

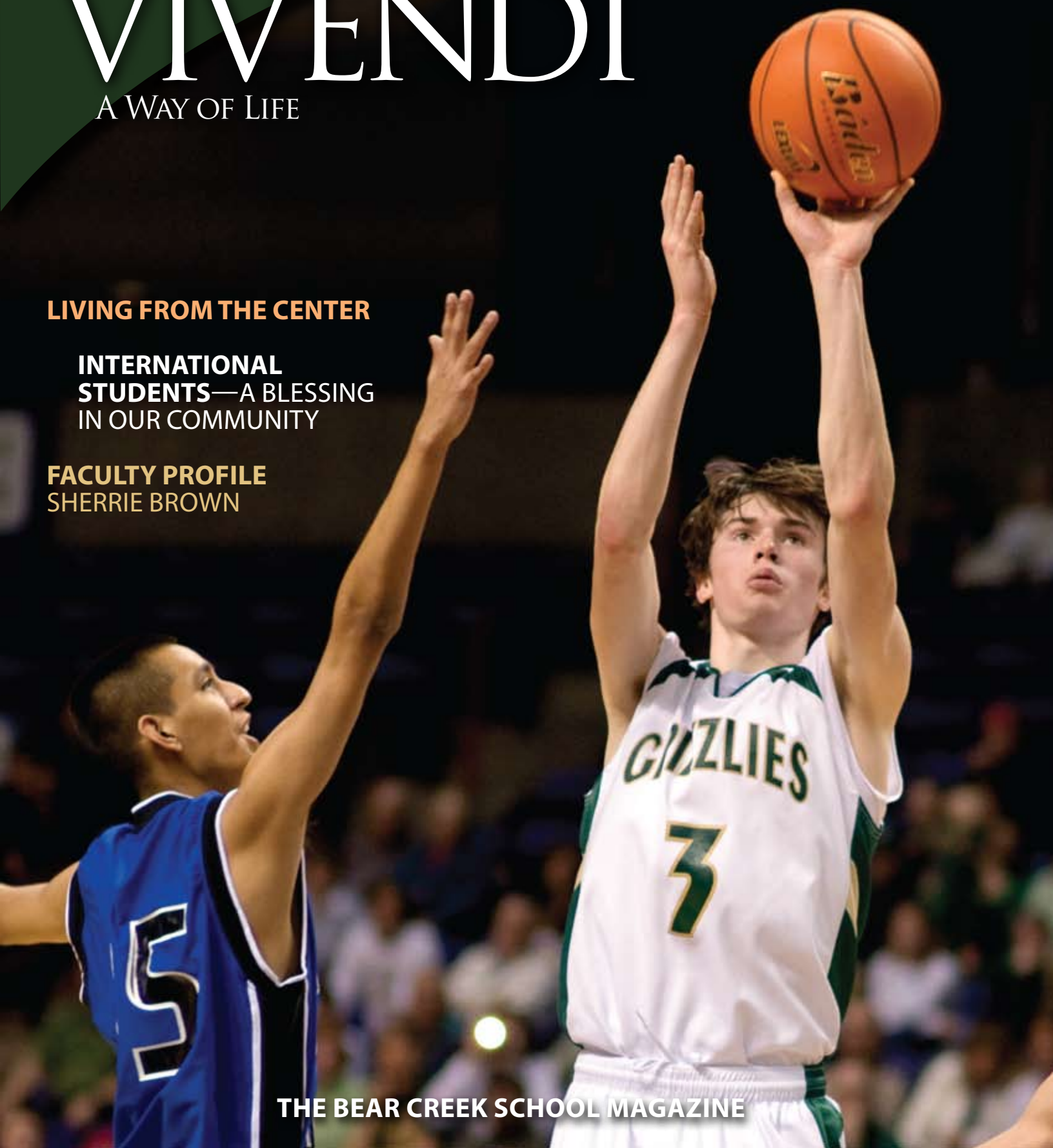
MODUS VIVENDI

A WAY OF LIFE

LIVING FROM THE CENTER

**INTERNATIONAL
STUDENTS—A BLESSING
IN OUR COMMUNITY**

FACULTY PROFILE
SHERRIE BROWN



Modus Vivendi Winter 2010

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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This page
Hiking to Franklin Falls in September is an icebreaker experience for all sixth grade students.

Photo by Brent Ethington

On the cover
Senior Jamie Meyer shoots for two of his 21 points during the boys basketball team's second game at the State tournament. See sports highlights on pages 14-15.

Photo by Sini Fernandez



In the movie *Field of Dreams* there is a great scene where Terence (James Earl Jones) tells Ray (Kevin Costner), “The one constant through all the years, Ray, has been baseball. America has rolled by like an army of steamrollers. It has been erased like a blackboard, rebuilt and erased again. But baseball has marked the time. This field, this game, is part of our past, Ray. It reminds us of all that once was good, and that could be again.” While these lines were spoken to encourage Ray to keep his baseball field, plowed and preened in the middle of a corn field in Iowa, it also reminds us of baseball’s constancy and permanence in the midst of change.

Baseball is one of my passions. Having grown up in the South, I spent numerous summers during high school and college in 95 degree weather with 95 percent humidity fielding grounders off the fungo bat or practicing sacrifice bunting—being taught by fathers and coaches who shared the same love of the game. Later in life I, too, was privileged to coach and to pass the lessons I learned on to a younger generation. This “education” is essential to preserving baseball, and, like the game, education is crucial in creating and preserving culture and community through the tides of history.

The word *education* literally means *leading to or leading from*. Education—this *leading to and from*—begins with our individual actions, which in turn create an environment where students learn, which leads finally to a culture where profound learning and living takes place. This culture in turn transforms the broader culture.

Collectively, we view our school community in the same light. As G.K. Chesterton has rightly written, “Properly speaking, there is no such thing as education. Education is simply the soul of a society as it passes from one generation to another. Whatever the soul is like, it will

have to be passed on somehow, consciously or unconsciously, and that transition may be called education. . . . What we need is to have a culture before we hand it down. In other words, it is a truth, however sad and strange, that we cannot give what we have not got, and cannot teach to other people what we do not know ourselves.”

At The Bear Creek School it is our deep belief that authentic faith and academic excellence exist in harmony and each strengthens the other. When we encourage one another by leading lives which demonstrate truth, beauty, and goodness, we create a culture where authentic faith, academic excellence, and virtue flourish. In turn, our example and our leading present a vision for generations to follow. This belief has been at the core of Christian faith for millennia, and we strive each day to stand in that tradition by preparing students to sharpen and apply their faith and intellect in every area of life. There may be no greater challenge to future generations than this faithful work—to engage the heart and the mind so culture may be transformed by the renewal of the mind (Romans 12:2).

As we build upon twenty years of academic excellence from a Christian worldview at The Bear Creek School, may the impact of our daily individual acts inspire a vibrant, affirming, and dynamic culture and community where high-quality Christian liberal arts education thrives and where students learn *modus vivendi*.

Patrick B. Carruth
Head of School

BEAR CREEK HIGHLIGHTS

News, stories, and accomplishments from around campus

JanTerm: A Place to Pursue Passions

The History and Physics of Baseball, Media and the Presidency, and Experience Opera: Il Barbiere de Siviglia at the Seattle Opera are just a few of the ideas being contemplated in faculty meetings for Bear Creek’s new JanTerm program, which will launch in January, 2011. A nine-day mini-semester, JanTerm will allow Middle School and Upper School students and faculty to engage unique topics, and one another, in a full slate of new course offerings.

“Early on in this process, the words *depth* and *dialogue* kept popping up,” reflects Blake DeYoung, Director of College Advising, who has spearheaded the planning phase. “We realized that the overarching goals of JanTerm could be captured in those two words.”

Mr. DeYoung points out that while *depth* is a reference to topics, *dialogue* is a nod to course style—the opportunity for faculty and students to connect in a different way.

“*Depth* is straightforward; JanTerm allows us to dramatically expand our course offerings,” explains Mr. DeYoung. “*Dialogue* is a little more abstract. What we’re seeking are courses that are instructor-guided, but really student-driven. We hope to see knowledge of the topic coming from a variety of sources – the teachers, student experiences, readings, media, etc. These courses will be very collaborative.”

Another goal is for students to walk away with knowledge that they can apply elsewhere. Mr. DeYoung calls it the “so what” approach. We want students to learn something new, but also

to have a sense of what they can do with that knowledge. Mr. DeYoung elaborates, “If we had a course on apartheid in South Africa, students are going to learn about lots of people and events: Mandela, deKlerk, the Black Consciousness Movement, and the Truth and Reconciliation Commission. But they also should walk away with a sense of how that knowledge applies and translates to other areas. The application might not happen today, but we want students to see something down the road and hear echoes of what they learn in these courses.”

Administrators studied several similar programs across the country at independent schools, ranging from independent-study “Project Week” to three-week study-abroad trips. Discussing these programs not only helped overcome practical challenges, it also gave Bear Creek a clear objective for its own program.

“Right away, we knew these courses had to be intellectually challenging and engaging,” said Karen Beman, Upper School Division Head. “This program will be an example of enhancing the academic rigor of Bear Creek, not watering it down. The most successful existing programs are the ones that promote and protect high expectations – JanTerm is going to be incredibly fun for our students, but it’s also going to be rewarding.”

For schools with long-standing JanTerm traditions, the experience is an annual highlight for students and faculty. From Mr. DeYoung’s perspective, “The sky is the limit. Our faculty can stretch their wings, our students will pursue some of their passions, and our administrators have an opportunity to spend time in the classroom. I’m incredibly excited to see where the Bear Creek community takes this program.”

Shakespeare’s *Macbeth*

The Fine and Performing Arts Department produced Shakespeare’s *Macbeth* in January, giving three dramatic performances for our community. Although *Macbeth* is a deeply tragic play, director Dr. Ron Lynch decided to produce *Macbeth* because it gives us a glimpse into the depths of a fallen mankind and demonstrates the destruction of those who stray from God. The characters can be examined in contrast

to the virtues of a Christian life. *Macbeth* also displays some of Shakespeare’s finest writing, artfully delivered by Bear Creek’s talented thespians. The role of Macbeth was played by senior Cole Probus and Lady Macbeth was played by senior Tajel Mehta. Other performers included junior Erica Leuenberger as Malcolm; sophomore Ellie Probus as Macduff; and senior Jacob Hamilton as Banquo. The production was supported by senior journalism students Nick Cho and Hui Kim who designed the program cover as well as posters to advertise the show.



Grandparent and Treasured Friend Day



Trinity Osborn

Mrs. Gladwish's first grade students recite a poem for their guests.



Sini Fernandez

Lois Leszynski with grandson Stan Leszynski, grade 8



Cindy McCahill

Kyle Blankenbeckler, senior, with grandparents Keith and Carole Williams



Sini Fernandez

Waldemar Ulatowski with granddaughter Lili Kim, grade 2

The Bear Creek School thanks our donors who made gifts to the school in honor or in memory of the following individuals: Michele Brown, Christopher Castle, Peyton & Siena Cysewski, Lauren & Camille Egger, Alex, Alyssa, & Luke Eppenauer, John P. Foster, Rylan Gauthier, Mac & Beth Graham, Andre & Nickolas Hagan, Parker Hayne, Alec Helzer, Sam Hembree, Miya & George Higashiyama, Emily Huston, Gwen & Laurel Jones, Robert Kelley, Karsten Kohout, Ben & Katie Kranz, Jessica & Marissa Kwiram, Connor McRae, Kaylee Sheffels, Gabriel Villafior, Derian Williams, Jaycee & Shay Zimmerman.



Anita Shen

Larry Keith with grandson Connor Keith, grade 1

On October 9, 2009, Bear Creek students played host to 365 grandparents and treasured friends at our highly-anticipated biennial event. At The Bear Creek School's Redmond Campus, the grandparents visited in the morning and were treated to a short musical revue including selections from Meredith Willson's *The Music Man*, visits to classrooms with their grandchildren, and a buffet lunch. At Bear Creek's Valley Campus, grandparents were treated to an afternoon coffee and cake reception and were entertained by the students with a choreographed performance of favorite show tunes before visiting with their grandchildren in the classrooms. Grandparents traveled from far-off lands to attend the event. Lili Kim's grandparents, Waldemar and Danuta Ulatowski, came from Poland while

Sara and Jacob Heimberger's grandparents, Wen Quan He and Jing Li Xie, visited from Shanghai, China. Vice President for Advancement Justin Coleman greeted the groups at both campuses, discovering at the Valley Campus reception that Loyd and Fran Williford have four grandchildren at Bear Creek. At the Redmond Campus event, Keith and Carole Williams were proud to report that they have six grandchildren currently attending Bear Creek and one who is a Bear Creek graduate.

When the grandparents visited their grandchildren's classrooms, they were treated to a wide range of activities. In many Lower School classrooms, students interviewed their grandparents about what it was like when they were in grade school. Grandparents were treated to recitations of poems and

Bible verses, as well as songs. In Middle School, Mrs. Miller's girls P.E. class practiced serving volleyballs with their grandparents. In Upper School, Mrs. Graham's ninth grade Conceptual Physics students and their grandparents worked together on a projectile motion lab using ramps, carbon paper, and marbles.

Jake Casale's (grade 9) grandmother, Mary Belle Timm, visited from Stanwood, Washington. She has come to every Grandparent and Treasured Friend Day at Bear Creek since Jake was in kindergarten. She comments, "I always look forward to Grandparent Day at Bear Creek. This year I sat in on a freshman history class with my grandson. I was very impressed with how the teacher taught the class and more impressed by the students who seemed to be enjoying every minute."

A SCHOLAR AND AUTHOR AMONG US

During the summer of 2009, Bear Creek Upper School history teacher, Rob Sorensen, was invited to participate in a seminar for secondary school teachers sponsored by the National Endowment for the Humanities and the H. Henry Meeter Center for Calvin Studies. Held in Grand Rapids, Michigan, the institute was an intensive three-week experience. The institute brought together twenty-five high school teachers from around the country to study how to engage students in learning more about the Protestant Reformation.

Mr. Sorensen participated in stimulating discussions and presentations on key aspects of the sixteenth century Reformation, developed lesson plans to make the topic come alive for students, and worked with some of the leading figures in Reformation scholarship.

"The most significant aspect of the seminar for me was the relationships I was able to build with other teachers. Our group included twenty-five of the most talented, interesting high school teachers that I have met." Mr. Sorensen states, "We came from all over the country, from public and private schools, and from a wide variety of religious backgrounds. It was a unique and valuable privilege to be able to have a deep discussion about Martin Luther with a Catholic nun and with a Muslim public school teacher." He continues, "This seminar was certainly one of the most valuable professional development experiences that I have had, and I would like to thank both the Bear Creek community and the National Endowment for the Humanities for their generous support."

In addition to this experience, Mr. Sorensen is currently writing a book. When asked to elaborate he explained, "I'm working on a critical biography of Martin Luther for advanced high school students and college undergraduates. The book is under contract with Anthem Press, an academic publishing house based in London, and should be published in early 2011. It will appear as a volume in their 'Anthem Perspectives in History' series." He continued, "I see the book as an outgrowth of my classroom teaching as much as anything. It is a way to expand my educational reach, so to speak, beyond the walls of Bear Creek. Obviously, the National Endowment for the Humanities seminar provided me with an invaluable opportunity to do research related to my book project, as well as to develop contacts with scholars in the field of Reformation studies."



Courtesy photo

Mr. Sorensen, fourth row, third from left

All-State Musicians

In fall 2009, five Bear Creek Upper School students were selected by a state-wide audition to participate in the Washington Music Educators Association All-State High School performing groups. Almost 2500 students auditioned for this honor. These musicians traveled to Yakima in February to perform with their All-State groups during the WMEA State Conference. Senior Collette Sackman played the oboe with the Wind Ensemble. Juniors Kira Geiger sang soprano II with the Treble Choir and Cameron Kesinger sang tenor in the



Girls ensemble performs during Bear Creek's annual Christmas choir concert.

Mixed Choir. Freshmen Andrew Benson played the violin in the Symphony Orchestra and Katie Gomulkiewicz played the flute in the Wind Symphony.

In addition to being chosen for All-State performing groups, Cameron Kesinger and Collette Sackman were chosen by audition to participate in an honor choir at the Northwest Regional Convention of the American Choral Directors Association. Students from Alaska, Oregon, Washington, Idaho, and Montana gathered in Seattle in March to sing at this convention.



Katie Gomulkiewicz, freshman, plays flute; Gwen Jones, sophomore, plays piccolo.

Northlake Region Winners and State Qualifier

At the Northlake Region Solo and Ensemble Contest, a significant contingent of Bear Creek musicians performed for the judges in hopes of earning a chance to compete at State in April. Each performance is rated by the judges (superior, excellent, etc). In all, five solo instrumentalists, three vocal soloists, and nine vocal ensembles represented Bear Creek. Each of Bear Creek's vocal soloists and ensembles received a superior rating and the instrumentalists all received superior (senior Collette Sackman on oboe and freshman Andrew Benson on violin) or excellent (freshman Miya Higashiyama on piano, freshman Katie Gomulkiewicz on flute, and junior Tommy Chittenden on French horn). Additionally, from each division/category, a winner is selected to represent the Northlake Region at State along with first and second alternates. The Northlake Region represents the Northshore and Lake Washington school districts and students from schools of all sizes throughout these districts compete against one another. Collette Sackman was the winner for oboe and will compete at State. In the small ensemble categories, Bear Creek's girls ensemble was named first alternate; the mens quartet was second alternate. The senior quartet was second alternate in the mixed small ensemble category.



Collette Sackman, senior, plays the oboe.



Alex Beare, sophomore, and Ben Brudnicki, senior, play the trumpet at the State basketball tournament in Spokane.

Adding Pep to Basketball Season

Bear Creek musicians helped rally school spirit at Grizzlies' basketball games this season. The pep band played at several home basketball games throughout the season and traveled with the boys varsity team to Spokane to perform at the WIAA 2B State basketball tournament. In addition, students, including junior Kira Geiger, senior Collette Sackman, and sixth graders Ashleigh Roth and Bethany Van Baak, sang our national anthem prior to tip off at several games.



Tommy Chittenden, junior, plays French horn; Joanna Benson, junior, plays trombone.

Band Wins at Instrumental Festival

Competing at the Association of Christian Schools International (ACSI) High School Instrumental Festival in March, Bear Creek's Upper School band won in the large band category. As a result of their win, the band was honored to give a command performance at the conclusion of the competition. The High School Instrumental Festival is attended by Christian high schools from throughout Washington and Oregon.

Academically-Minded Musicians

In addition to winning musical honors throughout the school year, both Bear Creek's Upper School band and Upper School choir earned recognition as Washington Interscholastic Activities Association (WIAA) academic State champions. The band had an average GPA of 3.56 and the choir's average GPA was 3.55.



At the State basketball tournament, the pep band accepted the WIAA State academic championship award on behalf of Bear Creek's Upper School band.

All band and choir photos by Sini Fernandez

Talk About It

By Hannah Kwon '13

An excerpt from the January 2010 issue of the "Current," Bear Creek's Upper School student newsmagazine.

The Bear Creek forensics team, which was launched in fall 2009, raked in 15 trophies and sent junior Abby Gomulkiewicz to State competition in March. She competed for the top position in Oratory and placed fourth at the State competition. In addition, the 13 member team won the Washington Interscholastic Activities Association (WIAA) academic State championship for 2B schools.

The team is coached by philosophy and Christian studies teacher Kevin Davison, who debated on a forensics team during college. "The team had an amazing season," said Coach Davison.

Freshman Kiersten Sprick said, "I am glad I joined the team because it is just outside my comfort zone, and helps build my speaking skills and confidence," Sprick said.

During the three weekly practices, the team participates in impromptu debates, practices speaking skills, and researches evidence. The forensics team competed in seven tournaments during the 2009-2010 season. Competitions consist of six rounds of debates called "flights." The competitors, either one or two members from each team, often start out with a creative approach to win the judges' attention and favor. Coach Davison says, "It's an essential part of Public Forum debate to get the judge personally invested." Then, the competitors respond directly to each other's points, at times against their own personal convictions. Debaters have to show the judge which argument is superior either by value or persuasion. Debaters have to prepare for both affirmative and negative positions.

The Bear Creek forensics team competes in two types of debate: Lincoln-Douglas (LD) and Public Forum (PF). LD is modeled after the debates between Abraham Lincoln and Stephen A. Douglas, which were held during the 1858 campaign for a U.S. Senate seat in Illinois. LD is conducted by two opponents alternating speeches for their side, and its value is based on philosophical ideas. PF has different objectives than LD debate. Instead of arguing one-on-one, it is conducted by opposing teams of two arguing for their sides. The main objective is being understood by a wide variety of audiences, rather than being precise and philosophical. Because it is public policy-oriented, teammates need to be able to persuade an average audience.

Coach Davison is looking forward to watching the team develop. He is eager to see them grow in strength and skill, so they can travel to other states and compete. He is also looking forward to continuing to have fun with his team.

Hannah Kwon is from South Korea and is a ninth grade student at The Bear Creek School. Hannah is in her third year at Bear Creek and has an older brother, Kooha, who is a tenth grade Bear Creek student.



Front Row: Monique Meissner, sophomore; Marie Dippenaar, sophomore; Abby Gomulkiewicz, junior; Kiersten Sprick, freshman; Ashley Meissner, senior; Cole Probus, senior; Andre Hagan, junior. Back Row: Hanna Anderson, sophomore; Nick Van Baak, sophomore; Tim Ricard, junior; Alex Boettcher, sophomore; Coach Davison. Not pictured: Cameron Kesinger, junior, Michael Chang, sophomore.



Ashley Meissner, senior, and Hanna Anderson, sophomore



Andre Hagan, junior; Michael Chang, sophomore; and Cole Probus, senior

MATH COMPETITIONS

Bear Creek students in grades 3-12 compete in math competitions throughout the year. Students practice weekly after school and travel to competitions such as Knights of Pi, Mount Rainier Math Invitational, Math is Cool, Math Olympiad, and Mu Alpha Theta. Additionally, a devoted set of Upper School math students participate in the Washington Math League's High School Math Contest and American Scholastic Mathematics Association's Annual Mathematics Contest. These contests consist of six tests each which are administered during the students' lunch hour throughout the school year. Highlighted below are some of the accomplishments of the Bear Creek math teams so far this year.



Last October Jin Yun, freshman; Jason Cho, sophomore; and Andrew Benson and Yoon Lee, freshmen, took first place in the 9th and 10th grade team competition in Division II (smaller schools) at the High School Math is Cool Championships. At the same Math is Cool competition Yoon Lee, freshman, took first place among all students (grades 9-12) at the precalculus level.



Jenny Mok, Hayden McCraw, Jaco Dippenaar, Tim Van Baak, David Broaddus, and Anthony Tzen, all grade 8, members of Bear Creek's 8th grade math team proudly display their awards after taking first place in Division II at the Seattle area 8th Grade Math is Cool Championships. At the state-level 8th Grade Math is Cool Masters competition, the team of David Broaddus, Hayden McCraw, Tim Van Baak, and David Assumpcao, grade 7, once again took first place in Division II.



Bear Creek's math team swept 1st - 4th places at the Mount Rainier Math Invitational in the 5th Grade Red Division. Pictured here are seated Scott Carlson and Alex Rhee, grade 5; Christopher Lee and Cassandra Wan, grade 4; and standing Justin Buckley, grade 4; Adesuwa Agbonile, grade 5; Michelle Zhang, grade 5; and Derian Williams, grade 4. At the Seattle area 5th Grade Math is Cool Championships, Bear Creek's team took first place in Division II and did so well that they have been asked to compete in a new Elite division at the upcoming state-level Math is Cool Masters competition in May.



In November Bear Creek's 7th grade math team took first place at the 7th Grade Math is Cool Championships: Jesse Domingo, Miwa Ito, Benjamin Lee, and Daniel Assumpcao, all grade 7.



At the regional 6th Grade Math is Cool Championships, Bear Creek won the second place team award in Division II. Individually, John Lee earned a 4th place trophy and Dominic Mein took 2nd. Pictured here with their awards are John Lee, Kevin Zhou, Dominic Mein, Elsa Salido, and Kathryn Anderson, all grade 6. They will compete in the state-level Math is Cool Masters competition in May.

BEAR CREEK DANCERS TAKE THE STAGE

During the Christmas Season of 2009, four Bear Creek students danced their way through the holidays with parts in their dance companies' productions of the *Nutcracker* ballet. Three of the dancers are Middle School girls, while the fourth is a second grade student. All have been living out their passion for dance since they were quite young.

Eighth grade student Alexa Calcagno began dancing when she was three. She joined the Issaquah Dance Theater at age five and



Valerie Lines of Classical Lines Photography

Alexa Calcagno, grade 8

has danced with them ever since. This year she played the parts of Snow and Arabian in her company's four performances of the *Nutcracker*.

Eighth grade students Claire Phillips and Kirstin Allison both dance for the International School of Classical Ballet (IBT) in Kirkland. Claire started dancing at age six and whole-heartedly believes in choreographer Merce Cunningham's quote:

"You have to love dancing to stick to it. It gives you nothing back, no manuscripts to store away, no paintings to show on walls and maybe hang in museums, no poems to be printed and sold, nothing but that single fleeting moment when you feel alive. It is not for unsteady souls."

Claire experienced her own fleeting moment of feeling alive on opening night while dancing in the *Nutcracker's* "Waltz of the Flowers." Claire joined the IBT last year after dancing with the Pacific Northwest Ballet School for four years. In the 2009 *Nutcracker* production, she danced the part of Mouse in addition to a part in the "Waltz of the Flowers."

Kirstin is a recent transplant to the Northwest. She began her dancing career at age four in The Woodlands, Texas. Kirstin joined the IBT when her family moved here in 2009, and this season she also danced the part of Mouse. Both girls danced in eleven *Nutcracker* performances at Meydenbauer Center in Bellevue.

Second grade student Jessica Kwiram has been dancing since she was just two years old. Last summer she was accepted into the Pacific Northwest Ballet (PNB) School. She auditioned for

the *Nutcracker* in September and was awarded the role of Little Girl. Rehearsals, which began in October and continued through the holidays, were held two to three times per week. Between Thanksgiving and Christmas, Jessica danced in 20 rehearsals and 16 performances at McCaw Hall in Seattle. Jessica received this direction from the PNB's acclaimed choreographer Kent Stowell, "When you hit Little Boy with the doll – hit him harder!" She had



Kim Douglass

Jessica Kwiram, grade 2

the opportunity to dance with various local radio personalities and athletes who filled the cameo role of Grandfather in each performance. Jessica's favorite part of dancing in the *Nutcracker* was actually being on stage and seeing the audience. Her least favorite part was the hours and hours she spent with her hair in curlers preparing for each performance. She's hoping that next year she wins a part in the "artillery" so that she can wear her hair in a bun under a hat!

"Let them praise His name with dancing and make music to Him with tambourine and harp," Psalm 149:3. With perseverance and commitment, these four girls continue to live their passion and dance with joy.



Angela Sterling

Jessica on stage at Seattle's McCaw Hall



Courtesy photo

Claire Phillips, grade 8



Courtesy photo

Kirstin Allison, grade 8

A Passion for the Ice

Emily Huston, grade 7, watched the 2006 Olympic Games in Torino and decided she wanted to try figure skating for herself. She started by taking group lessons and within a year moved to private lessons. Emily continued to learn and has mastered all the single jumps, including the single axel plus the camel and sit spins. Emily's favorite part of ice skating is her jumps!

For each U.S. Figure Skating Association level of figure skating, a skater must pass two tests: a Moves in the Field test and a Freeskate test. For example, the Moves in the Field test requires different types of footwork; the Freeskate test requires a program with specified jumps and spins. Emily has passed both tests for the first or pre-preliminary level. She has also passed the Moves in the Field test for the second or preliminary level. Emily currently competes in local competitions at the pre-preliminary level.

Emily's training involves being on the ice at 6 a.m. three to four days a week at the Kingsgate Ice Arena in Kirkland. Her goals include learning all the double and triple jumps, learning more spin positions and more complicated footwork. She would also like to pass the skating tests up through the senior level.

Emily shares her thoughts about skating, "I want to pursue my passion and enjoy the journey God is leading me through!"



Marianne Oelund

Wearing a dress she helped design, Emily Huston, grade 7, performs a sit spin during a competition.

Boys Soccer

The boys varsity soccer team reached the Washington Interscholastic Activities Association (WIAA) State championship game before falling to league rival Tacoma Baptist. The second place State finish capped a year in which the team won the Sea-Tac league championship and went 14-4-2 (10-1-1 in league). The varsity boys also earned a WIAA academic State championship with a cumulative GPA of 3.48. Senior Kyle Blankenbeckler, and sophomores Mark Phillips and Nima Abtahi, were awarded First Team All-League honors. Sophomore Lucas Fernandez, junior Jamie Clough, and senior Payum Abtahi were all awarded Second Team All-League honors.



Sini Fernandez

Tom Postings, junior, approaches the ball during the boys varsity soccer season opener against Puget Sound Adventist. Payum Abtahi, senior, is in support.

Girls Soccer

The girls varsity soccer team reached the WIAA State tournament once again this year after finishing the regular season with an overall record of 7-9 (3-3 in league). Sophomore Morgan Rial, junior Jenny Price, and senior Megan Cheever were awarded First Team All-League honors. Junior Catherine Pomeroy and senior Laurie Robinson were recognized with honorable mention.



Sini Fernandez

Megan Cheever, senior, prepares to throw in the ball during the girls varsity soccer team's home game against Seattle Lutheran.

Cross Country

The boys varsity cross country team finished the season taking second place at both the league meet and district meet. The team advanced to the State meet where they finished eleventh. The girls varsity cross country team earned a WIAA academic State championship with a cumulative GPA of 3.78. Seniors Josh Erickson and Robert Kelley were awarded First Team All-League honors. Senior Brian Matson earned Second Team All-League honors while senior Jake Matthews was awarded an honorable mention.



Helen Twentyman

Jake Matthews, senior, races for Bear Creek during a September invitational meet. Robert Kelley, senior, follows closely behind.

Volleyball

The varsity volleyball team reached new heights in 2009 by earning a berth at the WIAA State tournament for the first time in school history. The girls returned from the State tournament with the eighth place trophy after going 14-8 overall (7-3 in league). Freshman Michele Brown, junior Dominique DuBois, and senior Maddie Easley were awarded First Team All-League honors.



Sini Fernandez

Tajel Mehta, senior, looks toward the basket during an early season win over the U-Prep Pumas.

Boys Basketball

The boys varsity basketball team reached the WIAA 2B State tournament for the second time in school history and came home with a fifth place trophy. In addition to the State appearance, the boys also captured their third straight Sea-Tac league title, a Tri-District championship, and a WIAA academic State championship with a cumulative GPA of 3.70. The Grizzlies finished the season with a record of 26-2! Senior Jamie Meyer was named the Sea-Tac North Division Player of the Year. Juniors Lucas Peterson and Ryan Strandin were awarded All-League honors. Senior Kyle Blankenbeckler earned an honorable mention. Coach Scott Moe was named Sea-Tac Coach of the Year.



Sini Fernandez

The varsity volleyball team celebrates their victory over Rainier Christian during the Tri-District tournament which sealed their first-ever bid to the State tournament.

Girls Basketball

The varsity girls basketball team ended the season with a final record of 15-8 after winning the Sea-Tac 2B North Division, and eventually coming within one game of reaching the State tournament. The girls took second in the WIAA academic State championship with a cumulative GPA of 3.79. Senior Tajel Mehta was named the Sea-Tac North Division Player of the Year. Senior Megan Cheever and sophomore Kendall Englestone were awarded All-League honors. Coach Alan Dickson was named Sea-Tac Coach of the Year.



Ron Strandin

The boys varsity basketball team and coaches celebrate with their fifth place team trophy at the State tournament in Spokane.

In Memory of Those We Love

By Sixth Grade Teacher Lisa Dineen

There is a satisfaction that comes from reaching a goal, especially when it takes time and hard work from a number of people. Everyone involved in The Bear Creek School Memorial Garden project felt this satisfaction when each milestone was reached. This project began as a seed from a Bear Creek parent, Carrie Ulvestad, who suggested a memorial to honor those of our family whom we had lost. Over the past three years this seed of an idea grew as the sixth grade student government planned, designed, planted, and raised money for a memorial garden. The first year, students focused on a location and design for the garden. With Bear Creek Building Operations Director Kelly Saulsbury's assistance, a space was found on the north side of the Redmond Campus building next to the library. The following year, students selected plants, a bench, and stepping stones for the garden. After Mr. Saulsbury cleared the area, the students planted the plants and completed the first phase of the garden. Last year, the students' focus was on the final piece, a memorial sign. They wrote to each student's family who had experienced the loss of a member of the immediate family: parents or siblings. Once they gathered the information needed, the sixth grade students selected a verse for the plaque and met with Head of School Patrick Carruth to present their plan and obtain his approval.

This year the sixth grade student government worked with Bear Creek grandparents Mike and Penny Merriman and Paul Paylor, Bear Creek building operations staff, to improve the garden's soil and to plant additional shrubs and flowers. The sixth grade students will continue to tend the garden in the years to come. The Bear Creek community is invited to honor those we have loved and lost by visiting the memorial garden.



The memorial garden in bloom, March 2010

Shelley Engelstone



Sam Humphries, Matthew Meyer, Mike Merriman, Ryan Loudenback, Paul Paylor, Penny Merriman, Kathryn Anderson, and Meghan McCahill. Not pictured: Sara Heimberger and Teddy Dyer. All students grade 6.

Lisa Dineen



Kathryn Anderson and Meghan McCahill, grade 6

Sini Fernandez

facebook fever too much of a good thing?

By Hannah Kwon '13

An excerpt from the November 2009 issue of the "Current," Bear Creek's Upper School student newsmagazine.

Social networking sites impact students' lives academically, socially, and spiritually. The positive academic benefits of using Facebook are that students can easily connect with people and are able to ask questions about their homework and receive help. Many student Facebook users say that they convinced their parents to allow them to use Facebook for easy communication and academic assistance.

Facebook can also reduce stress. It is healthy to take a break from studying because it helps the brain to focus. But the problem is that the shortly-intended breaks often become too long. Once on Facebook, students feel the responsibility to check their inboxes, notifications, friends' status, and new pictures. The distraction can turn five minutes into several hours. Junior Heather Omdal said, "Sometimes I get on Facebook to get help on some kind of homework. But, if I get too wrapped up in Facebook, I find myself wasting a lot of time."

Bear Creek's Vice President for Academic Affairs, Karen Blankenbeckler comments, "Bear Creek Upper School students don't seem to have serious problems [with Facebook]. They tend to make wise choices. Facebook is a problem mostly for students younger than Upper School. I have seen Upper School students discussing their homework often on Facebook."

Facebook not only affects students academically but also socially. "Facebook connects me to new and old friends," shares sophomore Alex Beare. Since Facebook is a social networking site,

people assume that Facebook only positively impacts students' social lives. This is not always true. Using the site can also have negative side effects.

Bear Creek's School Counselor, Nancy Thompson, agrees that Facebook includes both positive and negative effects on students' social lives. "Students can be unaware of all the people watching their Facebook. If they make sure that they post things up that are intended to be shown to everyone online, Facebook is a great source for connecting with others and socializing," Thompson said. She goes on to say, "It is very good that Facebook provides friends to get connected with and form wider relationships, but I am concerned that the relationships are wide, yet shallow."

Mrs. Thompson is also worried about the "click-off" relationships. Since everything is online, anyone can add or delete a friend with a simple click. For example, if there was a couple on Facebook, one party could "breakup" with the other with a simple click. Thompson explained that these breakups need to take place offline and face-to-face; relationships are a more serious thing than just a click. People need to experience the "pain" in breaking off relationships, because the pain is what builds our "interpersonal life skills." Thompson worries that the students who only participate in online relationship are not going to have experiences to draw from for the future.

Students tend to be aware of the time Facebook distracts from homework and interpersonal relationships, but not the time it distracts from their spiritual life. Social networking sites easily take up time intended to be spent with God. Senior Jeanine Gorzalski, who leads the

girls Bible study each Tuesday, notes that Facebook has affected her faith. Gorzalski said, "In some ways, I can share my faith with people whom I hardly ever talk to or see, but it is also a bad thing because I feel like Facebook takes away time with God."

“Most things are not inheritably good or bad. Facebook is one of them. It just depends on our potential to use it.”

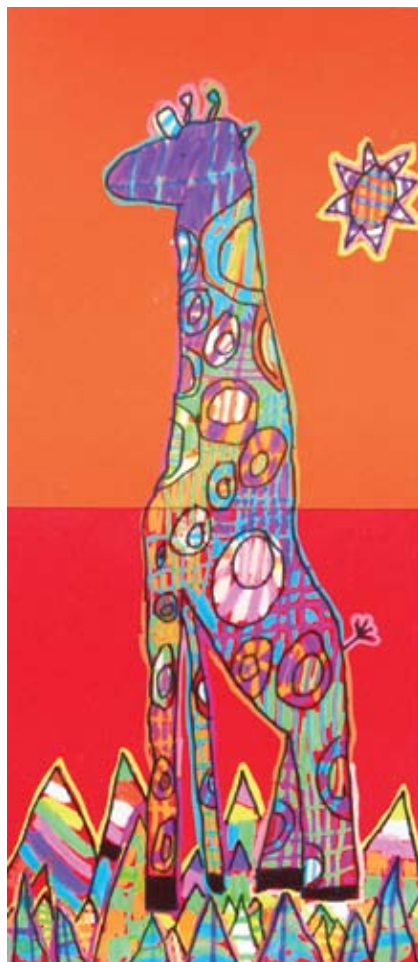
Mike Faris, Upper School Christian Studies Department Chair, said, "Most things are not inherently good or bad. Facebook is one of them. It just depends on our potential to use it." It may be rare to connect Facebook and spiritual life in a positive way; but, since Facebook is such a widely used network, Christians have the opportunity to share the gospel to people who could not be reached outside of the internet. It also provides opportunities to join Christian organizations such as World Vision. "It is hard to state that Facebook is bad because it is a cause for wasting time, because, if someone is determined that they are going to waste time, they would anyway, even if it was not on Facebook," said Mr. Faris.

The issue of Facebook and its effect on students' lives is nuanced. Like Mr. Faris said, "it depends on our potential to use it."

Unfriend: verb - to remove someone as a 'friend' on a social networking site such as Facebook. The New Oxford American Dictionary announced the word 'unfriend' as the Word of the Year for 2009.

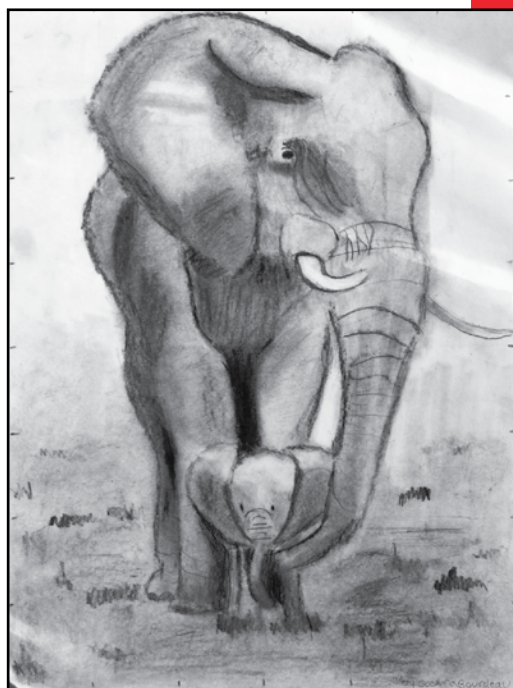
GALLERY

Through education in the arts, students develop personal expression, creative thinking, imaginative communication, and intellectual curiosity. As creatures made in the image of God, we all inherit the blessing of creativity. Bear Creek students learn to express the nature of things, the reality of Truth, and the significance of beauty through art.



Above:
Jonathan Nelson
Grade 1
Surge markers and Sharpie
Study in pattern

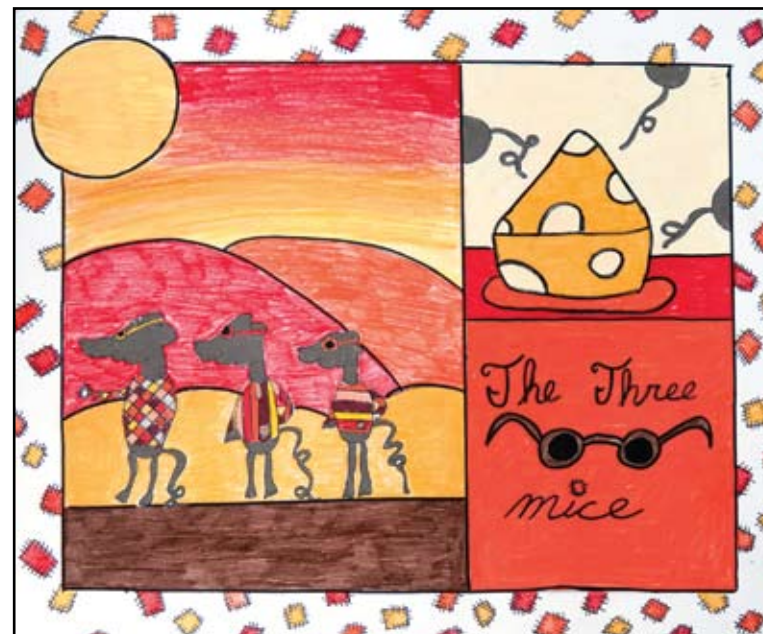
Below:
Oceanna Bourdeau
Grade 7
Pencil value drawing



Above:
Cassandra Wan
Grade 4
Oil pastel
Van Gogh-style

Left:
Megan Cheever
Senior
Pen pointillism

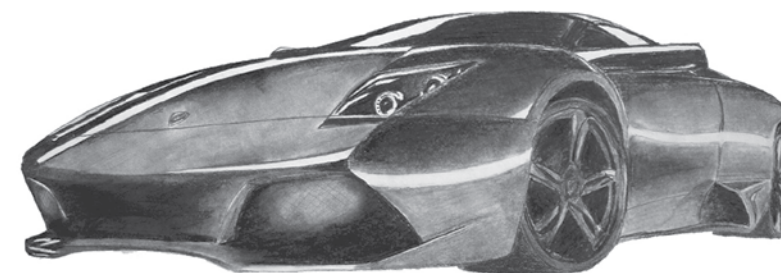
Below:
Alec Helzer
Grade 2
Watercolor
Foreshortening
and scale change



Top Left:
Ashley Cowman
Grade 4
Sharpie and colored
pencil
Variation on a theme

Above:
Nigel Saw
Junior
Pencil value drawing

Top Right:
Clara Shands
Senior
Colored pencil
and watercolor
Handscape



Left:
Mia Niikkonen
Grade 6
Pen pointillism

Above:
Sydney Felker
Senior
Pencil value drawing

Living from the Center: A Christian Perspective on Wholeness

By Rev. Jeff Gephart

Every weekend, the parking lot near my house next to the Sammamish Slough fills with Volvos, SUVs, and Subarus. Rain or shine, the masses of urban road warriors switch from automobile commuters to serious cyclists. They unload their gear from Yakima racks, don brightly painted cycling shirts, and bring the passion of Lance Armstrong to their creek-side sprint or Hollywood Hill climb.

Admittedly, I'm not a passionate cyclist but more of a practical cyclist. I'm very content with the hybrid bicycle my family gave me a few years ago for my birthday, and I miss riding to work as I once did in California under sunny skies. Still, I admire cyclists' tenacity in pursuing this recreation. I appreciate the beauty of man and machine when I see cyclists on the road, especially those like Bear Creek faculty member Bill MacKenney who slog their way up Novelty Hill each work day. I imagine them tending to their gear in the evenings and making the necessary adjustments: checking the brake pads, lubing the chain, truing the wheel. There is much to admire in bicycling.

It was my own mentor, Earl Palmer, who gave me a memorable spiritual analogy from bicycling—the wheel. Earl believes the wheel is a picture of what he calls the Apostle Paul's "convergence theology." Life is really a search for the center, according to Earl. The great masters of art, literature, and science all search for a convergent point in their work. Stephen Hawking has his search for a unified field theory. Mountain climbers seek the highest peak as a point of convergence. The

parable of the prodigal son in Luke 15 is a kind of convergence, as the compassionate heart of the father is revealed to both sons. Convergence is simply the search for a center, for the most meaningful point of reference. The famous French philosopher Blaise Pascal describes the "God-shaped vacuum" in each life. The great bishop and theologian from Hippo, St. Augustine, confesses to God, "Our hearts are restless until they find their rest in Thee."

This same search for a center emerges in Paul's discourse with the Corinthian church. Paul confronts a church that has strayed. In the search for the eccentric, the extravagant, the powerful and mysterious, this extremely wealthy and eclectic Corinthian church begins to lose its moorings. Paul intends to set the compass back to true north and bring the Corinthians back to Jesus as their center. "It is because of Him that you are in Christ Jesus," Paul says about God, adding that God has supremely given us Christ "who has become for us wisdom from God—that is, our righteousness, holiness, and redemption." And in a clear statement of where we should place our focus and thus maintain a center, he says: "Therefore, as it is written: 'Let him who boasts boast in the Lord.'" (1 Corinthians 1:30-31).

What does this have to do with the wheel and bicycling? Well, the wheel as a masterful piece of design is a good physical illustration of convergence. In a standard bicycle wheel there are really three main parts: the rim (including a pneumatic tire), the spokes, and a hub. All three parts work together to create the movement of a wheel, but it is the hub that must be the strongest.

The hub is made of the highest quality metal and must be strong enough to maintain the pressure of the entire wheel. Each spoke distributes the weight of the rim toward the hub.

St. Paul and Palmer are saying the greatest task of a human is to find a hub that is both true enough to be a center and strong enough to last. That center is Jesus Christ. Jesus Christ is the only center that is true and strong enough to integrate a human life. And only after establishing a true and strong center can it become possible to live out a credible life of Christian wholeness.

The Christian view of wholeness maintains that Christ must be the center of our lives, described in the wheel analogy as the hub. There are other important aspects of our lives as well. These are described as the spokes. As Palmer teaches, there are two great discoveries that we make when we choose to follow Jesus Christ. First there is the discovery of our need. We are broken. The Bible declares that we are sinful—unable to solve our own problems. This is the discovery of our tragic natures. Then there is the great discovery of our belovedness. We were bought with a price because Jesus loved us. We are beloved. These two main spokes go together and can be summarized by the great line in John Newton's hymn: "'Twas grace that taught my heart to fear, and grace my fears relieved."

There are two other main spokes. Palmer calls these the yearnings and feelings we bring to our relationships with Christ. They are the unfilled desires we have as humans. The third spoke of the wheel is the given facts of our lives. We do not choose our races, ethnicities, families of origin, genders, or even IQs. These are given to us. We must take all our yearnings that come from these facts of our lives and bring them to our relationships with Christ. The fourth spoke is our gifts, talents, and work. We have some choices in our lives with these things. We choose to develop certain abilities, gain specific knowledge, and perform different kinds of work. These begin to emerge throughout our lifetimes.

The analogy of the wheel suggests these four important aspects of our lives—our needs, our belovedness, the given facts of our lives, and our life's talents and work—all find their integration in Christ as the center. These are the spokes of our wheel. None of these are able to be the hub of our lives. They are not strong enough. Yet as spokes, they can find their integration in Christ and connect from hub to rim.

Christian wholeness then can be defined as "living from the center." When we begin to imagine connecting our spokes to a hub that is true and strong enough to last, then we experience the power of this analogy for our lives. So what might be the implications of this view of wholeness for ourselves, our parenting, and our lives together at The Bear Creek School?

First, the greatest gift we can give ourselves, our children, and our students, is a life that seeks to live from the center. We can only give away what we first possess. More than just a truism, this statement gets to the heart of the matter of wholeness. If we want to be whole and healthy in our relationships, if we want to be whole parents who truly bless and nurture our children, if we

want to be whole and united as a school community, then, we must acknowledge Jesus Christ at the center of all we do.

Of course, we often try to make a spoke the hub of our lives. Can you imagine taking a spoke of a wheel and making it a hub? That wheel will collapse! But that's what we do when we put family, or success, or admiration at the hub of our lives. We put something that is not made to be a hub at the center. It's not strong enough.

Some questions to ask ourselves might be: Do our children see the difference between a hub and a spoke in our lives? For example, when we make a mistake, do we ask for forgiveness? When we achieve success, do we acknowledge "from whom all blessings flow?" The world watches us as a school. How do we win and lose on the court? What difference do we make in the Redmond or greater Eastside community or even the world? Do we do these things because of Jesus Christ or because of ourselves and our recognition? We have the opportunity to give a great gift to all we are with, but we can only give the gift we already possess: Jesus Christ as our hub.

Second, living with Christ as the hub is the path to achieving one of the most valuable goals we have as a school: for "each student to become the individual God intends." Jesus Christ is the one who is capable of integrating the most spokes in our lives. When we allow Christ to be at the center of family and school life, we have an opportunity to truly express our unique individuality. With Christ at the center we acknowledge the particular gifts and talents of each person in our lives. Getting into college becomes not the "best" college but the "best fit" college. Christ as our hub means not doing "the best" in math, but doing "my best" in math, science, art, English, and the like. Christ at the center of our lives does not mean never making mistakes. Instead, it means learning how to express the reality of both our brokenness and our belovedness—that is experiencing the consequences of our actions, yet being restored in relationships and moving forward. In Jesus Christ we are able to integrate the most spokes and therefore be most uniquely the people we are created to be.

"Living from the center" is a powerful way to understand wholeness and seek it out in our personal lives and in our school community. The image of the wheel gives us much to reflect upon and apply in our own lives. My prayer is that we could be honest with ourselves and let Christ truly be the hub of all we do as we seek to connect all the spokes of our lives to Him!

It's Sunday afternoon and I watch the pelotons of cyclists cruise by on the path, their finely tuned machines humming in graceful precision. The wheels are true, perfectly balanced and bearing the weight of each rider just as they are meant to do. What it's all about is really just an old cliché—"where the rubber meets the road." When the rubber meets the road, the bicycle moves. Isn't that the point after all? That all of us, having discovered what it means to have Jesus Christ at the hub of our lives, will embrace the adventurous journey ahead? I hope I see you out there on the road!

When we allow Christ to be at the center of family and school life, we have an opportunity to truly express our unique individuality.

Sini Fernandez



Sherrie Brown

By Shannon DuBois
Photos by Sini Fernandez

Mrs. Brown talks to frogs—literally. Perched on her desk in the seventh grade life science room is a large, neon amphibian that speaks—when it rings, that is. Her fun-loving frog phone has been

a topic of conversation for almost as long as Mrs. Sherrie Brown has been a teacher at The Bear Creek School: 14 years. And that's not the only stationary frog in her classroom; a bag of 20 patiently wait to be dissected, just one of the exciting events her students experience every year.

“Dissecting earthworms, frogs, and cow eyeballs is a highlight,” says Mrs. Brown. “Each time students come in moaning, ‘Ooh, gross,’ but within three minutes the kids are completely fascinated. When you see the mass of cells and bundle of fibers in the optic nerve of a cow eyeball, it’s hard

to ignore the fact that we have an amazing Creator.”

Having always possessed a zeal for exploring the Creator’s life forms, Mrs. Brown graduated from Pacific Lutheran University (PLU) with a degree in physical education and an emphasis in

biology. Having come from a family of three children, “my parents saved and saved for college,” says Mrs. Brown. “Then amazingly, we all received sports scholarships.” Before graduating from PLU, Mrs. Brown played volleyball at Eastern Washington University. It was also at Eastern where Mrs. Brown met her husband, Greg. “He used to shag balls for us,” says Mrs. Brown, “and then he

Mrs. Brown attributes her teaching success first to God, and then to her own mentors. “My parents both worked in education,” says Mrs. Brown.

caught the volleyball bug.” Now, Greg is the Director of Sudden Impact Volleyball Club, a highly competitive club where their freshman daughter, Michele, plays.

Mrs. Brown attributes her teaching success first to God, and then to her own mentors. “My parents both worked in education,” says Mrs. Brown. “My dad was a high school art teacher and my mom, an elementary school secretary. My father was a phenomenal teacher. I loved hanging out in his classroom. Then, when I received my teaching degree, I used to substitute teach for him.” She received her M.Ed. from City University in curriculum and instruction.

How does Mrs. Brown almost magically transform “Ooh gross!” to “Ooh cool!” over cow eyes in just minutes? Exactly how does she thrive on teaching these seventh graders who are in a stage known for raging hormones and social mishaps? “It’s all about building relationships,” says Mrs. Brown. “The science aspect is important, but the kids are important too. I do everything I can to build associations by exploring their interests.”

Mrs. Brown keeps her own curriculum interesting by not only connecting it with her students’ interests, but also by continually pondering new ideas, such as forensics, the most recent addition to her science repertoire. “We set the stage by mimicking a real crime scene. One year we had Mrs. Sheffels, our English teacher, ‘die.’ We set out clues and the kids had to dust for fingerprints, test Diet Coke for poison, or decipher notes to try and discover the murderer,” says Mrs. Brown. “Of course I didn’t tell them that the ‘murderer’ was Mr. Davison, our Christian Studies teacher. They have to find out on their own and prove the case. I keep it light, balanced, and fun—not gory and gross so their

imaginations don’t run too wild.”

Besides motionless frogs, high-powered microscopes, and dead bodies, a kaleidoscope of colors shining through the windows displays another of Mrs. Brown’s passions: stained glass art. “I used to sell my creations in craft shows and to churches before my career in education.” Now, Mrs. Brown teaches stained glass art to Middle School and Upper School

students as an elective. But for Mrs. Brown, the reward in teaching isn’t the art that students produce, but the art in whom they become. Mrs. Brown fondly recalls the year she taught an eighth grade exchange student from Russia. “I became a mentor of sorts to him, regularly taking him to church and helping him navigate



Mrs. Brown with daughter Michele holding the girls varsity volleyball State trophy.

American life. He came to know Christ on the senior trip,” Mrs. Brown says, emotion edging her voice. Mrs. Brown attended his college graduation from Emory University in Atlanta, and he sends Mrs. Brown yearly Mother’s Day presents. Just recently, he requested her presence at his wedding this summer in Russia.

In addition to her upcoming trip to Russia, Mrs. Brown also looks forward to another season of Bear Creek volleyball. She is currently in her 21st year of coaching, seven of which have been at Bear Creek. “I took three years off in the middle of my coaching career to watch our son,

Mathew play soccer,” says Mrs. Brown. “At the time, it was a great lesson to my team. They knew my passion was coaching and that I didn’t want to leave them, but they could also see that my family came first, and sometimes we get to make those hard choices in life.” Mrs. Brown never regrets that decision, especially during Matt’s senior year when the Bear Creek soccer team earned the State Championship.

Now, Matt is in his junior year at Pacific Lutheran University and is majoring in history while enrolled in the ROTC program.

When Mrs. Brown returned to the volleyball court in 2007, she brought the Bear Creek team to the district tournament two years running, each time finishing one game shy of making it to State. In the fall 2009 season, however, Mrs. Brown made some changes. “We worked longer and harder in practices, plus started intense training with Maximum Sports Conditioning,” says Mrs. Brown. “The girls set a goal of making it to State and did everything to obtain that goal.”

Achieving that goal wouldn’t be simple, but Mrs. Brown kept the team focused by bringing some of her science-minded objectivity to the court. “Coaching is very subjective unless you look at statistics, unless you measure something. It can’t be based on perception because my perception is not always reality. Sometimes we only remember that last horrible play, and miss things. We need to take the personality out of it, take the subjectivity out of it, and encourage the kids to compete,” says Mrs. Brown. “We need to teach girls that competing is good. Our girls worked hard in practice because they knew that everything they did mattered.”

The die-hard conditioning and practice competitions paid off. By league season-end, some girls were jumping three inches higher than before. The team found themselves at the district tournament for the third year in a row battling for a State

continued on page 29

Left page: Mrs. Brown dissects a worm with Jessica Sanford, grade 7.

베어크릭 사랑합니다♥

我爱熊小溪

INTERNATIONAL STUDENTS—A BLESSING IN OUR COMMUNITY

By Marky Olson

International Festival, or I-Fest as the festival is known, at The Bear Creek School is an entertaining and enlightening display of students sharing various world cultures. As junior international student Miaoyi Zeng's fingers danced behind the soaring notes of "Chinese Wedding Song," even hungry students stopped to listen. Miaoyi's piano recital was followed by a film of

the Korean rap group Last for One, which artfully wove Pachelbel's Canon in D into the performance. Junior Junwhan Yoo then led a live rap performance that clearly entertained fellow students. And this was only day two of I-Fest.

Senior Hyejine (Erica) Ihn explains that the International Club, started two years ago by her brother Jin, was formed to help international students confront difficulties they faced inside and outside of school and to help them successfully interact with other students. The primary focus of the club is to plan and sponsor International Festival, a week of international music, games, and food that Bear Creek students enjoy during lunchtime. International students share their culture with Bear Creek peers and also learn valuable leadership skills in the planning process.

Bear Creek's international program was formalized three years ago under the guidance of Katie Humphries. Mrs. Humphries served abroad in the Peace Corps and developed an extensive English as a Second Language (ESL) program at St. Anne's-Belfield School in Charlottesville, Virginia prior to coming to The Bear Creek School. Her charismatic personality and extensive experience have been instrumental in bringing Korean, Chinese, German, and Taiwanese students to The Bear Creek School. Mrs. Humphries states that "Bear Creek helps lessen the stress of homesickness and culture shock with help from proactive counselors, connecting through the International Club, celebrating together at an annual holiday party, and remaining connected to families in their home country through technology."

The international program is for both Upper School and



Shawn Han as the tug-o-war anchor at Icebreaker '08.

Middle School students, however, the majority of international students are in the Upper School. Currently enrolled are 14 students from Korea, two from mainland China and one from Taiwan who are here on student visas. There are also students from other countries here at Bear Creek on their parents' work visas. Mrs. Humphries adds, "Many people think our international student program is new, but in actuality, we have had international students in the Upper School almost since the school's inception. In fact, since 2001, we've had at least one international student in every graduating class, and the majority of these students have been Korean."

Language acquisition and cultural exposure are only part of what visiting students experience. Senior Xiao (Shawn)

Han tells about having lost his mother to cancer in 2007, (prior to coming to Bear Creek) understandably leaving him feeling lost for a time, even in his native China. He remembers small acts of kindness on his first day at Bear Creek that opened his heart and mind to the wonders of Christianity. Upper School Division Head Karen Beman recalls, "One of the most inspirational images I have of Shawn was during Icebreaker last year. He had literally just arrived in the United States and was whisked off to Icebreaker. During one of the class competition events, Shawn was chosen as the anchor for the tug-o-war. Without hesitating he jumped forward, wrapped himself in the rope, and pulled with the strength of ten men! The entire Upper School crowd roared with excitement and from that moment on, Shawn Han became an icon of courage, fortitude, and grace under pressure." Shawn shares that the difficulties of a new language were largely offset by the help of Mrs. Humphries, Mrs. Nelson, and Mrs. Dunn "because they showed me what Christian behavior looks like." His peers and teachers at Bear Creek "bring beautiful memories to me that have changed my concept of life," greatly easing the pain of losing his mother. Shawn summarizes his experiences at Bear Creek with these words: "I may forget some knowledge I gain, but I am sure I will forever



Upper School students line up to feast on a variety of traditional foods prepared and served by members of the International Club during I-Fest.

remember the purpose of our lives and why I am here."

When asked how her experience at Bear Creek has changed her, Erica Ihn expresses the value of simple observation and careful listening across invisible cultural lines. Erica describes her newfound understanding of tact as an important skill:

"My facial expressions were always too honest, a tendency to be candid which is not rare in Korean society. I realized that Americans are more emotionally reserved and often courteously spare others from the whole truth. Although they are straightforward when they express their opinions in controlled situations like a debate, Americans tend to politely tolerate obnoxious people and difficult situations, sharing their genuine feelings only with true intimates. This is not dishonesty, I discovered, but tact, an important skill. I have learned to temper my directness with discretion. I try to appropriately combine my 'honesty' with an 'American' politeness, making me adept at using

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Top left: "I Love Bear Creek" written in Korean by Erica Ihn.
Top right: "I Love Bear Creek" written in Chinese by Shawn Han.



As a part of sixth grade's study of Asia, Amy Um, junior, shares traditional Korean dress with Kathryn Anderson and George Higashiyama.

IMAGINE

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By Dr. Alan Pue, EdD

President, The Barnabas Group, Littleton, Colorado

In keeping with our five-year strategic plan, "2013 Journey to Distinction," The Bear Creek School desires to become an "integral cultural influence in Redmond, the Pacific Northwest, and the world" by fostering relationships with the broader community through strategic partnerships and speaker series. Most recently we have partnered with the Seattle Christian Foundation to create a breakfast seminar series, "Building Your Generous Life & Legacy," for our community. It is with this educational goal in mind that we have asked Dr. Alan Pue to share his perspective on the subject of endowments. — Justin Coleman, Vice President for Advancement

Imagine the impact on enrollment at your school if tuition could be reduced by fifty percent while doubling the amount of financial aid available to struggling families. Consider what might happen if such a decision caught the attention of your local newspaper, radio, and television stations. Now imagine that despite sharply reduced tuition rates, the school your children attend could still provide a world-class education. Imagine.

Are you intrigued? I hope so because this is not just an exercise in wistful thinking. It is a matter of survival. I'm certainly not a prophet, but I don't think there is much risk in predicting that Christian schools must find a way to keep themselves financially accessible or there are going to be far fewer schools in ten years.

If, however, Christian schools are willing to follow the lead of colleges and universities like Harvard, Duke, Columbia,

Stanford, MIT, Yale, Brown, University of Pennsylvania, University of Chicago, and Emory, they could actually reduce their tuition and still provide a quality education. Impossible, you say. Not really. Consider this single fact. The University of Texas system could provide all of its undergraduate students free tuition if it would simply increase what it takes from its endowment by less than an additional one percent per year.

Still unconvinced? Then let me ask you to exercise your imagination a bit more. Imagine, for example, how much more difficult it will be to recruit and retain quality teachers to educate and mentor your children as the differences between what your school can pay and what the local public school district can pay continues to widen. That problem is already real, but it is only going to worsen as the number of boomers reaching retirement age increases steeply over the next five to ten years, intensifying competition for quality teachers.

Let's continue this exercise a bit. Consider what happens to enrollment at your school as school choice options, including home schooling and charter schools, grow in popularity. Now further imagine the impact from rapidly changing demographics in all regions of the country, or from yet unforeseen advances in technology, or from increasing hostility as our culture drifts even further from its Judeo-Christian roots, or from declining church support. Now, after considering all of those scenarios, are you ready to imagine a new funding paradigm, one radically different from current practice?

But, you ask, what would a new paradigm look like? That is a fair question for any parent, school administrator, or Board member to ask. After all, I suspect that your school has already implemented just about every thoughtful funding idea ever presented at an Association of Christian Schools International convention. First, there was the switch from candy sales to an annual fund built around a professional development strategy. Next, the school board adopted and implemented the idea of cost-based tuition. Those were wise and essential first steps. But even with those changes, your school may still be finding it difficult to fully bridge the current funding gap, much less the chasm that lies ahead, nor can your school appropriately compensate its teachers or keep up while costs related to technology, facilities, and curriculum keep climbing.

NEXT STEPS

Let's be honest. Financing Christian schools has always been a challenge. So, given that the cost of providing

education will continue to increase, is there any real hope that a solution to the funding dilemma can be found?

The answer, of course, is yes. But it is not a simple, easy yes. School leaders can't just attend a three-day seminar and walk away with a plan to build sustainable funding. That is both naïve and unrealistic. It is equally unrealistic to assume that your school's current and future funding needs are going to be met by the same people who struggle to pay tuition. As a parent you fully understand that reality. After all, the need isn't an extra hundred thousand or two. The long-term need is for millions of dollars.

Hopefully, I have your attention. Both compassion and excellence come with a price. A school can't just give away education. Someone always pays. In most Christian schools that someone is usually the classroom teachers and administrative staff. Yes, parents sacrifice as well, but not in the same way as teachers and staff.

As costs continue to escalate, however, even that sacrifice isn't going to be enough. Harvard and the other schools I listed earlier in this article were able to lower their tuition and largely eliminate student loans because long ago they discovered a new funding paradigm. If your school is ready to join them on the journey to fiscal health, here are four steps for forging that new path.

STEP ONE: Discard Your Old Wineskins

I can't state this forcefully enough. Business as usual must end in Christian schools. While we dare not surrender our non-negotiables, when it comes to organizational practice nothing should escape intense scrutiny.

Schools like Harvard and Yale have been able to make radical changes in their pricing policies because they have done two things well. First, they have consistently practiced wise fiscal planning, and second, they have aggressively built strong resource development programs, *particularly in the areas of planned giving and endowment*. You can afford to be generous when your endowment, like Harvard's, exceeds thirty-six billion dollars.

Christian schools are right to be concerned about the impact of continuously rising tuition. But unless schools build the right kind of strong sustainable financial base, they won't be able to make any real reductions in tuition rates without putting themselves at greater financial risk. Thirty-six billion may be out of your school's reach, but ten, twenty, or even fifty million or more is not.

STEP TWO: Ignite the Imagination and Passion of People

If you are honest you'll probably admit that support for your school among local churches and within your community is not as strong as you would hope. That is unlikely to change until school leaders and key influencers in the school commit themselves aggressively to the role of what Max Dupree calls tribal story teller.

School leaders must be willing to break away from their desk and from the confines of their campus at every opportunity to remind people in the community of the essential work being accomplished at the school they lead. To do that well, leaders and other people of influence must learn to tell stories that focus on impact rather than input. People need to know that your school makes a significant difference in the lives of students and that the graduates of your school are becoming difference makers in the world. The way to a person's heart and mind is not through statistics, it is through stories—compelling stories, well told.

STEP THREE: Establish and Sustain Strategic Partnerships

If a school is to fulfill this goal it must do two things well. First, school leaders and supporters must identify specific kinds of key people: people of wisdom, wealth, and influence. This is less difficult to do than you might think, but it is important to know what to look for and how to make first contact.

Once identified, the next step is to win their hearts. That takes a winsome spirit, those compelling stories I just mentioned, and time. The kinds of partnerships I envision don't happen overnight. And everyone involved must remember two key principles. First, you must understand that wealthy people don't *give* their money, they *invest* their money. And they invest their money in kingdom work the same way they invest it in the stock market. They invest where they believe they will see the greatest return on that investment. Therefore, they've got to have confidence in a school's ability to deliver its mission and live out its values with excellence.

Second, it is important to remember that wealthy people won't fund your passion. They will only fund their own passion. Your task, therefore, is to infect them with your passion. That won't happen overnight, and it won't happen unless a school is willing to invest the necessary time and money in the effort.

STEP FOUR: Initiate and Cultivate an Effective, Integrated Resource Development Strategy

There is a lot to learn before any school can genuinely help people become wise stewards. There are complex financial and personal dynamics at work when people are thinking about how to manage and dispose of their estates. Tax laws must be considered, as well as personal life situations including the possible need for long-term care. It takes continually increasing knowledge of planned giving strategies and ever

deeper understanding of people if a school is going to help any individual make wise decisions about giving. Now is the time to initiate that education.

Perhaps you are beginning to feel a bit overwhelmed by the task I've outlined in this article. If so, let me ask you once again to engage your imagination. Only this time I want you to imagine a world without strong Christian schools.

Imagine a world in which you as parents lose your strongest ally in equipping your children to boldly and effectively take their place in an increasingly challenging world. Imagine those children without a true community of faith and learning, a dynamic place where they learn from remarkable teachers to "take every thought captive to Christ." Imagine our current culture left with fewer examples of salt and light. Imagine sending your child into the challenging environment of a secular university without strong academic preparation and a well-developed Christian worldview. Imagine. Now act.

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Harvard Trims Tuition Bills for Families, John Hechinger, *Wall Street Journal*, December 11, 2007.

Top-tier colleges ease cost burden, Mary Beth Marklein, *USA TODAY*, December 11, 2007.

Dr. Alan Pue's involvement in Christian schooling stretches back over forty years. A 1967 graduate of Dade Christian School in Miami, Florida, he has served as a teacher, coach, headmaster, senior pastor, and for five years as Senior Vice President of The Master's College in Santa Clarita, California. As President of The Barnabas Group, Dr. Pue builds on that extensive experience while helping church and school leadership teams engage in strategic planning, problem solving, and leadership development activities. He serves as an adjunct faculty member in the graduate school at Columbia International University and on the board of the Educational Foundation of the Association of Christian Schools International (ACSI). He is the author of over two dozen published articles, writes monthly book reviews for the SEAL, a leadership publication of ACSI, and is currently at work on a book for Purposeful Design Publications entitled Strategic Finance. He can be contacted by e-mail at apuetbg@aol.com.

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berth. And when that last spike crossed the net to win their first-ever ticket to State, the rock hard faces of determination melted. They melted into an emotional fervor of jumping, screaming, and yes, even some tears. "I think that moment was almost bigger than going on to place eighth at State," says Mrs. Brown. "And placing eighth for a team's first time at State is an incredible feat in itself." Somehow, a journey that's not always easy is a little sweeter in the end.

Mrs. Brown is hopeful for next season's journey too. "We don't want to be prideful or rest on what we've done," says Mrs. Brown, "but we have 14 girls going to the University of Washington team camp. We'll continue conditioning and I have six starters returning. If we make it again to State, then the State experience will be the big moment next year."

With so much to look forward to, it's hard to imagine Mrs. Brown having any struggles. "I do," she says. "It's a balancing act—teaching, coaching, and parenting. I've had both our children

in my classes, and now I'm coaching Michele on the Bear Creek team. I don't want the team to perceive that I favor Michele or think that Michele is here only because I am." Always aware of the heightened sensitivity of coaching her own daughter, Mrs. Brown laughs, adding, "One time on the bus ride to a game, Michele needed my attention and yelled, 'Mom.' I told her she needed to call me Coach or Mrs. Brown during volleyball. The bus was silent for a moment and then the rest of the girls chimed in, 'How about if we just all call you Mom.'"

"Mom, Coach, or Mrs. Brown, when it comes right down to it, I'm a relational person," she says. "You always work harder for the teacher or coach that you like. If I form a connection, I can impart more information to my students." Whether in the classroom or on the court, it's obvious that Mrs. Brown's a firm believer in building relationships first: "Kids don't care what you know, until they know that you care." Timeless wisdom, even if it does come from a woman who talks to frogs.

International Students *continued from page 25*

frankness and tact flexibly in relationships."

When asked what she will remember, Erica emphatically states "everything!"

The benefits of a classical Christian educational experience for international students become clear when listening to their stories, but for families who host a student those benefits become a precious part of family history. Miaoyi Zeng's parents wanted her to live with people of integrity, and they felt a Christian home and school would fulfill their desire. D.C. and Stacy Tardy felt honored to be trusted by Miaoyi's parents and "felt like a circle was completed when we traveled to China and met Miaoyi's family." Naturally, the Tardys have greatly enjoyed the music Miaoyi plays on the piano, but even more, Stacy cherishes her exchange daughter's grace and humility.



International students celebrate the American holiday, Thanksgiving, at the home of Mrs. Humphries. Clockwise from lower left: Miaoyi Zeng, junior; Yu Na Jung, senior; Erica Ihn, senior; Amy Um, junior; Nancy Thompson, Counselor; Rebecca Seo, freshman.

International students also impact their teacher's lives and enlighten their perspective on education. Jennifer Nelson, the English Language Learner (ELL) teacher at The Bear Creek School states:

"International students constantly think about their future, in part because the families of these students have made substantial sacrifices and their children live an academic life reflective of this support. For some, the school is a financial stretch. For others, the cost is even more personal because, in some cases, one parent moves to the United States to provide a nurturing home life while the other parent remains working in the native country. The investment and commitment to education are tremendous."

Mrs. Nelson experiences personal joy as she watches early shyness disappearing as language improves, revealing personalities with humor and rewards that result from months of intense studying. The challenges of the first six months are eased by support from ELL, informal tutoring, and older international students who mentor newer ones. Mrs. Nelson shares:

"Within the international community, the idea of legacy is important. The students want to pass along tips for success at Bear Creek to make the transition smoother for those who follow in their footsteps. In doing this, these upperclassmen are also developing valuable leadership skills."

International students certainly grow personally while also enhancing the Christian classical education that is central to The Bear Creek School. The ability to connect in the small community of The Bear Creek School and to make lifelong friendships are lasting treasures, but many students feel the greatest gift is developing a personal relationship with Christ, as peers and faculty at Bear Creek surround them and live out this faith in God each day.

Marky Olson lives in Sammamish, Washington. She is a recently retired high school English and public speaking teacher. She is currently a freelance business copywriter, a published author, and corporate writing teacher.

CLASS NOTES

This section is dedicated to our Bear Creek alumni and features stories and updates (submitted by alumni or their parents/guardians) 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 edition. (*Modus Vivendi* has a winter and a summer edition.) You can also update your address, e-mail, share prayer requests, or enter comments via the Bear Creek Web site at www.tbcs.org/alumni.

Eli Sanger '09

I am a freshman at the University of Pittsburgh majoring in mechanical engineering, with focuses in aeronautic and automotive applications, and a minor in history. I am a student member of the Society of Automotive Engineers (SAE) which designs and builds a Formula SAE car that we race against other teams from other universities at the end of the school year. I am specifically in charge of the bodywork, which consists of a nose cone and two side pods, all made from



fiberglass. I am making the frames that the fiberglass will be laid over. I'm trying to add my own touches by applying some aerodynamic bits that I've been researching. The car should be finished in April, so we are getting very close to completion. I also have a Freshman Conference coming up where my writing partner and I will be presenting our technical paper on "Aerodynamics: Step One to Increasing Efficiency." That is pretty much all that I've been doing lately, since engineering has kind of taken over my life!

Courtney Wallis '09

I am a freshman at Biola University studying journalism with an emphasis in print news and a minor in biblical studies. I will graduate in June 2013, and then I plan on doing internships in Washington D.C. I would also like to attend the Institute for Political Journalism

at Georgetown University. My dream job would be to manage the online side of a newspaper, or be a blogger for a reputable paper, such as the *Washington Post*.

My life at Biola consists of creating life-long friendships, studying subjects that I love under amazing professors who nurture my intellect, going to the beach, spending time with my family in Newport Beach, and going on adventures all over southern California. Biola is the perfect place for me—the people, the academics, and the spiritual atmosphere are shaping me into the woman that God intended! The best part of college life is the dorm and residence life. I have made six best girl friends that I will be friends with forever, and I truly feel blessed by the number of people who have already touched my life. I am forever grateful to my parents for allowing me to attend such a great university!

Allie Hooker '08

I am attending the University of Washington. I'm a sophomore this year and am living in a sorority and loving it! This year I was voted Vice President of Recruitment at my sorority and have been managing a lot of responsibilities planning formal recruitment for the fall of 2010. I'm also helping our President with her duties and my assistant Kelsea with informal recruitment during the winter. I am currently studying economics and French and am contemplating law school post-undergraduate. I recently worked at Anthropologie in University Village as a Sales Associate, but have moved on to focus on school and my duties in my sorority.

Isaac Miller '08

I am currently a sophomore at Wheaton College in Illinois, majoring in biology and psychology. Last summer I participated in Wheaton's Summer

Leadership School at HoneyRock Camp in northern Wisconsin. I led seventh and eighth grade students on wilderness camping trips and even completed an all night 54-mile canoe race. The program was a formative experience, and I saw God stretching me and others by teaching us to trust and rely on Him. Back on campus, I've been involved in some residence life programs and will be a Resident Assistant next year. I am also an avid intramural volleyball player. My future career plans are still up in the air, but I'll most likely go on to graduate school in biology or psychology.

Graeme Erickson '07

I am at Gonzaga University working on a degree in management information systems with a minor in computer science. I'll graduate in 2011 and I'm not sure quite yet where I'll start my career. I'm currently working at an internship at Next IT in Spokane, Washington, helping to develop their contextual search technology. **Mac Graham '07** and I also have a computer repair business (www.triforcecomputing.com). So, although I'm applying for summer internships at Microsoft, Google, IBM, HP, etc., it's possible I might hang around Redmond, Washington to run the repair business instead. The entrepreneurial experience sounds a little more appealing than working at a major corporation right now, and growing our business is probably the most exciting thing on my plate at the moment.

Mark Henry '07

I am currently a junior at Northern Arizona University in Flagstaff. I'm studying to earn my bachelor's degree in physics and astronomy, which I will (hopefully) complete in May 2011. At this stage, I'm honestly not sure exactly what

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Elizabeth Price Lange, Class of 2003

By Vicki Kaiser

Alumna Elizabeth Price Lange and her husband, Brian, celebrated the birth of their healthy baby boy on September 16, 2009. Elizabeth says baby William is "just about as sweet as they come!" She also says he is a good sleeper, which is a good thing for this busy mom.

Before her pregnancy required that she take time off, Elizabeth taught split third/fourth grade classes for two years after she graduated from Pepperdine University. While still teaching, she began graduate school at Seattle Pacific University.

"The last two years have been very full," she admits. "I have managed thanks to my wonderful husband and a baby who sleeps well—12 hours a night!"

The first-time mom usually does homework from eight until midnight and as much as she can during the day while William naps. All the hard work will pay off in June when she graduates with a Masters in Teaching. Elizabeth is looking forward to using her new degree. "I plan to go back to work as a substitute teacher in the fall so that I can spend time at home with William and enjoy using my new degree in the classroom."

She also plans to use her new degree in her work with For the Children's Sake Foundation. Founded by Elizabeth's mother, Dr. Nancy Price, this nonprofit organization provides training to Christian school teachers in Africa. Elizabeth will be helping to update the teacher's training manual and hopes to help with the actual training sessions in the future.



Elizabeth (Price) and Brian Lange with baby William.



Elizabeth working with For the Children's Sake Foundation in Africa, 2006.



Elizabeth working with her students in 2007.

Tommy Duffy, Class of 2004

By Vicki Kaiser

Alumnus Tommy Duffy is studying natural science at Seattle University. The 2008 Thomas Aquinas College graduate is making up the prerequisites needed to enter dental school as some didn't transfer from his undergraduate program. He admits the added time and transition have been challenging.

"Initially it was daunting to transition from the discussion-based, strictly Great Books program at Thomas Aquinas College, where I earned my B.A. in liberal arts, to the pursuit of nothing but modern science. The experience, however, has been beneficial and not without its pleasures."

Tommy's collegiate path started in tenth grade as he began his college search. After looking at Harvey Mudd College with aspirations to be an engineer for Apple Computer, he took a brief tour of Thomas Aquinas College (TAC). The campus was in such striking contrast to Harvey Mudd—the beauty, the campus lifestyle, the dorm rooms—he immediately enrolled in the TAC Summer Program. Attending the Summer Program sealed the deal, and he applied to college there when he got back home. He jokes, "I admit that part of the pull of Thomas Aquinas College was that the guy's dorms had shower curtains!"

Joking aside, even with all the extra work now, he wouldn't have done it differently for the sake of the people, academics, and the personal and spiritual formation. And, as he decided to pursue a path to medical school, he was confident of his choice knowing that many TAC graduates had become successful doctors.

It was a visit to his orthodontist during his first year of college that caused Tommy to consider pursuing dentistry. At his orthodontist's suggestion he looked into dentistry, and the following years solidified his plans as he spent many hours working

at his orthodontist's office, observing surgeries, and taking pre-dental workshops.

Tommy has been accepted to the University of Washington School of Dentistry and will commence this fall, a member of the class of 2014. He plans to focus on general dentistry and says, "I think I will be able to be both a good dentist and enjoy the work at the same time."

A classical pianist, Tommy is also enrolled in Seattle University's chamber music class. Tommy laughs when asked how he spends his spare time. However, because he had no classes during the winter quarter, he was able to travel to Athens and London, enjoying the architectural and cultural history of Athens and family in London.



Tommy Duffy '04



Tommy visiting the Parthenon in Athens.

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to do after graduation, but I'm thinking graduate school, possibly with a job to go along with it.

During summer 2009, I participated in Brigham Young University's Research Experience for Undergraduates program. Headquartered in Provo, Utah. This was a science research internship in which I researched High-Mass X-Ray Binaries. A High-Mass X-Ray Binary is a system of two massive cosmic objects (normally a blue giant star and a black hole) that orbit a common center of mass. As the objects orbit each other, the system emits X-rays. My project was to study a long-term period that had been observed in the brightness of one of these systems and to speculate on what might cause the system's brightness to change. This program helped to narrow my focus of interest on the different topics available in astronomy, while also giving me new practical experience with computer platforms and software programs. The program was insightful, and I've applied to five more with the hope that I'll be accepted to another one this summer. To anyone who's thinking about pursuing a degree in astronomy, or anyone who's even interested in astronomy, I recommend applying for an astronomy internship.

Alex Higinbotham '07

I am a junior at the University of Southern California. I am studying abroad this coming semester; I will be studying management at the Copenhagen Business School. I will graduate in May 2011 and plan to pursue a career in advertising/marketing. I may spend this coming summer in Orange, California in an advertising account management internship. Over winter break, I toured some cities in Texas while visiting college friends and have concluded that it's a pretty cool state. I wouldn't mind living there after graduation.

Leah Bangs '06

I am a senior this year at Western Washington University (WWU) working on a B.S. in kinesiology with a pre-healthcare concentration, and I will be graduating in August 2010. I spent last summer session volunteering 360 hours

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Todd Lien, Class of 2008

By Vicki Kaiser

Todd Lien is a junior pre-med student at the University of Washington. The 2008 Bear Creek graduate is majoring in biochemistry with minors in Spanish and chemistry. This winter he worked in a chemistry lab with Professor Larry Dalton, researching the interdisciplinary field of materials chemistry for two quarters as part of his coursework.

In addition to his courses and research, Todd volunteers with two programs. On campus, he works with the University Health Education Leadership Program (UHELP). As a certified Peer Health Educator, he promotes health awareness to various student groups on campus through presentations and events. Todd gave 27 presentations in the last quarter.

Off campus, Todd volunteers for Side-By-Side, a children and family ministry at University Presbyterian Church. This ministry offers assistance to families who have temporarily relocated to Seattle for medical treatment. "As a trained volunteer, I help the families by spending time with the youngsters so the families can have a vacation from cancer," he explains.

Todd also enjoys singing with University Chorale, the premiere undergraduate choral ensemble at the University of Washington. Known for its highly expressive performances and technical abilities, the choir performs in Seattle at Northwest Festival of Gold and for the American Choral Directors Association.



Todd (pictured 3rd row 2nd from left) performs with the University Chorale.

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of service at Seattle Children's Hospital. In October I started a great job as the assistant to the special events coordinator in the President's Office at WWU.

Harold Kim '06

I am currently a student at University of Washington. This past winter quarter I joined a group of college students in Olympia as a policy intern for the Washington State Senate. I was assigned to work with Sen. Pam Roach (R) of the 31st District.

Zach Buck '05

I graduated from the University of Washington in June 2009 with a B.A. in communications with concentrations in corporate crisis communications and public relations. During the last quarter of my senior year, I landed an internship for the world's largest private public relations firm, Edelman, working for their corporate and public affairs teams. I worked on the Washington State Lottery, Starbucks, and LIVESTRONG accounts, as well as a few other smaller accounts. In October I was hired into Edelman's San Francisco office where I now work exclusively on the eBay account. I moved to the Bay Area in late October then spent my first month on the job traveling around the country. I live in Berkeley and am slowly adapting to a life outside of Seattle.

Anna Kadeg '05

Anna graduated from the Point Loma Nazarene University School of Nursing program last May. She moved back to Redmond, Washington and had the opportunity to participate in a special internship program at Overlake Hospital. She has completed that internship and is now qualified to work in the critical care unit. Anna enjoys her job and meets many interesting people. She still loves surfing in San Diego, but also spends her free time in Washington learning to snowboard.

Yoo Na Kim '05

I graduated from University of California San Diego in June 2009 with a B.S. in biochemistry. After graduation I came back to Korea because I have been accepted into a medical school in Korea. School started in February 2010, so I spent

time with my family and friends before school started. For those who know my brother, **Min Seok Kim '07**, he began his compulsory two-year military service last year in Korea. His duty is to guard "the Blue House," which is the Korean presidential residence.

Jessica Linnenkohl '05

In July my husband Ralf and I crossed the U.S. from Pennsylvania, where we were working with handicapped people on a large biodynamic farm, to Seattle before moving to Germany. We spent a month driving and camping through national parks and visiting organic farms. We now live in Germany, and I am learning German with the help of Ralf and his parents. I am also a new mother. Our daughter Vivienne



was born on March 6! Ralf and I are looking for biodynamic farms to live and work on here in Germany while I continue to increase my fluency in German.

Kevin Hu '04

I am currently studying at San Jose State University and will graduate with a B.S. in health care administration this fall. In 2011 I will begin the nursing program, also at San Jose State. I am working toward becoming a public health nurse and plan to graduate with my A.S. in nursing in 2013.

After graduation, I am planning to live in the San Francisco Bay Area before moving to Germany. I also anticipate getting married in Germany, as my significant other is German, where we will stay as I master the German language and obtain my permanent residency in Germany. In my spare time, I have been doing community health promotions work in addition to mastering the art of German baking, understanding German culture, and learning the German language.

Tyler Kowal '04

Tyler is a Senior Auditor at Deloitte in Seattle, Washington and lives in a home he purchased in the Fremont neighborhood. He just completed the second annual Big Climb in Seattle's Columbia Tower. The climb is a fund raiser for Lymphoma and Leukemia Society. