

SUMMER 2011

MODUS VIVENDI

A WAY OF LIFE

COMMENCEMENT 2011

FACULTY PROFILE
CINDY LONDON

LIGHT CONTINUES
TO SHINE IN KENYA

THE BEAR CREEK SCHOOL MAGAZINE





On the cover
Regan Fiske, grade 4, performs in
Shakespeare's *The Comedy of Errors* at Valley
Campus on March 25. Read more about our
school's spring performing arts events on
pages 20–21.

Photo by Sini Fernandez

This page
Will Stansell, senior, tees off on hole 11 at
Gallery Golf Club in Oak Harbor at the district
golf tournament. Bear Creek's boys golf team
went on to win the 1B/2B State Championship,
and Stansell placed sixth at the State
tournament with a two-day total of 165. See
more spring sports highlights on pages 16–17.

Photo by Cindy McCahill

Modus Vivendi Summer 2011

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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COMMENCEMENT 2011

Congratulations to the Class of 2011

Madison Marie Abraham
The University of Arizona

Jun Young Ahn
University of Illinois

Joanna Grace Benson*
Wheaton College

Mark Tyler Cheever
Montana State University

Thomas Henry Chittenden***
Carnegie Mellon University

James Piper Clough
Western Washington University

Nichole Alexandra Crews**
Baylor University

Joseph Primo Domingo‡
Northwest University

Dominique Christine DuBois***
University of Washington

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*The College of William & Mary
University of St. Andrews*

Andre Kyle Hagan
The Pennsylvania State University

Amanda Elizabeth Hammond***
University of San Diego

Anna Marie Holtzman
Whitworth University

Cameron Joseph Kesinger*
Macalester College

Erica Brit Leuenberger***‡
Baylor University

Braden Robert Maurer‡
Gap Year

Charles Gannon McCahill‡
Baylor University

Barry Richard McDonough, III
Montana State University

John Robert Mickelsen
Washington State University

Conner William Morgan‡
Western Washington University

Heather Noelani Omdal**
Wheaton College

Christopher Jeffrey Pedersen
Montana State University

Deborah Jane Odom Pereira*
University of Washington

Lucas Michael Peterson*
Whitworth University

Ashley Elizabeth Pittman
The Pennsylvania State University

Catherine Rose Pomeroy*
The University of Tennessee

Thomas James Postings*
University of Washington

Jennifer Wiley Price***
Middlebury College

Timothy Charles Ricard**
*New Mexico Institute of Mining
and Technology*

Samuel Barger Rongve‡
Western Washington University

Nigel Wenwei Saw**
University of the Pacific

Evan Davis Simpson*
University of Washington

William Bryan Stansell
Baylor University

Ryan William Strandin
Washington State University

Adelaide Annette Tillinghast*
American University

Morgan Linnea Tompkins
Washington State University

Shannon Elisabeth Walsh
Western Washington University

Jonathan Daniel White
Trinity Western University

Junwhan Yoo**
*University of California,
Los Angeles*

Miaoyi Zeng*
Manhattan School of Music

***Summa Cum Laude (3.9–4.0 GPA)

** Magna Cum Laude (3.75–3.89 GPA)

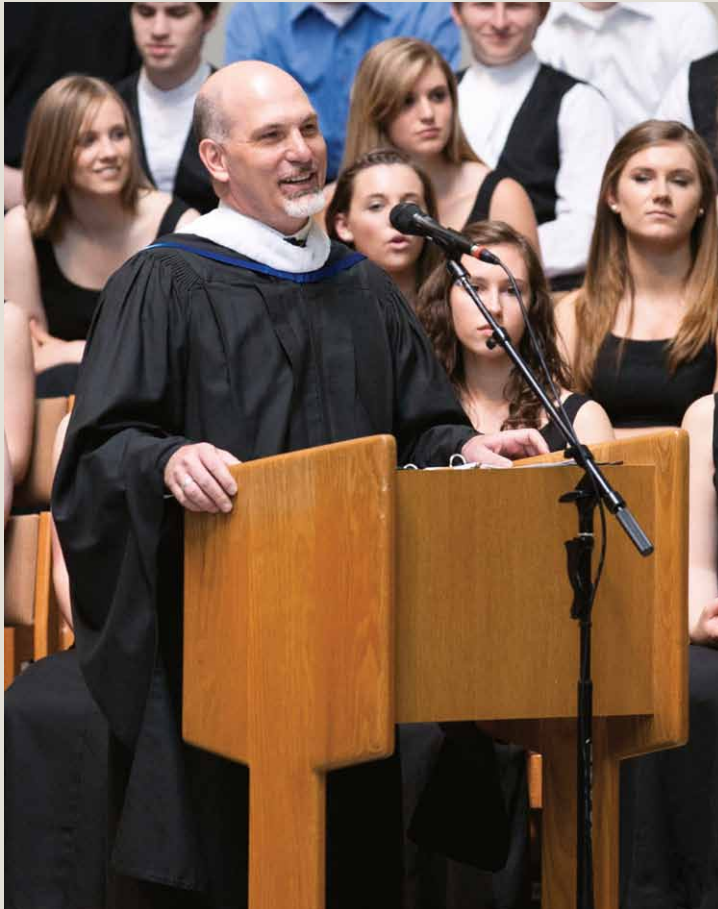
*Cum Laude (3.5–3.749 GPA)

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

Commencement photos by Nation Photography
and Roland and Sini Fernandez

Commencement Charge

By Patrick Carruth, President and Headmaster



The following is an adaptation of Mr. Carruth's 2011 commencement charge. It is a reminder of the origin and end of a Bear Creek education—to live life as a call and to translate our gifts into vocation—soli deo gloria.

Over the past few years you have grown, and I have had the joy of knowing you better. Whether sitting with Barry on the hallway couch discussing theology and high school life; crafting a fan cheer policy while discussing Nebraska football and dating with Gannon, Josh, and Chris; grappling with leadership development at 7:15 a.m. with Erica or Adelaide; kindling SEC rivalries on the West Coast with Catherine (Go Dawgs!); or analyzing music, architecture, and social media to death in JanTerm, I thank you for our time together.

So here we are, at the end and near the beginning. But as you anxiously sit, diplomas received and tassels turned, waiting to begin again, I would like to offer you a final story and a charge.

Speech recognition software never works for me. A couple of months ago I attempted a call in my car while returning from coffee with my brother. I spoke. My phone dialed. And as I glanced down at the display, I realized the name was wrong. The number it called was that of my grandmother, who had passed away years earlier. There would be no answer.

In that moment, as I was keenly reminded of my mortality, my thoughts drifted toward you and to the end of your journey at The Bear Creek School. Seeing my grandmother's name on the phone brought into sharp relief the following question, why does this all matter anyway?

T.S. Eliot answers this question at the conclusion of the poem *Hollow Men* this way: "This is how the world ends/ This is how the world ends/ Not with a bang, but a whimper." Right about now I would expect you to be wondering, why is he reading this at a commencement ceremony? If this is how the world ends, then why *does* all this matter anyway? And you would be asking a good question.

It is a profound question because you have spent the last 13 years working hard to learn, wrestling with faith, pursuing excellence, and striving to live lives of virtue and meaning, and those lines from Eliot's poem don't fit. They do not support the effort you have just made, nor the journey you will soon begin. These lines imply an answer to the question "what does it matter anyway?" with a falsehood—a lie which says it doesn't really matter and implies your work and your life is in vain.

But you know better. You know there is a God, and that He has not been silent, but has revealed Himself in His Word and His world. You know He is the source of knowledge and the end of study—*credo ut intelligam*. You know that the world is charged with the glory of Christ, that He cries over every square inch of the creation, "This is mine, this belongs to me." And that your work has meaning, and your lives have significance because of that truth.

It is our deep hope that your time at The Bear Creek School has equipped you to know that it matters because you are His. He has given each of you gifts and purpose by your very creation, and breathed meaning into every thought and every action you undertake. Rather than ending in a whimper, these years have given you a loud and confident call—a vocation—to make a difference by abiding in Christ and loving Truth, beauty, and goodness.

So graduates of the class of 2011, I leave you with this charge: Remain courageous. Abide in the Truth. Answer the call. Congratulations and well done!

Keynote Address

By Dr. Scott Dudley

When I first taught at Stanford, I gave a B+ to one of the first papers I graded, which I thought was a good grade. But Stanford is full of hyper-achieving, type-A personalities, most of whom have never seen a B in their life. So the next day the student came to my office crying. She said, "I've never gotten such a horrible grade before. My whole future is ruined. I wanted to be head of surgery at a major hospital by the time I was 30 and this ruins it." So I said, "Calm down, it's just a B+. It's a consonant. I know you've never seen one before, but it will be okay."

She had this vision for her life. Get straight As. Become head of surgery. She thought this would make her happy. Now, she was an extreme case, and I am sure none of you are that way. But her anxiety begs a question. You all are graduating. So what is it that you all are headed out to do, achieve, and become? I am sure you have been asked that question until you are sick of it. Are you going to go to college? What college? Now questions about majors and careers are important questions, and they need good answers, but I am not sure they are the most important questions. There is a mantra in our culture that we all know by heart. See if you can fill in the blanks in these sentences.

- You need to study real hard in school so that you can get good _____ (grades).
- And you need to get good grades, especially in high school, so that you can get into a good _____ (college).
- And you need to do well in college, so that when you graduate you can get a good _____ (job).

- And you need to get a good job so that you can make lots of _____ (money).

And the purpose of all of this is because we all just want to be happy. Here's a news flash: God doesn't care if we are happy or not. He cares that we have joy, which is different than happy. Happy is based on your happenings, and if your happenings do not happen to happen the way you want them to happen then happiness does not happen.

So God is not into happy. He wants us to have joy, which lasts even when things get tough. He cares that we are significant—not successful, but significant. It matters that you are here and that the world is a little bit better because you walked the planet. We become significant by participating with God in His rescue mission to the world. God has a plan to undo the damage the devil has done, to make all things new, and to bring up there, down here.

We have this interesting thing in American Christianity where we think there are sacred things and secular things. My career is secular. And then I go to church and sing songs, maybe volunteer, and that is the spiritual stuff. To God, it is all spiritual stuff. It all has a redemptive purpose. Business has a redemptive purpose as it creates employment for people and gives people opportunities to use the skills God gave them to make a difference in the world. Medicine obviously can be used as part of God's rescue mission to heal bodies, but also caring doctors and nurses who can calm people's fears and help heal their souls can be used.



Science discovers the secrets that God put into the universe. Literature helps illustrate not only what life can be like with God, but also where life leads without God. Law is ultimately about bringing justice to victims of injustice. All of it has a redemptive purpose.

When Jesus picked His disciples, He did not pick pastors. He picked people who did real work like fishermen, even tax collectors, and He said to them “You are fishermen now, but I’ll make you fishers of people.” In other words, Jesus takes our ordinary work, our majors, and our time at school, then turns it into the arena in which we partner with Him in redeeming the world. And this is where school and work get exciting. Because if the purpose of school is just to get good grades, that can lead to nervous breakdowns like the story I told you at the beginning. We become weird people—stressed out, anxious, worried.

But if the purpose of school is to be part of God’s rescue mission, then that is a bigger, more exciting vision. And by being part of this mission, I do not just mean being nicer to people. Usually we think that is what being a Christian in the workplace or at school means. I will just be nicer or maybe occasionally twist the conversation so we can bring up religion. C.S. Lewis said that every square inch and every moment is claimed by Christ, or counter-claimed by Satan. In other words, your workplace or your school is a battlefield. God has an agenda for that place, but so does Satan. You are God’s secret agent in your workplace or at school, dropped behind enemy lines to cooperate with Jesus in bringing His kingdom there. God has strategically scattered us all throughout the Eastside in schools, homes, and offices and will scatter you graduates in universities across the country. Like hundreds of antibodies in a diseased body politic, God places you where you are to partner with Him there in redeeming the world.

And this is for our own sakes, in order to avoid a life that says if I get a B+ it’s all over. In order to avoid the dull routine of just striving to get ahead and instead to live a life of adventure, wonder, and joy, we need to understand we are not just made to go to school or work and just do the routine. We were made to partner with Jesus in the making new of all things, and we will not find ultimate joy until we do that. Life becomes bigger and more exciting when it is about more than just getting good grades so you can get a good job so you can be “happy.” Because you see, ultimately that is not what we were designed to do and be.

I am not a pastor. You are not a student. You are not a widget maker. You are not a manager or a teacher. You are not a parent or a spouse. You are not a customer. You are not a consumer. You are the body of Christ. You are God’s secret agent. That’s why you are here today. That’s what you are graduating into. To participate with God in rescuing this world, in the classroom, in your major, in your career, until the kingdom of this world becomes the kingdom of our God and of His Christ. And He shall reign forever and ever and ever. Amen. That’s what you’re really headed off to do.

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Dr. Scott Dudley is Senior Pastor at First Presbyterian Church of Bellevue. He holds a Ph.D. from Stanford University in Palo Alto, California, in English Literature and a M.Div. from Princeton Theological Seminary in Princeton, New Jersey. Dr. Dudley has taught numerous writing and literature courses at Stanford University and Seattle Pacific University and speaks often at Christian conferences. Prior to accepting the call to Bellevue, he served as the college pastor and then the teaching pastor at Menlo Park Presbyterian Church in Menlo Park, California. Dr. Dudley is married to Christina and they have three children.



Commencement Address

By Rob Sorensen, Upper School History Teacher



Pondus meum amor meus; eo feror, quocumque feror.
Augustine, *Confessions* 13.9

I would also like to extend my heartfelt congratulations to the class of 2011. I don't know if you'll believe me, but I have to tell you that it has been a tremendous pleasure to serve as your class advisor this year, and I'm incredibly proud of each and every one of you. What you are celebrating today is no small thing. Graduating from high school is one of the first great milestones that you will pass in your life's journey. As you leave your Bear Creek years behind you, your lives will change, and I suspect that the changes that await you will be more significant than you may expect. Some of these changes will be welcome ones—I'm sure that very few of you will miss the khakis and sweater-vests too much. Other changes you will be less enthusiastic about. I know, for instance, that you will all miss me dramatically. More significantly, most of you will be leaving the comfort and security of the family home for college. For probably the first time in your lives, you will enter the adult world, with all of its privileges and responsibilities. Now, I suspect that from where you're sitting today, this sounds like a pretty fantastic thing! Don't get me wrong the adult world has its charms but I should tell you that being an adult is far more challenging than it might seem.

You see, becoming an adult is not something that just happens to you as you grow older. It is entirely possible to grow old without ever developing real maturity—in fact, this kind of thing happens quite often in contemporary society. This is why we are constantly bombarded with the Charlie Sheens and Lindsay Lohans who, although they get older, never seem to really grow up. It's easy to remain permanently immature, but you have to work at becoming an adult. And it's hard work. In fact, becoming an adult—a fully

mature human being—is one of the most difficult things in the world, but it is also the only thing that will ever really fulfill you.

This is what the classical education, which you have experienced at Bear Creek, seeks to prepare you for. We don't teach you all to read Shakespeare or to calculate the volume of a sphere because we think you'll need these particular bits of data. We teach you these things because knowing them helps to make you more fully human, and they are tools with which you can grow into the fully mature person that God intends you to be.

So today I want to talk about the concept of growing up. To borrow a metaphor from Aristotle, an acorn was designed to grow into an oak tree and each of you was designed to eventually become a fully mature adult. Just like we'd think something was wrong if an acorn did not grow into a majestic oak tree but instead turned into a twisted, stunted, leafless stump, it is a serious problem if a child doesn't grow into a mature adult. The difference between us and the acorn is that we humans do not automatically live up to our potential. This is because God has granted us free will—which includes, unfortunately, the freedom to destroy ourselves. This freedom is what the great Italian humanist Pico della Mirandola claimed as the highest dignity of humanity:

All other things have a limited and fixed nature prescribed and bounded by our laws. You, with no limit or no bound, may choose for yourself the limits and bounds of your nature. . . . We have made you . . . with free choice and dignity, [so that] you may fashion yourself into whatever form you choose. To you is granted the power of degrading yourself into the lower forms of life, the beasts, and to you is granted the power, contained in your intellect and judgment, to be reborn into the higher forms, the divine.¹

Now I don't know that I agree with all of the nuances of Pico's neo-Platonism, but I do think that there is a key truth here. God has created you for a purpose—there is a person who God intends you to be. But it also takes work on your part to become that person, and it is possible that you will become a quite different sort of person if you make a different set of choices. To a large extent, your high school education has been training—we have tried to give you the tools to make wise choices. It is now our duty to let you go—to push you from the nest, so to speak—so that you can make your own choices.

I can't help, though, but to leave you with a couple of last pieces of advice. Many people go off to college hoping to find themselves—to discover something about who they really are. I'd like to make a couple of suggestions about how to 'find yourself' in college.

The first is this: who you are depends upon what you love. St. Augustine suggested that, deep down, human beings are not fundamentally defined as creatures who think or who believe, but

¹ *Oration on the Dignity of Man* 6

as creatures who love. God created us to love—and He created us to love Him. The problem is that we do not always direct that love properly. The philosopher Jamie Smith puts it this way:

What distinguishes us . . . is not whether we love, but what we love. At the heart of our being is a kind of ‘love pump’ that can never be turned off—not even by sin or the Fall; rather, the effect of sin on our love pump is to knock it off kilter, misdirecting it and getting it aimed at the wrong things.²

And there are all kinds of things that call out for our love, all of which delude us into thinking that they can make us happy. Perhaps the most pertinent example here is alcohol and drugs. These things seem, at first, to offer happiness. But in the end, not only do they not give us the happiness that we seek, they trap us in a downward spiral of addiction. What you may not fully recognize, though, is that all vices—all sins—are a kind of addiction. Pride, gluttony, materialism, sexual indulgence—they all promise happiness, but can’t deliver and, if we indulge in them, they ultimately trap us. We try to fill our desire for eternal love with temporal things. The only thing that will ultimately give you true happiness is to direct your love towards God, who created us for Himself. ‘Our hearts are restless,’ says St. Augustine, ‘until they find their rest in God.’ It is only at this point—when our ultimate love is properly directed towards God—that we can really enjoy temporary, earthly goods.

My second piece of advice is that you need heroes. This is not a popular suggestion in the contemporary world—we want to do things for ourselves and are uncomfortable with the idea that some people possess an excellence that is worthy of admiration and imitation. We have a tendency to tear down our heroes, to gleefully point out their flaws. But the only way to learn how to be fully human is to observe and mimic those who do it well. This is why everybody needs heroes, both those whom we know personally and those whom we only know through books. You probably are all well aware of some of my personal heroes: Martin Luther, the theologian Dietrich Bonhoeffer, Jim Henson, who created the Muppets, the guy who invented the jelly donut. And I have more. Why is it that I admire these men? I know they’re not perfect. I remember at one point telling an acquaintance about my respect for Luther. He replied that Luther wasn’t a good hero, because he had said ugly things about the Jews. I know this, and although I don’t approve of Luther’s anti-Semitic comments, I can still admire him as a courageous reformer and profound theologian. So even though my heroes are imperfect, each of them, to some extent and in some ways, lived their lives in a way that I want to model. We all need to have lives lived out for us in practice, in a way that we can observe and imitate. St. Paul recognized this to be the case when he wrote to the Corinthians that they should ‘be imitators of me as I am of Christ.’³ Paul knew that the lived example was more powerful than abstract theology.

Heroes also don’t have to be distant historical figures or persons of tremendous worldwide impact. Often some of the

people who surround you are excellent heroes. For me, it has been an incredible privilege to work at Bear Creek with some talented, godly men and women who have modeled for me what it is like to be a Christian teacher.

I want to conclude by telling you a little bit about another one of my heroes—one who you probably don’t know about. Paul was my mentor when I was in high school. He was in his early twenties at the time, so not a great deal older than I was, but he worked as one of the youth leaders at my church. My friends and I would spend evenings at Paul’s apartment, drinking Mountain Dew and talking about music, theology, and girls. By an odd coincidence, we drove the same car—a Chevy Vega. Paul was good with tools and taught me how to keep the darn thing running (at least reasonably well). Paul would keep a toolbox in his car, and when he saw stranded motorists on the side of the road, he would always pull over and try to help them get their car running again. It was Paul who taught me to play the guitar and it was Paul who encouraged me to pursue an intellectual career. He saw something in me that, as a high school kid, I didn’t fully recognize about myself. I knew Paul relatively well and I knew that he had flaws—but I also knew that he lived the kind of Christian life that I wanted for myself and so he became an important role model for me.

About seven years ago, when he was about the age that I am now, Paul died of cancer. This was shortly before my son, Paul, was born—hence his name. I remember talking with some of my friends from high school at Paul’s memorial service. I said that one of my greatest hopes as a teacher was that I could be, for at least a few of my students, the sort of role model that Paul had been for me.

This brings me to a final, important point about heroes. I sincerely hope that each of you has heroes—both figures from history and literature, as well as people whom you know personally. But I also encourage you to be heroes to those who follow after you. You see, this whole learning to be human is really a big chain. We learn it from those who come before us, but we teach it to those who come after us. Nothing could make me prouder—as your teacher—than if some of you would pass along the lessons you have learned from me to others.

I would like to conclude today with an exhortation from the epistle to the Hebrews. The author of Hebrews spends chapter eleven listing out various heroes of the faith—giving his readers examples of those who achieved great things through faith. He then says:

Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight, and sin which clings so closely, and let us run with perseverance the race that is set before us, looking to Jesus the pioneer and perfecter of our faith, who for the joy that was set before Him endured the cross, despising the shame, and is seated at the right hand of the throne of God.⁴

This is my hope for you all. Thank you and congratulations.

² J. K. A. Smith, *Desiring the Kingdom: Worship, Worldview, and Cultural Formation* (Grand Rapids: Baker Academic, 2009), 52.

³ I Corinthians 11:1 RSV

⁴ Hebrews 12:1–2 RSV

Student Speeches



Abigail Gomulkiewicz

Today, I am very different from the little girl who walked into The Bear Creek School thirteen years ago. For one thing, I am not styling that oh-so-fashionable short haircut or wearing that adorable red plaid jumper. Nor, in fact, do I now use a rolling princess backpack or take my lunch to school in a Barney lunch pail. Although these external markers of my childhood have changed as I have grown through Lower School, Middle School, and Upper School, the most significant changes are inside of me.

Without knowing it, I walked into The Bear Creek School, in the words of John Locke, as pretty much a *tabula rasa* or “blank slate.” Yes, I had the important influence of my parents, but few other marks, lines, or colors had yet appeared on the blank canvas that was me. But, I was ready to be changed, shaded, and colored. That is where The Bear Creek School found me. It could see my potential and the potential of each one of us, and it believed, as did my parents, that God had plans for me. Bear Creek believed in the “final product” even before the first mark had been made

or color added. It could look beyond the struggling kindergarten reader, the sometimes awkward Middle Schooler, and the often overly busy Upper Schooler to see the potential in each one of us.

Bear Creek has given us the tools to become the painters of our lives: the ability to realize God’s plan and His path for each of us. My blank slate of thirteen years ago has been filled with the colors of my life. From every Mothers Tea, to the eighth grade trip and the Homecoming dances, and every pig dissection or Sorensen antic—these are the moments and people who made their mark, added to the painting, and changed me. I hope that during my time here, I did the same for others.

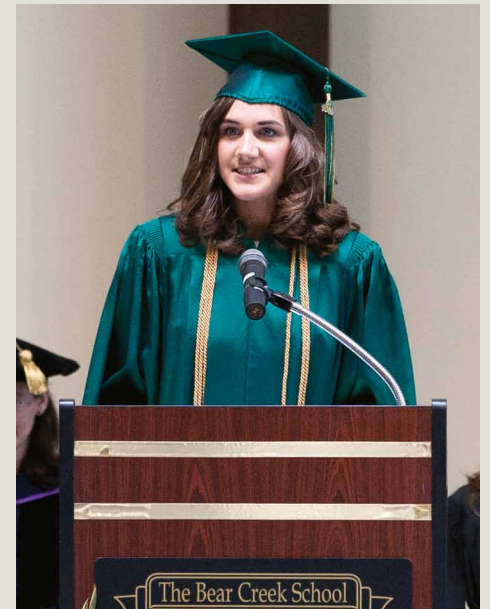
However, our tasks are not yet finished and our pictures are not yet complete. Shortly, new colors will be added to the slates of our lives; we will head off to college and become even more the person God intends. Although we began as blank slates, we are reminded of, and can take comfort in, Jeremiah 29:11 “For I know the plans that I have for you, declares the Lord, plans of peace and not evil, to give you a future and, a hope.”

Seniors: we are God’s master works of art; now, let us become God’s master workers. My fellow classmates, our lives lie before us, and although time and place may change, I hope we never forget the foundation given to us by The Bear Creek School for creating the masterpiece of our lives.

This gift is one entrusted to us not just for ourselves, but for the world. Looking forward, we must always share this with our family, community, church, country, and world. We may feel, at times, like we are only small individuals, but this gift presents an opportunity for God’s light to shine, for His work to be done, and other masterpieces of God’s creation to be revealed.

Dominique DuBois

When I initially came to Bear Creek in fourth grade, it was my first year attending school in the United States. Having studied at international schools, I had met people from all over the world: Japan, England, Australia, China, even Iran. So when I entered Mrs. Miles’ class at Woodinville Campus, to me, everyone looked the same, and not just because of their uniforms. Many had attended this school from the beginning, playing sports and learning cursive, and the farthest most seemed to have traveled was Canada. They were not like the friends I had just been separated from.



Although it took some time to adjust, I eventually made Bear Creek my home. I learned that Bear Creekers are just as diverse as the students I met overseas, even if it wasn’t because of their nationality. They didn’t come from as many countries, but they were still intelligent and talented. They all had the same accent but different ideas, the same background but different interests, the same appearance but different talents. It is this rich tapestry of individualism, this freedom to be unique that has made Bear Creek so special.

At Bear Creek, we are all nerdy in our own special way, and that is part of what

makes us diverse. This love for learning is modeled by our teachers. Mr. Sorensen doesn't only teach history, he wears it. And Mrs. Dunn rejoices in God's creation of simple, single-celled organisms. This passion is infectious. Nowhere else can I find people discussing biology terms with as much enthusiasm as Deb or people singing Disney songs as shamelessly as Kira. While Ryan finds joy on the basketball court, Cameron makes his home in debate, and Tommy is a pure genius in everything, including hacking into cell phones.

Together we are strong—strong because many diverse ideas contributing toward an end are better than one idea shared by many. Because of this multiplicity of talents at Bear Creek, I have learned that I don't need to be like anyone else. I don't have to play a part in drama's *Alice* or be a cheerleader doing stunts in the gym; I can find joy in my own activities and still be accepted and still serve our Lord. Just as it says in 1 Peter chapter 4, we each will use whatever gift we receive to serve God. These gifts are our diversity.

When I go off to college next year, I will miss the individuality allowed and promoted at this school. My definition of diversity doesn't stop with skin color and nationality; it includes a person's interests and the passions which draw other people to them. As a class, I know that each of us has been blessed with our own individual strengths. And as we disperse, if we have confidence in who we are and our ability to bring our unique gifts, then no matter where we go, we *will* fit in.

Erica Leuenberger

Thirteen chapters. Thirteen years. That's how many years I have spent at Bear Creek. Bear Creek entered my story in kindergarten, chapter one. The setting was a church in Woodinville, with many boys in blue chino pants with hair smartly slicked to the side and little girls with bouncy curls in plaid kilts, I mean skirts, all running to find which portable their class was in. As a kindergartener I was in the church, and I walked into Mrs. Erickson's classroom and took my seat on that blue and red carpet

with the yellow circle of numbers. Thus the story begins: an exuberant five-year-old with a bowl cut (which my mother *still* tells me was cute at the time and was not cute *ever*), clutching a black velvet lunchbox, wearing clunky Doc Martens. That year we put on our first play—little kids playing dress up in the spotlight for parents, a habit I never broke.

In the second chapter at Bear Creek, we moved downstairs to the lower level of the church. This was my last year at Woodinville Campus, saying goodbye to the giant tires on the playground.

The rest of the Lower School chapters passed at Redmond Campus and were filled with animal reports, state projects on the 50 nifty United States, president reports, art fairs, science fairs, book fairs, and recess. The really big events in Lower School were marked by the days we got to order the giant poster board (in blue or green or black) and proudly carry it home to Mom and Dad.

Now comes the big one, my Middle School chapters. We moved up to the big kids hallway for seventh grade and had real lockers and moved around for all of our classes and everywhere you looked—braces. Classes were segregated, which is something that we never completely outgrew since we still sit by gender on our own even now. I mostly remember Middle



School as a horrifically awkward time, and I'm not sure I fully got over that. Middle School was a time of experimenting with hair styles, wobbling around in heels, wearing way too much eyeliner, and always making sure there was a circle somewhere to stand in at break and talk. And so these chapters passed in pained awkwardness, a priceless almanac of life lessons. The social lessons were complemented by actual academic lessons; none of us are going to forget Mr. Pohlman's history class anytime soon (tip that I learned: if you wanted him to give your papers back in a respectable time from the due date, bribing him with brownies worked) and nobody will forget solving a murder in Mrs. Brown's science class.

The next chapter marks the beginning of my freshman year when we had to share lockers, which meant when guys asked girls to Homecoming and set it up in her locker but forgot to include a name, it got a little awkward. Because the last four chapters are the most recent in my story, they are obviously the most memorable for me, but when I look at who I have become, it's not just high school that has shaped me.

Today, I am graduating from Bear Creek. I am not just leaving the last four chapters, but also the nine before that. I am not just saying goodbye to the hallways I have been pushed and jostled through, the bathrooms that kept secrets when I cried, the Commons that held my first dance, first play, and first cafeteria meal. I am also saying goodbye to Mathblaster and Mavis Beacon, playing whiffle ball at recess, competing for AR points in the library, and Walk-a-thonning in the rain. I arrived a strange little five-year-old, a lump waiting to be molded through time and experience, and today I leave, as a strange little seventeen-year-old who has been tested by Bear Creek's rigorous training and has passed. The green and gold will stay stamped on my pages for days to come, forever linking me to the rest of the students on this stage. And when I see a clock tick to 2:55 p.m. on a Friday, I will smile to myself and think of us, knowing it takes one of us to understand what this journey has really meant.

Gannon McCahill

If I could narrow down my experience at Bear Creek to one word, it would be “choice.” We all have a choice to do our best; we all have a choice to make the most of what we are given, and we all have a choice to reach for greatness. Our lengthy trek has brought us to a point where our futures knock at the door. Now is our opportunity to answer. If I could narrow down my experience in each grade to one word, it would be these.

Kindergarten: friendship. The beginning of it all: my first day in the blue pants, white polo, and sweater vest. New friends, new school, new educational experience, and all eyes focused on the bright future ahead.

First Grade: obedience. Learning about the solar system, traveling to Pioneer Farms, and getting to know for the first time that little boys are not permitted to hit little girls over the head with lunch boxes. Consider that lesson learned.

Second Grade: cheerfulness. I will never forget the excitement of walking into the new Redmond Campus for the first time. The size of the building was eye-opening for me. Reading novels on our own and memorizing lengthy lines for the puppet show took what seemed to be an eternity.

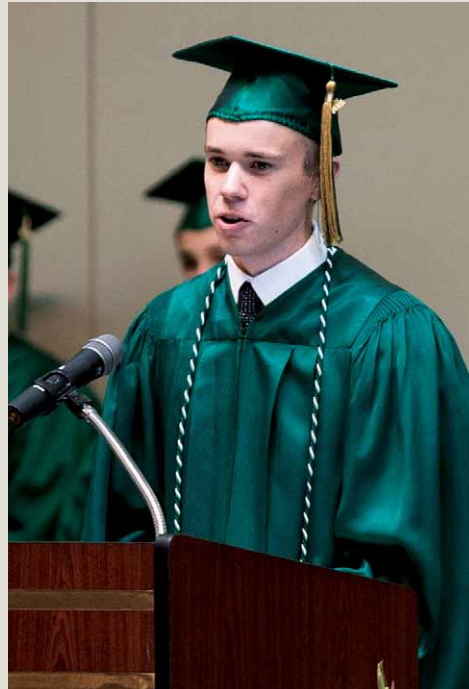
Third Grade: hard work. Up until this point, spelling tests, poem and verse memorization, and a little bit of reading was about all the homework I had. Third grade meant writing research papers about the state of Massachusetts, writing and displaying a presentation on the eastern chipmunk, and learning about the complexity of God’s creation. All thrilling experiences, but ever-so difficult.

Fourth Grade: peacefulness. Report cards were always fun for me because they meant that my parents would be overly enthusiastic about how many pluses I had received. But fourth grade introduced my personal favorite grading system, letter grades. The feeling you get inside after putting in a yeoman’s effort and receiving an unmatched reward.

Fifth Grade: reverence. For the first time, we started to dig deeper into

the intricate thoughts of the world and religion. As our horizons began to expand, the physical side of learning such as outdoor education and the science fair reinforced thoughts that were preparing to blossom in our minds.

Sixth Grade: generosity. In case you were wondering, we were it. The top of the world. We were the best, the coolest, the leaders of the entire Lower School. It was all about us at first, but we soon learned that when we spent time with younger students, important relationships would form that would last for years.



Seventh Grade: change. Gentlemen had the pleasure of saying goodbye to the ladies, for a time. We learned to adjust to seven periods and seven new teachers. Different teaching styles and school sports came on the radar, so we all had to depend on one another as we ventured through a new chapter of our lives.

Eighth Grade: spirit of adventure. We started and ended the year circumnavigating the state of Washington on the Grade 8 Trip. In between, lessons in literature, geography, and culture broadened our perspective. As expectations increased, it became clear that none of us could make it on our own, and we prepared for the long stretch of Bear Creek Upper School academics.

Ninth Grade: bravery. Walking into soccer practice on the first day was quite the experience. Several freshmen thought they had a shot to make the varsity team, but we were going to have to prove ourselves. A ball rolled a few feet in front of me and I charged at it, only to be plowed over by a senior boy who was more than twice my size. I got up and expected some praise, but I realized that sometimes you have to take the hit, get back up, and keep running regardless of any recognition you may receive. The classroom was no easy trot either. Having multiple essays due in a week and pushing hard to make deadlines forced all of us to keep up and never get behind.

Tenth Grade: unity. Friends moved on, but the hearty bunch remained bonded together, re-formed friendships, and committed to each other’s success. We developed a deeper work ethic, excitement for the future, and a willingness to give it our all.

Eleventh Grade: loyalty. We were given warnings that this year would be tough. I am not alone in saying that the admonitions we received did not do it justice. Our soccer team entered the season with small expectations and ended up forging a tight brotherhood that took us all the way to the State championship game. Trying to stay focused on academics at school became hard as our focus began to shift to college. We all turned to each other in times of weakness and received encouragement from our faculty whenever we needed it.

Twelfth Grade: self-control. The college search, lots of closure, lasting memories, and a dash to the finish. Finally winning a team state golf title, and doing it in crushing fashion, was gratifying. “I’m so ready to go,” is a phrase muttered by graduating students everywhere. Then it is June. School is done. Capstone projects are complete. Life from here on will be demanding no matter where we end up. But if we dedicate ourselves with the same valor and determination that has gotten us to this place today, we can achieve greatness.



Jenny Price

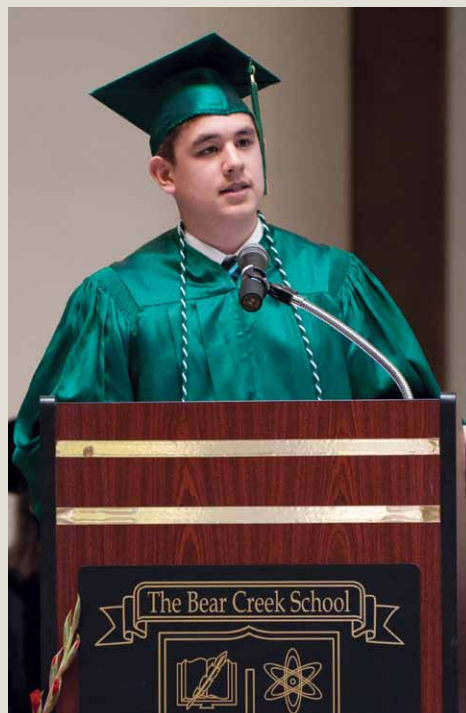
Upon entering high school, I read a quote by Nelson Mandela that says, “There is nothing like returning to a place that remains unchanged, to find the ways in which you yourself have altered.” Having spent the last ten years of my life at Bear Creek, a place that has not changed greatly in appearance, I am able to see clearly how I have grown over the years with respect to my school.

When I came to Bear Creek in grade 3, I thought I already knew just about everything there was to know about life. I believed I had tasted everything the world had to offer. Little did I know that I was in the midst of the slow process of leaving my protected and innocent childhood behind me and discovering the world for what it truly is: both painful and beautiful.

When I look back on each year spent at Bear Creek, I see a different girl walking through its hallways. Every year is filled with its own memories, its own lessons learned, and its own discoveries. Each year is also filled with its own hurts. As a freshman I was lonely and fearful—all too often I defined myself by my grades, by how good I was at sports, or by others’ opinions of me. In the midst of that time in which I lacked self-confidence, I once again believed that this time I had the world completely figured out. This belief

left me hopeless as I looked at myself with dislike, not trusting in the hope that things would change with time. Now, looking back from the end of my senior year, I can see clearly that I was wrong again—it turns out I didn’t know everything as a freshman in high school.

I used to believe that my success was defined by meeting others’ expectations. It wasn’t until I was given the opportunity to explore, in depth, my passion for music through my senior project that I came to understand that success should be measured by my own standards and expectations. I am overcome with wonder and joy when I reflect on the journey that has led me to hope more than I have ever had reason to hope before. So while I am by no means free of my current fears and self-doubts, I find hope in knowing that I, in fact, don’t know everything. I’m excited for the personal growth as well as the clearer perspective that await me as I move into the next chapter of my life!



Joey Domingo

Time is something that I will never have enough of. I cannot buy it, I cannot rediscover it once it has disappeared, and I will never be able to earn it back. Kindergarten, what an experience! I lost

my first tooth; I performed in my first school play running across the stage yelling “Monday! Monday! Make way for Monday!” and I did not get to share my pet frog at show-and-tell because my little brother stuffed it down the bathroom sink. In grade 2, we moved into a magnificent building, and I felt like I was going to a different school. There were new hallways, a big clock at the front of the school, tons of new faces. When Middle School visit day came, I bought as much cafeteria food as I could. In grade 8, I had seven teachers, and each day in Mr. Davison’s class we went off-topic talking about paintball or Kendo. By grade 9, we went to State in soccer, and I saw the class of 2008 as some of the coolest seniors. Now I am that senior, in a cap and gown, trying to buy back my time. I am standing on stage missing my Lower School playground days. I am dreaming of the *Blackout!* social in grade 7. I am savoring the great time I had in cheer this year. I am wishing that I could be in front of Chapel one last time.

I am really going to miss Bear Creek. It will be different to go off to college. There will not be many familiar faces at first, I will not know my professors, and I will pass by some people and never learn their names. But I have never been more excited in my life. I am ready to go on an adventure and explore the world that God has set out before me. My fellow classmates and I who stand on this stage with me are ready for the adventures and challenges that only life can throw at us. We have each experienced heartache and we have gained great friendships. We have had failure and success. So, in our caps and gowns, we remember yesterday, but charge forward into tomorrow because we are ready. When we come back in ten years, all dressed in our LPFC T-shirts, we will remember what happened yesterday with the Icebreakers and Winter Blast. We will remember today—this graduation ceremony. We will reflect on the legacy that we left on this school and the impact we had in each other’s lives. But today we move forward. So seize the day class of 2011. Seize the day.

Kira Geiger

One bright day in 2011,
A fervent plea went up to heaven.
“Something has gone very wrong,
and I just can’t take it for long!”
Mrs. Beman opened her eyes
And hoped that she’d soon be made wise.

Suddenly, Miss Fletcher came to her door
And said, “There’s a man who’ll be here at four.
He said his name was Doctor Smith,
Apparently he’s experienced in cases like this.”
True to his word, the doctor appeared,
And to her tale gave a careful ear.

“I don’t know how it got here,
It must be some kind of disease.
It’s only the seniors of this year,
And it’s spreading faster than fleas!”
“Tell me more,” Dr. Smith said in a nervous tone,
“I’m afraid I might know where this will go.”

“Well,” she began, “in Middle School,
It was never quite *this* bad.
They played Zap and tried to be cool,
But at least once a day they’d be glad!
In ninth grade, Homecoming caused drama,
And Tolo, and the spring social...
(Well, everything really).

But they still delighted in their little hearts
With Mrs. Tasche’s homework sticker charts!
As sophomores, they thought they were the lazy “bum” group,
They had some meetings to try and recoup.
But even when labeled “the apathetic class,”
They didn’t treat homework like eating ground glass!

They rallied as juniors, they fought hard and won,
At the Homecoming games, they beat the seniors by a ton!
And though their work load was insane (inhumane?),
They didn’t have to be kept in class with a ball and chain!
The year they’d lived for started with a great semester,
Aside from the startlingly intense Icebreaker.



They studiously applied to college,
While continuing to fill their heads with knowledge.
They brainstormed and stressed
And hoped and guessed;
And soon, it all came alive:
The first letters back began to arrive.

There were tears and cheers and Facebook posts,
Waitlists and maybes and yeses and nos.
It was when they started deciding to go—
Yes! Then our problem began to grow!
They're always late, lured by no bait,

Their grades are quite atrocious!
Their IQs are down by 92,
They are no longer precocious!
They sleep in school, and, as a rule,
Seem to depend on Starbucks.

They don't want to wear the correct uniform,
Their backpacks are left in the car and forlorn,
They leave to get lunch, and have trouble coming back,
For creative excuses, they should get a plaque;
This behavior has suddenly become the norm,
And it's worse, worse by *far*, on days that are warm!"

By this time, some teachers had stopped in to see
If the doctor could diagnose this absurdity.
While he thought in silence, some of them stated
Their thoughts on the problem and how to eliminate it.
"It's those academics!" cried Mrs. L,
"If they got to, say, *dance*, they'd all be quite well!"

"Have a chair," said a man with an excellent 'stache,
"I know how to make this go away in a flash!
I've got the solution to make this all stop:
Just give each of them a lollipop!"
Mr. Prokopchuk begged, "Let's fix it today!
It's almost all seniors in Basic Math...eh?"

But then Dr. Smith decided to speak,
As the color faded from his rosy cheek.
His face was long, his eyes were grave:
"I think I know what these kids crave.
I just don't know a way to fight this...
Yes, I'm afraid it's SENIORITIS!"

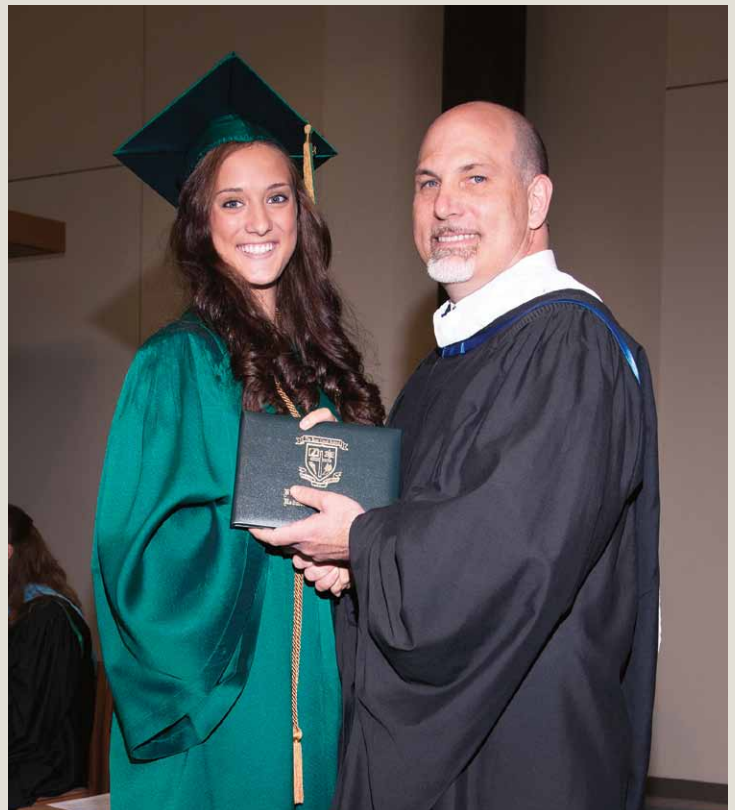
A startled gasp escaped the crowd,
And hopelessness settled in like a cloud.
Then with conviction, dutifully
A woman (with scarf tied beautifully)
Said, "Oh, dear silly Dr. Smith,
Senioritis is just a myth!"

He nodded, saying,
"But, a very dangerous one.
Let's see how quick I can get this done!"
He gathered the seniors together and said,
"You know that if you keep this up,
We'll have to keep you here.
I'm sure you're thrilled for high school
To last another year!"

Instantly, they straightened;
Their eyes opened and shined;
As one, they opened wide their mouths,
And together loudly chimed:
"We promise we will work real hard,
And never again be late;
We'll remember all you taught us
And one day be famous and great.

We will keep up a passion for life
That nothing can abate;
We'll lead our lives exemplary,
So no one can debate.
We'll learn and grow
And remember and know
And try and fly
And live and thrive—

If you'll just let us graduate!"



Spring Sports 2011

With drenching track meets and golf matches and frequently rained out tennis matches and baseball games, the Grizzlies competed resiliently and enjoyed success on the court, track, field, and green.

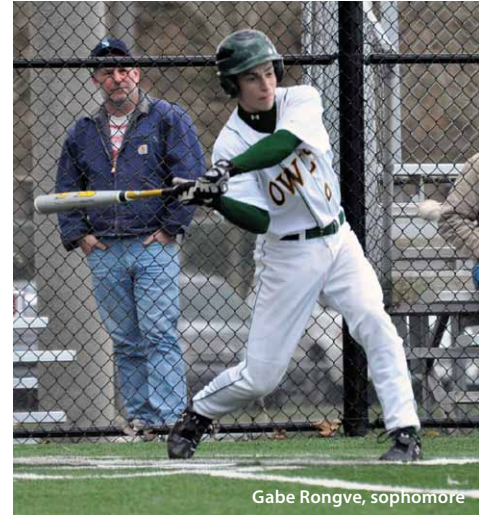
Baseball

The “Growls” baseball team (a combined team of Bear Creek Grizzlies and Overlake Owls) had a fantastic season, ultimately falling one game short of winning the Emerald City League Championship and moving on to the district tournament. The team finished with an overall record of 12–7 (9–3 in league.) Senior Lucas Peterson led the team with a .518 hitting average and earned all-league honors. Peterson was also invited to play in the Westside all-state consideration game. Junior Aaron DiGenova was a huge contributor, hitting .414 and leading the team with nine steals during the course of the season. Senior Chris Pedersen also had a strong season, batting .313 with a .500 on-base percentage and low strikeout ratio of 5%.

Track & Field

Eighteen Bear Creek athletes placed in the top four at the Sea-Tac League Championships to advance to the district track meet. Seven of the sixteen Bear Creek athletes who qualified for the State championship meet won Sea-King District 2 Championships: Morgan Rial, 400M, junior Joy Twentyman, 3200M, junior Madelyn Magee, high jump, and senior Josh Firminger, junior Lucas Fernandez, junior Mark Phillips, senior Nigel Saw, boys 400M relay. Rial's time of 60.69 set a new school record in the 400M.

At the 2B State Track & Field Championships, the Grizzlies came home with plenty of medals, including a second consecutive State Championship in the high jump from Magee. Magee jumped 5'8"; the highest of any girl in any classification at a state championship meet this year. Firminger took second place in the 400M, eighth place in the 200M, and fifth place in the 400M relay along with teammates Saw, Fernandez, and Phillips. The boys 400M relay team set a new school record, 45.41, in their preliminary race at the State meet. Rial placed third in the 400M, seventh in the 200M, and third in the 400M relay along with junior class teammates Elizabeth Fernandez, Danielle Isbell, and Halle Coleman. At the conclusion of the season, the Redmond Reporter named Morgan Rial Female Athlete of the Year for her accomplishments in soccer, basketball, and on the track. Coach Wright was named Sea-Tac 2B Boys Track Coach of the Year.



Aaron DiGenova, junior, at bat in a late March game against Kalama High School.



400M relay team members Nigel Saw, senior, Mark Phillips, junior, Josh Firminger, senior, and Lucas Fernandez, junior, pose with their fifth place medals at the 2B State Championships.



Above: Morgan Rial, junior, starts the 400M race at the 2B State Championships.

Left: Madelyn Magee, junior, clears 5'8" at the 2B State Track & Field Championship Meet at Eastern Washington University in Cheney.

Golf

This spring the Bear Creek boys golf team successfully completed a “title sweep,” winning a League Championship, District Championship, and a 2B State Championship! Senior Will Stansell led the Grizzlies with rounds of 79 and 86 at State, placing sixth overall, followed by senior Gannon McCahill who shot an 82/86, placing eighth. Sophomore Ricky Olson and junior Jake Imam also contributed team points, placing 17th and 20th respectively in a field of 80 boys. Senior Conner Morgan also participated in the State tournament. At the end of the two-day tournament, the Grizzlies finished with 111 team points, beating out DeSales High School who finished with 82 points. Coach Cheever was named 2011 Washington State Coaches Association Boys Golf Coach of the Year.

On the girls golf team, sophomore Morgan Cadigan finished a strong season, placing second at league, third at districts, and sixth at the State tournament with rounds of 89 and 93.



Boys varsity golf team members, Gannon McCahill, Will Stansell, and Conner Morgan, seniors, Jake Imam, junior, and Ricky Olson, sophomore, pose with their State Championship trophy.



Jenny Price, senior, playing in the 1A/2B/1B Tri-District Tennis Tournament at Amy Yee Tennis Center in Seattle.

Tennis

The girls and boys tennis regular season culminated in May at the Emerald City League Tennis Championships at the Amy Yee Tennis Center. Several Grizzlies represented Bear Creek and battled their way through the tournament. Seniors Jenny Price and Amy Hammond both won their first singles match and moved on to the second round. Jenny Price ultimately advanced onto the district tournament, earning first team all-league honors along the way.



Morgan Cadigan, sophomore, tees off at the 1B/2B State Championship Golf Tournament at Meadow Park Golf Course in Lakewood.

Coach of the Year

Some of the success of our Grizzlies sports teams can be attributed to the high caliber coaches who pour their passion for their sport into the Bear Creek athletics program. During the 2011–2012 school year, Bear Creek coaches were recognized for their efforts by several organizations across the state.

The Sea-Tac 2B League recognized the following Bear Creek varsity coaches with the Coach of the Year award:

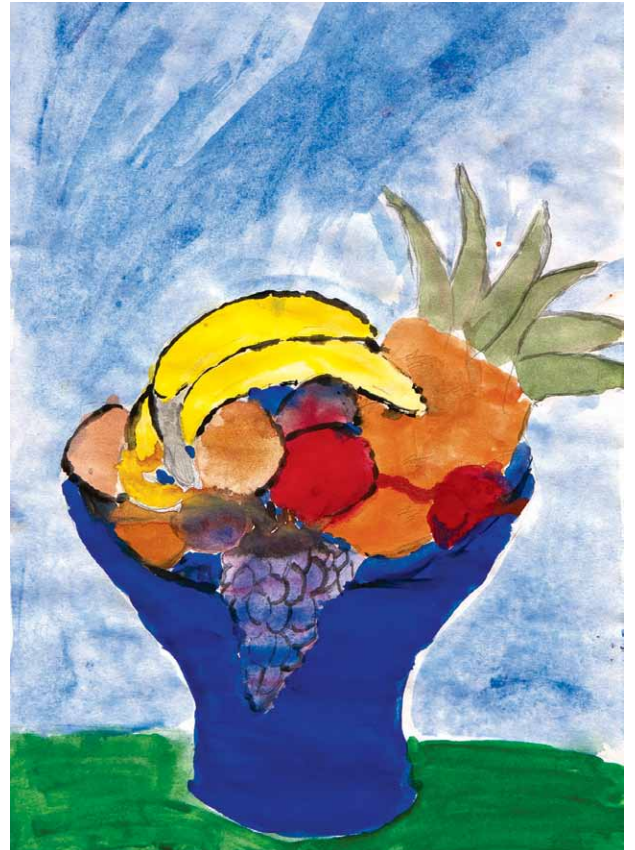
- Sherrie Brown–volleyball
- Kailee Blankenship–girls soccer
- Scott Moe–boys basketball
- Greg Cheever–girls basketball
- Scott Wright–boys track & field

Additionally, Coach Brown was selected to coach at the 1B/2B All-State volleyball match by the Washington State Volleyball Coaches Association. Coach Moe was named Washington Interscholastic Basketball Coaches Association 2B Coach of the Year and invited to coach the 1B/2B All-State basketball game.

Finally, in addition to receiving honors as our new girls varsity basketball coach, Coach Cheever was also named Boys Golf Coach of the Year by the Washington State Coaches Association after leading the boys golf team to a State Championship.

Gallery

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.

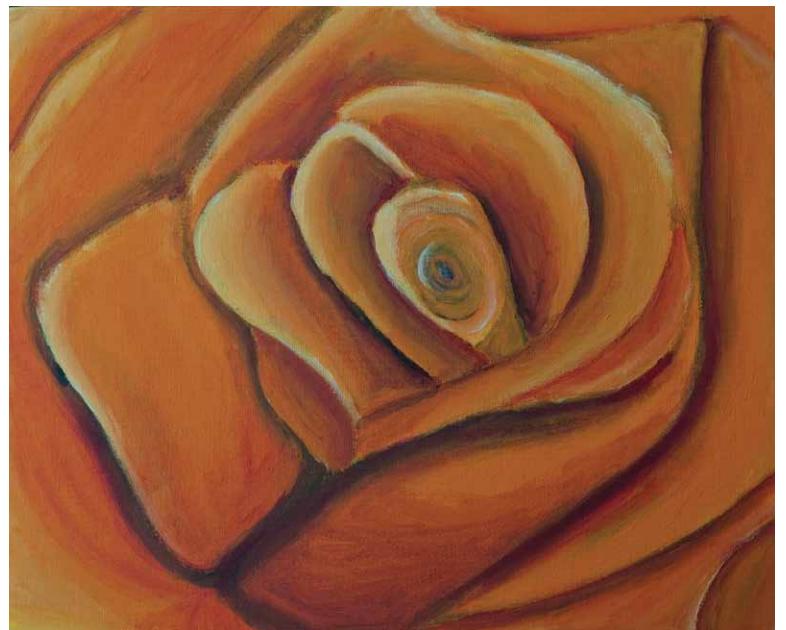


Clockwise from top:
Michael Heddenhausen
Grade 6
Perspective
Water color

Alexander Clark
Kindergarten
Drawing from observation,
filling the whole paper
Water color

Jack Johanneson
Grade 5
Still life
Tempera paint

Edward Button
Grade 4
Toucans-mixing colors,
tints and shades
Tempera paint



Clockwise from top left:
Stacy Maier
Sophomore
Pen pointillism

Miles Kim
Freshman
Self portrait

Alex Eppenauer
Freshman
Acrylic value painting

Allison Pae
Grade 2
Free flowing lines
Tempera paint

Julia Scambray
Grade 8
Acrylic value painting

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 fruits of all that practice and learning come together to be outwardly expressed with precision and confidence, exemplifying the rhetoric stage of learning.

The Merchant of Venice and The Comedy of Errors

March 24 & 25, 2011

This year the grade 4 students continued the tradition of performing a Shakespeare play. Friends and family were entertained with *The Comedy of Errors* performed by the Valley Campus students while the Redmond Campus students performed *The Merchant of Venice*. The production of a Shakespeare play has long been a staple of the grade 4 curriculum at Bear Creek. Each student receives a role, and rehearsals begin shortly after Christmas break. Students work diligently with their teacher-directors to memorize lines and learn to express themselves in Elizabethan English.



Sini Fernandez



Sini Fernandez

The True Princess

March 31, 2011

Kindergarten students at Valley Campus enjoyed their first taste of drama in this adaptation of *The Princess and the Pea* by Hans Christian Andersen.

Upper School Band and Choir Trip to Disneyland

April 7–10, 2011

Every four years, the band and choir travel to southern California to study with Disney studio musicians and perform at Disneyland Park, pictured here performing on the Garden Plaza Stage. Chaperones report that the choir's spontaneous performance of "Praise His Holy Name" on the flight home was a delight for all aboard!



Deb Maurer

And the Dish Ran Away with the Spoon

April 14, 2011

Kindergarten students at Redmond Campus were introduced to drama in this adaptation of a book by Janet Stevens.

Upper School Band and Choir Spring Concert

April 28, 2011

Performing a Disney-centric program, the band, girls ensemble, and choir all brought high-caliber performances to the Cornerstone Theater this spring. The choir also performed two pieces by Z. Randall Stroope, as well as "Jai Ho" from the movie *Slumdog Millionaire*. The band closed the evening with a rousing rendition of "The Stars and Stripes Forever," which brought the entire audience to its feet.

Alice

May 20 & 21, 2011

Director Dr. Ron Lynch produced an original show based on Lewis Carroll's *Alice in Wonderland*. Dr. Lynch wrote the script for his extra-large cast of 36 Upper School thespians and added dramatic effect with the use of five 400-watt black light bulbs. Seniors Erica Leuenberger and Abby Gomulkiewicz gave memorable performances as the Queen of Hearts and our dear, lost Alice. Sophomore Jake Casale played the Mad Hatter with aplomb!



Grade 5 Band and Grade 6 Band and Choir Spring Concert

May 23, 2011

This spring the grade 5 band performed two pieces arranged by Chuck Elledge and provided the opportunity for fifteen students to perform solos. The grade 6 band performed two pieces including "Laredo," a Mexican folk song and allowed for four students to perform solos. The grade 6 choir performed four pieces including "The Pink Panther" by Henry Mancini and choral highlights from *The Lion King* musical, plus solos by Signe Laundry and Tolu Sobande.

Middle School Band and Choir Spring Concert

May 24, 2011

The Middle School band celebrated the springtime with "Royal Celebration" from *Water Music* by Handel along with two other pieces. The Middle School choir performed the "Cannon of Praise" from Pachelbel's Kanon. They also performed "Somebody to Love" by Freddie Mercury, which included solos by Peter Perkins, Lauren South, and Bethany Van Baak plus accompaniment by Perry Strom, piano, Mason Easley, drums, and Ryan Loudonback, guitar.

The College that Fits

by Blake DeYoung, Director of College Advising

May 1 was fast approaching and Beth Graham had some gut-wrenching decisions bearing down on her. Bear Creek's ASB President from the Class of 2009 was trying to live in the present as her senior year came to a close. But she also had to think about the future.

Graham had choices, which is always an enviable position. But choices bring their own set of problems too, and the more attractive the choices, the more difficult the decision.

In Graham's case, it really boiled down to four options: accept admission to either the University of Chicago (with classmate Molly Miller) or Boston College; enroll in the Baccalaureate M.D. program at the University of Southern California, guaranteeing medical school admission; or attend Washington State University on a full-ride scholarship, saving her family nearly a hundred thousand dollars.

Easy choice, right?

This scenario plays itself out every year with dozens of Bear Creek seniors. Very, very rarely is the choice simple. The anticipation of college decision letters arriving in the mail gives way overnight to the angst of making the right choice. In College Advising, we call this choice *finding the best fit*.

What all goes into 'best fit'? Is there a proprietary equation somewhere, a sliding scale that calculates cost and benefit divided by tolerance for change and spits out a school name? In a word: no. Trying to establish a best fit, the type of environment that is best going to suit a young adult, starts during the junior year. We want students to start thinking about these issues two years before they land on campus for their freshman year at college.

Why two years? Isn't earlier better?

I get very nervous when ninth graders (or fourth graders) come to me with their ten year plan. Generally speaking, it's hard for students to know themselves at that age—to distinguish where their truest academic passions lie, to understand their family relationships and recognize how that factors into the geography of college, to have a good feel for their academic records and how that translates to admission selectivity. It takes a while for these pieces to start to fall into place.

By junior year, the picture is starting to sharpen. Not only is the student's life story beginning to take shape, but he or she is closer to the finish line. In a smaller, tight-knit environment like ours, students have friends who are in college and can begin to see themselves as a college student.

To ensure that this process gets jumpstarted, we visit three college campuses with our students during October of their junior year. The three schools we visit—the University of Washington, Seattle Pacific University, and Western Washington University—represent a range of sizes, types, settings, and selectivity. Students tour the campuses, hear admission presentations, and eat in the dining halls. It's not perfect, and it doesn't simulate "going away" to college, but it provides students with an on-campus view into

different environments.

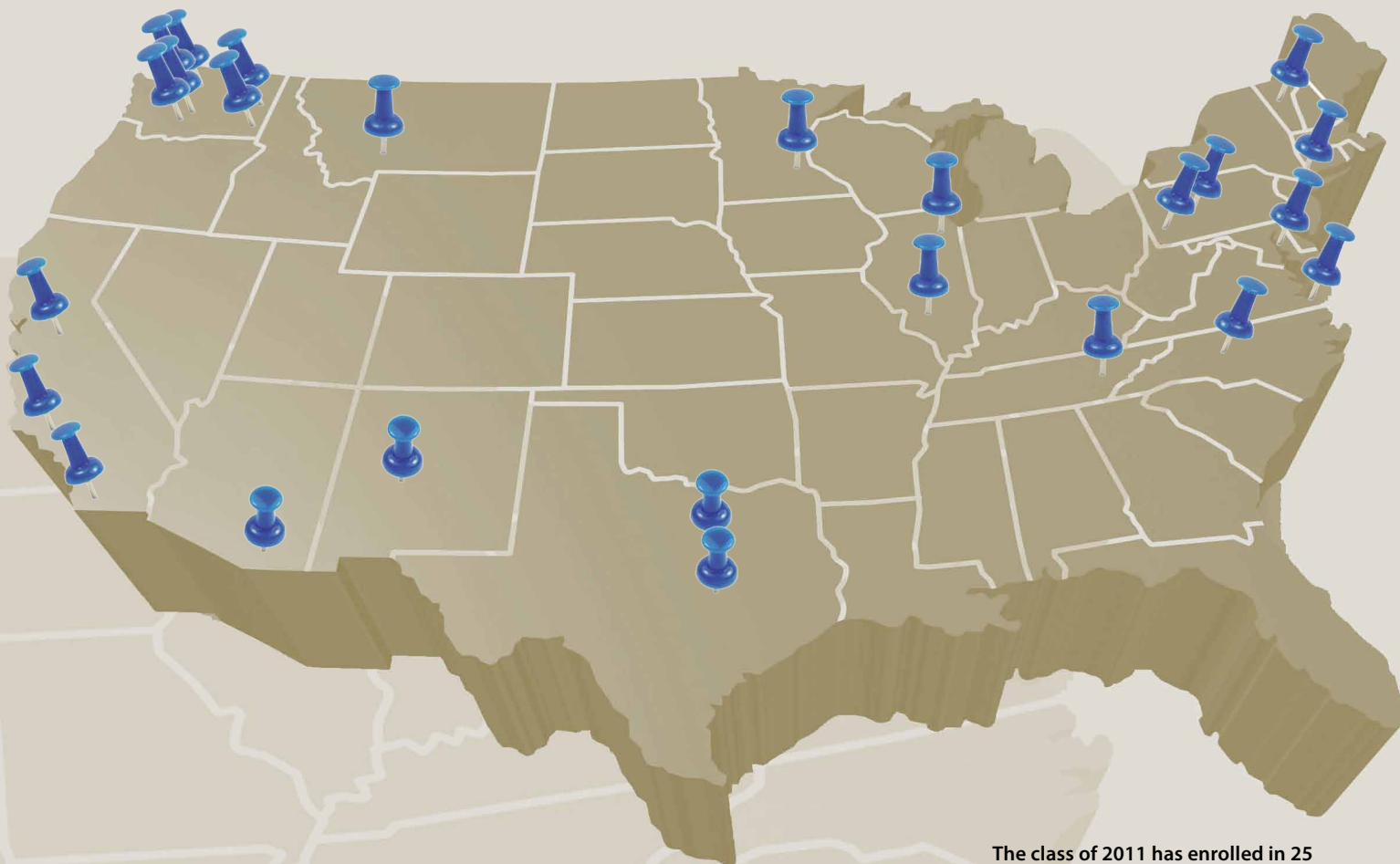
Through Advisory, our "Brown Bag" lunch series of on-campus college visits, and other venues, we also guide students toward information-gathering resources that will help them speak the language of higher education and think about what suits them. We empower them to pay attention to the big stuff – geography, academic majors, size—but also to dig deeper and think about the 'small stuff' that matters to them specifically—things like research opportunities, dorms, intramural sports or student leadership programs, advising structure. Food quality or weather may seem like trivial criteria on which to base a decision this big, but they are daily occurrences that, for some students, will have a very real impact on their happiness. Since student satisfaction is a direct predictor of four-year graduation, I'd rather have that conversation *now* than ignore it and guide a student through a messy transfer later.

Spring of junior year involves individual meetings with the Office of College Advising to discuss a student's priorities and the emerging list of schools that fit those priorities. Sometimes that list comes from the student, and sometimes it comes from me – most often, we both contribute. At this point, students still don't know exactly what the 'best fit' might be and the list of schools should still be fairly large. But it's beginning to tighten up and show some common themes.

As summer turns to fall, the list continues to shrink. But even as students apply to schools, it's my job to make sure that they retain the ability to change or refine their priorities; it's a long and winding road through senior year, and minds change frequently. Generally speaking, I don't want a student so tied into one school or school-type that limits him/her to just one option in the spring. Even in the fall of the senior year, we're still not sure exactly what the best fit will be eight months hence.

And so every year we wind up with the Beth Grahams of our world—seniors who have terrific but difficult choices to make in the spring. But because Beth knew herself—and to a lesser degree, because I knew her well—she was able to evaluate her choices and apply her own 'best fit' criteria to make the decision and accept Washington State's full-ride scholarship.

Getting to the point of identifying the best fit is a slow, murky process, and this must be at least accepted if not embraced. Some students engage the journey better than others, and it almost never looks the same for any two students. But *really* grappling with these deeply personal issues—letting one's own priorities define the search, rather than some external rankings—will culminate in a college choice that suits the student's needs and allows him or her to continue to develop into the individual God intends.



The class of 2011 has enrolled in 25 universities across the United States, as well as one in Scotland.

Joining God's Rescue Mission

by Jeff Gephart, Dean of Students

Forty-four students. One group of seniors with its own style. The Class of 2011.

We will miss these faces and the peculiar way in which this group of seniors bounced down the Upper School hallway. We'll miss the stories they told and the jokes they found humorous. For many years now, their lives have been centered on a common place. A few hallways, rooms, and staircases. Feet have trod the same worn path into the Upper School carpet. Our campus has been their home. A familiar place to grow and stretch and start to discover the people God intends them to be.

And that's the point, really: to become the individuals God intends. Now they launch out into the wider world to which God sends them. Texas. Montana. New York. Pennsylvania. California. Just to name a few. Now they will walk many pathways to create new chapters of their life stories.

Watching our graduates launch brings excitement and wonder. We have invested so much in them as we have partnered with parents in preparing them for this moment. Our students want to test out their intellectual, social, and physical skills on a broader

community. By this point, they yearn to be a part of something bigger than the Bear Creek story, and that's good.

We are all part of a larger story which the Bible refers to as the "kingdom of God." Dr. Scott Dudley reminded us in his commencement address that the purpose of life is not to go to a good college so we can get a good job but rather to be a part of God's rescue mission. The Bear Creek School builds up, educates, and grows our students to be the individuals God intends. They are not meant to walk our hallways, run our courts, or grace our stages forever. As agents in God's rescue mission, we intend to send them on their mission!

Meanwhile, a new crop of seniors takes their place. Each day they too become more the individuals God intends. After a well-deserved summer rest, they will fill the hallways in September as only they can fill them. We will cherish their journey as seniors and their unique contribution to our community. Soon enough—though let's not get there too soon—we will celebrate their launch on God's rescue mission—as the Class of 2012.

Faculty Profile: **Cindy London**

By Shannon DuBois
Photo by Sini Fernandez



Grade 1 Valley Campus teacher Cindy London collects lambs. Her classroom displays a variety of soft and gentle wide-eyed baby sheep. Some are small, some large, exuberant, or quiet—but all are a representation of a shepherd's love. Our biblical shepherd nurtures His flock, always looking ahead at where they are going while not forgetting where they've been. He doesn't just watch over His flock, He sees each one personally, individually. He knows on any particular day which lamb might be tired or struggling, which lamb is content, and which lamb is thirsty for more. A good shepherd thinks of his sheep first, going out of his way to protect those smaller and less wise than himself. Cindy London is a good shepherd.

"I knew in the beginning of the year at Curriculum Night that we were in good hands," says Shannon Egger, mother of

students." Having never experienced anything like this before, Cindy knew this calling could only come from one source—God. So after her third child, Michael, started kindergarten, Cindy found herself accepted at the University of Washington, where she pursued her teaching certificate. Once completed, the only school she applied to was Bear Creek. "I did my student teaching at a public school with a class size of 30 students," says Cindy. "I couldn't even get to know them as individuals, let alone put a plan in place to grow and develop them." After being hired as a Lower School teacher at Bear Creek, Cindy felt extremely blessed. "I can't imagine doing anything else," she says. "The joy I receive from teaching these children shows me that I'm following the plan God has for my life." Cindy has learned to trust God in everything. Claiming she doesn't fit the typical teacher

of a simple tray of rubber stamps. Mrs. London let Hannah pick whichever one she wanted, allowing her to choose two or three if she did really well.

Rubber stamps are just one of the ways Cindy London motivates children. From her collection of stuffed lambs to her collection of noise makers, she incorporates items which add enjoyment to the learning atmosphere. An avid traveler, she uses pieces such as a Swiss music box or an African drum to signal quiet time in the classroom. "The kids will do almost anything to get the singing Ninja to do its Kung Fu fighting song," says Dan. But is it really the toys the children will do anything for or is it the teacher? With a genuine love and compassion for each child, Mrs. London has an amazing gift of reaching individuals. "I pray a lot for the children," says Cindy. "I pray for wisdom and insight, asking God where

Cindy has learned to trust God in everything. Claiming she doesn't fit the typical teacher mold of being patient or nurturing, she simply asks God to use her, to show her what to do, praying, "Let me show Jesus to the kids."

then 8-year-old Lauren. "Mrs. London told us that teaching is her ministry." Cindy felt called to serve God in this manner over 12 years ago. At the time, she and her husband had just enrolled their two oldest children, Jennifer and Geoffrey, in The Bear Creek School after trying two other private Christian schools. She was looking for a highly academic school that incorporated God in all teaching while focusing on character development. "I didn't completely understand what classical education meant at the time," admits Cindy, "but I liked the sound of it, and I knew everything else matched our desire for our children."

With a sociology degree from the University of California, Berkeley, and a career in retail management, Cindy never envisioned herself working with children. "Growing up, I didn't want to babysit or even be around children," says Cindy, "but after volunteering as an aide in Mrs. Erickson's kindergarten class at Bear Creek, I felt compelled to work with

mold of being patient or nurturing, she simply asks God to use her, to show her what to do, praying, "Let me show Jesus to the kids."

In her 12 years at Bear Creek, Cindy has instructed a range of classes both at Valley Campus and Redmond Campus. Her expertise is the primary years, extending from kindergarten to grade 3. Multiple grade level experiences give Cindy a deep understanding of developmental progress. "Because Mrs. London has taught various grades, she can instill qualities in the children which she knows will prepare them for their future," says Dan Chappelle, father of current grade 3 twins Kevin and Ryan.

Another Bear Creek parent, Heidi Hostetter, agrees. When Heidi's daughter Hannah balked at phonics in kindergarten, Mrs. London worked hard to find a way to make it fun. "She knew it was really important for future years," says Heidi, "so she found an approach that worked with my daughter." The approach consisted

we can help them grow." And students know Mrs. London's care permeates beyond classroom performance. She has an uncanny ability to sense when a student is tired or having an off day. She has even been known to drive students from their homes to school in times of need, such as when a parent is hospitalized. "With this kind of amazing love and sympathy, the children pick up on it," says Dan. "They want to please her; they want to make her proud."

A relationship of this magnitude brings out the best in her students. Mrs. London can identify God-given strengths in academics and character that may otherwise lay dormant. Once, when a student new to Bear Creek entered Mrs. London's first grade class, the student could barely read three-letter words. Rather than noticing a weakness, Mrs. London observed an opportunity. She perceived this student's unanswered thirst

Continued on page 28

Light Continues to Shine in Kenya

The following stories were written by Moses Toroge and Jane Nampaso of World Concern Kenya, and edited by Hesbone Kang'e, Country Manager of World Concern Kenya.

In the summer of 2010, a group of teachers from The Bear Creek School, along with the Diamond family, traveled to Kenya to work with some Maasai schools in a remote part of Kenya. During their stay, they were hosted by the Kenya office of World Concern. In February 2011, Hesbone Kang'e, Kenya Country Manager for World Concern, visited The Bear Creek School and spoke at Chapel. It was during Lower School Chapel that the students presented Mr. Kang'e with an offering check for \$772 to be used for the children of Kenya.

The following are stories of how lives continue to be transformed.

The (solar) light shines bright in Kenya

During his visit to Kenya in 2010, while the teachers were busy in the classrooms, Kent Diamond was busy installing a solar lighting system in the Lekanka Hills Primary School. Working with Kent was World Concern employee Moses Toroge. Moses was eager to learn everything he could about solar lighting systems. During the two weeks that Kent and Moses worked together, Moses learned solar panel installation, repair, and maintenance. When the project was completed, the Lekanka Hills community had their very first non-fire, non-kerosene light. Now, one year later, the solar system continues to shine brightly, thanks to regular visits by Moses to check and maintain the system. As Moses says, "Excitement in Lekanka community is still shining on their faces because of the benefits of the solar lighting system."

But the story doesn't end there. After the Bear Creek team returned home, Moses used his newly-gained knowledge to install a solar lighting system in his own home in the remote, sunbathed area of Naroosura. Now, his family no longer depends on burning paraffin fuel at night to maneuver around the house. All he has to do is flip a switch and, "voila," there is light. Everyone in Moses' family benefits; after the sun sets, his three elementary school-aged daughters can continue working on their homework without interruptions from fuel shortages or smoking lanterns. Moses' wife no longer relies on charging her mobile phone at a local shopping stall that has a generator. Instead she charges it at home. And she now earns extra money by charging her neighbor's mobile phones for a small fee. She uses her extra income to buy vegetables that they couldn't otherwise afford.

Using a voltmeter that Kent gave him, Moses is able to check and repair faulty circuits for himself, relatives, and schools around his home. Moses is excited to bring more light to his community by helping others install solar lighting systems. As Moses says, "The Bible tells us in Matthew that we are the light of the world.

I believe God has given me this opportunity to learn about solar light. Now I want to help others bring light into their homes."

Transforming lives one student at a time

Michelle

Michelle Itato is 14 years old and the second in a family of seven children. Her father is unemployed and an alcoholic. While her mother works hard to provide for the family by taking any job she can find, like washing clothes or plowing neighbor's fields, it is never enough to make ends meet. Michelle's older sister, Ntuyeshi Kuyo, was married off by her father because the family did not have money to pay for her school fees. When Michelle was nine years old, she went to live with her aunt Nelly Kuyo who, even though she had children of her own, was willing to stretch her hand to support Michelle and keep her from being married off like her older sister was.

Michelle began school very late in life but has completed primary school and is now in her first year of secondary school. Because of the offering from the children of The Bear Creek



Kent Diamond and Moses Toroge work on the solar panel system at Lekanka Hills Primary School.

School, World Concern was able to pay KS17,000 (\$188 USD) for Michelle's school fees for the first term of this school year. Michelle's aunt Nelly describes this gift as God's timing, because she was struggling to pay the school fees of her own three children as well as Michelle's. Now she is happy that Michelle can continue learning with no worry that she will be sent home for lack of school fees.

Michelle's dream is to become a doctor. Her wish and prayer are that her sisters and brothers can receive opportunities like she has been given so that their dreams for their futures can come true.

Everlyne

Everlyne is 15 years old and in her second year of secondary school where she is a class prefect (student leader). Her pastor, who recommended her for support, describes her as highly disciplined.

Everlyne's father was killed in an auto accident, leaving her mother alone to care for Everlyne and her eight siblings. Because of the offering from the children of The Bear Creek School, World Concern was able to pay Everlyne's school fees in the amount of KS21,627 (\$240 USD). This allowed Everlyne to remain in school. Her mother Nolari said, "The money just came in time. We had such a huge fees balance and I never knew where to get the money

from. But I now believe that God is a respecter of persons. He can open doors for every person."

Everlyne is doing well in school and her prayer is that she will advance to high levels of education in order to be a role model in her community and to motivate other girls to attend school.

Damaris

Damaris Kitetoi Saoli deserves special mention. She is 18 years old, the daughter of a widow, and in her fourth year of secondary school. Damaris has two brothers and three sisters, three of whom are not in school. When her family could no longer pay her school fees, Damaris' father decided that she should be married off to a man twice her father's age. Thankfully, her pastor intervened and Damaris was able to re-enroll in school.

Just like Michelle and Everlyne, because of the donation from the children of The Bear Creek School, World Concern was able to pay this year's school fees for Damaris' in the amount of KS27,827 (\$307 USD). The pastor who recommended her for support said that this is the doing of the Lord. This year was full of fear and worries for Damaris because it was her last year of school and her school fees had not been paid. She knew she would not be allowed to sit for exams if her fees were left unpaid. Now she is busy preparing for her exams with a renewed confidence and commitment.



In the summer of 2010, the Bear Creek team began their trip in Nairobi with a tour of the World Concern offices guided by Hesbone Kang'e, the Kenya Country Director for World Concern. Pictured from left to right: Cindy London, Lisa Dineen, Gary Dineen, Hesbone Kang'e, Cheryl Joyner, Lacey Hvattum, Karin Diamond, Colin Diamond, and Sue Diamond.

Cindy London continued

for knowledge and reading. She could tell this girl wasn't satisfied, craving more. Mrs. London started sending reading books home and extra phonogram material. "Everything I sent home she devoured, and brought right back," says Cindy. "She was not only diligent, but determined." By year-end, the girl was reading up to a grade 6 level. "It was miraculous," says Cindy.

But just because a student's brain is reading like a 12-year-old doesn't mean his or her body is no longer in grade 1, and Mrs. London is quick to guard her students' daily needs. Heidi recounts an unusual observation during the winter months at Valley Campus: "Day after day I noticed the kids' coats piled in the corner of Mrs. London's classroom. I didn't understand why they weren't using their cubbies outside in the covered porch area any more. Finally I asked Mrs. London why she was taking up classroom space with all those coats. Mrs. London's response: 'I don't want the children to put cold coats on for recess.'"

Building solid foundations, developing God-given gifts, and making sure her lambs put on their wool coats—Mrs. London's ability to watch over her flock is not only shepherd-like, it is Jesus-like. Dan sums it up beautifully when he says, "At the end of a London school year, sometimes my wife and I muse: 'Do you think Mrs. London loves our kids more than we do?'"

.....

Cindy grew up in the San Joaquin Valley of California and currently lives with her husband, Dan, in Redmond. She has three children: Michael, Geoffrey, and Jennifer. Michael, her youngest, just graduated from high school. Geoffrey, a graduate of Pepperdine, is preparing for the MCAT and applying to medical school. Jennifer, the eldest, lives with her Irish husband in Northern Ireland. Jennifer will be attending graduate school at St. Andrew's University in the fall. Cindy loves to visit her often, touring castles and studying medieval history. Cindy's travels also take her to Scotland to research for a book on the Killing Times in Scotland and the Scottish Covenanters. Her research includes hunting for places where her ancestor, Alexander Peden, lived and preached. Cindy's most challenging and rewarding adventure, however, was her mission trip to Africa, where she and other Bear Creek instructors provided training for teachers in Kenya.

The Social Lives of our Children and Teens

with Julie Metzger, RN, MN

Presented by



PARENTNET®



What messages can we share with our children and teens so that they can create healthy friendships? How can they see themselves as the unique beings God created them to be? Join ParentNet-sponsored lecturer Julie Giesy Metzger, RN, MN, who will discuss the latest research on the social dynamics of children and teens and effective strategies for parents.

Julie Metzger, RN, MN is a pediatric nurse, writer, and educator as well as a nurse consultant at Seattle Children's. In addition to being the parent of three adolescents, she is also the co-founder of Great Conversations, a resource focused on health education for families.

The Social Lives of our Children and Teens will be presented Wednesday, September 7, 8:30 a.m.–10:00 a.m. in the Commons at Redmond Campus.

Buy your tickets at www.tbcs.org/metzger.

The Bear Creek School thanks our donors who made gifts to the school in honor or in memory of the following individuals: Samuel Abbott, Elizabeth Atwood, Gabriel Bennett's grandmother, Kate, Sam, & Max Bieber, Sara & Sophia Blattenbauer, Katelyn & Jonathan Britney, Lauren Call, Jake Casale, Christopher Castle, Lauren Chang, Kevin & Ryan Chappelle, Halle Coleman, Raju Dunn, Lauren, Camille, & Ashley Egger, Rex Freed, Justina Goldbeck, Kaylie Hatch, Parker Hayne, Alec Helzer, Sam & Andrew Hembree, Sam Herold, Miya & George Higashiyama, Clay Holtzinger, Thomas & Kendall Huberty, Emily Huston, Gwen & Laurel Jones, Ben, Matt, & Josh Kelleran, Karsten Kohout, Deacon, Madison, & Sophia Latourelle, Liam Massey, Brady Maurer, Connor McRae, Sterling Miller, Payton Morris, Caleb O'Gara, Nancy Price, Alysse Quin, Taylor Roetto, Nika Shegnagaev, Josh Smith, Gabriel Villafior, Lena Whitlock, Derian Williams, Adam & Michael Worley

CLASS NOTES

This section is dedicated to our Bear Creek alumni and features stories and updates submitted by alumni about their lives, journeys, and accomplishments. If you are an alumna/us of The Bear Creek School, we'd love to include your story or an update in our next *Modus Vivendi*. You are welcome to send updates at any time and we will include them in our next issue. You can also update your address, email, share prayer requests, or enter comments via the Bear Creek website at www.tbcs.org/alumni.

David Webber '98

David and his wife Sarah are expecting their first child (a boy), due September 5! The Webber family resides in Ballard.

Alison (Brammer) Buren '02

Alison was married to Greg Buren on November 21, 2010. Greg works for Toth Construction as a carpenter on custom residential remodels and new construction. Alison works as a bookkeeper while completing education requirements to take the CPA exam. They are still trying to unpack their apartment in Redmond.



Greg and Alison Buren

Leah Bangs '06

On July 30, 2011, Leah will marry John Michael William Platter. Leah and

John are in the process of recording an album, which they are planning to release on their wedding day. Shortly thereafter, the newly-married couple will travel to Italy, where John will begin his student-teaching. Leah is excited to learn Italian, eat and cook Italian food, view Italian art and architecture, and work on her art and photography skills while John is busy teaching.

Peter Heine '06

Peter graduated a year ago from The University of San Diego and is working at Aerotek Commercial Staffing, which is an international staffing company. He was a recruiter for a year and recently received a promotion to Sales Manager. Peter lives in San Diego and would like people to know that he attributes many of his professional successes to the values and practices he learned at The Bear Creek School.

Harold Kim '06

Harold relocated to Toronto, Canada after graduating from the University of Washington in June 2010, with a dual degree in Political Science (Honors) and Sociology. He began working for Intact Financial Corporation in August 2010 as a Casualty Claims Consultant. In June 2011, Harold accepted a position as a Procurement Assistant. He will work on various projects in acquiring and merging AXA Insurance Company with a team of experienced procurement specialists. Harold remains active in the political scene as well. He coordinated a team of volunteers for Conservative Party candidate Ted Oritz's successful campaign held in the May 2011 general election. Currently, Harold is preparing his

applications for law school. He is aiming to go back to school in the fall of 2012.

Leigh Ann Greenfield '07

Leigh Ann recently graduated from Willamette University and in August will leave to spend two years in Belize City, Belize with the Jesuit Volunteer Corps (JVC). Volunteers live in a community with other volunteers of the same program and learn about the intersections of faith, justice, and culture through working at neighborhood parishes or non-profits. Leigh Ann will work as a teacher/counselor at a locally-managed non-profit that empowers young women and single moms. Currently she is fundraising, so look her up at <https://jesuitvolunteers.myetap.org/fundraiser/smts/search.do> for more information.

Mark Henry '07

Mark graduated from Northern Arizona University with a B.S. in Physics and Astronomy. He plans to look for a job that will hopefully allow him to apply the knowledge gained throughout his undergraduate career. He is considering graduate school in the near future. Recently Mark has begun to work on an original science fiction series that allows him to apply the hard science he has covered during college, both as a hobby and as a means to keep his knowledgebase sharp.

Alex Higinbotham '07

Alex graduated in the spring of 2011 from the University of Southern California and now lives in Seattle. He works in the sales profession selling medical equipment to hospitals.

Kaile Worman '08

Kaile is studying Public Relations and Communications through the Edward R. Murrow Communications School of Washington State University. Her graduation is set for 2012. Kaile is currently working in London, England on a media internship with Silence Media and Strike Media. She has been elected 2011–2012 Public Relations Director of the Association for Women in Communications-WSU Chapter.

Todd Lien '08

Todd is a senior studying Biochemistry and Chemistry with minors in Spanish and Music at the University of Washington. He hopes to graduate in the spring of 2012 and is in the process of applying for medical school as his next step after receiving his bachelor's degrees. Currently he is on a team at the Seattle Children's Research Institute researching the topic of genetic involvement in renal fibrosis of embryonic development. He also is working with the UW School of Pharmacy to create a new program that will help to raise awareness of substance abuse and the danger of drugs. This summer Todd has been accepted into a Translational Medicine seminar/program in Rome, Italy, where he will meet with top scientists and doctors to discuss and learn about on-going research of some important topics, such as cancer development and genetics. In addition Todd would like to tell the Bear Creek community about his work in building a partnership between FIUTS (Foundation for International Understanding Through Students) and the International Club at Bear Creek. The mission of this relationship is to create cultural awareness and international friendship.

Marc Mueller '08

Marc just finished his junior year at the University of Washington, where he is majoring in Materials Science and Engineering (MSE).
 Marc recently joined a research group in the MSE department where he will be working on his senior project next year. His research will be primarily focused

on organic electronics and, specifically, organic thin film transistors. He plans to graduate in June 2012.



Marc Mueller in Cambodia

Back in March, Marc went on a 10-day mission trip over spring break to Cambodia, where he served in a rural village and in the capital city of Phnom Penh. His group partnered with a non-profit organization called Asian Hope, which works in the schools and villages of Cambodia and also helps prevent human trafficking in Cambodia. While he was there, he saw the ruins of Angkor-Wat and the historical prison camps and killing fields from the Khmer Rouge genocide—a dark period in modern Cambodian history. Overall, he said it was an amazing and life-changing trip.

Currently, Marc works part-time for Andy Mirkovich Productions, playing piano at Bellevue Square and Lincoln Square in Bellevue. He has been doing this for almost a year now, and notes that it has been a lot of fun.

Most recently, Marc was offered a 2011 summer internship position at The Boeing Company where he works as a student engineer on projects involving data analysis and the new 787 Dreamliner.

Sam Pomeroy '08

Sam attends Baylor and plans to graduate in the fall of 2012. This summer he is attending the University of Washington and sharpening his comprehension of Greek, Hebrew, and Latin, which will lead toward a senior thesis over the coming year. He will

be doing what the Medievals called a *compliatio* of commentary over a certain text. His project will compile historical commentaries on the Lord's Prayer by key authors within the Christian tradition and give insight into the development of the tradition from there. After graduation Sam wants to attend graduate school at the University of St. Andrews in Scotland in pursuit of a Ph.D. in theology. He hopes to become a critical thinker and constructor for the Church through the avenues of education and mission work within the Church. During this exciting and busy time, Sam is very grateful to be in the presence of great friends and a supportive family, as well as to have the chance to study what he does.

Carson Baker '10

Carson is a sophomore in the UW Honors Program studying Civil Engineering. As a college student, he is continuing the tutoring service he began for his Bear Creek senior project, Math First Aid, which has flourished into a successful business. In planning his senior project, his goal was to start a business that he could continue in college. He researched his competition, created a website, received a business license, and started marketing. With the help of advisor Mr. DiGenova, he learned how to write a business plan and create financial documents. Math First Aid quickly took off. While attending the University of Washington, he specializes in SAT Prep and continues to tutor students in math at all levels from elementary through calculus. Visit MathFirstAid.webs.com for more information.



Michael Davisson '10

Michael attends Santa Clara University and plans to graduate in 2014 with a major in Math. This summer he will work for PACCAR as a Production Intern.

Jeanine Gorzalski '10

Jeanine began her college career at Grove City College in Grove City, PA. After attending for a semester, she returned home to attend Seattle Pacific University for the spring quarter. Jeanine sees doors opening for her and now plans to attend Biola in the fall and is excited to see what God has in store for her.

Annie Worman '10

Annie attends Gonzaga University and studies Public Relations and English. She plans to graduate in 2014, and her career goals are to work in the field of marketing with an emphasis in interactive media, visual communications, and design. She has worked as the Publicity Manager for the Gonzaga Student Body Association and currently has a summer job with Nordstrom.

Alumni Games 2011



Top Row: Nigel Saw '11, Conner Morgan '11, Michael Castle '09, Easton Thomas '05, Chris Hammond '04, Ansel Sanger '05, Payum Abtahi '10, Kyle Blankenbeckler '10, Tyler Kowal '04, Andrew "Sparky" Imhoff '05, Sam Tharp '04. Bottom Row: Sam Rongve '11, Mark Cheever '11, Jamie Clough '11, Andrew Hammond '04, Ben Wynsma '05, Trevor Kowal '08, Will Stansell '11, Phil Wynsma '04.



Left to right: Lucas Peterson '11, Michael Davison '10, Kyle Blankenbeckler '10, Jamie Meyer '10, Kenny Befus, Jared Sabo, Nate Castle '08, Josh Firminger '11, Alex Amela '08, Sammy Angelo (attended with '10).

Molly Miller, Class of 2009

By Vicki Kaiser

How does a Bear Creek student who planned to attend the University of Chicago to play soccer end up on stage in one of the most famous comedy theaters in Chicago? While this may sound like an idea for a comedy sketch that alumna Molly Miller might write, it isn't; instead it's a question she is asked often and one she loves to answer.

"My entire life was soccer before college," Molly begins. "I went to the University of Chicago because I was recruited to play soccer, but as a freshman, I was not playing. I was angry and frustrated, and I started looking for an outlet other than soccer."

She decided to audition for an improv comedy team on campus. Up to that point, Molly's only theatrical exposure was a role in Bear Creek's production of Meredith Willson's *The Music Man* in high school, but she has always been interested in writing and has heard that TV writers are big proponents of improv. When Molly went to sign up for an audition, the sheet was gone, and she figured it was not meant to be. As she was leaving, the director showed up and insisted that she try out.

That audition changed Molly's life. She was selected to join Off-Off Campus, an acclaimed improv comedy team at The University of Chicago. A member of the 24th Generation cast since 2009, Molly is now very much a part of the improv and sketch comedy scene in Chicago. Her resume includes a current internship for a theater called Improv Olympic, known as iO, and she recently completed an internship at The Second City, which is a premier comedy theater and school of improvisation, boasting alums such as Dan Aykroyd and Gilda Radner.

Molly estimates that she spends about 80% of her time doing comedy, saying, "It's just so fun!" The fifteen-hour-a-week rehearsal schedule for the past two years with the 24th Generation cast is part of the fun, as the many



Molly Miller (front row right) with her Off-Off Campus comedy troupe, University of Chicago 2011.

hours together has formed the six cast members into "a weird little family that knows each other way too well."

This familiarity became an asset when she directed her first show last winter. In order to direct an improv show, Molly says, "It's like coaching a team and developing a style of play."

The former soccer player says she didn't anticipate falling in love with comedy. "Soccer, I loved it a lot, I hated it a lot, but improv, I enjoy every part of it." Molly explains that even though soccer is a team sport, as a goalie she focused a lot on herself and her performance. But with improv, she says, "the second I start caring about my own piece more than the ensemble, it starts to crash. It's so freeing."

She hopes to finish her degree in political science next year, and then she plans to pursue her career in comedy, perhaps moving to Los Angeles to work in television. She loves the thrill she feels when she hears an audience respond to something she's written. She admits, "I can't live without it!"



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Grandparents and Treasured Friends Day at The Bear Creek School October 21, 2011

Join your grandchild in grade K–12 for a classroom visit and special presentation.
For information contact Linda Sheppard, lsheppard@tbcs.org or 425.898.1720 ext. 338.