student. Young also noted her excitement for new science labs and equipment.

Another key feature of the proposed campus is the Performing Arts Center. Instead of a small wing off of one hallway, this campus will dedicate a large center specifically to performing arts. "I am looking forward to the new performing arts stage," said Seth McBride, a sophomore, "I've heard it's going to have much better sound than our current Commons, but I think the important thing is it's a place made specifically for performing, and it will provide an atmosphere of excitement for parents as they see their children display their

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The Heart of the Matter: *Building Character in the Lower School*

By Alicia Williams



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Carolyn Ersek and her grade 2 class

According to C. S. Lewis, "For the wise men of old, the cardinal problem of human life was how to conform the soul to objective reality, and the solution was wisdom, self-discipline, and virtue. For the modern, the cardinal problem is how to conform reality to the wishes of man, and the solution is a technique."

And so it is that we are told that we must improve our skills, our technology, our thinking, our way of accomplishing things with more precision and efficiency. Indeed, this philosophy spawned the industrial age and the information age. Improving our skills, technology, efficiency, and technique is admirable and the world reaps great rewards for these efforts. These traits and aspirations are not inherently bad—in fact, they have paved the way to accomplish worthy and great things; but, it is how we apply these characteristics and for what purpose that is at the heart of Lewis' thesis.

Wise men of old, as Lewis surmised, addressed the problem of balancing a life and its soul with wisdom, self-discipline, and virtue. As we moved into the modern age—and now far faster even than in Lewis' day—we too often find ourselves trying to balance life, not with its soul according to the Creator's mandate, but with technique according to human mandate. In his letter to the Romans, the apostle Paul cautioned, "Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God—what is good and acceptable and perfect." (Romans 12:2). In this, Paul admonishes us to focus our minds on that which moves the heart to act according to God's will. It is the will of God and not the wishes of man that should be our goal.

As we train up young children at The Bear Creek School to become

the individuals God intends, we are intentional about teaching them in wisdom, self-discipline, and virtue according to the will of God and not the wishes of man. A humbling undertaking! But it is the very catalyst for initiating the character building programs in the Lower School. These programs, developed by Karen Blankenbeckler, Vice President for Academic Affairs, were launched this year with that goal in mind.

Karen fervently believes that character needs to be systematically taught just like any other skills, with the focus, as she relates, "...on what to do rather than what not to do."

Skill building lessons in kindergarten through grade 2 (*The Kindness Project*) focus on sharing, taking turns, helpfulness, including others, saying kind words, and respecting personal space. As children develop a foundation for being others-focused, lessons in grade 3 through grade 6 (*Character in 3D*) progress to deeper conversation and practice surrounding respect, responsibility, relationship, and conflict resolution.

Dr. Tom Lickona, author and frequent presenter on character education posits that the head, the heart, and the hands stand for "knowing (head) the good, desiring (heart) the good, and doing (hands) the good." Lickona's research, among many others', supports the value of character education. In the classroom, students are taught to use both intrinsic and extrinsic motivators to make wise and compassionate choices as appropriate for their particular developmental stage. They begin to learn how to think outside of themselves and learn to connect how their thoughts and actions can be a help or a hindrance to themselves and to others, connecting cognitive learning (the head) with a moral compass (the heart) for good and noble causes (the hands). Shortly after his installation as new head of school in 2007, Patrick Carruth presented a case for this very concept, founded on the classical ideal and on Biblical truths: "Connecting head to heart to hands is central to a Christian liberal arts education, by developing the mind and by changing the beat. The historical purpose of a classical education was to develop virtuous people who would create a virtuous state. This noble dream was flawed. No matter how much education we provide, our efforts are futile and fragmented unless we have a foundation to unite the knowledge. Christ is the foundation of knowledge and he tells us that head, heart, and hands are interconnected. To sacrifice one is to sacrifice them all."

Training students to connect the head, heart, and hands is the intentional outcome of these programs, and Karen believes, "These programs work best when the school and the parents are working together toward common goals, with a common purpose, and with common language." So it is together that we endeavor to teach our students to acquire the skills that allow them to build character by approaching problems with wisdom, self-discipline, and virtue according to God's will and for His glory.

Putting the Pieces Together: Christie Hazeltine

By Alicia Williams

Photo by Sini Fernandez



I first met Admissions Director Christie Hazeltine as a prospective parent back in 2003. In fact, upon entering the building for that first meeting, I was a bit intimidated by the cherry veneer and soaring beamed ceiling.

I recall that first appointment vividly. So vividly, in fact, that I remember what Christie was wearing—a black cashmere sweater, a black and white houndstooth skirt, and pearls. As a confessing plain Jane-type, I was even more intimidated by this strikingly chic lady. But intimidation quickly melted as we began talking about the mission of The Bear Creek School and our dreams for our children.

Like many, it is that mission and our dreams for our children that brought us to Bear Creek. For over 20 years, Christie has watched a lot of children grow up, “I came to Bear Creek in 1992, first as a parent, when there were 45 students, and have witnessed Bear Creek grow to its present day enrollment of 730 students. I have watched Bear Creek grow up ‘numerically’ in terms of enrollment, but in addition, I have also witnessed Bear Creek mature institutionally in terms of vision, strategic planning, administrative processes and systems, and breadth and depth of the academic program.”

Christie and the Admissions Office staff share a common mission to be *dedicated to the highest quality customer service delivered to all families with a sense of warmth, friendliness, graciousness, discernment, and Bear Creek spirit.* And, Christie adds, “High-quality or excellent customer service is also nurturing. Our goal is to nurture by serving all families, prospective and current, as they inquire, apply, and hopefully attend and reenroll at Bear Creek. Regardless of the admission decision, all families deserve the same quality experience.” And that is what I, over a decade ago, and countless other prospective and current families have experienced and appreciated from the Admissions Office.

This theme of warmth, graciousness, and nurturing finds a home with Christie. When she is not up and running at 4:00 a.m., she is sewing, quilting, or baking cookies—also most likely at 4:00 a.m.! In fact, her quilts are complete works of art—all hand-quilted, a rare art now with so many fancy machines doing the work for you—many with enchanting hand embroidered motifs, another nearly lost art. With exquisite mass-produced quilts and quilts made with sophisticated machines, why would anyone take months, sometimes a year or more, to hand-stitch a quilt? If you were to ask Christie, she might tell you that hand-quilting makes a softer quilt. Not to mention, that spending so much time pulling the thread, stitch by stitch, gives her quiet time to think about and pray for the recipient of each quilt. There is love poured into every quilt from the

moment a design and color scheme are conceived, to connecting the intricate squares and triangles, to stitching the layers together. Warmth and nurturing are synonymous with quilts, so it comes naturally for Christie to apply those same attributes in her professional life.

Along with warmth and nurturing, quilting conjures up other themes that can parallel the work of the Admissions Office. When the Admissions Office, along with the Admissions Committee, selects best-fit students during each enrollment season, the process is not too dissimilar to selecting the fabric for a quilt. There is a discernment process whereby each piece of fabric, like each student, is specifically and, thoughtfully selected based on a number of criteria. In quilting, the weight, color, pattern, texture, and quality of the fabric are considered. With enrollment, students are selected based on a number of criteria as well, from academic achievement and ability, outside interests, personal faith, social and emotional development, among many others. As with the pieces of a quilt, students come together, bound by common ties, to form the school community, making up the classrooms, the teams, the ensembles, the clubs, the friendships, and more. And as the pieces

come together, each swatch of fabric, just as each student, join together to make something unique and beautiful—a work of art.

Christie is honored to play a role in piecing the Bear Creek community together each year as we bring more students and families into the fold. The role each student and family plays is critical to unifying the community. Many have heard the old adage, “a stitch in time saves nine.” This means that as one stitch comes undone, it is better to repair that one stitch than to wait for more stitches to unravel, because by repairing one stitch, you have prevented the entire thread from coming unraveled. There is truth in this also when it comes to community as we think about the importance of each member and of the collective whole—securing the ties that bind.

As Christie has seen the school mature, she is encouraged by the quality of students

and families the Lord continues to bring to The Bear Creek School each year. With the development of Chapel as students take the lead to encourage and challenge one another, to the character building program in the Lower School—Bear Creek is poised to send out confident young men and women of wisdom, and as Christie sees our graduates: “thinking, articulate young men and women of faith who are well-rounded, pursuing their passions, and serving God by serving others, confident in who they are, prepared to navigate the world, and live a life of influence in their community.”

As each college campus, employer, or mission field receives a Bear Creek graduate, may they know the threads of love and care from parents, grandparents, siblings, faculty, coaches, and administrators that have been weaved through the lives of each, and may they know the fabric from which he or she was made—a precious creation made by the Creator and shaped and sent out by loving parents and the whole Bear Creek community—each a unique and beautiful work of art made in the image of God.

I have watched Bear Creek grow up ‘numerically’ ...but also witnessed Bear Creek mature institutionally in terms of vision, strategic planning, administrative processes and systems, and breadth and depth of the academic program.



Back row: Colleen Broaddus, Craig Chapman, Bill Bieber, Marc Mueller, Susan Diamond, David Smith. Front row: Patrick Carruth, Shawn Firminger, Andrea Lairson, Curt Kraft, Kurt Maass. Not pictured: Ted Robinson and Fil Alleva. Photo by Sini Fernandez

On Solid Ground: *The Role of a Strategic Board of Trustees*

With Andrea Lairson, Chair of the Board of Trustees

As we look back over the past 25 years, we are indeed grateful for the families who gave generously of their time and resources, the dedicated and talented faculty and staff, and the Board of Trustees who, working together, secured the foundation for and sustainability of The Bear Creek School and its mission.

The Board of Trustees played a vital and unique role in laying and securing that foundation for The Bear Creek School and its mission. Although the Board may, in some ways, seem removed from what takes place in the classroom, according to research by Independent School Management, “one of the most significant predictors of a private independent school’s ability to sustain excellence in its student programs is the Board of Trustees.” In other words, what happens in the boardroom does actually affect what happens in the classroom. Thankfully, the Board of Trustees at Bear Creek has throughout its history made intentional decisions to ensure its healthy growth from an initial Board of three to its current mature Board of thirteen.

The Bear Creek School began with a grassroots, entrepreneurial Board comprised of the founding Head of School and committed parents who fostered a vision beyond a one room class. And now with the current professional Board comprised of thirteen men and women, the school has seen that vision expand with over 730 students across four educational divisions. Marc Mueller, a trustee since 1991 remarks, “Bear Creek has grown as an institution from volunteers filing in the

gaps and meeting needs, to a professional organization.” Since those early years, the Board of Trustees has enlisted leading consultants in the area of independent board governance, such as Independent School Management, John Littleford & Associates, and PNAIS (now NWAIS, Northwest Association of Independent Schools) and has laid the groundwork for a strong governing body, providing a durable future for the institution and, most importantly, for an excellent educational experience, ensuring success for its students.

Serving on The Bear Creek School’s Board entails significant work and responsibility on the part of each trustee and the Board as a whole. Each trustee has a responsibility, recognized as the *duty of loyalty in the law*, to act always in the best interest of The Bear Creek School and place its interest above all others, including the wishes or needs of the trustee or his or her family, friends, or business activity. The trustee must also meet the *duty of care* which requires the trustee to make decisions and pay attention to the implementation of those decisions, acting like a person who would reasonably believe those decisions to be appropriate under similar circumstances. For the past 15 years, the Board has had a Committee on Trustees, originally called the Governance Committee, which has provided yearly education regarding the roles and responsibilities of trustees in accordance with these duties and with healthy practice and procedures. It also has a vigorous trustee training program and a trustee manual written specifically for Bear Creek and used by all trustees throughout their tenure. According to Andrea

Lairson, Chair of the Board of Trustees, “Each year, trustees participate in a two-day board governance workshop which educates Board members on best practices for a healthy board of trustees. Trustees must be wise, teachable, and relational. At Bear Creek, we are blessed to have a board of trustees committed to healthy organizational development.”

In summary, adds Andrea, “All that we do on the Board is intentional.” In speaking with Andrea at length, the word “intentional” comes up frequently, “Effective strategic, long term decision-making only occurs when a board is made up of individuals who have been intentionally—and in the case of Bear Creek, prayerfully—selected, oriented, and trained to lead as trustees; a board understands and focuses on its areas of responsibility; and a board acts thoughtfully in accordance with healthy practice and process.”

Healthy practice dictates three primary responsibilities which Bear Creek’s Board of Trustees has fulfilled throughout the years. First, trustees are charged with protecting the mission. The Board has and must continue to champion the mission to “provide a high-quality Christian, liberal arts education in a nurturing environment that will allow each student to become the individual God intends.” The Board, in part, protects the mission by requiring that each trustee, including the President and Headmaster who serves as a trustee, supports the Statement of Faith as articulated in Bear Creek’s founding documents. All trustees undergo a rigorous process to evaluate their understanding of and support for the mission, and in accordance with healthy governance practice and policy, it adopted a mission-education program led by Dr. Stephen Meyer (parent of Jamie ’10, Bethan ’12, and Matthew ’16).

Second, another significant responsibility of the Board is to ensure that Bear Creek has the financial resources and facilities to execute on its mission. The Board has been using Independent School Management’s recommendations for almost fifteen years as part of its

commitment to building a healthy institution and ensuring that we have the necessary financial resources and facilities. In particular, these recommendations have led the Board over the years to develop strategic plans which have resulted in:

- an increased faculty and staff benefit package and a plan to increase salaries to the 50% benchmark established by the Northwest Association of Independent Schools;
- the purchase of the initial Redmond Campus property and later surrounding properties for what will become the new Upper School building and Fine & Performing Arts Center;
- the purchase and upgrade of Valley Campus;
- the successful mitigation of multiple grueling permit processes;
- securing sound tax exempt bond financing; and
- the implementation of two capital campaigns.

And third, the Board is charged with finding, tending to, and evaluating the President and Headmaster. Seven years ago the Board successfully fulfilled this responsibility by hiring Patrick Carruth who recently agreed to a five year contract extension.

The Board of Trustees as a whole meets regularly throughout the school year with members serving on one or more of seven committees from Finance to Facilities to Advancement and more. Members of the Board and each committee member are chosen to ensure balance, wisdom, and a range of skill sets needed to develop and guide the strategic vision and fiduciary responsibilities of the school. And while trustees are not directly involved in making day-to-day operational decisions, the Board works with Patrick Carruth to develop and support the long-term strategic goals for the school.

As we look to the next 25 years, the Board of Trustees is as committed as ever to building upon a legacy of excellence with intentionality and service to the health and welfare of the school, its mission, and most importantly, its students.

New Building Continued

talents.” Indeed, the school has already been taking steps to widen its arts programs; this new campus will provide the perfect outlet for students’ creativity.

Larger hallways and more classrooms are great perks, but students are primarily enamored by the new common area. Instead of the multi-purpose room that is currently in use, a new eating area will be present, complete with large windows, couches, and worktables for students to simply hang around. “It’s exciting that the new Commons will be in the open, not out of the way,” remarked freshman Sean Gallagher. The students were also given the opportunity to vote for some of the aspects of this area, from furniture to paint. “I liked that you got to make choices,” Ferreira said. “It wasn’t just pre-decided, you got to have a say and know your choice is out there.” This past January the administration purposefully invited the students into some of the decision-making, taking the time to explain the details and involve

students in the choices made.

As Bear Creek looks to expand the school physically, it provides the ability for the school to also increase its enrollment numbers, allowing more to experience the quality education it offers. “I think it will allow Bear Creek to expand its opportunities, but I want it to maintain that family aspect,” noted freshman Elissa Nelson. “I hope this new building will bring us together.” Bear Creek has always valued relationships between students and their peers, as well as their teachers. As the school embarks on this new chapter, the student body sincerely hopes that this closeness will only increase. Young agrees. “Now that the Upper School will have its own space, people can focus more on their own classmates. I think it will be better at building unity.” As I looked around at all the excited faces listening to Mr. Carruth, I could not agree more.

TIMELINE



Bear Creek's first Shakespeare production *



First overseas mission trip, Honduras



Bear Creek's first musical, *Rock Candy and Cinnamon Roll*, original story by Dr. Ron Lynch



Bear Creek Preschool gets its own brand and website, operating on three campuses in Redmond, Woodinville, and Sammamish.



REACH UP: The Campaign for Bear Creek launches the school's most ambitious campaign to build a new Upper School and Fine & Performing Arts Center.



First grade 6 class trip to Mount St. Helens *



Bear Creek's first forensics team competes



The Bear Creek School opens in a home with 8 students and a dream of becoming a K-6 school.



Girls soccer wins first Academic State Championship



Boys soccer team wins the school's first team State Championship, followed by boys golf in 2011, girls soccer in 2011 and 2012, girls golf in 2013, and boys soccer again in 2013.



Celebrating God's Faithfulness

The Bear Creek School celebrates God's faithfulness and looks forward to the next twenty-five years.

* Photo from early 1990's but not necessarily the year indicated

BEAR CREEK HIGHLIGHTS



Photos by Sini Fernandez

Bear Creek Opt's Up to Emerald City 1A League

Improving the scope and quality of our athletics and artistic programs was a key element of the strategic plan, *2013 Journey to Distinction*. Over the past five years, the Bear Creek Grizzlies athletics teams have enjoyed much success, including 25 League Championships, nine State Championships, 19 Academic State Championships, and five consecutive Scholastic Cups.

As a final element of this strategic initiative, Bear Creek has decided to opt-up from the WIAA's 2B Classification to the 1A Classification and to join the Emerald City League (ECL) beginning in the 2014-2015 academic year. Other members of the Emerald City League include Overlake, Bush, Seattle Academy, Northwest, University Prep, Eastside Prep, Annie Wright, and Forest Ridge.

Bear Creek is very excited to join such a great group of schools, and we look forward to competing with them in the years ahead. The practical implications of this decision will affect our sports offerings slightly as boys soccer and boys golf will trade seasons. Boys soccer will move to the spring while boys golf will be played in the fall.

Athletics Director Chad Pohlman (pictured above) says that joining the Emerald City League has many benefits, but three stand out as significant drivers of the decision to opt-up.

Academic Fit: Not only is the ECL a great academic fit with schools that share a similar academic philosophy, but the reality is that our current 2B league has schools that are very far away. The average travel distance is 49 miles one way. The average travel distance in the ECL is just 17 miles. The decrease in travel time will cut down on missed class time due to early dismissals and time away from home, thereby increasing time available for homework and studying.

Competitive Balance and Character Development: The move to the ECL will create a more challenging competitive environment and provide the opportunity for our athletes to develop character through success and struggle; and exciting games will also enhance the fan experience.

League Stability and Consistency: The ECL is a very stable and consistent league that will provide our student-athletes with the best athletics experience. Not only is the ECL comprised of schools that have consistent JV and freshman competition (which will enable us to expand our own program opportunities for player character and skill development), but we will also be aligned with the same schools which currently make up the Cross Town Middle School League in which our younger students compete.

New Division Head with an Inspired Approach

Meet Timothy Fenderson, the new Upper School Division Head who joined the administration at The Bear Creek School in July 2013 with a passion for student development. Tim's teaching journey began in the mid-80s, and led him to Bear Creek by way of Oaks Christian School in California. He joined Oaks in 2000 as founding Academic Dean and during his time there, Oaks grew to a school of nearly 1500 (grades 6-12) as Tim collaborated with faculty to shape its curriculum and culture. In a recent interview, Tim was asked to cast a vision for the Upper School and elaborate on how he expects the new Upper School building to enhance the culture at Bear Creek.

Tim believes the new Upper School building will further enable Bear Creek graduates to become "the individuals God intends." He explains that in the tight quarters of the current building, there are time and space constraints that restrict students' growth. Tim is excited about moving into the new building because the additional space will allow for "breathing room in the daily schedule" that will help students develop personal responsibility and give the campus a more collegiate feel. With additional space, he wants to create more room for "quality interaction between adults and students," and more opportunity for student involvement.

Tim also hopes to see more collaboration and cross-pollination between faculty members in the new Upper School building. He believes features in the new building will help build a stronger community among Bear Creek teachers, and together they will develop a renewed commitment to purposeful classical Christian education.

Tim is looking forward to this summer when his wife Michalyn will have finished her teaching contract at another Christian school in southern California and will join him in their new home. The Fendersons have four children, all in college, or recently graduated and beginning careers. Tim is an avid soccer fan (he taught a JanTerm course on how soccer can explain the world) and enjoys playing violin and guitar.



Pilot Tablet Program Underway

The Bear Creek School launched a pilot program to test the value of tablet computers in the first grade classrooms this year. Funded by proceeds from the 2013 Auction Fund-A-Need, the tablets reinforce students' skills in phonics, reading comprehension, and basic math.

There is extensive research on the use of electronic devices in the classroom as educational tools. Bear Creek carefully reviewed the research and examined how these ubiquitous devices could fit into a classical educational model in a way that would enhance learning without distracting or overwhelming children. The research findings showed that young children, up to second grade, lack the finger dexterity to use keyboards effectively. Tablets offer a developmentally appropriate way for children to interact with computers for learning.

The software running on the tablets is individualized to meet the appropriate academic needs of each child. Students use the tablets only in carefully structured situations, such as during reading stations in the classrooms or for math skills practice. Based on research recommendations, the teachers have selected apps for the tablets which present visual images in a simple way that appeals to young children while not over-stimulating them.

Each grade 1 classroom has four tablets. The pilot program will be evaluated at the end of the academic year. If deemed successful, the vision will be to eventually offer tablets to all of the kindergarten, first, and second grade classes.



During the summer, the halls and classrooms at The Bear Creek School look very different than in the fall. When our students arrive at the end of August to bright shiny desks, whiteboards, and windows, it is because each summer the building is spruced up with fresh paint, clean carpet, and sometimes new furniture. A few summers ago, the conference room at Redmond Campus was updated, and before the old convertible table was tossed out or donated away, President and Headmaster Patrick Carruth had an idea: what if one of our teachers would be willing to research and apply something called Harkness? One teacher came to mind. Rob Sorensen (Upper School History) took up the gauntlet, and his students have been benefitting ever since.

What is Harkness, and what does furniture have to do with it, you might ask? Well, aided by the old, repurposed conference room table, Mr. Sorensen researched and experimented with a unique way of engaging his students through what is widely known as the Harkness

Method. But it was Sorensen's keen understanding and application of Harkness that drew attention from the Kuyers Institute at Calvin College where he presented the following paper among a distinguished panel of college professors.

Virtues at the Table: Harkness Pedagogy in the Christian Classroom

Robert A. Sorensen
Kuyers Institute Conference—Virtues, Vices, and Teaching

When I entered the teaching profession, I had a somewhat idealized sense of what my classroom would be like. I naively assumed that my classroom would be a little bit like Robin Williams' in *Dead Poets' Society*, where I would inspire my students with my charming and erudite lessons, and where the students would be bright, engaged, thoughtful and inquisitive. I assumed that the students would be in the classroom for much the same reason that I was there—because they actually were interested in history and wanted to learn something. Of course, my first year in the classroom completely disabused me of that notion.

Although I certainly had glimpses of the kind of learning that I had envisioned, I was struck by the fact that my students' expectations tended to diverge sharply from my own. Most were not really interested in learning something—that would be hard. Instead, they wanted to be gently entertained, to be given simple tasks that they could accomplish without much effort, and to generally just get high school history out of the way so that they could get on with their lives. I was particularly struck by a fairly common student expectation that I have since come to call 'intellectual bulimia.' This is the tendency for students to expect that they can binge on data, vomit the data back up on an exam, and collect their grade. The problem, of course, is that like dietary bulimia, this method doesn't provide any intellectual nourishment. And, perhaps more to the point, it does not serve to train students to really learn virtuously.

So I tried various things to try to encourage students to approach history in a more virtuous fashion. Many of these efforts were unsuccessful, and some downright embarrassingly so. Students tend to be resistant to attempts to make them think carefully and work hard.

A method emerged, though, that proved to be fairly helpful in discouraging my intellectual bulimia problem. It is this method that I am here to tell you about. It started rather by accident. The school was replacing the conference room furniture, and the Head of School asked me if I would be interested in having the old conference table for my classroom. That way I could play around with a technique that we had read a bit about—the Harkness table.

