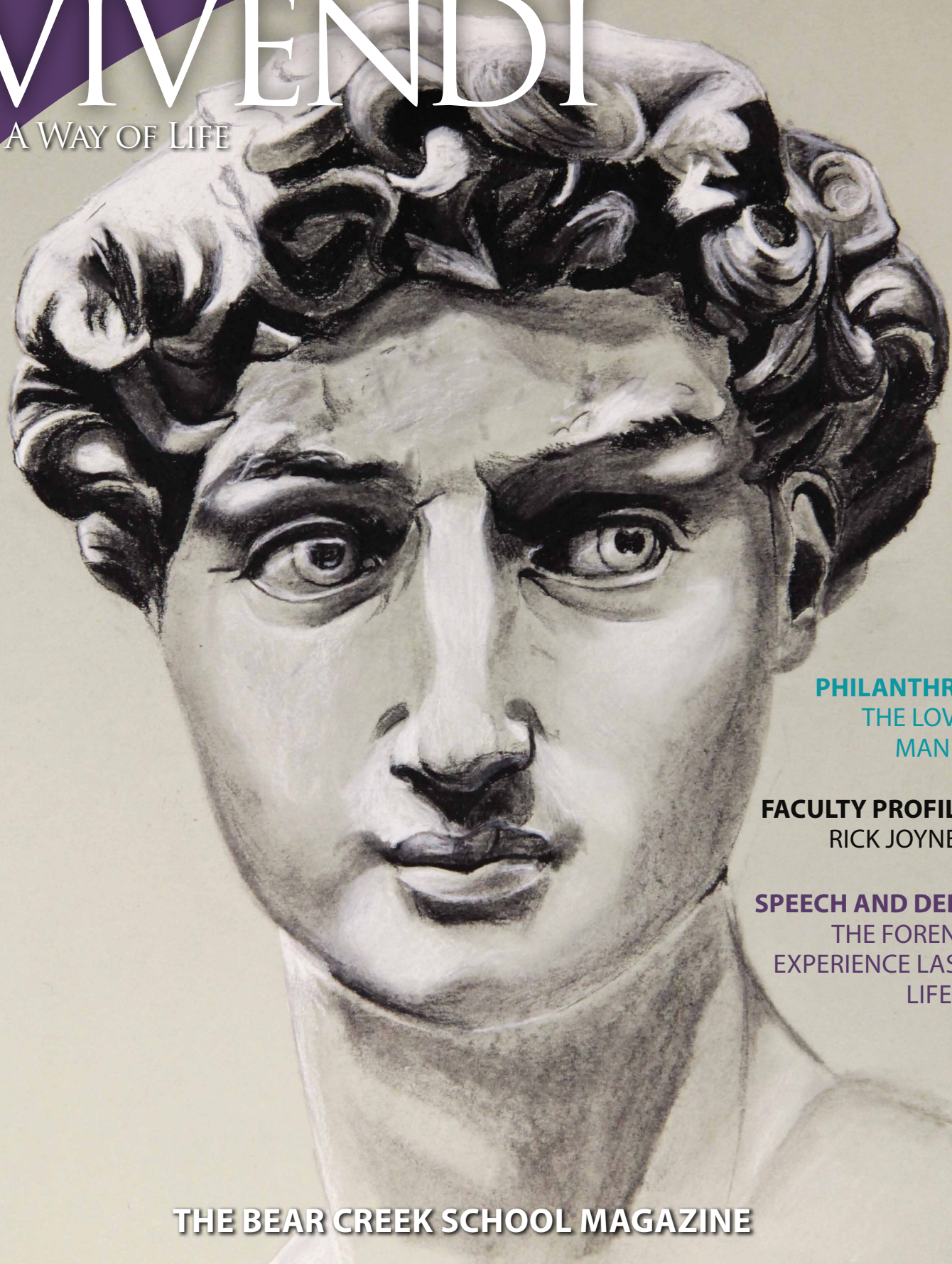


SPRING 2013

MODUS VIVENDI

A WAY OF LIFE



PHILANTHROPY
THE LOVE OF
MANKIND

FACULTY PROFILE
RICK JOYNER

SPEECH AND DEBATE
THE FORENSICS
EXPERIENCE LASTS A
LIFETIME

THE BEAR CREEK SCHOOL MAGAZINE

On the cover: "Captured by David's Michelangelo" by Naomi Lee, junior, was selected for publication by CelebratingArt.com and for exhibition at the Bellevue Arts Museum's *20 Under 20* show. Read more about Bear Creek student accomplishments in the fine arts on page 5 and about the Studio Art II lesson series which inspired this piece on page 11.

On this page: Jacqueline Hom, junior, took this fun photo of her fellow students at the Upper School fall costume dance in October.



Modus Vivendi Spring 2013

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

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

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Draw me a picture.

A seemingly innocent phrase uttered by countless teachers daily in classes across the globe. But for those of us who do not know which end of a charcoal crayon to hold, those four words evoke fearful images of lollipop stick figures with over-sized smiley face heads. And, when you really get down to it, what does a picture really have to do with education? Armed with Google Maps and Microsoft PowerPoint, and the Internet, when does anyone need to “draw me a picture?”

Shortly after Steve Jobs’ death, an article by Henry Adams appeared on Smithsonian.com discussing Jobs’ artistic sense, particularly his love of calligraphy, and its impact on the success of Apple. According to Adams, a Reed College professor by the name of Lloyd Reynolds taught calligraphy and, as Todd Schwartz commented in a Reed alumni magazine, “Reynolds’ classes were never simply about the thing—they were about everything.” Similarly, Adams writes, “Visual thinking has properties that are a little different from thinking in language. One of its most attractive qualities is that it encourages us to move out of a strictly linear sequence and to think about how hundreds of different variables can coalesce to create a harmonious effect that seems ‘perfect.’”

Adams continues, “Jobs explained in an interview with *BusinessWeek* in 2004, ‘Lots of companies have tons of great engineers

and smart people. But ultimately, there needs to be some gravitational force that pulls it all together—otherwise you can get great pieces of technology all floating around the universe....’ In short, through mastering the calligraphy, Jobs learned to think like an artist. It became the skill that separated him from other computer geniuses and business leaders. It enabled him to move out ahead of the pack, to build out of almost nothing, one of the world’s largest corporations and to revolutionize modern life. We usually think of art as a recreational activity—as something that stands apart from the serious business of life. But art does matter. When all is said and done, it is the thing that makes it possible to have a world that holds together and is beautiful and makes sense.”

This same story of imagination inspiring technological advances and human invention is hardly new. Robert Goddard envisioned the first liquid fuel rocket from his love of H.G. Wells’ *War of the Worlds* and the dream of climbing the sky. Martin Cooper was inspired by Captain Kirk’s communicator to create the first portable personal cell phone. Burdock seeds stuck on his hunting dog spurred George de Mestral’s invention of Velcro. And Novia Ohga’s love of performing opera and conducting symphony helped fuel his presidency of Sony, which introduced the compact disc in 1982.

My father recently sent me an article from *USA Today* which referenced President Obama’s inaugural address and the need for greater focus on math and science and the recent increase in demand for STEM schools. At The Bear Creek School we recently created a computer science course in the Upper School to help students develop computer programming skills and understand programming from a Christian worldview. While math, science, and technology are critical components of education, alone they are not enough. We are complete people and therefore education must address our whole being.

We have been made *imago Dei*, in the image of God, and reflect Him daily—not only in our morality and in our actions, but in our very being. As curious creatures, we live in creation and seek to understand this good earth and our place in it—

Mathematicians with formulas. Scientists with theories. Painters with brushstrokes. Musicians with sounds. Singers with voices. Writers with stories. Directors with pictures. Programmers with code. Linguists with languages. Each brings a unique view to our human understanding, but none brings universal perspective. As C.S. Lewis reminds us, “we live in the shadowlands.” It is not possible to see the sun around the bend from one perspective alone. We were created whole—the Fall has marred that image, and we long to be whole again. That is why an education which integrates the disciplines is so powerful. It trains the mind to imagine new connections between the disciplines. Christian liberal arts education is even more powerful because it trains the mind to connect the dots—to see, feel, discuss, wrestle, and experiment with how the pieces relate to the whole—and connect them to the Creator.

In the pages of this issue you will read about Bear Creek students learning to make connections. A JanTerm course teaches students portraiture and the study of the human face, while allowing them to connect with disadvantaged youth around the globe in a personal way. Studio Art students study classical art and the Greeks’ vision of the “perfect being” while learning the role mathematics and geometry play in creating such beauty. Studying *chiaroscuro*, from the Italian *chiaro* (light) and *oscuro* (darkness), students use a range of values to create light and shadows. In a Georgia O’Keeffe lesson, students in grade 1 are taught to carefully observe the details of a flower and to replicate the intricate beauty of nature in painting. Exciting connections are happening at The Bear Creek School as students put the pieces together and begin to draw their unique picture of a life well lived—their own *modus vivendi*.

Patrick Carruth
President and Headmaster

BEAR CREEK HIGHLIGHTS

Math Teams

Bear Creek students in grades 2-12 compete in math contests at school and around the state. For the first time, Bear Creek's Upper School math teams were invited to compete in the Elite Division at the Math Is Cool Masters (state-level) competition after grades 9-10 and grades 11-12 teams won the regional contests. At the Masters event, the grades 11-12 team finished seventh and the grades 9-10 finished second in the Elite Division. Sixteen Upper School math team members meet weekly during their lunch hour as well as after school. They participate in the Washington Math League (WAML) and the American Scholastic Mathematics Association (ASMA) competitions, year-long contests each involving six at-school exams. Math team members are anxiously awaiting the results of the American Mathematics Contest exams which were taken in February.

Bear Creek students in grades 6-8 compete on the Middle School math teams and demonstrated their prowess with numbers by bringing home blue ribbons from both the regional Math Is Cool contest as well as the Math Is Cool Masters contest. The teams will compete at MATHCOUNTS in February and at the Federal Way Math Bonanza in April.

Twenty-four Lower School students in grades 2-5 attend math team meetings each week. Students started their season with a bang at the Federal Way Math Contest, claiming first place in the cypher and individual contests in the grade 4, grade 5, and grade 6 sections. In grade 4, Bear Creek competitors took eight of the top ten honors. Lower School students are looking forward to a busy season competing at Math Is Cool events as well as the Mount Rainier Math Invitational, the Washington State Math Championship, and Math Olympiad.



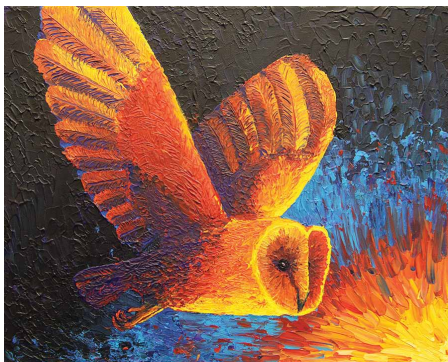
Upper School math team coach Steven P., James C., sophomore, Caleb J., freshman, and Chris Y. and Angela E., both sophomores, celebrate their second place team in the Elite Division at the Math Is Cool Masters contest.



Grades 4 and 5 math team members celebrate their success at the Federal Way Math Contest in December. Back row (l-r) Asher T., Julia R., Daniel X., Gabriel V., Eamon T., JJ D., Omo A., and Allie P.; front row (l-r): Thomas V., Liam R., Brandon M., Egan T., Andrew H., and Thomas H.

Fine Arts

Bear Creek fine arts students were very productive this fall and winter. Several Middle School and Upper School students entered a fall 2012 art contest sponsored by CelebratingArt.com. Twenty-nine students were selected to have their work published in an upcoming book. Additionally, the Bellevue



Mia N., freshman
A Flight in the Night was selected for both the CelebratingArt.com book and Bellevue Arts Museum 20 Under 20 exhibit.

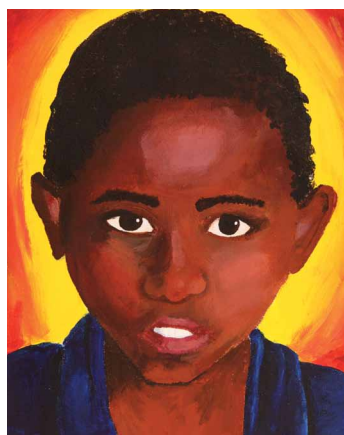
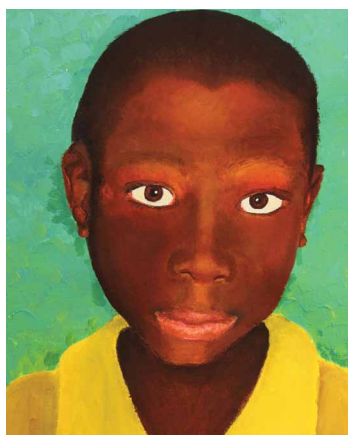
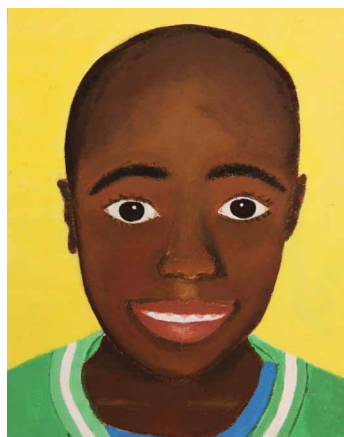
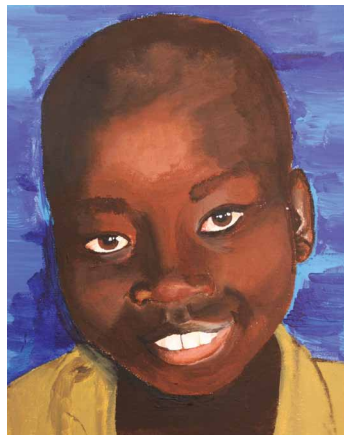
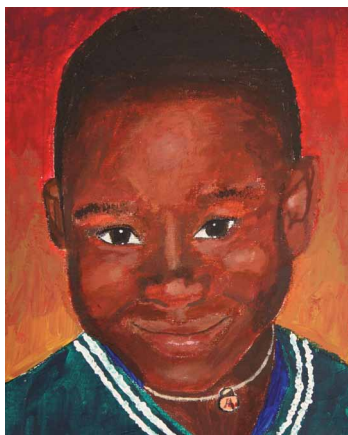
Arts Museum (BAM) selected ten pieces by eight Bear Creek artists to feature in the 20 Under 20 exhibition, which runs March 29 – May 19 in the Community Education Gallery at BAM. This exhibition showcases young artists in the Puget Sound area and is juried by the Teen Arts Council in collaboration with BAM curators.

Seniors Morgan Cadigan and Rebecca Seo presented a duo senior art exhibit at ArtWorks gallery in Edmonds, February 17-28. Morgan's show, "Instances, a Polaroid exhibition," brought to life the use of Polaroid film and the instances she was inspired to capture. Rebecca's show, "Chapter 1: Beginning of a Journey | 여행의 시작," revealed imagery of color, value, and design. Her artwork shows a beautiful play between graphite and acrylic, gray scales, and vibrant hues.



Raju D., sophomore
Raju's *gyotaku* (fish rubbing) was selected for publication in fall 2012 by CelebratingArt.com.

JanTerm 2013



Now in its third year, Bear Creek's JanTerm program is a two week mini-semester during which all Middle School and Upper School students enroll in four topical seminars. Over 70 courses were offered this year. Seminars covered a wide range of subjects from "Books That Will Change Your Life: *The Confessions of Saint Augustine*" to "Me Like Fire: The Art and Science of Grilling and Smoking"; from "The Knightly Art of the Longsword Level 1" to "Number Theory: Understanding the Beauty and Complexity of Pure Math"; and from "Classic Social Dancing" to "The History of Rock and Roll." There was something for everyone.

Art teacher Trinity Osborn's seminar, "Painting with His Purpose", gave students an opportunity to use their drawing and painting skills to share God's love. Students in this course participated in the Memory Project (memoryproject.org) which gives orphaned and neglected kids from around the world a treasured childhood keepsake and encourages these children to see themselves as works of art. On the left are some of the portraits painted by Bear Creek students. Below are two of the artists' reflections on the project.

Brittany D., junior

This project taught me the value of art and how it can be used to care for others instead of just for myself. Seeing the pictures of various children and how beautiful they all are individually gave me a new appreciation for the inherent beauty within all people. I also came to realize that money is not necessary to make change and bring happiness to others.

The only things I used were paint and my time, and through that I have brought joy to the life of an orphan. While I was painting, I thought about the fact that the barriers of language are not impenetrable—that through talents, especially art, language barriers can be broken. This project opened my eyes to art as a gift to other people.

Normally I want others to be impressed by my artistic talents, but this project was purely to bring joy to others. I found myself completely comfortable in my ability compared to others—not because I am the best, but because being best does not matter. Yet I have never been so proud of a piece of art. Doing work for others frees us from pride, perfection, and superiority. It feels like there is more positive effect on the giver than anyone else.

Whitney I., sophomore

Painting is a process. At the beginning, seeing the whole picture at once, you doubt if you can do it. But then you start gridding the picture and work on it section by section. It never looks "good" or "realistic" until you finish.

I learned to relax during this process. I learned to work my hardest even when the result did not look like it was coming together and when it did not look as I wanted it to look. This project taught me to serve from a distance and have faith in the result it will bring.

It feels good to draw and have an artistic release, but it feels amazing to use these gifts in service to others. Even if my service does not affect this girl, I have learned to serve with a positive, optimistic spirit!

Student Voices

A Day in My Life

By Annika Hoiem, sophomore



As I push open the doors of the familiar, brick building known as The Bear Creek School, I'm greeted by Mrs. Blankenbeckler standing by the stairs welcoming students to another day.

Walking through the halls, I recognize every face, overhear conversations of students, and sometimes hear students singing a song that carries throughout the halls the rest of the day.

Even the teachers can sometimes be caught humming along.

In Honors Chemistry, Miss Bell introduces a new lab. She reminds us to wear long sleeves to protect against the silver nitrate, which is known to turn skin black. After receiving the lab worksheet, we dive into taking notes. Whenever we get off topic, Miss Bell stops teaching and quietly waits for us to finish talking. It is her patient way of letting us know that if we want to learn, we have to work for it.

Honors European History comes second. Mrs. Kaplowitz changes things up using accents. Cortez becomes more interesting when he is impersonated.

After history is French II. Mlle Berg welcomes us outside our room by asking how the day is going. We answer in French, then she lets us into the classroom. There are nine of us, and we speak solely in French. Sometimes this comes easily and sometimes it's challenging, yet I love the sound of this language.

Next comes Honors Medieval and Renaissance Literature. I slide into my assigned seat next to a student who is also in my French class. He asks, "Do you have a pen?" "Of course," I answer handing it over. "Merci...oh sorry," he catches himself, "I guess I'm still in French mode." "I know how you feel," I reply.

The bell rings and it's time for lunch and office hours. This is beneficial; I get extra help from teachers, catch up with friends, do homework, or simply relax during the middle of my day. I love how my teachers are easy to approach. They never make me feel awkward when I ask questions or sit down with them one-on-one.

Our teachers also care about my life outside of school. The first day of Algebra II, Mr. Prokopchuk told us, "I want to know you as more than my math student. Math is not everyone's best subject. You may flourish in music, yet have a hard time in Algebra. I want to see you succeed in all of life, not just in math."

Mr. Prokopchuk attends sports games, concerts, and dramas, taking notice of students' skills and talents. Other teachers do this as well. Ultimately, Bear Creek cares about who you are as a person, not just as a student.

I go early to Yearbook to relax and get started on my pages. As co-editor this year I am required not only to create my own spreads, but also to edit others' drafts. Students begin to work, asking questions

if they need help. Our teacher, Mrs. Miller, forwards many questions to me and the other editors. This simple action has helped me grow in being outgoing and taking leadership, qualities that I will need as a writer.

The final class of the day is Medieval Christian Thought and Practice. My teacher, Mr. Davison, is always willing to discuss theology and philosophy, making for an intriguing period. By the end of the day, I am ready to head home. My brain is packed with thoughts, and though I have much left to do, I enjoyed every minute of it.

The Bear Creek School is much more than a building; it is a roller coaster of homework, social events, and extra-curricular activities, which is preparing me for success beyond these brick walls.



Looking Back

By Elena Tagadiuc

Elena Tagadiuc was our ASSIST scholar for the 2011-2012 academic year. As an exchange student, Elena attended Bear Creek from August-June last year. Donna and Marty Shively and children graciously hosted Elena during her time here. Elena is currently in grade 12 in Chişinău, Moldova and hopes to attend University in the United States.

I often think about the year spent abroad and what it means to me. I think about the good days and the bad ones, the hard and the easy parts, my friends and people I can hardly remember, but who never completely disappear. I remember the challenges and smile because I was able to overcome the obstacles in my path. I remember the failures and sigh knowing that I could have done more.

Being home is a relief because it feels safe and things seem to run along smoothly without me having to squeeze my brain continually. However, I miss that particular scent that made America so special to me. It's an amalgam of elements that I could never identify, but a scent that makes me certain my friends, my family, Bear Creek, the West Coast, Seattle, Thai food, volleyball, and Tula must be there.

From the moment I set foot at The Bear Creek School I knew there was something peculiar about the place—maybe not the place by itself, but more precisely, me in that place. Despite this struggle, I found my experience valuable because it put me face to face with something I wasn't sure I wanted to understand or learn in greater detail. But life is about challenges and how you deal with them—this is what I've come to understand.

STATE CHAMPS 2012

2B All-State MVP midfielder Caroline Bridgwater, junior, makes a free kick during the 2B State Championship match against Napavine.
Photo: Sini Fernandez

Girls Soccer

Last fall the girls varsity soccer team led the way with another fantastic season (15-4 record), culminating in a second consecutive 2B/1B State Championship with a 4-0 victory over Napavine! Midfielder Caroline Bridgwater, junior, earned league MVP honors. Forward Elisabetta Udeschini, senior; defender Brittany DiGenova, junior; and midfielder Jill Leszynski, freshman, picked up all-league first team honors, while forward Olivia Tillinghast, junior, received all-league second team honors. Additionally, when the Washington State Soccer Coaches Association (WSSCA) announced its 2B All-State team, Bridgwater was again named MVP. DiGenova and Leszynski received All-State first team honors with Tillinghast earning second team honors. Coach Brandon Gonzalez was named girls soccer Sea-Tac 2B/1B League Coach of the Year as well as State 2B Coach of the Year by the WSSCA.



The girls varsity soccer team celebrates their second straight State Championship at Sunset Chevrolet Stadium in Sumner.
Photo: Sini Fernandez

Volleyball

The varsity volleyball team (27-2) won its first-ever District Championship and advanced to the 2B State Championships for the fourth year in a row. The team came home with a third place trophy, which is the team's highest finish ever. Setter Michele Brown and outside hitter Makena Schoene, both seniors, shared league MVP honors. Additionally, outside hitter Morgan Cadigan, senior; outside hitter Alyssa Jenson, senior; and middle hitter Catherine Fernandez, junior, were all awarded all-league first team honors. Coach Sherrie Brown was named girls volleyball Sea-Tac 2B League Coach of the Year.



Outside hitter Makena Schoene, senior, goes up against the Wahkiakum block in the first round of the State tournament. Photo: Sini Fernandez

Boys Soccer

The boys soccer team had another successful season, finishing with a 16-2-1 record. After racking up League and District Championships, the boys fell short at the State tournament, losing in the quarterfinal round. Forward Gabe Rongve and goalkeeper Michael Worley, both seniors, along with midfielder Luke Blankenbeckler and defender Stan Leszynski, both juniors, received all-league first team honors. Additionally, defender Alex Davisson and midfielder Sajan Nauriyal, juniors, were awarded all-league second team honors. Leszynski was awarded first team All-State honors by the WSSCA. Worley, Davisson, Rongve, and Blankenbeckler were named to the All-State second team. Coach Chad Pohlman was named boys soccer Sea-Tac 2B/1B League Coach of the Year.

Cross Country

The boys cross country team was young and had lofty goals of running together at State. Not only did the team qualify for the State meet in Pasco, but three of the five team members ran a lifetime personal record at the race! Add it up and it was good enough for a 13th place finish. While the girls did not have enough runners to qualify a team, Bridget Daugherty, junior, earned Sea-Tac 2B/1B all-league first team honors. Additionally, Dylan Kern, senior, and David Broaddus and Joey Hollis, both juniors, were named to the all-league second team.



The boys cross country team bursts from the starting line at the State meet at the Sun Willows Golf Course in Pasco. Photo: Colleen Broaddus



Midfielder Luke Blankenbeckler, junior, heads the ball toward the goal during the first round district play-off game against Shoreline Christian. The Grizzlies won the match (4-0) before falling in the State quarterfinals. Photo: Sini Fernandez

Boys Tennis

The boys tennis team, which competes in the fall as part of the Emerald City League, had a terrific year in which all of the boys showed lots of improvement. There were many very close league matches, and in the end, six of the team members qualified to play in the Emerald City 1A League Tournament.



Chris Yang, sophomore, competes at Marymoor Park in a league match against Overlake. Photo: Sini Fernandez

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.

Grade 1 – Georgia O’Keeffe Paintings

After viewing flowers painted by Georgia O’Keeffe (1887- 1986), grade 1 students chose a cut flower to depict in their own paintings. Students carefully observed the details of their flowers and then began pencil sketches. Students were encouraged to fill the space and allow the petals to extend beyond the edge of the page. When the drawings were finished, students added color with paint. Main ideas taught include drawing from observation, practicing using a paintbrush, mixing colors, and filling the space.

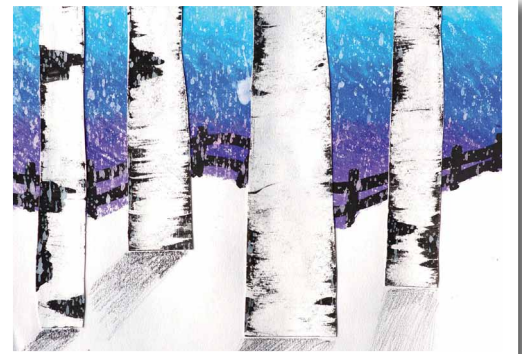


Grade 6 – Winter Birch Trees

Students used pastels in warm or cool complementary colors to create the background of these pieces. Then they dipped strips of card stock into black tempera paint and used a dry-brush technique to stroke small amounts of paint, forming the birch tree trunks. Next, placement and organization were discussed, and students glued their trees to the snowdrifts in the foreground of their composition. Finally, after a lesson on light and shadow, students used black crayon to add shadows at the base of the trees. A fine mist of “snow” was added with a 50/50 mixture of white tempera paint and water.



Hannah S., grade 1



Siena C., grade 6

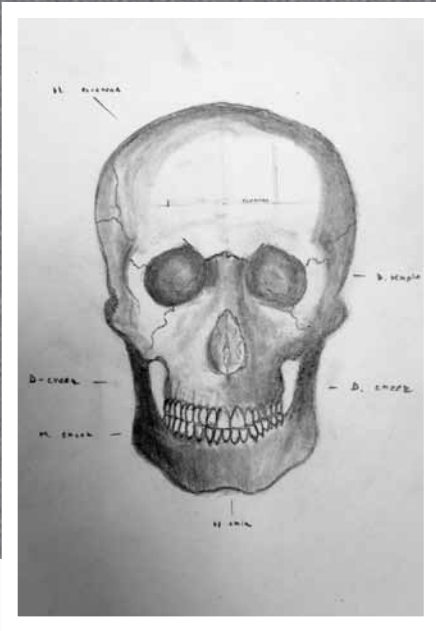


Cassandra W., grade 7

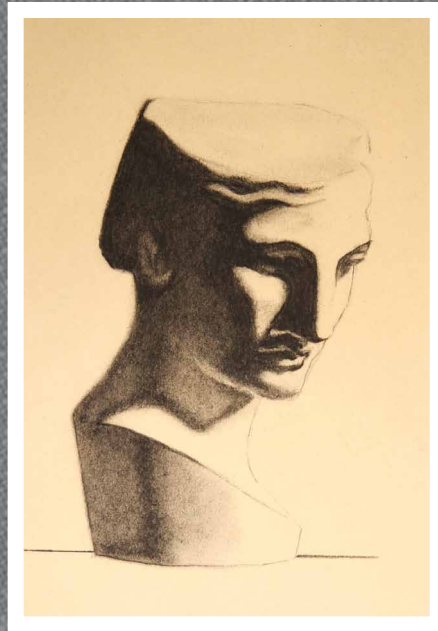
Middle School Art – The Lines of a Shoe

A Contour Line and Defining Line Study

Middle School art students were challenged to observe and accurately record the contour and defining lines of a shoe in three steps. In doing so, the students developed their skills in observational drawing, as well as how to break down the daunting task of drawing a complicated subject into manageable steps. The first step was to look at the shoe and draw its basic shape. As they carefully observed their shoes, students drew a line representing the outside edge; this contour line defined the shape of the object. Students then added lines that helped define their shapes as a shoe. Once the major lines were drawn, the last step was for the students to observe every stitch, crease, and minute detail of their shoes and accurately record those elements.



Chris C., sophomore



Alex E., junior



Olivia T., junior

Upper School Studio Art II – Portraiture Observed

A Study of Facial Features, Classical Features,
and Personal Features

Upper School studio art students completed a three-part project during which they observed the powerful design of God's creation, gained a greater understanding of human facial anatomy, and practiced applying the principles of *chiaroscuro*, from the Italian *chiaro* (light) and *oscuro* (darkness), using a range of values created with shading and highlights to produce the illusion of form and weight.

First, students observed and sketched a skull, paying attention to angles and lines of intersection. Then, as the skull's structure emerged, they focused on the way light fell on the form. Once the skull was complete, students chose a classical statue or bust to study and render. Ancient Greeks were enamored with the laws of mathematics and geometry, and their sculptures depicted the perfect symmetry of the "ideal being." Referencing classical sculpture was also a great way for students to practice their understanding of the underlying structure of facial proportions. Students combined their study of bone structure of the skull and their practice replicating the facial proportions of Greek sculpture to create a modern portrait from a family photograph. Students were encouraged to cultivate the habit of analyzing form and studying the individual elements of light and shadow as they fall across a form.

*"Remember, learn diligence
before speedy execution."
—Leonardo da Vinci*

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 fruits 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

October 25, 2012

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

October 30, 2012

Mrs. Weinz's class performed *Pepe and the Cornfield Bandit* for their friends and family.
Photo: Kimberly Katz



Middle School and Upper School Choirs Christmas Concert

December 6, 2012

Opening the *Christmas at Bear Creek* concert series, the Middle School choir performed five pieces including "One Candle," which featured solos by grade 8 students Krista G., Tadd P., and Alex W., along with Ian S., Lily N., and Joseph S., all grade 7. The Upper School girls ensemble performed four pieces including Ola Gjelo's "Tundra" with a solo by Kristina E., junior, while the student-directed mixed ensemble performed "On Winter's Eve." The Upper School choir performed seven pieces including the traditional French carol "Ding Dong Merrily on High," featuring Miya H., senior, in a piano duet with accompanist Julann Faris. 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 7, 2012

Redmond Campus students in grades K-6 performed *Three Wise Men and a Baby* directed by Pete McDonough, which included traditional and classic Christmas songs under the direction of music specialist Deb Maurer and Fine and Performing Arts Department Chair Judy Loudenback. The concert also featured a performance by Brielle B., grade 5, who danced to "I Can Only Imagine."

Middle School and Upper School Bands Christmas Concert

December 11, 2012

Band director Scott Higbee led the Middle School band in three Christmas pieces including themes from Tchaikovsky's *The Nutcracker Suite*. The Upper School band performed a range of pieces including a classic composed by Johann Sebastian Bach and an Appalachian folk carol.





Early Childhood Christmas Concert

December 13, 2012

Five classes of preschool and prekindergarten students shared their Christmas spirit with family and friends. Mrs. Urban's class presented "The Contemporary Christmas Story," Mrs. Fletcher's classes sang the traditional "Go, Tell It on the Mountain," and Mrs. Anderson's class performed "First Noel" and "Joy to the World" on bells. Mrs. Hvattum's class sang "Bells are Ringing," and all four classes donned costumes to sing "The Friendly Beasts," accompanied by Kathryn A. and Grace D., freshmen.

Lower School Valley Campus Christmas Concert

December 14, 2012

Music specialist Deb Maurer directed Valley Campus students in the final *Christmas at Bear Creek* concert, opening with a reading of the Biblical prophesies of Christ by grade 5 students and concluding with the traditional "Christmas Gloria Hallelujah" and "In Excelsis Deo!"



Hamlet

January 17 and 19, 2013

Another successful performance by the Upper School thespians, under the direction of Dr. Ron Lynch, captivated audiences with a rendition of Shakespeare's *Hamlet*. Many of the roles were double-cast to allow more students to experience and stretch their dramatic muscle. Jake Casale, senior, portrayed Hamlet; Katie Matthews and Sydney Helton, seniors, gave performances as Ophelia; and Connor Thomas, senior, had the role of King Claudius.

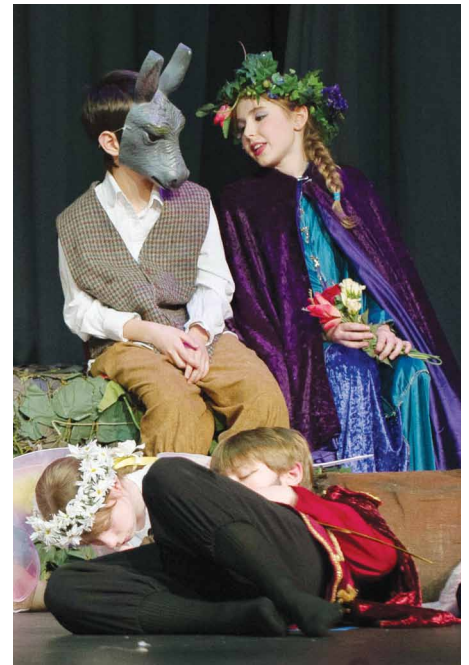


Performance photos by Sini Fernandez

Grade 5 Band, Grade 6 Band, and Grade 6 Choir Winter Concert

January 24, 2013

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 "High Hopes" popularized by Frank Sinatra. 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 6 and 7, 2013

As part of Bear Creek's Shakespeare Immersion Program, grade 6 students performed *A Midsummer Night's Dream*. Directed by Lower School drama specialist Pete McDonough, every student had a role in this popular Shakespearean comedy. Ornate costumes, stage make-up, as well as scenery and props completed the experience for these Bear Creek students.



Philanthropy: Love of Mankind

By Susan Diamond



What is philanthropy? This big, imposing word calls to mind large institutions like the Gates Foundation or wildly wealthy families like the Carnegies or Rockefellers.

But “philanthropy” is not intended to be big and imposing. It is simply “love of mankind.” Philanthropy is something anyone can do. It is part of Jesus’ directive to love our neighbor.

But what does philanthropy *look* like?

In considering this question, I remembered some of my family's stories. Every family has them: stories that are told and retold until they become part of your emotional and spiritual fabric. Although I didn't always understand them this way, most of my family's stories are, at their core, stories of philanthropy—people actively, materially loving their neighbor.

When I was a baby, my father was the pastor of a church in a little logging town in southwestern Washington. The congregation was small and the weekly offering—my father's salary—even smaller. To make ends meet, my father travelled to surrounding communities during the week in search of paid work. But it wasn't always enough. My mother did her best to stretch every dollar. She was a resourceful cook, able to make delicious meals out of next to nothing. But one morning, there was no money and no food left. Not knowing what else to do, she sat down at the kitchen table and wrote out a grocery list:

Bread

Potatoes

Milk

Butter

Then she prayed, "Lord, please provide."

Later that day, she went outside and there on the porch was a big sack of potatoes and a smaller box beside it. Inside the box was milk, bread, butter—all the things she had prayed for. My mother never knew who brought those groceries, but I wondered, and imagined. Whose face was I looking for? An elderly widow? The owner of the local market? Or another young mother, aware of our struggle to make ends meet? I sought a face to imagine how this came to be. Eventually I decided it must have been an elderly widow, like the one in the Bible who gave what she had to help others. I hoped, when I was grown, I could be the one quietly leaving the groceries on the doorstep.

What does philanthropy look like? Sometimes it looks like an elderly widow "loving mankind" with a box of groceries.

Many years later, when I was a senior in college, my father resigned from the eastern Washington church where he had been pastor for 15 years. I was home for Christmas break to help my parents move to western Washington. All of their belongings were in the moving truck in the driveway, except one stool left in the house, where I sat, anxious to leave. But my parents were worried. Everything about the move—trips for job interviews, moving truck rental, deposits, and rent for a place to live—had been expensive. Now, the fuel-guzzling moving truck and our family car needed gas—and there was not enough money to pay for it. Suddenly, I heard a knock at the door. I looked out the front window and saw an unfamiliar truck parked in front of the house. I opened the door and there, standing on the porch, was a woman I didn't know well but had seen occasionally at church. She was a single mom who lived on a farm outside of town. I wondered why she was standing on our porch just as we were about to leave.

"Can I help you?" I asked. She shifted her weight nervously from one foot to the other. Reaching into her bag, she pulled out an envelope and shoved it into my hands.

Continued on page 16

10 Easy Ways to Teach Your Children About Giving

1. **Share your family history.** Is there a reason why you support certain causes or organizations? Involve grandparents or other extended family members to talk about how your history shaped your values and the causes or missions you hold dear.
2. **Write a family 'mission statement'** about what impact you want your family to have in the world, and how you hope to make a difference.
3. **Convene a family meeting** to discuss and decide what charitable organizations you will support this year.
4. **Research non-profit organizations together.** Develop a set of questions that are important to answer before you donate. For older children, let them do the research and bring the results back to the rest of the family.
5. **Set aside a certain amount of money** and invite your children to decide what organizations should receive it and how much.
6. **Organize a fundraising project.** Encourage your children to identify a charity they would like to promote and help them organize a fundraising project.
7. **Volunteer as a family.** Consider incorporating service work into your family vacations, or create a tradition of volunteering as part of a holiday or other special day.
8. **Divide a child's allowance by thirds.** Suggest one third to spend, one third to save, and one third to share. Let your child decide which organization to share with.
9. **Point out generous people** among your family, friends, community, or region—and talk with your children about what an impact they are making.
10. **Support school and community activities.** Support your child's involvement in charitable projects sponsored by the school, church, or community organizations. Working together with their friends to benefit others reinforces the values you are teaching at home.

There are many excellent children's books about giving, including *The Giving Book* by Ellen Sabin (age 6+); *Philanthropy...A Big Word for Big-Hearted People* by Jan Helson (age 9+); and *A Kids Guide to Giving* by Freddi Zeiler (age 12+).

Philanthropy continued

“I told God if he helped me sell a piece of my land, I would give the tithes to Pastor. Well,” she said, nodding at the envelope, “the land sold.”

I looked at the envelope, then at her, then at the envelope. I didn’t know what to say.

“You take care,” she said simply, then walked back to her truck and drove away.

I opened the envelope. Inside was \$400. I knew it was the gas money we needed.

What does philanthropy look like? This time, it looked like a single mother pressing an envelope into a surprised girl’s hand.

My daughter, Karin, started kindergarten at The Bear Creek School in 2000, the year Redmond Campus on Union Hill opened. I remember walking with my husband and daughter into the school and down the halls, navigating the sea of backpacks, red plaid jumpers, and blue sweater vests. We felt both excited and nervous as we delivered Karin to Mrs. Matson’s classroom.

It didn’t take me long to recognize what an extraordinary gift The Bear Creek School was to our family. My children spent every school day in a loving and nurturing environment. They were challenged to learn, grow, and develop their God-given gifts. And their faith was daily being affirmed and encouraged by the actions and words of their teachers. In The Bear Creek School we found everything we had hoped for, and much more.

In the following months and years, as I walked up and down those halls—picking up kids, volunteering in the classroom, playing guitar for Chapel—I noticed the black granite plaques hanging on the walls and in various places around the school. I hadn’t given much thought to how the school had come to be; I was just grateful it was here. As I began to read the plaques, I realized they were more than ornamentation; they were markers—virtual “faces”—of families who had contributed financially to make The Bear Creek School a reality.

Who were these people who built this school we have come to cherish?

They were families—ordinary families—who chose to participate in the part of God’s redemptive work called The Bear Creek School. They were families like mine who wanted an intimate, nurturing learning environment for their children, where their children could be known, where they could learn and grow and become the people God created them to be. They were families that recognized The Bear Creek School as a place where ordinary children could become extraordinary people—the kinds of people our world desperately needs. They were families who wanted this Bear Creek experience not only for their own children, but for your children and mine, and for children and families to come.

What does philanthropy look like?

Sometimes it does look like big institutions or wealthy families. But more often than not, it looks like you and it looks like me. We are the face of philanthropy.

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

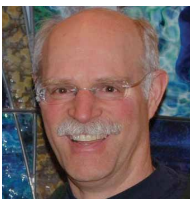
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| Adam and Michael Worley | D.J. and Jackson Lambert | Oliva and Sebastian Storch |
| Adela O’Ja | Derian Williams | Olivia and Victoria Wallingford |
| Alana, Lexie, and Regan Fiske | Emily and Seth McBride | Paige Satterlee |
| Alex Weaver | Emily and Anna Fallon | Parker Hayne |
| Allison Pae | Evan and Ian Carpenter | Rex and Paul Freed |
| Alyssa and Tommy Varghese | Grace and Sarah Dierking | Ryder Odem |
| Alysse Quin | Haley and Macey Huard | Sam Herold |
| Andrew, Whitney, and Jacqueline Hom | Hannah Schwartz | Samuel Emery |
| Annika Welke | Sam, Shea, and Henry Humphries | Sara and Sophia Blattenbauer |
| Avery Hallum | Jacob Drechsel | Tate Meisel |
| Ben, Matt, and Josh Kelleran | Jakob Morris | Thomas and Kendall Huberty |
| Caleb, Kelsey, and Avery O’Gara | Katelyn and Jonathan Britney | Titus and Megan Urban |
| Calista and Micah Lee | Katrina Reitan | Maria, Clair-Elise, Carolina,
and Gabriel Villafior |
| Clay Holtzinger | Miya and George Higashiyama | |
| Connor and Ainsley Keith | Nathan and Marlana Wiese | |

Speech and Debate:

The forensics experience lasts a lifetime



Jake Casale, senior, interprets *Fully Committed* by Becky Mode. Photos: Sini Fernandez



By Bob Gomulkiewicz

We all enjoy the sights and sounds of Bear Creek Lower School students reciting the weekly poem and verse, donning colorful Elizabethan costumes while acting in a Shakespeare play, telling a story at An Evening of Authors and Artists, or explaining an experiment at Science Fair. These activities develop critical thinking and public speaking skills and also lay an exceptional foundation for a future forensics team.

Building on those skills, the Bear Creek forensics team (affectionately referred to as BCFT by team members) has become nothing short of a powerhouse since its inception in 2009. Many people think that a forensics team is only about debate, but forensics also includes eight individual speech events, all of which feature different skills. This diversity of events means that nearly every student can find something that fits his or her skill set and, perhaps just as importantly, students can try events that take them out of their

comfort zone to learn new things.

Forensics is a natural extension of the classical model of education. In debate for example, head coach Kevin Davison points out that with each new debate topic, students move through a grammar phase, introducing them to the generalities of a topic. Students then examine the various issues presented by the topic, concluding with a rhetorical presentation in which they compete with each other to persuade a judge to their side of the issue.

The forensics team's remarkable success in speech events is also linked to education in the classical model. Students in Impromptu draw on a deep store of knowledge about history, literature, philosophy, and science to speak eloquently on the spot. Orators utilize the fundamentals of rhetoric to deliver highly persuasive speeches, and Expository speakers understand how to illuminate complex topics. Those who compete in Dramatic or Humorous Interpretation can critically analyze a piece of literature and perform a skillful interpretation

Speech and Debate continued

of it using expressive voice and movement learned from acting on stage.

There is no question that high school graduates need effective communications skills to succeed in life. Learning to be an excellent speaker is only part of what forensics competition teaches students. It also teaches the ability to receive and implement constructive critique, collaborate, and work diligently to understand and strategically position diametrically opposed worldviews and viewpoints.

Students come to forensics with a wide range of aptitude for public speaking. Some come in as verbal powerhouses and some as shy introverts, but all leave with greater confidence and a refined ability to engage and persuade. A great example is 2012 graduate Alex B. The first time Alex gave an

Impromptu in practice, he struggled, but he kept working and improving and came out of nowhere to take second place in the novice division at a major tournament. The next year he got even better, using his Impromptu skills to become an outstanding Student Congress speaker, earning the accolades of the Newport High School coach whose team dominates the event.

As Alex discovered, competing on the forensics team increases a student's ability to engage global worldview issues and thrive in any arena where great minds meet. Joining the forensics team has proved to be a great showcase for the skills each student learns during his or her educational experience at Bear Creek, prepared for the world ahead.

This year Bear Creek hosted its first forensics tournament which not only showcased our speech and debate program but also our school to the community at

large. Many Bear Creek parents and students took advantage of the opportunity to see our students competing successfully with students from schools of all sizes, whether it be Newport High, Redmond High, or Eastside Catholic. Coach Davison summed it up accurately when he said, "Bear Creek discovered what many other high schools and colleges already know, namely that forensics knows no divisional boundaries. Forensics is essentially an equal playing field: the size of the institution does not matter, only the training and perseverance of the students."

Bob is Bear Creek's assistant forensics coach for speech events and a Professor of Law and the Faculty Director of the Law, Technology & Arts Group at the University of Washington School of Law. He competed for 3 years on the speech and debate team at Wenatchee High School in Policy Debate and Interpretive Reading.

Forensics Team

Since its inaugural season in 2009-2010, the Bear Creek forensics team has grown each year in members and success. The original 14 team members were proud to be represented at the State tournament by Abby G. '11 who qualified in Oratory. In 2011 the team built on its success, sending four members to State in four events: Abby and Cameron K.'11 – Public Forum, Abby – Oratory, Katie G. – Dramatic Interpretation, and Hanna A.'12 – Expository Speaking. Abby and Cameron went on to win the Public Forum event at the Puget Sound National Forensics League's (NFL) national qualifier tournament and represented Bear Creek at the NFL National Speech and Debate Tournament in Dallas, Texas immediately following their graduation that June. Abby was also a National qualifier in Oratory. In 2012 Bear Creek's State qualifiers were Grace C. – Interpretive Reading, Katie G., Monique M. '12, and Nick V. '12 – Impromptu, Katie and Jake C. – Duo Interpretation, and Jake – Humorous Interpretation (in which he placed third). With their interpretation of *A Bridge to Terabithia*, Jake and Katie also



Semilore S., Grace C., Jake C., and Katie G.

qualified for the National Individual Events Tournament of Champions held in Union City, California. Jake C. also represented Bear Creek in Humorous Interpretation at the NFL national tournament in Indianapolis, Indiana.

Now in its fourth year of competition, the 2012-2013 Bear Creek forensics team has 25 members and has won over 60 awards across three divisions (novice, JV, and open) at seven regular season tournaments. Eight students have qualified for State in six individual speech events and one in Student Congress. This year's State qualifiers are Katie

G., senior – Student Congress; Katie and Grace C., sophomore – Oratory; Katie and Stan L., junior – Impromptu; Jake C., senior, and Jesse D., sophomore – Humorous Interpretation; Katie and Jake – Duo Interpretation; Grace and Angela E., sophomore – Interpretive Reading; Semilore S., sophomore, and Jacqueline H., junior – Dramatic Interpretation. As of this writing, the 2013 national qualifying tournaments have not been held.



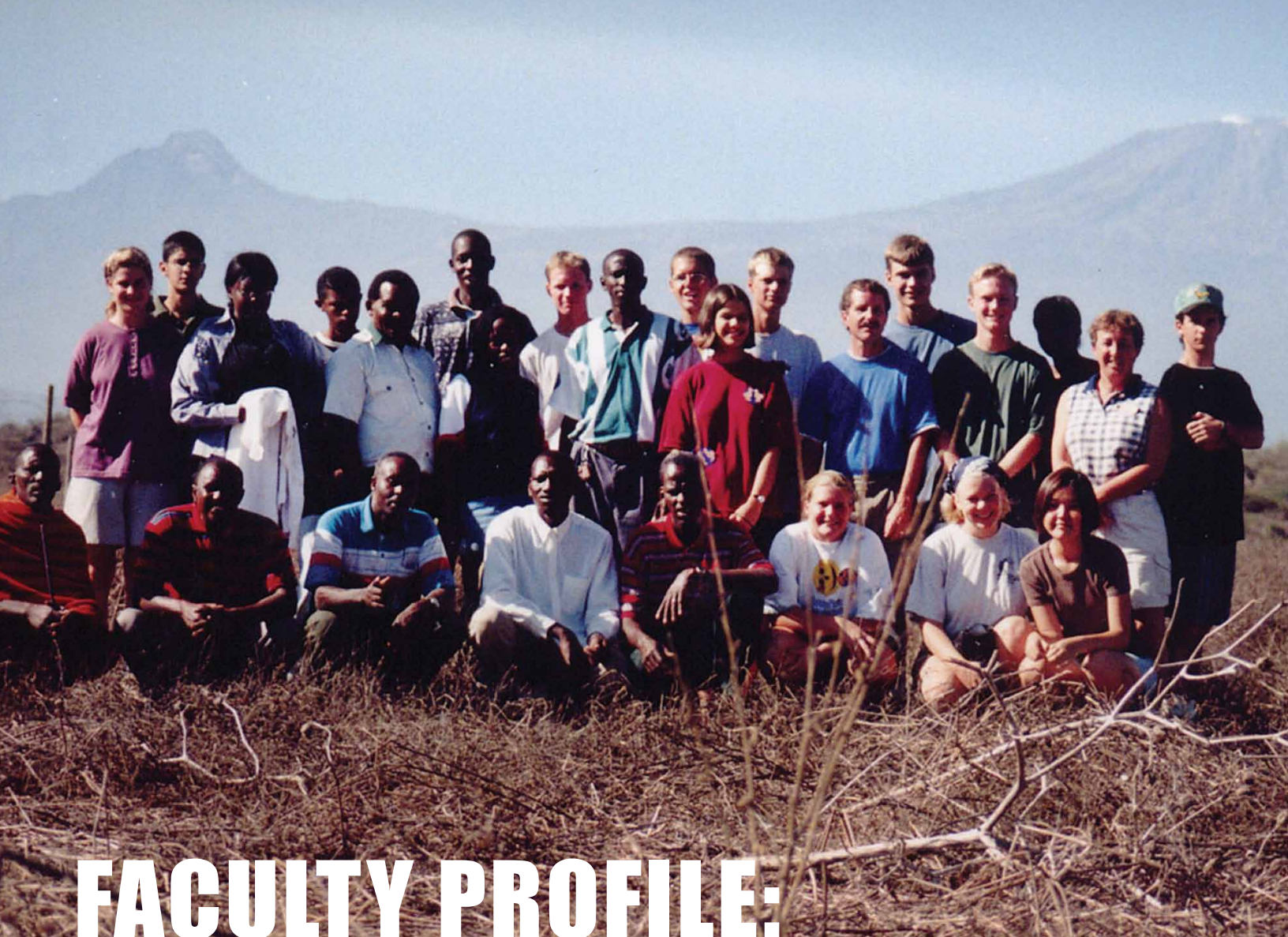
Scenes around campus at the Grizzlies Forensics Invitational. Upper right: Student Congress, Lower left: Stan L. and Gavyn M., both juniors, prepare for a Public Forum debate. Photos by Sini Fernandez.

Grizzlies Forensics Invitational

The Bear Creek School took on the daunting task of hosting its first forensics tournament, the Grizzlies Forensics Invitational, on January 25-26, 2013. The event was an unqualified success as Bear Creek hosted 16 area high schools and 180 students, in addition to the accompanying plethora of coaches and judges, at the two

day event. The tournament met its goal of running on time and provided a spotlight on the hospitality of the Bear Creek community. One coach described the tournament as “the Cadillac of tournaments.” Another said, “The smiling faces and genuine warmth of Bear Creek staff made this tournament more relaxing than most.” The tournament offered

four debate events: Lincoln-Douglas (LD), Cross Examination (CX), Public Forum (PF), and Congressional Debate (CD) and all eight State individual events: Extemporaneous, Expository, Impromptu, Original Oratory, Duo Interpretation, Humorous Interpretation, Dramatic Interpretation, and Interpretive Reading.



FACULTY PROFILE: RICK JOYNER

Rick Joyner poses with a fellow teacher and a group of students at the foot of Mt. Kilimanjaro in 2001.



By Dani DuBois '09

As Rick Joyner took a moment to finish his email, I took the opportunity to settle into a desk that I had once occupied as Rick's student. I noticed his classroom had not changed much in the last four years and neither had Rick, exemplified by two things that ring true for any of his students: his legendary mustache (which his wife revealed to me has not been shaved since Rick was 15) and his "Come on in; have a chair" greeting. He swiveled around in his chair and we began our interview.

Rick began his teaching career along with his wife Cheryl, when they received a call at 1 a.m. from someone in Guam offering them teaching positions. They were newlyweds, newly graduated, and new owners of a car. They prayed about it and knew if the Lord wanted them to teach in Guam, He would have to help them come up with the money and find a buyer for the car.

The next day, Cheryl's co-worker announced that if they ever wanted to sell their car, she would buy it. "God could have written a letter to us, it was that clear," Cheryl said. Ten days later, the Joyners packed their bags and moved to Guam. Thus, their journey began.

They spent two years teaching in large public schools on the island until they moved to Mexico for one year, then Korea for two, back to the U.S. for a time, and then to Kenya for 13 more years teaching abroad.

Rick and Cheryl, who is a Lower School teacher at Bear Creek, have three children. Whenever they moved, it was to better the lives of their children, including the final move back to the U.S. so their oldest daughter could attend an American university without separating from her family. When I asked Rick about the motivation behind each move, his response was simple: "God gave us these kids; they are our top responsibility."

His love for his children is evident. He spoke fondly of his Kenyan memories with the kids, of life on their school compound playing catch until it grew dark or playing cards by candlelight when the electricity regularly went out. Rick said that the opportunities for children in the U.S. are great, but the limitations in Kenya forced his family to spend plenty of time together, which he thinks greatly contributed to the friendships they now share. “God was sneakily making me a better father,” he said.

Rick also shared that while living in Korea, he and Cheryl had a daughter who passed away when she was just 10 days old. As devastating as that was, he said it was formative in how he saw God in his life and how he appreciated his living children. Cheryl echoed Rick, saying that ultimately they were amazed by how God worked during that time, evidenced by the consequential salvation of seven of Rick’s students. “It is such a huge part of our relationship, not because of the loss, but because of the gain,” Cheryl said.

Despite this tragedy, Rick still gives thanks for God’s miraculous protection of his family during all their years abroad. “There was a lot of death and danger surrounding us,” he said. “In Kenya, we faced first-generation, inexperienced drivers combined with terrible roads.” The combination resulted in horrific vehicular danger and seeing “road carnage” published in the daily newspapers. Additionally, malaria and other diseases, corruption, and mob violence were constant threats.

Rick recalled one night when he looked out his window to see his neighbor’s face in the midst of a mob in their backyard. Rick went to investigate, and remained there standing next to his neighbor who stood between a guilty man and the mob who wanted the man’s life. Rick said he remembers not knowing what would happen, but faithfully stood in support of saving this man’s life.

“Success is when students want to talk with you outside of class or after they’ve graduated.”

It is the crazy stories like this one and his vast travelling that contribute to Rick’s global perspective and make him such a treasure at The Bear Creek School. Acting Division Head Blake DeYoung says one of the greatest things about Bear Creek is the many different perspectives that each teacher brings from their previous experience while still maintaining the essence of this school.

“These people are excellent at their jobs,” he says. “They don’t just ‘get’ our culture; they created our culture.” To Blake, Rick is a prime example of this diversity of informed perspective. “It is really valuable to have a colleague who is experienced in a fundamentally different system, and in typical Rick fashion, he broadens your perspective subtly, through a series of conversations—he doesn’t bash you over the head with it.”

Rick said sparking students’ interest and making his subject relevant to students is a primary goal for him. He tries to make links between history and modern day, the Great Depression to our recent recession. And just as important to him is making relationships with his students: “Success is when students want to talk with you outside of class or after they have graduated.”

Cheryl agreed, adding, “His kids have always been real people to him, and he sees his students the same way. They are his brothers and sisters in Christ.”

Teaching juniors and seniors is a good fit for him because as Rick said, the teenagers keep him “young and sarcastic.” He said, “If I ever become annoyed by teenagers, then I know I am too old for the job.”

Rick is a man of God, a wonderful husband, loving father, and relational teacher who gives thanks for health, friendship, and God’s provision both while he was overseas and now. “I am blessed to live here,” he said. “I still take great joy in coming home and turning on every light in the house—just because they work.”



Rick is the History Department Chair, and teaches Honors and AP United States History as well as the Government and Politics class. In college Rick said he never wanted to be an overseas missionary because there was such a need where he grew up in the U.S. Cheryl remembers him saying at the time, “I would never move to Africa.” Rick is just three classes away from a master’s degree in ancient and classical history.

During JanTerm 2013, Rick Joyner taught a seminar titled “War Games: Great Battles and Conflicts.” Here he observes his students playing a strategy game called *Ikusa*, based on Samurai warriors of Medieval Japan. In the class, students also played *Conquest of the Empire* (not pictured), based on the battles of the ancient Roman Empire.

BEAR CREEK ALUMNI

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

Class Notes

Class of 2003

Danny Jacobson

Danny will marry Susanna Kohly in Miami, Florida in February. They will honeymoon in Costa Rica and will live in Los Angeles. Danny is currently an investment banking associate with Wells Fargo Securities. Congratulations Danny and Susanna!

Class of 2006

Inness Pryor

Inness has paid off her undergraduate loans and is planning to take the GRE in the near future. She is headed to Iceland this summer as a birthday present to herself.

Class of 2007

Whitney (Engel) Brammer

Whitney completed her master's degree in occupational therapy in December. She was recently hired and will work in a skilled nursing facility, helping patients regain independence with activities of daily living that involve basic self-care, dressing, mobility, and safety at home.

Evan Dunn

Evan currently lives with his wife in Seattle, where he works and engages in ministry through Spoken Word poetry. He was a guest lecturer at his mom's (Donna Dunn) "Faith and Art" JanTerm class and talked with students about how to break through the wall of differences between a speaker and his/her audience, finding connection points that bring more meaning to one's art, and deeper response from the

audience. He helped students dig into who they are by writing a "brag list"—a pre-poem using powerful language to shout out their uniqueness. He also worked briefly with them on how to demonstrate confidence in public performance.

Alex Higinbotham

Alex continues to live with fellow Bear Creek alumni Easton Thomas '05 and Graeme Erickson '07 on Alki Beach in West Seattle. He keeps busy after work playing soccer twice a week, participating in a Mars Hill Church community group, serving on our Alumni Steering Committee, and working with Ansel Sanger '05, Mac Graham '07, and Kimi Pohlman '08 on starting Young Life clubs at Bear Creek and Overlake.

Class of 2008

Jackson Brammer

Jackson just finished the first half of his first year at Loma Linda University School of Medicine. Jackson and his wife Whitney '07 are thankful to be there and have found it to be a great fit for Jackson and for the two of them as a couple. They love the school and love being in sunny California.

Nate Castle

Nate graduated in May and spent a few months traveling in Turkey and Greece. Afterwards, he took a job as a territory sales representative for a technology company called Cbeyond. He worked there until December, then moved to Seattle, and is now working as a leadership development associate at Advantage Sales and Marketing.

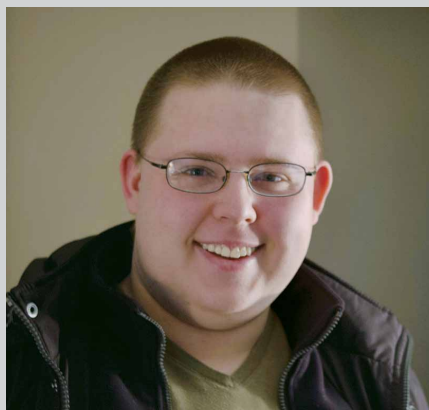
Sam Pomeroy

Sam married his lovely wife Cherie on December 30, 2012 in Phoenix, Arizona. Following their honeymoon in the English lake district, they moved north to St. Andrews, Scotland, which is where Sam is pursuing a Ph.D. in New Testament and theology at the University of St. Andrews Divinity School. Cherie is endeavoring to start a private business as a music and piano teacher in the university community. The couple is enjoying their new lives together in this vibrant location and trust that God will lead them while Sam continues his studies. They are grateful for the support and prayers of the Bear Creek community.



Rich Snider, Class of 2005

By Vicki Kaiser



Rich graduated from the University of Washington in 2010 with two degrees, a B.S. in computer engineering and a B.S. in electrical engineering. In his last quarter as an undergraduate, Rich registered for a video capstone class required for his degree. "I didn't know this would materialize as a job," he shares.

In the capstone class, students were put into teams of four and tasked with creating a video game. Rich and his teammates created the game *Hello Worlds*, which attracted the attention of his professor. "The last day of class I was asked to stay late," he recalls. "My professor offered me a job on the last day of class my senior year!"

Rich was one of the first developers hired at the Center for Game Science (CGS). CGS, part of the Computer Science and Engineering department at the University of Washington, "focuses on solving hard problems facing humanity today in a game-based environment." As Rich explains, "video games are a vehicle for many things, like education and scientific discovery. Ours are designed to get players to use their creativity—each player contributing to discovery. It's cutting edge."

For example, *Foldit* is a scientific game CGS designed to help researchers better understand how proteins function by understanding how they "fold." Players

are given the task to fold a protein model. Thus far, the game has gained over 100,000 players with varied backgrounds from around the world. For one task, players were given a protein involved in HIV in monkeys that scientists have tried for 15 years to fold. "The *Foldit* population solved it in about a week," Rich explains. "That is the power it has."

There is power in educational games as well. Rich is leading the team working on *Creature Capture*, a fraction-based card game that teaches relationships between whole and fractional numbers. He has a lot of input in the development of this game and enjoys working with artists, conducting design experiments, and working with kids who test the game. "It is satisfying to see games work as we intend, but," he admits, "the real satisfaction is seeing kids enjoy it and interact with it." (Rich played this game with students at Bear Creek last spring.)

It is also important to this Bear Creek grad that people get something out of the game. He is pleased that preliminary results of *Creature Capture* show improvement in knowledge for all players. "It's important to me to make people's lives better," he shares "and the work we do here impacts people's lives."

Rich recognizes his work at CGS is a significant way he can help change the world, but not the only way. Outside of work, Rich is making a difference as a volunteer at his church, by participating in community activities, and by making time for family and friends. He looks to the future with intent to "make people's lives better," considering the possibilities through seminary, computer science, or politics.



Above are screen shots from *Creature Capture*.

Jessica (Chalk) Haymaker Class of 2005

By Karen Beman



"A blank canvas is one of the most daunting things in the world."

Jessica has a passion for art and education. "Art is an extension of yourself—something that lives within. I can't imagine a life without art," says Jessica. As a student at Bear Creek and then Western, Jessica was exposed to a number of influential artistic styles, teachers, and professors who have shaped her current body of work.

Jessica is a graduate of Western Washington University with a B.A. in education. She currently lives in Abilene, Texas with her husband Thomas who serves in the United States Air Force.

Although she has produced a variety of pieces including cityscapes, figure studies, floral, and natural element works, her primary inspiration is reflected in mixed media, which often includes paper, oils, pastels, and charcoal.

Often inspired by the natural world around her, many of her art pieces reflect the profound beauty found in the natural elements, the form of the human body, and a creative marriage of various art mediums to create new images.

"So often we take the things around us for granted," reflected Jessica. "The simple things few people notice can often be a source of

inspiration, reflecting the beauty God made all around us."

What began in an Upper School art class turned into a more refined passion. In mixed media art, Jessica has found a creative expression for emotion and beauty. "Art can impact people. It can be a whole new way to express something deep within and communicate to others. And the people around me have given me the courage to begin."

While a student at Western, Jessica also discovered her love of working with kids. As an education major, Jessica was able to see the power of art as a vehicle to allow kids to tap into and express the complexity within them. She became a youth leader, and for four years combined her love of kids and art. During that time Jessica says her one-on-one time exploring art with students gave kids an outlet and freedom to express emotions in a healthy way.

Advice for those who have an interest in art or for those who would like to perhaps discover a passion for art:

"Keep moving forward. Art is a scary thing. You put your heart and soul into something and you release it, knowing that others will critique it."

"Don't sell the world short. Summon your courage to share your vision and ideas with others. Art is a great way to give permission for others to experience something beyond themselves."

"The risk is worth it. Even the worst mistake on a canvas can turn into something that has great potential."

Jessica hopes to return to the Seattle area and intends to teach and have her own classroom where she can utilize her passion for artistic expression.



Figure Study Man #2



Seattle



Autumn

Class of 2008 continued

Chelsea Frantz

Chelsea is completing a dietetic internship through Syracuse University in order to become a registered dietitian. Her first rotation was in community counseling and education, with a placement in the WIC Program, which is a government-funded supplemental nutrition program for women, infants, and children. Her second rotation was at the Fayetteville-Manlius school district working in foodservice management with a focus on planning, production records, ordering, budgeting, and making sure school menus are in compliance with the new USDA school lunch regulations for elementary, middle, and high schools. Additionally, Chelsea is participating in an acute care rotation at Upstate Community General Hospital. Chelsea plans to return to the Northwest in May at the completion of her internship.

Class of 2009

Lauren Forbes

Lauren is currently attending Western Washington University and double majoring in plastics engineering and geology. Lauren is also a captain/student coach of the cheerleading squad for WWU's division II National championship team.

John Geiger

John is planning to graduate with a music degree in French horn performance from Central Washington University this spring. He hopes to attend graduate school in the fall and is currently auditioning for admission into the music programs of several schools. John is also very involved with his school's campus ministry program and enjoys competing as a member of CWU's Ultimate Frisbee Club.

Todd (Tin-Yu) Lien

Todd graduated from the University of Washington in June 2012 with a double major in biochemistry and chemistry with Honors and minors in Spanish and music. Currently, he is working at the Seattle Children's Research Institute on

projects related to asthma development and prevention in the Center of Immunity and Immunotherapeutics. At the same time, he is also working as a medical interpreter at various institutions in the greater Seattle area. Besides volunteering at the Ronald McDonald House, Todd also volunteers at the Sea Mar Community Health Clinic as a pianist. Todd also sings with several music groups. During this gap year, Todd is applying to medical schools for admission in 2013.

Alexis Miller

Alexis is a senior at Gonzaga and will graduate with her B.S. in nursing this May. She has experienced many delightful as well as difficult times during her clinical training. Alexis has helped various patients including those with mental disorders, children with cancer, and families who have just lost a loved one. She hopes to return to the Seattle area and work in a hospital as a nurse in the neonatal intensive care unit (NICU).

Class of 2010

Megan Cheever

Megan is making headway into the professional art world, creating album artwork for the local band Sonancy as well as for an indie strategy card game called "Terroria Tactics."

Laurie (Robinson) Hallak



Laurie was recently wed in Issaquah, Washington to Michael Hallak. Michael graduated last June from Seattle Pacific University with a degree in electrical engineering, and Laurie has finished her A.A. in fine arts at Bellevue College and plans to pursue a bachelor's degree in fine arts, with an emphasis in photography, at UW

beginning next fall. Laurie and Michael also recently adopted a rescue dog named Sandy who is part Chihuahua and part Dachshund. Congratulations Laurie and Michael!

Jasmine Miller

Jasmine is a junior at the University of Pittsburgh and is double majoring in psychology and sociology. She is also working toward a German Certificate. She plans to apply to law school and would like to be an international lawyer. Jasmine spent the summer of 2012 in Linz, Austria as an au pair and is studying in Vienna this semester to further her knowledge of German culture and fine tune her speaking skills. She continues to enjoy running half marathons.

Class of 2012

Monique Meissner

Monique is at Calvin College and is considering a double major in Spanish and speech pathology. Calvin has a five year B.A. to M.A. program to which she is applying.

Sterling Miller

Sterling is a freshman at Gonzaga University majoring in computer science. He is the starting setter for the Gonzaga men's club volleyball team and an official for the Gonzaga intramural sports program.

Nick Van Baak

Nick is living in the honors dorm at Calvin College, where according to Nick, "he gets on famously with like-minded friends in order to distract himself from the stark realization that he doesn't know what to do with his life."

Alumni 2012 Bowling Bash

In November, faculty and alumni reunited at Lucky Strike in Bellevue, Washington for the annual Bowling Bash. The festivities included getting their pictures taken in a photo booth. Go to our Facebook page and click on the Alumni 2012 Bowling Bash album in our Photos tab to see the fun.

Recently Seen on Campus

The following alumni have all been seen coaching, teaching, and serving the students and faculty at Bear Creek:

Mac Graham '07 helped coach the MS boys basketball "green" team, Karlee Aronson '08 helped coach MS girls basketball, and Jessica Webber '08 helped coach MS girls soccer. Kyle Blankenbeckler '10, Jamie Meyer '10, Lucas Peterson '11, and class of 2012 members Garrett Benson, Erik Domas, Lucas Fernandez, Chris Mehta, Nikki Peterson, Madelyn Magee, Kendall Engelstone, Cam Tillinghast, and Blake Emery all supported the boys and girls basketball programs by assisting at practice and scrimmaging with the teams.

Evan Dunn '07, Alex Higinbotham '07, Angela Martucci '10, Michael Chang '12, Blake Emery, Cam Tillinghast, and Sterling Miller '12 all volunteered their time and expertise during JanTerm 2013.

Bear Creek forensics team alumni were so excited about the first Grizzlies Forensics Invitational that several came back to campus to help with adjudication and ballot distribution, collection, and processing, including Monique Meissner '12 and Nick Van Baak '12 who traveled back from Calvin College in Michigan, as well as Alex Boettcher '12, Ashley Meissner '11, and Cole Probus '11.

Alex Higinbotham, Beth Graham '09, Abby Golmulkiewicz '11, Nate Castle '08, Michael Davisson '10, and Tyler Kowal '04 all continue to serve on the 2012-2013 Bear Creek Alumni Leadership Committee.

Anna Holtzman '11 assisted on campus during Our Wholeness in Christ Week at the end of January.

Time, Treasure, and Talent

By Alex Higinbotham '07



As 2012 came to a close and 2013 stretched out before me, I set some New Year's resolutions for the upcoming year. I made a checklist of things to commit to in the coming twelve months: join a gym, eat right, spend more time in the Word.

But then I noticed something; all of my resolutions had to do with improving myself, but none had to do with improving the lives of others. So I decided that 2013 would be focused on helping others. As a recent grad without great means, I was faced with a conundrum. I want to be philanthropic, but without much money to my name, how can I make a difference in the lives of others?

Fortunately, philanthropy extends beyond signing a check. Philanthropy has three components which allow you to be generous: time, talent, and treasure. No matter what stage of life, God has blessed you with at least one of these components, and we are called to be good stewards of the blessings the Lord has bestowed upon us so that others can experience those blessings too.

Time: We all find ourselves in various life stages, and with each stage comes certain commitments of our time. If you happen to be at a time in your life with few commitments, I ask you to examine how you spend your free time. Are you stewarding the time God has given you well and maximizing the good you can do in your life, or is there a you-shaped indent on your couch? I happen to find myself in a life stage where after work I have quite a bit of time. I've resolved to be philanthropic by donating my time, which is why I've gotten involved on Bear Creek's Alumni Steering Committee and am working to bring Young Life to Bear Creek. What are some ways you can donate your time?

Talent: Everyone has been gifted with a talent of some sort. I can't cook to save my life, but I'm pretty handy with hedge trimmers and a rake. What's your talent? Are you good with social media? We need you. Are you skilled at public speaking? Come on over! No matter what your talent is, I can assure you that if you're willing to be philanthropic by donating your talent, your skills can be put to use to benefit others in the Bear Creek community.

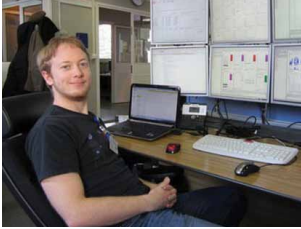
Treasure: Maybe you are in a place in your life where you've moved past the days of eating ramen for three meals a day. If this is the case, then I would ask you to prayerfully consider donating your treasure. "Treasure" may be monetary blessing that you've received, or it may be an asset that you own. Donating your treasure may look like writing a check to a cause that you believe in, or it may look like donating your boat for a day and taking kids out on Lake Sammamish for a class party. Be creative!

As part of the Alumni Association leadership, I'm working with other alumni to set up opportunities for past students to come back to Bear Creek and experience the blessing of giving back. My goal is for alums to reconnect with one another and benefit others in the Bear Creek community.

To this end, I'm putting together service opportunities and fun activities, so please keep an eye out for further information on that front, and if you'd like to donate your time, talent, or treasure please don't hesitate to reach out to me! My email is ahig89@gmail.com and my phone number is (425) 417-2454.

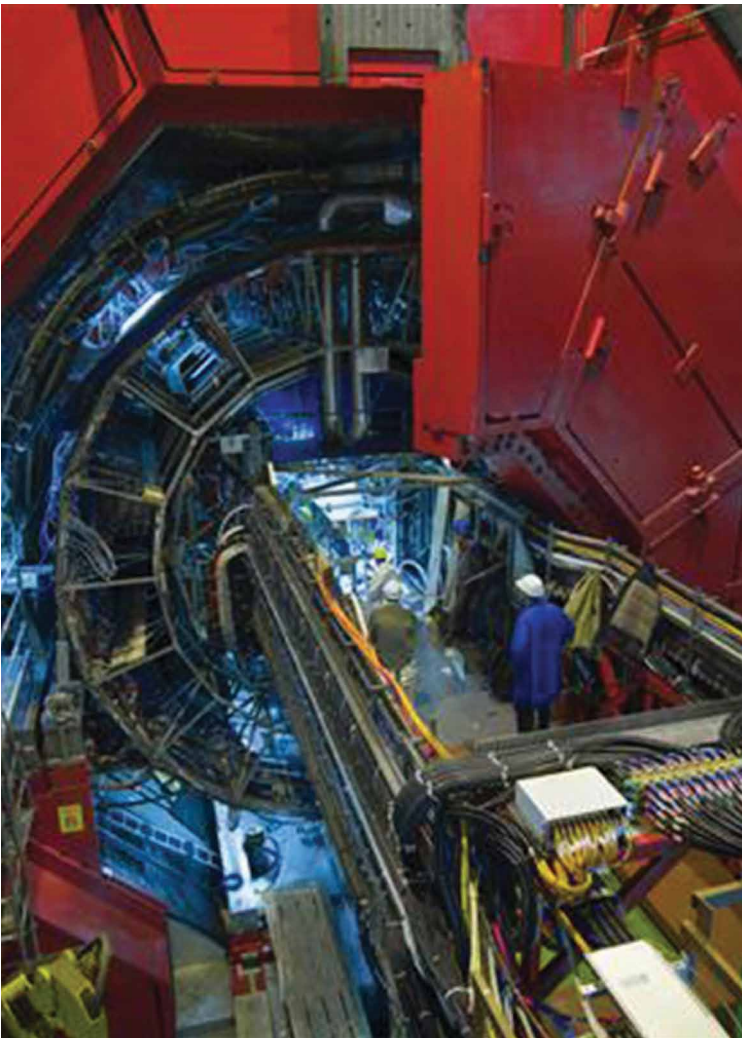
Go Grizzlies!

When Two Worlds Collide: Physics and Poetry



James Ross '05 recently graduated from Creighton University with a M.S. in physics. James completed his master's thesis research in high energy particle physics (specifically, he was looking at rho mesons produced by ultra-peripheral collisions) in association with A

Large Ion Collider Experiment (ALICE), one of the six experiments at the Large Hadron Collider at the European Organization for Nuclear Research (CERN) in Geneva, Switzerland. CERN is the premier particle physics lab in the world, and the Large Hadron Collider is the most advanced particle accelerator in the world and capable of the highest energy collisions.



James Ross' poem "The Cavern" was commissioned by ALICE Matters, a newsletter associated with A Large Ion Collider Experiment. The poem describes the underground particle physics detector run by the ALICE collaboration.

The Cavern

By James Falconer Ross '05

Through metal doors and iris scans lies high technology
Under the ground behold the sound sets quarks and gluons free
Though for today the giant ring lies dormant in its dreams
Before too long we'll hear its song upon electric streams
Alloys gleam and scintillate in shadows cast through steel
As silence flares and blinded glares crash screaming 'round the wheel
At energies that ne'er before has man attained in flight
It's in this place the silence breaks and blindness turns to sight

Though powerful this monster is that gnaws at quarks with teeth
We're here to mend as we descend into the earth beneath
Yes powerful though fragile too: the year can take its toll
There's work to do and it's our crew that's ticking off the roll
Once in this place all that you see was filled with earth and stone
'Twas hand of man that moved the land, worked fingers to the bone
And now beneath the rolling hills a techno-forest creeps
Trees of metal without a petal stand vigil in the deeps

They start like vines winding down the walls twisting as they fall
Then to ALICE they blow a kiss and power through the hall
And branching off they wend their way into the myriad plans
For waiting there, no room to spare, they find their woven strands
The EMCal, the TPC, but species in a zoo
Their banishment, their nourishment is this symphonic stew
A symphony of blinking lights and gently roaring fans
The clustered cells like iron wells laid gently by our hands

We hurry now, there's much to do before we call it quits
We navigate the complex state and keep about our wits
Replace that card! Connect that wire! Our time is running short
But careful too 'lest through and through you overload the port!
Now input here! Now output there! Now tie these off with strings!
Our grove we tend and signals send to test a thousand things
We have a week or maybe two to ready for the run
In all that time we're quite sublime, we do this for the fun

Now all is patched and we're released, last cables have been laid
We never rested, ALICE is tested, the lights begin to fade
Once we are gone and dark returns the monster slowly wakes
Forest stirring and cavern purring all the time it takes.
Slowly stretching and reaching forth it tentatively grasps
The power threads that make its beds until its final gasps
When beam returns its senses seethe, straining like a beast
When ions fly then gleams its eye and gluts itself in feast



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Fiddler on the Roof

Thursday, April 18 - 4:00 PM

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Tickets: \$6 students and \$12 adults

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Music by Jerry Bock

Lyrics by Sheldon Harnick

Original New York stage production directed
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Produced on the New York Stage by Harold Prince

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