At the time, I had a fairly basic understanding of the Harkness table. I had read a little about it, and had a general sense that it was a particular sort of Socratic dialogue type method. (I wasn't exactly correct on this, by the way—but I digress.) Now one thing that I have absorbed during my years in education is that if you're not trying new things periodically, you're never going to achieve anything exceptional. So I jumped in, not really knowing what I was in for.

So, what exactly is the Harkness table? It all started at Philips Exeter Academy in New Hampshire. In 1931, the philanthropist Edward Harkness challenged the Exeter faculty to develop a new sort of teaching. If they could come up with something new and innovative to improve American education, Harkness would provide the funding to

fully implement it. The faculty developed the Harkness table—a mode of teaching which replaced the traditional rows of student desks facing a teacher at the front of the class with a large oval table, around which the students would sit to discuss the material. Dr. Lewis Perry, Exeter's principal, wrote to Harkness that

The net result would be that the boy would become more grown-up, would think of his studies as something more real, and would have an interest, a compelling motive, which he would carry to college. The successful teacher in the conference plan would not be a drill master, but a partner in a human enterprise.¹

The plan, as executed at Exeter, was rather flexible. Different teachers would use the round tables in slightly different ways. But all were very student-centered, and tended to assume that the students themselves were capable of working through complicated material on their own.

It's a great idea, but sort of nebulous. So I did a good bit of research, visited a school where they had a vibrant and successful Harkness table program (Regents School of Austin, Texas). And I began to try it out for myself.

Read the entire paper online at www.tbcs.org/harkness

¹ Cited in Lawrence A. Smith and Margaret Foley, "Partners in a Human Enterprise: Harkness Teaching in the History Classroom," *The History Teacher* 44 (2009), 478. See also Julia Heskell and Davis Dyer, *After the Harkness Gift: A History of Philips Exeter Academy Since 1930* (Exeter NH: PEA Press, 2008), 6ff.



Rob Sorensen teaches history at The Bear Creek School. He studied history and theology at Western Washington University and Abilene Christian University. Photos by Sini Fernandez



Carp by Roxanne Li, junior

Art Student Awards

Bear Creek's student-artists entered a multitude of art contests this year and have been recognized for the high quality of their work. Here is an example of just some of the accolades received:

Sophomore Yujin Yang received the highest honor at the Reflections Art Contest receiving the Outstanding Interpretation Award for Visual Arts for her piece *Hope Feeder* and advanced to the state-level competition. Reflections is an art contest sponsored by the Washington State PTA, so Yujin took the initiative to enter this contest through the local public high school, Interlake.

Middle School and Upper School students earned five Gold Key Awards and three Silver Key Awards, plus ten students received Honorable Mention honors in the 2014 West Art Region-at-Large Scholastic Art & Writing Awards. Bear Creek's Gold Key Award recipients are senior Alex Eppenuer for *Killian*, senior Naomi Lee for *Flag Bearer*, junior Roxanne Li for *Carp*, and Jack Johanneson, grade 8, for both *Dancing in Seattle* and *Cardinal*. Gold Key winners advance to compete for Gold and Silver Medal awards at the national level and Roxanne's *Carp* was awarded a Silver Medal and an invitation to the awards ceremony at Carnegie Hall in June. The Scholastic Art & Writing Awards have an impressive legacy dating back to 1923 with a noteworthy roster of past winners including Andy Warhol, Sylvia Plath, Truman Capote, Richard Avedon, Robert Redford, and Joyce Carol Oates.

Eppenuer's *Killian* was a winner in last year's Congressional Art Competition and is currently hanging in the Cannon Tunnels of the Capitol building in Washington D.C.



Hope Feeder by Yujin Yang, sophomore

Junior Roxanne Li and seniors Alex Eppenuer and Naomi Lee were recognized for their submissions to the Puget Sound ESD Regional High School Art Show. The Puget Sound Educational Service District represents 16 school districts including 19 private schools, 42 public schools in King County, and 35 public schools in Pierce County. Li's piece, *Carp*, won three awards. She is a Regional Winner, which advances her piece to the State Superintendent's High School Art Show in Olympia. She also earned the Board of Director's Honorable Mention Award and the Overall Best in Show Award (3D) for receiving the highest accumulation of points



Dancing in Seattle by Jack Johanneson, grade 8



Killian by Alex Eppenuer, senior

from the judges in the 3D category. Eppenuer's piece, *Hazel*, received an Outstanding Achievement Award for Excellence (mixed media collage). Lee's piece, *Martyr*, received an Outstanding Achievement Award for Excellence (mixed media 3D). *Carp* will be exhibited at the Office of the Superintendent of Public Instruction headquarters in Olympia from April 7 through May 29, 2014.



Back row: Tolu Sobande, freshman; Grace Carruth, junior; Bob Gomulkiewicz, coach; Jacqueline Hom, senior; Semilore Sobande, junior; Andrea Lairson, coach. Front row: Anthony Tzen, senior; Jesse Domingo, junior; Seth McBride, sophomore. Photo by Paige Carruth

Forensics Team Has Another Banner Year

Bear Creek's forensics team is fairly young, having competed for just five years, but already it is making a name for itself and The Bear Creek School in the speech and debate arena. Three students on the 2013-2014 team have qualified for the NFL National Tournament which will be held June 15-20 in Overland Park, Kansas. Junior Colin Diamond is a National Qualifier in Lincoln-Douglas debate, and the team of juniors Jesse Domingo and Grace Carruth are National Qualifiers in Duo Interpretation (Grace also qualified in Oratory, but rules preclude her from competing in more than one event).

The team took second place at the 3A* Individual Events State Tournament held March 15 at University of Puget Sound. Junior Semilore Sobande brought home the State Championship in Oratory, and every single member of the state-qualifying team broke into finals and placed: junior Grace Carruth, third place Oratory; senior Jacqueline Hom, fifth place Oratory; senior Anthony Tzen, fifth place Impromptu; freshman Tolu Sobande, fourth place Interpretive Reading; sophomore Seth McBride, fourth place Humorous Interpretation; and junior Jesse Domingo, seventh place Humorous Interpretation.

Bear Creek qualified its largest-ever contingent for the 3A Debate State Tournament held March 21-22, 2014, also at University of Puget Sound. Junior Colin Diamond, Lincoln-Douglas; seniors Tim Van Baak and Justina Goldbeck, Public Forum; and juniors Alana Fiske and Phoenix Moomaw, Public Forum, all competed hard, but did not break into the elimination rounds.

* In forensics the WIAA recognizes just two classifications, 4A and 3A. The 3A classification includes all schools that normally compete as 3A, 2A, 1A, 2B, and 1B (based on school size).

Fine Arts

Education in the fine arts develops personal expression, creative thinking, imaginative communication, and intellectual curiosity. We all can create because we are creatures made in the image of God. Bear Creek student art expresses the nature of reality and truth, as well as the significance of beauty.

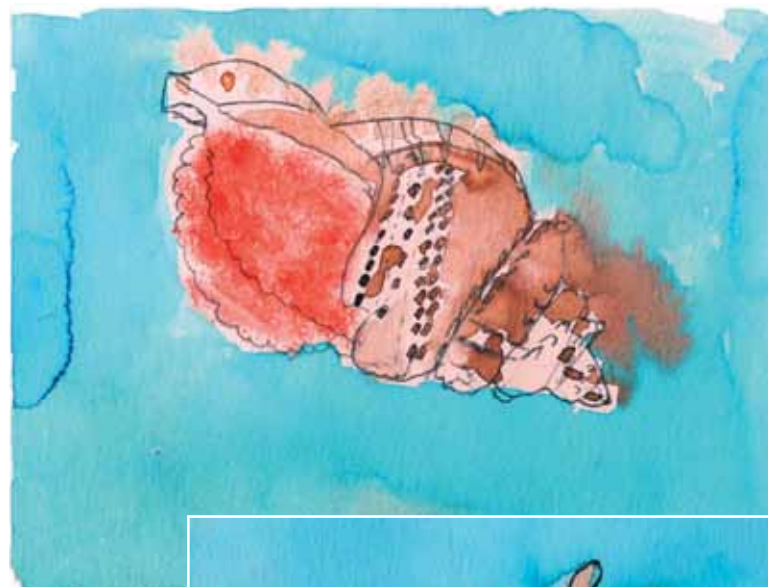
Lower School Art

Observing Detail

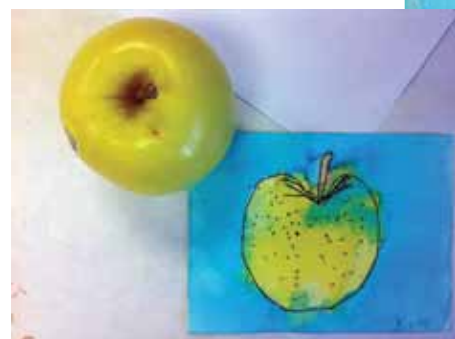
Lower School students were challenged to discover the beauty in God's creation by looking closely at the world around them. Each grade observed a different theme from nature. To help students find the beauty in every bend and curve of the objects they observed, they began by using pencil to sketch blind contour drawings, using a paper plate to obscure the lines they were drawing. After practicing several times, the students removed the blinder and sketched the object again. After the drawings were complete, the students used watercolors to complete their pieces, matching the colors observed in nature.



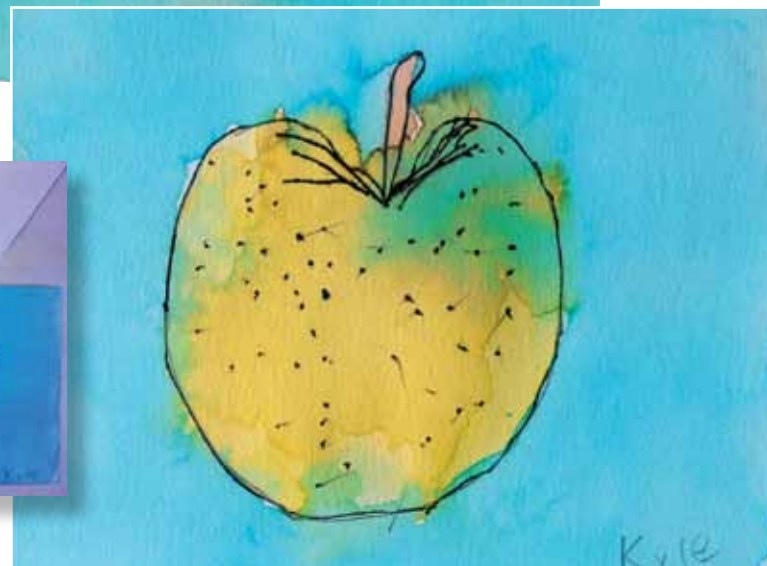
Kate M., grade 5



James W., grade 5



Kyle C., grade 2



Middle School Art

Perspective

In a lesson on perspective, Middle School Art class students practiced creating visually correct and realistic compositions. Students observed and rendered scenes such that they appear to have depth by representing overlapping objects, placing nearer objects at the bottom of their art board, using size such that larger objects are placed closer to the viewer, and atmospheric technique which gives greater value (darker, more detail, brighter color) to nearer objects. Students learned to represent the horizon line and vanishing point to create the illusion of depth.



Maya V., grade 8

Upper School Art

Traveling Landscapes

Upper School Painting class students studied landscape compositions and then were challenged to work with an unusual surface and medium—a shoe—as they represented travel and the variety of locations in God's creation that might be captured in landscape art. Students practiced perceptual skills as they viewed their landscapes, expanded painting techniques by blending and mixing colors on unusual surfaces, planned designs to function on a three-dimensional surface with various viewpoints and planes. Students represented the foreground, middle ground, and background in their landscapes and used color and scale to depict a sense of place and emotion in each scene.



Brittany D., junior



Kimie W., senior

These art pieces were created in spring 2013; grades listed reflect students' grades at the time.



Annalise H., junior



Hailey N., junior

Performing Arts

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

Grade 2 Puppet Shows

November 14, 2013

Mrs. Ersek's class performed *The Rabbit Who Wanted Red Wings* and Miss Perry's class performed *The Table, the Pig, and the Stick*.

November 15, 2013

Mrs. Higley's students performed *Pepe and the Cornfield Bandit* for their friends and family.

Lower School Valley Campus Christmas Concert

December 6, 2013

Music specialist Deb Maurer directed Valley Campus students in the first concert in the *Christmas at Bear Creek* series. Performances included grades 3, 4, and 5 students singing "Personent Hodie," a Christmas carol originally published in 1582 in *Piae Contiones*, a collection of Medieval Latin songs.



Middle School and Upper School Bands Christmas Concert

December 10, 2013

Directed by Scott Higbee, the Middle School and Upper School bands performed a number of Christmas carols and pieces separately and also combined to perform "Christmas Sing-A-Long" together and the audience was encouraged to join!



Performance photos by Sini Fernandez

Middle School and Upper School Choirs Christmas Concert

December 12, 2013

The Middle School choir performed five pieces including a reprise of "Personent Hodie," this time with multiple parts, and "Shepherd's Joy," which featured solos by Katie L. and Ian S. The Upper School womens ensemble performed two pieces including "This Little Babe" from *A Ceremony of Carols* by Benjamin Britten, while the Upper School mens ensemble performed "Medieval Gloria." The Upper School choir performed six pieces, concluding with "The Ground" from *Sunrise Mass* by Ola Gjeilo, accompanied by a string quartet. In keeping with tradition, the concert concluded with director Judy Loudenback inviting the audience to join the choir on stage for "Hallelujah" from Handel's *Messiah*.



Lower School Redmond Campus Christmas Concert

December 13, 2013

This concert featured Christmas carols and Bible verse recitations, as well as performances on the recorder by grades 3 and 4 students. The students in grades 5 and 6 performed "Midnight Stars Make Bright the Sky," a Chinese carol with accompaniment by students on xylophone, metallophone, and glockenspiel.



Early Childhood Christmas Concert

December 17, 2013

Five classes of preschool and prekindergarten students shared their Christmas spirit with family and friends. Mrs. Urban's class presented "Bells Are Ringing," Mrs. Hvattum's class sang "Jesus Loves Me," Mrs. Anderson's prekindergarten class performed "The First Noel" and "Joy to the World" on hand bells, and Mrs. Fletcher's classes performed "Little Drummer Boy" with handmade drums. In the grand finale, all five classes sang and danced to "March of the Children" from Tchaikovsky's *Nutcracker* Act I.



The Taming of the Shrew

January 16 and 18, 2014

The Upper School thespians, under the direction of Dr. Ron Lynch, entertained audiences with a rousing rendition of Shakespeare's comedy *The Taming of the Shrew*. The major roles were double-cast to allow more students to experience and stretch their dramatic muscle. Grace C. and Dagny T., juniors, portrayed the outspoken Katharina; Seth M., sophomore, and Matthew M., junior, gave performances as her suitor Petruchio; and Lauren S., junior, and Kat G., senior, played the lovely Bianca.



Lower School String Ensemble Winter Performance

January 23, 2014

The ten-member string ensemble performed several short pieces for friends and family in the C.E. "Ted" Kindel Library at Redmond Campus including a rendition of Beethoven's "Ode to Joy" and "The Star-Spangled Banner." A quartet of more advanced students, Claire P., grade 6, Lily P., grade 5, Ming D. and Elijah C., both grade 3, performed "III. Minuetto" from Ernst von Schmidt's *Vier Stücke für Vier Violinen*.



Lower School Band and Choir Winter Concert

January 23, 2014

Grade 5 students demonstrated how they have learned to play their instruments since September and then finished with a rendition of "Jingle Bells." The grade 6 choir sang several selections concluding with a rousing rendition of "Together Wherever We Go" from the musical *Gypsy*. The grade 6 band performed four pieces including the English folk song "Shepherd's Hey" and "Turkish March" by Wolfgang Amadeus Mozart.



A Midsummer Night's Dream

February 5 and 6, 2014

As part of Bear Creek's Shakespeare Immersion Program, the three sections of grade 6 students were divided into two casts which practiced together and then performed *A Midsummer Night's Dream* for friends and family. Directed by Lower School drama specialist Pete McDonough, every student had a role on stage and behind the scenes in this popular Shakespearean comedy. Beautiful costumes, stage make-up, as well as scenery and props completed the experience for these Bear Creek students.



The Merchant of Venice

March 6 and 13, 2014

Grade 4 students studied Elizabethan culture and examined prejudice in that society and our own as they dug into *The Merchant of Venice*. Students memorized their lines and stretched themselves as actors in preparation to perform this Shakespearean play for their families and friends.



The True Princess

March 20, 2014

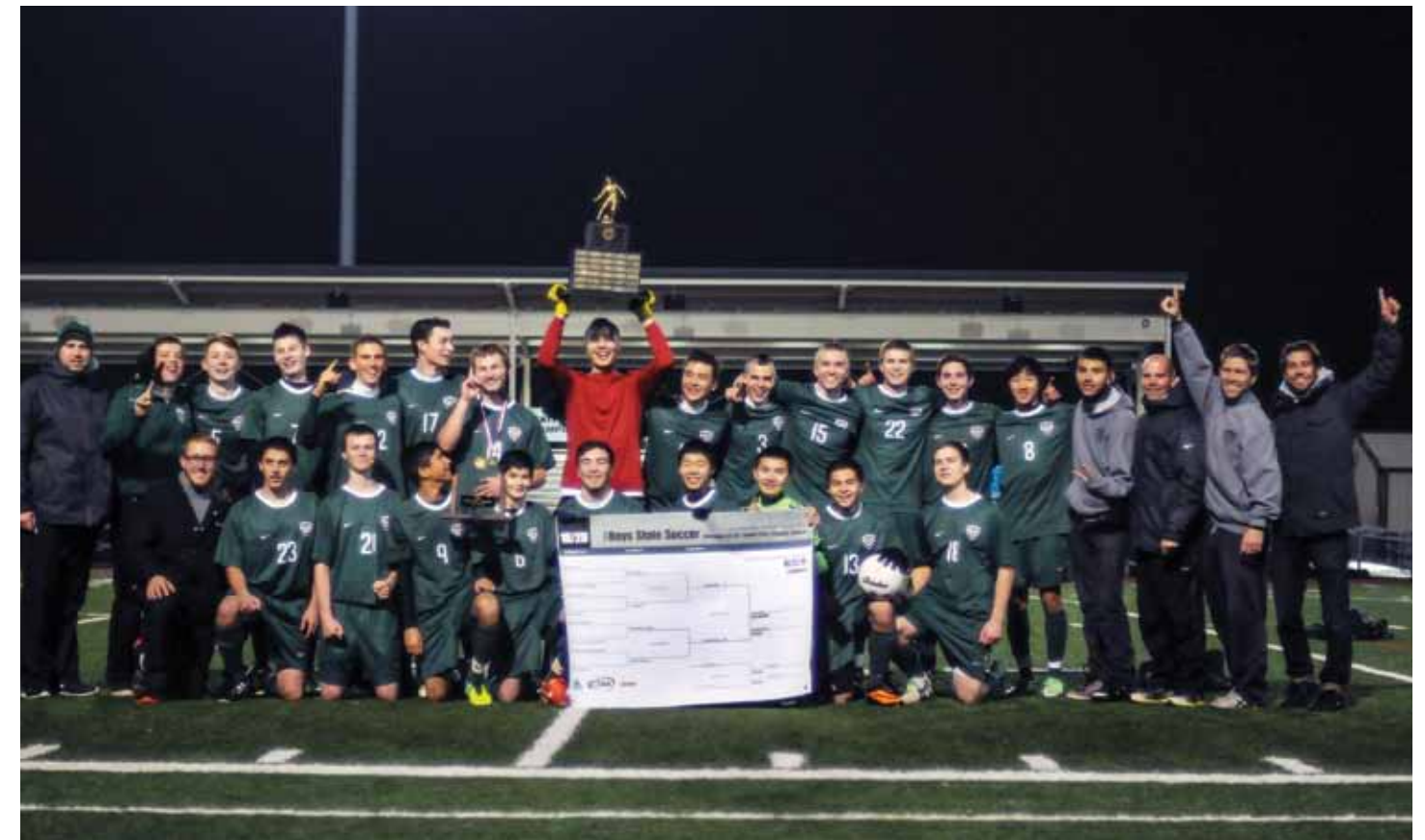
Valley Campus kindergarten students presented this adaptation of *The Princess and the Pea* by Hans Christian Andersen.



And the Dish Ran Away with the Spoon

March 27, 2014

Redmond Campus kindergarten students performed an adaptation of the children's book by Janet Stevens.



The boys varsity soccer team celebrates its 2B State Championship last November.

Fall Sports Highlights

The Grizzlies had a terrific fall sports season. Both the boys and girls soccer teams played for a State Championship while the boys cross country team ran at the State Championship meet. The Grizzlies' fans turned out in large numbers to root for our teams.

Boys Soccer

After losing twice to Grace Academy during the regular season, the boys soccer team defeated the Eagles (2-0) to win its second 2B/1B State Championship (the boys soccer team also won it all in 2006). It was a special season for the Grizzlies who finished the year at 21-2. To cap it off, the boys also won the 2B Academic State Championship with a GPA of 3.66. Seniors Alex Davisson, Stan Leszynski, and Luke Blankenbeckler earned Sea-Tac 2B/1B All-League first team honors. Additionally, seniors Jesse Leuenberger and Sajan Nauriyal and sophomore Stan Humphries were awarded All-League second team honors. Coach Chad Pohlman was named boys soccer Sea-Tac 2B/1B League Coach of the Year.



Sophomore Nathan Sim (#8) celebrates after scoring during the State Championship game.



Senior Sajan Nauriyal (#11) dribbles the ball toward the goal in the semifinal game of the 2B Boys Soccer State Championships against St. George's.

Sports photos by Sini Fernandez unless otherwise noted



Senior Brittany DiGenova moves the ball back downfield during the semifinal game of the 2B Girls Soccer State Championships against Liberty Bell.

Girls Soccer

Coming off of back-to-back State Championships, the Lady Grizzlies made it back to the championship game where they were defeated by the Crosspoint Academy Warriors (1-0). The girls finished the season with a record of 15-3-1 and a GPA of 3.78 which was good for a second place academic finish. Senior Caroline Bridgwater claimed Sea-Tac 2B/1B League MVP honors for a second year in a row. Senior Brittany DiGenova, along with sophomores Jill Leszynski and Sara Hastings, earned All-League first team honors. Additionally, junior Sammy Olson earned All-League second team honors. Coach Brandon Gonzalez was named girls soccer Sea-Tac 2B/1B League Coach of the Year.



Emma Braden, freshman, Katherine Buckley, sophomore, and Bridget Daugherty, senior, race from the starting line during the Grizzlies' home meet at Hartman Park in Redmond.

Cross Country

The boys cross country team advanced to the 2B State Championship meet in Pasco, led by senior Joey Hollis and his top-50 finish. Seniors Bridget Daugherty and Joey Hollis, along with freshmen Sean Gallagher and Benjamin Mitchell, earned Sea-Tac 2B/1B All-League first team honors. Additionally, sophomores Katherine Buckley and Ashleigh Roth along with freshmen Joseph Carruth, Abigail Helm, and Emma Braden all received Sea-Tac 2B All-League second team honors.

Volleyball

After finishing the regular season in third place in the Sea-Tac 2B League, the girls advanced to the Bi-District Volleyball Tournament for the eighth season in a row. The girls did not advance to the State tournament, after finishing fourth in the Bi-District tournament. Seniors Hannah Beighle and Catherine Fernandez received Sea-Tac 2B All-League first team honors.



Scenes from the Bi-District Volleyball Tournament at Stanwood High School: on left, outside hitter Catherine Fernandez, senior, and above, middle hitter Hannah Beighle, senior.

Boys Tennis

The boys tennis season culminated at the Emerald City 1A League Championship tournament, which took place at Amy Yee Center in Seattle. Six Bear Creek tennis players participated including seniors Anthony Tzen and Hayden McCraw, juniors Adam Worley and Chris Yang, and sophomores Caleb Ji and Seth McBride. Caleb Ji and Seth McBride received Emerald City 1A League honorable mention recognition.



Seniors Anthony Tzen and Hayden McCraw (serving) compete in a doubles match at Marymoor Park in Redmond. Photo by Kathy Cadigan

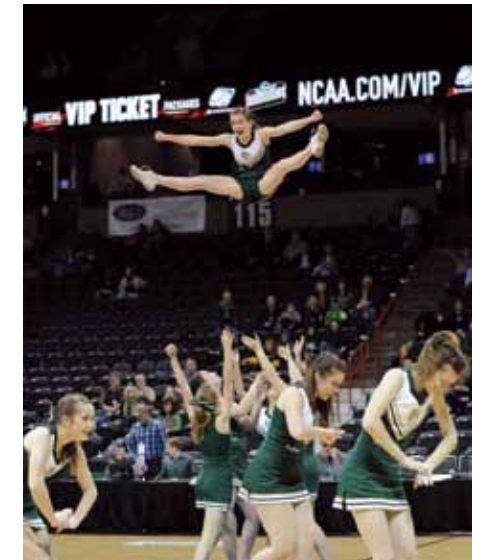
Winter Sports Highlights

Basketball

For the first time in school history, both the boys and girls basketball teams advanced to the 2B Hardwood Classic in Spokane. Both teams also won their respective Sea-Tac 2B League Championship and Sea-King District 1/2 Bi-District Championship. The girls won the State Regional game, defeating the Wahkiakum Mules, 51-48, to advance to the 2B State Basketball Championships at Spokane Arena where their season came to a close with two tough losses. The Lady Grizzlies finished the year with a record of 21-3 (9-1 in league).

The boys team won its State Regional game, beating the Willapa Valley Vikings in convincing fashion, 61-31, also earning a trip to the Elite Eight in Spokane. The Grizzlies advanced to the tournament semifinal game which they lost to the eventual State Champions, Morton-White Pass. The boys won their final game, defeating the Liberty Lancers for the third place trophy. The boys team finished with a 23-3 record (10-0 in league).

Seniors Luke Blankenbeckler and Collin Feight earned Sea-Tac 2B League Co-MVP and All-League first team recognition. Additionally, seniors Jesse Leuenberger and Blake Denniston received All-League second team honors with senior Matt Kaiser earning an honorable mention. On the girls side, senior Kristina Engelstone was named the Sea-Tac 2B League MVP while senior Catherine Fernandez and junior Darryln McDonough both received All-League first team honors.



This page, clockwise from upper left: Luke Blankenbeckler, senior, drives toward the basket in the semifinal game at the 2B Boys Basketball State Championships. Jesse Leuenberger, senior, attempts 2 of his 26 points during the Grizzlies' victory over Liberty for the third place trophy. Playing in the 2B Girls Basketball State Championships, Catherine Fernandez, senior, shoots during the Lady Grizzlies game against DeSales. Darryln McDonough, junior, brings the ball down the court in the girls' first game at Spokane Arena.

Opposite page: The Grizzlies cheer squad concludes a halftime routine during the State Basketball Championships. Loud and enthusiastic Grizzlies fans turned out in large numbers at Spokane Arena to cheer on their basketball teams. Bridget Daugherty, senior, is thrown sky-high during the cheer squad's halftime routine. The Grizzlies pep band performed throughout all the State Championship games. *Cheer and Cheever photos by Cindy McCahill*

Farewell to Coach Cheever



After coaching for seven years at Bear Creek (basketball and golf), Greg Cheever has ridden off into the sunset. Coach Cheever coached his final game for Bear Creek at the State Basketball Championships and is now living in Austin, TX. He will certainly be missed.

Over the last four years, Coach Cheever served as the girls basketball head coach, compiling a record of 71-21, with three appearances to the State Regionals and two trips to the Hardwood Classic at Spokane

Arena. Coach Cheever also served as golf head coach, leading the boys team to a State Championship in 2011. More important than amassing wins, Coach Cheever invested countless hours leading and inspiring dozens of Bear Creek student-athletes while instilling lifelong virtues including hard work, selflessness, and commitment, for which we are most grateful. All the best to you, Coach Cheever, and may God continue to bless your efforts.



More than Fun and Games: *Bear Creek Student Makes an Impact on the Gaming World*

By Sini Fernandez

Freshman Matthew Mistele found joy in the journey and demonstrated that persistence and hard work pay off. In January 2014 Matthew realized a dream and published a video game on Microsoft's Xbox Games Marketplace. Over the course of the last year, Matthew spent over 400 hours designing and developing Warthog Wars, a multi-player, multi-mode game for Xbox 360.

Matthew was encouraged on his journey by Bear Creek faculty Janice White and Gary Dineen, as well as by his father Bryan Mistele. In grades 7 and 8, Matthew was a student in Mrs. White's Middle School Digital



Media class where Scratch, an introductory programming environment for kids, was introduced to students. Matthew also used Alice, developed by Carnegie Mellon to teach students about programming in a 3D environment. Next he learned Visual Basic and C#. Math teacher and computer science class faculty advisor Mr. Dineen noted that Matthew tackled programming in a very logical and systematic manner. Dineen says, "Matthew didn't skip to the good stuff. He made sure he understood all the basic concepts before moving on to learn the more advanced concepts needed to implement his game." In the process, he wrote 6,000 lines of code and developed a game that runs on Windows and Xbox. He is hoping to have versions that run on Xbox One as well as smartphones soon.

As he executed on his goal of publishing

a video game, Matthew knew where to turn for advice and help. Although his father had not done any programming since his college days 25 years ago, Bryan was a willing and enthusiastic resource for his son. Together they learned C#, and Matthew enlisted his dad occasionally to help with fixing bugs. Matthew also turned to Mr. Dineen for help working out the math behind trajectories of missiles fired from his warthogs' revolving turrets (a warthog is a tank). Gary says his door is always open and loves to encourage students by helping them gain understanding of mathematical concepts. During JanTerm this year, Matthew enrolled in Mrs. White's "Blog It!" seminar and added a blog to his own website (www.matthewmistele.com).

Matthew says he worked on his game nearly every weekend in the last year. As he applied himself to this project, he learned a few important things. First, he says, "Break big goals down into smaller, more manageable tasks. Then reward yourself when you finish each smaller task." Over time, as he completed all his smaller tasks, Matthew achieved his real goal. In doing so, he learned something else, "Don't be afraid of failure. I learned so much as I was developing Warthog Wars," he states emphatically. "Never give up!"

Matthew has been a Bear Creek student since kindergarten. He loves working with other students and children. He volunteered last summer at Camp Sambica on Lake Sammamish and in February this year traveled to Ensenada, Mexico to build a house for another family. When he's not coding, Matthew can be found competing on Bear Creek's boys tennis and golf teams. This summer Matthew and his father are teaching a video game programming class offered at Bear Creek's Summer Camp.

Growls Young Life

By Sini Fernandez

A new community-building ministry sprung up at Bear Creek last spring when students and alumni formed a Young Life Club together with The Overlake School. Growls Young Life (redmond.younglife.org/pages/growls) meets on Friday nights. Bear Creek Upper School students have embraced the Young Life Club with 20 to 40 students regularly attending the Growls Club. Typically, students and leaders meet together at a student host's home for fellowship, skits, games, music, and a speaker. Afterward, everyone heads to Dairy Queen in Redmond. Club starts at 7:29 p.m. and usually wraps up by 9:45 p.m.

Young Life leader Beth Graham '09 says, "Young Life is very much about relationships. We want students to understand what a vibrant relationship with Christ looks like, and how much Jesus loves them and wants a relationship with them. The success of Young Life hinges on the relationships leaders build with students (and students with other students), and for the leaders to earn the trust and relational capital to speak into students' lives." Dean of Students Rev. Jeff Gephart is excited to have Young Life on campus as its mission is in line the school's goal to help students grow in their spiritual life, "Young Life is an excellent organization with a long history of impact in students' lives."

Alex Higinbotham '07 explains that the Club is one part of Young Life, but "we also have Campaigners (Bible studies) and Camp, designed to be the *best week of your life*." Freshmen attend Washington Family Ranch (July 5-9) and sophomores, juniors, and seniors attend Malibu Camp in British Columbia (August 5-11). Alex led a cabin at Malibu last summer and, "can tell you from firsthand experience that it really was the best week of my life!"

Club photos by Alyssa Eppenuer, freshman



Bear Creek alumni and students go bananas at Malibu, Young Life's Camp in British Columbia.



Bear Creek students bond over zany activities at Growls Young Life Club on a Friday evening in March.



Entrance to the new Upper School

student-life activities and informal learning. The atrium will also be used as a reception area for performances in the new auditorium. The theater in the Fine & Performing Arts Center (PAC) will have 350 seats on a sloped floor, a fly loft, and high quality audio and lighting. In addition to the theater, the PAC will include specially designed rooms for instruction in visual arts, music, and drama, as well as dressing rooms and storage areas.

More than an Upper School

The new building will impact students in every division, not just the Upper School. Moving the Upper School students will enable Bear Creek to re-imagine our existing facilities to provide distinct, age-appropriate learning environments with additional space and flexibility for academic, programmatic, and psychosocial student growth. Our performing arts programs can expand and flourish with an additional stage and enlarged areas for the arts.

The Middle School will take over the entire top floor of the current Redmond Campus building, doubling its space and inheriting two high-school-level science labs. Lower School grades 1-6 will be consolidated in the current Redmond Campus building, enhancing a sense of community and improving teacher collaboration opportunities. Rooms on the ground floor currently used by Upper School students, like the Language Lab, will open up for new use. Valley Campus will become home to our youngest learners, preschool through kindergarten. The space will be reconfigured to meet their developmental needs and further deepen the sense of security and community already found there.

More than just us

The role of faith in the history of Bear Creek is pivotal. It is by God's sovereignty and grace that the school has prospered since it was founded in 1988 and has become the premier classical Christian school that it is today. Prayer has permeated each step of the way, and God's grace has been apparent throughout the planning process. From working with King County and the school's neighbors on permitting issues, to bringing together the right talents, gifts, and people required

to grow this school, it is apparent that God has been faithful to our community. Knowing we cannot do this alone, we continue to turn to God in prayer and petition for the success of the campaign effort and a smooth building project.

The goal is in sight

As part of the long-term Master Plan, the Board of Trustees began the campaign effort in 2008 with a feasibility study identifying community priorities for the long-term success of the school and indicating the likelihood of campaign success. To pay for the project, the Board has committed \$2 million from the school's reserve fund and up to \$5 million in financing. The remaining \$10 million will come from philanthropy. We are thrilled to share that three years of behind-the-scenes work by a dedicated group of staff and volunteers resulted in raising more than 70% of the goal by February 2014. As of this writing, we have to raise only \$2.6 million more.

LOOK UP in Prayer

Heavenly Father, we pray that you will enrich us in every way so that we will have all we need to accomplish our mission for The Bear Creek School. Grant success to REACH UP: The Campaign for Bear Creek and the building of the new Upper School and Fine & Performing Arts Center.

The project is fully permitted, and once groundbreaking occurs, it will take approximately 14 months to build the facility. With the goal in sight, we are confident that the community will step up generously to make the vision of a new Upper School and Fine & Performing Arts Center a reality by August of 2015.

Over the next several months, all members of The Bear Creek School community will have an opportunity to become part of this exciting effort. The campaign website at www.tbcs.org/campaign offers detailed information on the many benefits of the project, drawings and floor plans of the new building, and information about how you can become involved.

The need is clear and the goal is attainable, but only if we all—current and past parents, grandparents, alumni, and friends—step up together in faith to make the campaign and the project a reality and establish a legacy for the next generation of Bear Creek students.

REACH UP: The Campaign for Bear Creek

By Debbie Marchione, Director of Philanthropy

Over the past twenty-five years, with God's blessing, Bear Creek has grown and thrived. The generosity of families willing to sacrifice their time, talent, and treasure has provided steady growth and the intentional expansion of curriculum and facilities to advance the mission of The Bear Creek School. With this growth, we have outgrown Redmond Campus. With 335 students in grades 7-12 sharing two narrow corridors on the top floor of the building, to say space is tight is an understatement.

The time has come to give our students and teachers at all levels distinct learning environments and additional flexible space where projects can unfold, new programs and technologies can be integrated, and students can collaborate and learn. In order to better serve the needs of all of our students, provide more children with the Bear Creek experience, and align our facilities with our programmatic vision, we must step up together and build a new building.

It is our turn to continue the sacrifice of building a legacy at Bear Creek. Accomplishing our vision of building a new Upper School and Fine & Performing Arts Center will require the support of everyone in our school community and the time for that support is now.

An Historic Campaign

In February we launched the public phase of our most ambitious campaign in school history. REACH UP: The Campaign for Bear Creek has a goal of raising at least \$10 million to build and equip a new

Upper School and Fine & Performing Arts Center. This campaign is an historic opportunity to lift The Bear Creek School to the next level of educational excellence and regional prominence.

The campaign will fund the construction of a new 50,000 square foot Upper School and Fine & Performing Arts Center, located on property owned by the school south of the existing Redmond Campus. The Upper School will have a collegiate environment, with separate floors for the humanities and for math and science. It features a central atrium that will serve as the cafeteria as well as a gathering area for



Entrance to the new Fine & Performing Arts Center

GRANDPARENTS AND TREASURED FRIENDS DAY 2013

Photos by Jessica Heddenhausen '13

On October 18, 2013, Bear Creek was pleased to welcome more than 500 grandparents and treasured friends who arrived from near and far to visit our campuses. The hallways echoed with happy voices, and hugs abounded as students proudly shared their school with our guests.

In addition to classroom visits, grandparents enjoyed a Lower School musical program and a Middle School and Upper School Chapel planned by the students with grandparents in mind.

Jessica Heddenhausen, an alumna from the class of 2013, volunteered to serve as our official roving photographer commemorating the day and capturing special moments. Her photos may be viewed online by scanning the QR code at the bottom of this page. We are grateful to all of the student and adult volunteers, faculty, staff, and administrators who helped make this special day possible, and to the grandparents and treasured friends who were able to visit that day. We look forward to welcoming you again in 2015!



"Thank you so much for the fine education my granddaughters are receiving. I feel good that they are receiving one on one (attention) so much of the time. Your caring school means a lot to all of us."



Photos
Scan this QR code to see a video from Grandparents and Treasured Friends Day.

"Thank you Bear Creek for your warm hospitality and the beautiful day we enjoyed with our dear grandchildren. We were blessed as we saw them perform and as we observed them in their classrooms. Thank you all for your care, preparation, and dedication to each and every child."



"My husband and I are proud of our granddaughter and her accomplishments. Because of your school and its training, she has been carefully groomed to be a fine young lady."



Video
Scan this QR code to see all of Jessica's photos from Grandparents and Treasured Friends Day.

Or online at tbcs.org/grandparents

The Bear Creek School thanks our donors* who made gifts to the school in honor or in memory of the following individuals:

- | | | | |
|---|--------------------------------|---------------------------------|---|
| Kate Bendes | Anne Fadule | Parker and Savanna Jani | Adela O'Ja |
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| Sara and Sophia Blattenbauer | Alex, JJ, and Timothy Finan | Lois Morrison Jones | Preston Raby |
| Annika and Samuel Boelitz | Alexander Fontilla | Gwen and Laurel Jones | Claire Raymond |
| Brayden Boone | Rex and Paul Freed | Burke Joslin | Katrina Grace Reitan |
| Lenora and Vivian Brekke | Alex and T.J. Gephart | Connor and Ainsley Keith | Zara Robinson |
| Katelyn and Jonathan Britney | Cynthia Gittens | Ben, Matt, and Josh Kelleran | Hannah and Jack Schwartz |
| Ian, Ariel, and Lia Brookhart | Avery Hallum | Ben and Katie Kranz | Parker St. Pierre |
| Jennifer, Justin, and Katherine Buckley | Kaylie Hatch | D.J. and Jackson Lambert | Olivia and Sebastian Storch |
| Ian and Evan Carpenter | Parker Hayne | Calista and Micah Lee | Micah Tardy |
| Zenocrate Cerra | Abigail Helm | Alex Levasseur | Titus and Megan Urban |
| Kevin, Ryan, and Jack Chappelle | George Higashiyama | Ava, Sam, and Max Marra | Maria, Clair-Elise, Carolina, and Gabriel Villafior |
| Amanda Cook | Clay Holtzinger | Emily and Seth McBride | Olivia and Victoria Wallingford |
| Jocelynn Coyne | Haley, Macey, and Titus Huard | Jack Meyers | Jameson and Joshua Weed |
| Sadev Desai | Thomas and Kendal Huberty | Jakob Morris | Derian Williams |
| Jacob Drechsel | Sam, Shea, and Henry Humphries | Ryder Odem | Adam Worley |
| | Emma Ingram | Caleb, Kelsey, and Avery O'Gara | |

*As of March 10, 2014

The Spirit of Volunteerism at Bear Creek



Computer lab photos by Shelley O'Gara

One of the remarkable features of Bear Creek is the commitment from so many of our families to enrich our students and our community through their generous sharing of time and talent as volunteers. Each year hundreds of volunteers devote thousands of combined hours to a diverse range of activities. John O'Gara and Joanna Ray exemplify the generous spirit of volunteers at Bear Creek.

John O'Gara

Scarcely a week goes by when Bear Creek dad John O'Gara is not in the computer lab at Valley Campus working with students. As a Microsoft employee with some flexibility in his work schedule, John has made volunteering at Bear Creek a priority since his son Caleb, now in grade 3, enrolled in kindergarten. Last year, twin sisters Avery and Kelsey enrolled at Bear Creek and are now both in Ms. Patrick's first grade class. From the very beginning, the O'Gara family felt welcomed and encouraged to participate in their children's classrooms.

While volunteering in the lab is a great fit with his interests and schedule, John also chaperones field trips, helps at the Walk-a-thon, and shares his time at his church as well as helping coach soccer and baseball teams. By getting to know students in a classroom setting, he is well acquainted with each student as an individual, making him a more effective volunteer in other school activities. He believes strongly that his role as a parent includes being actively involved in the academic and sports aspects of his four children's lives.

John is carrying on the legacy of volunteerism that he witnessed through his grandfather's service on several boards of local organizations



and his mother's community involvement as a Junior League volunteer while he was growing up in Nebraska. John and his wife Shelley are committed to modeling the virtue of service to others so their children will learn to give back to their communities in the future.

Joanna Ray

You don't have to look far to see Joanna Ray or hear her lovely English accent at Redmond Campus. She has been a fixture here since Holly, now a senior, enrolled as a grade 6 student. In those days Joanna was splitting her time between Bear Creek and the school attended by sons Andrew, a sophomore, and Scott, grade 8. Now with all three at Bear Creek for the last few years, she serves the school in even more ways.

Joanna is most generous with her time both at Bear Creek and elsewhere in the local community saying, "If an organization is looking for a volunteer, there is clearly a need. If I have time, I can learn as quickly as anyone what needs to be done and am happy to do so, time allowing." And, learn she has as she has worked on yearbooks and



fundraising; served as PTF President and room party coordinator; made and transported hundreds if not thousands of cookies; helped at Walk-a-thon and with Box Tops for Education; and served as classroom mom, auction committee member, and Dig Pink volleyball event coordinator. While she seems like a Wonder Woman, Joanna is quick to note that it doesn't happen without many helping hands. "At Walk-a-thon two years ago," she recalls, "we were blessed with the children's pure joy, sunshine, and so many volunteers!"

Joanna is currently a stay-at-home mom—at least when she isn't volunteering. She says she is "invested in my kids, pretty much like any other parent and particularly fortunate to have the time to be able to get so involved." She encourages others saying, "If you can get into school once in a while to volunteer, it's worth it. Your kids love having you there and you get to experience time with them in their environment—everyone benefits. I learn a lot about different people and joy—you can never leave that building grumpy!"

Thank you John, Joanna, and all of our hardworking volunteers for the benefits and joy your service brings to The Bear Creek School.



Joanna (right) helps out during Green & Gold Night with fellow parent volunteer Lela Linnenkohl. Photos by Sini Fernandez

The volunteer spirit also extends well beyond our campuses. Many of our students and families reach out into the broader community in myriad ways as volunteers, offering service and compassion to others through a variety of local, national, and international organizations.

Upper School Students Serving Others

The ASB Community Service Committee spent last fall learning about how charitable organizations operate, and developing criteria for how to select an organization to support. The criteria included how well the organization's mission aligned with the values and interests of Bear Creek students; its primary service area and focus; its financial size and stability; and opportunities for involvement including direct service, fundraising, and building awareness. Students then recommended organizations for the committee to consider supporting. Finalists included Angel Reach, a local organization supporting children of incarcerated men at the Monroe State Prison; Medical Teams International, which provides emergency medical care in disaster zones as well as long-term support to rebuild health infrastructure in developing countries; Women's Enterprises International, an agency dedicated to empowering women by providing clean water; and International Justice Mission (IJM).

The committee selected IJM, a Christian

human rights organization which works to end human trafficking through direct intervention and raising awareness. Student leaders felt that the agency aligned well with the mission of The Bear Creek School, and that the issue of human trafficking is little known but of critical importance. The committee planned a variety of fundraising and educational activities among fellow Upper School students to help support this worthy organization.

The Bear Creek School is committed to helping students discover how to effectively use their gifts and resources through service and philanthropy to benefit the wider world and help build God's Kingdom. Through required community service hours, school-sponsored service activities in each division, and leadership development opportunities, students experience first-hand the joy that comes from supporting an organization close to their heart.

To learn more about the work of IJM, see sidebar and visit their website at www.ijm.org.



International Justice Mission

Founded in 1997, IJM began operations in response to a massive need. Historically, humanitarian and missions organizations worked faithfully and courageously to bring healthcare, education, food, and other vital services to the global poor and others in need. But little had been done to actually restrain the oppressors who are a source of great harm to the vulnerable.

Concerned by this need, a group of lawyers, human rights professionals, and public officials launched an extensive study of the injustices witnessed by overseas missionaries and relief and development workers. This study, surveying more than 65 organizations and representing 40,000 overseas workers, uncovered a nearly unanimous awareness of abuses of power by police and other authorities in the communities where they served. Without the resources or expertise to confront the abuse and to bring rescue to the victims, these overseas workers required the assistance of trained public justice professionals.

Gary Haugen, working as a lawyer at the U.S. Department of Justice and as the United Nations' Investigator in Charge in the aftermath of the Rwandan genocide, founded International Justice Mission as a response to this massive need. Today, IJM has grown to more than 500 lawyers, investigators, social workers, and other staff —approximately 95% of whom are nationals of the countries in which they serve.

Through individual casework, IJM confronts aggressive human violence: violence that strips widows and orphans of their property and livelihoods; violence that steals dignity and health from children trafficked into forced prostitution; violence that denies freedom and security to families trapped in slavery. IJM's casework model combats victimization and violence on the level of the individual, and supports functioning public justice systems where the poor urgently need an advocate.

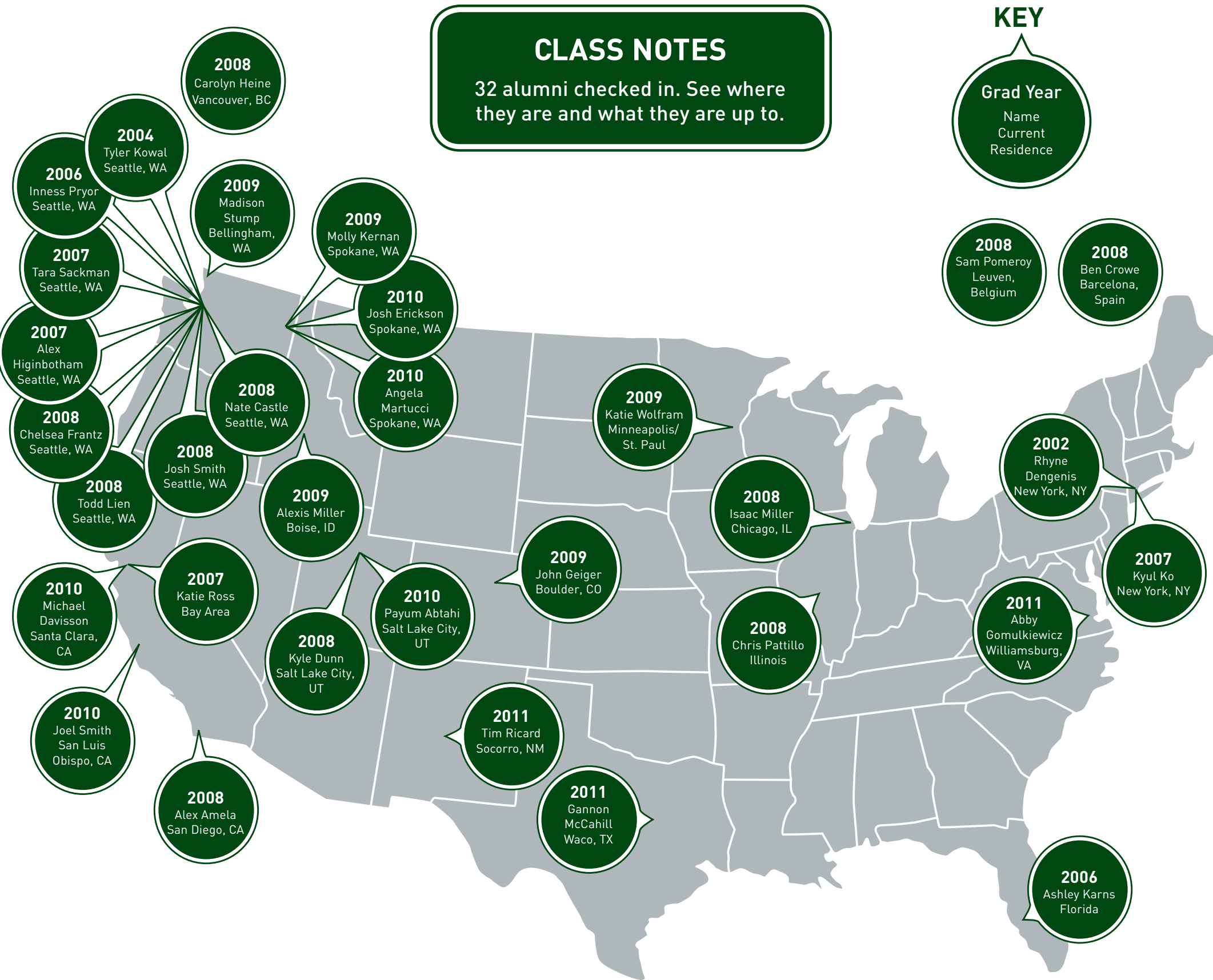
BEAR CREEK ALUMNI

People of wisdom, compassion, and courage using their individual gifts to bring truth, beauty, and goodness to the communities in which they live.

Alumni Bowling Bash

Alumni enjoyed reconnecting with classmates and teachers at Bear Creek's annual Bowling Bash held at Lucky Strike in Bellevue on November 27, 2013.





- Rhyne Dengenis '02** **New York, NY**
Working on his medical residency in orthopedics
- Tyler Kowal '04** **Seattle, WA**
Working as a CPA at Amazon
- Ashley Karns '06** **Florida**
Finishing her doctorate of physical therapy
- Inness Pryor '06** **Seattle, WA**
Applying to graduate schools; dabbling in emergency management and social media outreach
- Katie Ross '07** **Bay Area**
Teaching; taking MCAT; planning to attend medical school
- Alex Higinbotham '07** **Seattle, WA**
Pursuing his M.B.A. with a concentration in marketing; working in medical sales
- Kyul Ko '07** **New York, NY**
Working for Samsung Electronics; recently graduated from Columbia University
- Tara Sackman '07** **Seattle, WA**
Working at Northwest Harvest
- Alex Amela '08** **San Diego, CA**
Working in finance and accounting
- Nate Castle '08** **Seattle, WA**
Evaluating job prospects; recently graduated from Gonzaga University
- Ben Crowe '08** **Barcelona, Spain**
Teaching English at a language academy; applying to a master's program in Old Norse and medieval Viking studies in Iceland
- Kyle Dunn '08** **Salt Lake City, UT**
Working with Reformed University Fellowship at the University of Utah
- Chelsea Frantz '08** **Seattle, WA**
Working at Crave Health as a registered dietitian
- Carolyn Heine '08** **Vancouver, BC**
Finishing her master's in library and information science
- Tin-Yu (Todd-Alejandro) Lien '08** **Seattle, WA**
Training in respiratory therapy program; acting/modeling; working as a research scientist at Children's Hospital
- Isaac Miller '08** **Chicago, IL**
Completing on his M.A. in industrial-organizational psychology; applying to medical school.
- Sam Pomeroy '08** **Leuven, Belgium**
Pursuing an advanced master's and Ph.D. in history of church and theology at Katholieke Universiteit Leuven
- Josh Smith '08** **Seattle, WA**
Working as a meteorologist
- John Geiger '09** **Boulder, CO**
Completing his master's in French horn performance
- Molly Kernan '09** **Spokane, WA**
Teaching and finishing her English degree
- Alexis Miller '09** **Boise, ID**
Working at St. Luke's Children's Hospital in the Neonatal Intensive Care Unit as a registered nurse
- Chris Pattillo '09** **Illinois**
Earning his Ph.D. in organic chemistry
- Madison Stump '09** **Bellingham, WA**
Teaching third grade for the Mt. Baker School District
- Katie Wolfram '09** **Minneapolis/St. Paul, MN**
Working at Target corporate headquarters
- Payum Abtahi '10** **Salt Lake City, UT**
Finishing his aviation degree at Westminster College; planning to work as a flight instructor
- Michael Davisson '10** **Santa Clara, CA**
Completing his bachelor's in math and political science; planning to perform a year of service after graduation
- Josh Erickson '10** **Spokane, WA**
Planning to move to San Francisco for work
- Angela Martucci '10** **Spokane, WA**
Finishing her degree in public relations; working for Make-A-Wish Alaska and Washington
- Joel Smith '10** **San Luis Obispo, CA**
Completing his undergraduate degree in biomedical engineering with a minor in military science
- Abby Gomulkiewicz '11** **Williamsburg, VA**
Earning her history degree in a joint program at the University of St. Andrews and the College of William and Mary
- Gannon McCahill '11** **Waco, TX**
Studying finance and real estate; working as an intern for an investment capital firm out of Dallas
- Tim Ricard '11** **Socorro, NM**
Studying chemistry

Alumni Strategic Planning Requires Strategic Vision

By Abby Gomulkiewicz '11

Members of the Alumni Leadership Committee sat around the table working with Headmaster Patrick Carruth, engaging dialog and providing feedback for The Bear Creek School's next five-year strategic plan. Together we explored the strengths, weakness, opportunities, and threats (SWOT) associated with the school. Although it's not a typical winter break activity for university students or young professionals, it tangibly represents the Alumni Leadership Committee's advocacy role in the larger Bear Creek community on behalf of its alumni. We are the bridge that links the two—as cliché as it sounds—and advocacy is one of the Committee's pillars along with community, networking, mentoring, service, and philanthropy.

The *Merriam Webster Dictionary* defines an advocate as “one who works for a cause or group” or “one who supports or promotes the interests of another.” The Alumni Leadership Committee seeks to embody this definition by supporting and promoting the alumni's interests and ideas within the wider Bear Creek community.

We take advocacy seriously. For this reason, the Alumni Leadership Committee is dynamic and growing. In the next couple months, we will formalize a leadership structure and a process for adding new committee members. Current members have worked hard to represent the diversity found in our alumni population which includes 459 members spread throughout the world. The individuals in our group all have different perspectives spanning the “older” generation alumni to more recent graduates. We hold a variety of jobs, attend or attended different universities, and support many causes; however, we are held together by our belief in The Bear Creek School's mission.

The Bear Creek School's mission statement sets or anchors the strategic vision of the school. It provides the foundation for our strategic planning session which, in turn, makes the school's strategic planning meaningful and intentional.

Our alumni community has an incredible opportunity associated with our mission because The Bear Creek School wants its alumni to support and advance its mission alongside the Board of Trustees, administrators, teachers, and students. Our involvement takes many forms including volunteering, mentoring, networking, and giving to our *25 for 25 Campaign* to honor The Bear Creek School's 25th anniversary. Our primary goal is to encourage alumni to stay involved and invested in future students and alumni so that they too can experience the fullness of what Bear Creek has to offer.



Charting New Ground in Academia

By Katelyn Mae Petrin '12

I have always been fascinated by how conceptions of the body are formed from narratives of science and technology (particularly medicine). Nothing quite like this exists, though there are bits and pieces of it in every discipline, but no coherent whole. After working with a lot of amazing professors since the beginning of my

freshman year, I am proposing an original major: Medical Humanities.

Medical Humanities is an interdisciplinary field of study that explores narratives of illness from the perspectives of history, philosophy, science studies, anthropology, arts, etc. It is exactly what I want to study. Medical Humanities asks questions about how we understand human experiences of illness, human biology, and the state of nature by looking at all the stories we tell about ourselves as our sciences change. Currently, though, this interdisciplinary study is only available in graduate programs but not in undergraduate programs.

Translating Medical Humanities practice into an undergraduate major is a brand new, exciting change for my university. I am really excited to be able to take the lead. My proposal is currently in review, and if all goes well, in February I will declare as the first Medical Humanities major at Washington University in St. Louis.

Regardless of the outcome of my proposal, I am pursuing Medical Humanities research through several avenues. I am interested in a subculture of people who are trying to implant their bodies with unnecessary (but useful) unsanctioned medical enhancements in order to seek a higher level of human evolution. Why are they doing this? What does this say about how we understand the distribution of medical knowledge and technology in the modern age? Is this the beginning of another paradigm shift, just a fad, or something unfathomably more dangerous to our conceptions of human nature and biology? These are questions I hope to ask through thesis work and possibly a literary journalism fellowship.

No matter how it goes, I have a lot of exciting things in front of me!

*Following the submission of this article, Katelyn was awarded the Merle Kling Undergraduate Honors fellowship and her proposal for the specialized major was approved by the faculty at Washington University in St. Louis.



The Dramatic Impact of Health and Nutrition

By Chelsea Frantz '08

I have always loved science and health. My initial introduction into nutrition came when I was a freshman in high school and found out that I was gluten and dairy intolerant (this was before the gluten-free trend). After seeing my own health improve drastically after cutting out those foods, I became really interested in how food affects the body

and overall health. I didn't even know being a Registered Dietitian (RD) was a profession until I went to college and took an introduction to nutrition class as an undergraduate requirement. It was there that I learned all about what an RD does and connected with the Food and Nutrition-Dietetics department at Seattle Pacific University. I fell in love with the science behind food: food chemistry and how the body breaks down and absorbs nutrients, the tangible health changes that occur when diet is improved, and helping people make small behavior changes in their lives that add up to big improvements in their health. Plus, I get to work with food all day long—what's not to love about that!

The transition from high school to college and then on to post-graduate work has been both difficult and rewarding. I think Bear Creek did a wonderful job preparing me academically. I knew how to handle a lot of work outside of the classroom and learned valuable time management skills so that I was able to have a lot of “free time,” while some of my peers really struggled to balance having fun and doing schoolwork at a college level.

Bear Creek also prepared me relationally. At Bear Creek the teachers were all incredibly supportive and available to help, and I knew going into college that I would need to build relationships with my professors and advisors in order to have the same sort of academic success. I also had learned the importance of having intentional, supportive friendships and surrounding myself with the kind of people who would encourage my success and allow me to encourage their success as well.

I have been defined my whole life as a student, and now that I am in the working world I have had to learn how to manage new responsibilities and take on a new “identity” of sorts. As I have been transitioning into full-time work and adult life, having a few close friends in my life to help, support, encourage, and advise me through this time of transition has been key to my success.

Currently I am a Registered Dietitian at a private nutrition practice in Kirkland called Crave Health. I deal with everything related to nutrition: weight loss, eating disorders, athletes, high cholesterol, high blood pressure, Crohn's disease, and other intestinal disorders, food allergies, general health and wellness, and more. With my patients, I seek to find manageable, sustainable, and achievable goals that will help them improve their health through food and nutrition. Sometimes that involves meal planning, providing meal and snack ideas, figuring out how to incorporate physical activity into their day, or it can be working with them on behavior modification—breaking bad or unhealthy habits and replacing them with healthier ones.

While the company already existed when I joined, I am my own practitioner and have my own business under the umbrella name of Crave Health. Starting and running my own business has been a *huge* learning curve as I did not have any experience in the administrative side of business. I have had a lot of support from my colleagues, family, and friends in helping me start up my professional practice. Because I am my own boss, this has been a really good opportunity to learn my own strengths and weaknesses in a very obvious way. There are definitely aspects of my job that I struggle with, and I have learned to seek help when I need it.

With my clients, my biggest goal is to make sure that they feel successful. We work hard to set attainable goals that gradually become bigger as they continue to make changes in their lives. It is incredibly rewarding to see a client make small changes that add up to big improvements in their immediate and long-term health.

I also want to be a source of accurate information for my clients. There is a plethora of nutrition information in the media that is often conflicting. While some of it is good, a lot of it is based on personal opinion or experience with no support from scientific research. For my clients specifically, and also for my profession as a whole, I want to promote dietitians as the experts on food and nutrition. We have years of training in scientific-based evidence regarding food and how it affects the body, and can sift through the confusing information in the media to deliver sound and appropriate nutritional advice.

The Lord has been so faithful to me through this whole process, and I have been learning so much about His consistency and provision in my life. He has surrounded me with so many wonderful people who have encouraged and supported me—whether it's been emotionally, financially, or with business advice and strategies—and all of my needs have been met one way or another. Looking back over the past few months, my success can only be attributed to the Lord's faithfulness and provision.

Chelsea earned her Bachelor of Science in food and nutrition at Seattle Pacific University and then completed a dietetic internship through Syracuse University to earn the Registered Dietician credential.



A Safe Haven

By Jessica Heddenhausen '13

Photos by Lucy Pellett and Jessica Heddenhausen

“Together as a nation, we have the obligation to put sunshine into the hearts of our little ones. They are our precious possessions. They deserve what happiness life can offer.” – Nelson Mandela, 1997

Although I grew up in Germany, my maternal South African roots gave me a second home to which I always hoped to return. Throughout my childhood, whenever we had the opportunity to visit my grandparents in Johannesburg and Cape Town, we would pass through the informal settlements on the way from the airport. In fact, some of my earliest memories are of handing food through the car window to the children on the side of the road and visiting African markets where we knew the artists were living in shacks made of corrugated iron and plastic bags.

At the age of eleven, when we were still living in Germany, my father was transferred to Seattle, WA. In order to reunite our family, we decided to follow him across the Atlantic. In preparation of our move to Seattle, my mother took my brother and me to learn English in a small town called Knysna, located on the Garden Route in the Southern Cape of South Africa. During this time (in 2007) we lived with my grandparents who introduced us to their church, The Island Church.

My grandfather and members of The Island Church involved us in their missions at the local informal settlement. They were feeding hundreds of starving children at a soup kitchen, teaching them about team sports and team building, and starting a school for children who needed a safe place to go during the day while their parents searched for work. South African townships have refugees from a multitude of neighboring countries as well as South Africans, all desperate for help in the way of food, medicine, work, and prayer.

Although I was only twelve years old, I was profoundly influenced by life in South Africa. Throughout my school career, I longed to return and continue in the mission field. I made up my mind that as soon as I graduated from high school I would find my way back to the children on the hill in the little town of Knysna. I knew that at the age of eighteen I would be able to make a greater impact on their lives and would have a better chance of showing them the love of Jesus.

I graduated from The Bear Creek School in 2013, and realizing



how committed I was to return to South Africa, my grandfather very generously brought my mum and me back to Knysna. He had saved up since we left seven years ago so that we could indeed return.

Since 2007 The Island Church has built another school in an informal settlement called Hlalani, which is also in Knysna. This school is named Indlu Ka Bawo, which means The House of the Lord. Since we arrived in November 2013, we have already shared many incredible experiences with the children at Hlalani. Watching God's presence in this place and its people. Tanya, a lady who lives at Hlalani and teaches the children, is a remarkable blessing. Her devotion to the children despite her personal tribulations of poverty and abuse, is evermore so inspiring. It is incredibly uplifting to meet people like “Teacher Tanya”, who have so little, yet invest themselves in the work of others to bring them joy. Even without the essentials for survival, through their faith in Jesus, their prayer, and music, they push through hardships and grow spiritually.

In December my mum and I wanted to teach the children at Indlu Ka Bawo about the meaning of Christmas and treat each of them to a small Christmas gift. We wrapped up little toy cars in Christmas paper and went to Hlalani. We explained to the children that people give and receive gifts at Christmas time to remember Jesus, God's Son, His greatest gift to us. After we handed out the brightly wrapped gifts we noticed that the correlation between Jesus and the gift was lost on them, as these children had never before received a gift of any sort. Ten minutes had passed when they were all still holding on to their wrapped gifts tightly. One little boy began to cry when he accidentally pierced the wrapping paper with his thumb and thought he'd destroyed his gift. They didn't realize that there was something inside the colorful paper. You can imagine the looks on their faces when we showed them how to unwrap the paper to see what was inside. It was all too much for them. Sheer delight! This day will forever be one of my favorite memories.

Another of my most treasured experiences took place just before Christmas when The Island Church organized a Christmas dinner for the homeless. We went around Knysna and invited people on the streets to our church for roast chicken, vegetable bakes, juice, and desserts. We decorated tables with fine crockery, cutlery, and Christmas decorations,

so each table would be festive and inviting to our guests. When they arrived we served them so they would feel special and their self-respect would be restored. “Fit for a king” was our motto that afternoon. We wanted to make them feel like royalty—like the precious children of God they are. Watching them enjoy a safe place to sit, rest, and eat, gave me a feeling of ultimate peace, one that only comes from pure joy. After the men and women had finished eating, we prayed with them. Many grown men were brought to tears that day, and some even felt inspired to accept Jesus into their lives. It has been so moving to see them return to church every Sunday.

God had more than one purpose for our visit to South Africa. He had plans for us we were not aware of, and a new project we only recently discovered. Two ladies looking for help, approached my grandfather and his best friend from church in regard to excessive child abuse in their small village of Rheenedal, about 10 km out of Knysna.

Rheenedal has a population of about 4000 people who were formerly employed by local farms and the timber industry. Following the demise of these employment opportunities, the community became destitute and has experienced a staggering increase in crime. The high rate of alcoholism in Rheenedal, and the behavior of the drunken, unemployed people have become a threat to the local community, especially the children, as a large percentage of them are homeless, and therefore in danger of abuse. Gangs of teenage boys are aimlessly roaming the streets after school looking for their prey who have no place to go for safety and no one to ask for protection.

Just recently in August 2013, nine-year-old, Rosaline Philander was raped and killed by her uncle in Rheenedal. Following her mother's death two years ago, her alcoholic father neglected her. Rosaline was starving when her uncle offered to buy her food. Trusting him, she followed him, and as a consequence was brutally abused and murdered. In addition to the homeless children like Rosaline, Rheenedal is also struggling to protect the many children being sold into the sex trade as their parents often resort to desperate measures in order to generate an income.

In December the same two ladies introduced us to Basil, the local pastor of Rheenedal. Basil has taken in 40 homeless children who





sleep and find shelter in the little chapel attached to his house since the number of homeless children so drastically increased in recent months. In total there are 100 children in grave need of a place to go for food and shelter. That day we had a long meeting with Basil and met the children. We were invited to sit at the front of the chapel, facing the little children, as the Pastor explained their predicament. By gazing into their eyes, I was looking deep into their souls. They were crying out for help and I could feel their distress resonating within me. I know the children feel helpless, but I am determined to work hard to shape, build, and develop a safe haven for them. Though they may have been forgotten and feel lost, through prayer they will become our children. As it is said in an old African proverb, "It takes a village to raise a child."

My grandfather and I will be meeting with the local municipality in January to look for a piece of land to purchase in order to build a safe house. Because we presently don't have a building, we will have to rent a house until the safe house becomes a reality. Starting the safe haven in Rheenedal is such a critical project that I believe it to be the reason



God wanted me to return to South Africa.

Currently we are working on our first step to provide security for the children, raising funds for the land and the building. Until then, the children are at risk because they have nowhere to go. After we have reached that goal, we will need to find support for the supply of food and bare essentials.

Since living outside of the nurturing environment of The Bear Creek School, the world has become a more serious place. Beyond the stress of exams and class grades, I have discovered and become involved in true struggles for survival. Though it may seem like the end of the world when grades don't match efforts, there are children half our age and younger, fighting to prevent what might literally be the end of their existence. I hope with all my heart that I can make a difference while I am here and leave them with something that will protect future generations.

"Our children are our greatest treasure. They are our future. Those who abuse them tear at the fabric of our society and weaken our nation."

- Nelson Mandela, 1997

When I return to Seattle, I will continue to pursue this dream because it has become my life's mission. Hopefully these stories paint a picture of my world today. Although there are so many problems with poverty and crime, South Africa is truly a magnificent country with so much to offer.



All Things Renewed: A Passion for Reimagined Things

By Karen Beman



Reeves Stump '12 poses with items from her Senior Capstone Project in 2012.

Reeves Stump '12 never imagined that her senior project would set in motion something BIG. What began as a simple idea of redecorating her bedroom has now flourished into a highly successful blog with design spreads appearing in *Well Styled Home* magazine and a possible feature in an upcoming *Better Homes and Gardens* DIY special event.

As many success stories go, Reeves tells of her humble beginning. "The summer before my junior year of high school I wanted to redo my room. Not only was I on a budget, but I was also looking for furniture that was better quality and had more style than any newer piece I could find. I wasn't looking for the cookie cutter style we see so often. I chose to use an old, weathered door as my headboard, paint an antique dresser, and convert a record cabinet into a functional piece for storage. Shortly after that, I discovered a few DIY, home improvement, and upcycling blogs where I found inspiration."

"I really jumped into upcycling when I had to choose what I wanted to do for my senior project. I chose to upcycle and refinish 5 items, all found secondhand or on the side of the road," she says with a savvy wink. "I then documented them with pictures and tutorials on a blog I created called theweathereddoor.blogspot.com.

"After I graduated from Bear Creek, I sold some of the pieces from my projects and continued to do a few more pieces here and

there. Over time I increased the number of pieces I did and began to mainly focus on painting and refinishing furniture with an upcycling project thrown in every so often. I slowly developed my style, turned The Weathered Door into a business, and began selling some of my pieces in a shop located in Tacoma."

"The Do It Yourself (DIY) movement has grown so much in the last few years and I would say a lot of that is due to the fact that people were being more careful with their money and how they spent it. I also think that people know older pieces are well made and the quality is far better than new things available today. The green movement has also prompted people to reuse as well as keep things local. They want old pieces updated with a new look without giving up the charm and character they have, and that's just what I do."

The enormous popularity of the DIY movement actually began in the early 1900s as a practical necessity for homeowners who were cash strapped and needed resource solutions for home repair. The creative expression and artistic trending of many DIY projects emerged much later. The proliferation of discarded antiques and a renewed interest in sustainability fostered a climate for the emerging upcycling niche art genre. In many ways, the movement has fostered a recommitment to responsible consumerism, creative expression, and an

interest in recapturing classic design styles of an earlier age. Marrying old and new has taken on a whole new light in today's design circles and Reeves Stump is emerging as one of the up and coming in the DIY world.

Her business venture is quickly taking Reeves to a whole new level, drawing fans far and wide. "I have had the opportunity to meet people locally as well as collaborate and share ideas with people across the country because of my blog. It's interesting looking back. I originally started the blog to document all of the projects I completed and share them with the few people who viewed the posts, but almost all the opportunities I've had have come as a result of blogging. I've been able to work with companies to promote and test their products and contribute submissions to magazines for Beckett Media including *Make It Over*, *Make It Vintage*, and *Flea Market Décor*."

One signature piece recently caught the eye of *Better Homes and Gardens* (BHG) magazine. The "Suitcase Side Table" was selected as one of 16 favorite blogger projects from across the web and will be featured in a spring BHG Makeover Madness Tournament.

"Upcycling is a fun and creative way to get people thinking outside the box on how to repurpose items into something that is new and functional. Each piece has a story. Turning something old into something new gives it a second chance and at the same time creates a new piece in a new light."



Visit Reeves' blog theweathereddoor.blogspot.com for tutorials, more photos of her DIY projects, and other amazing features. You can't help but be inspired.





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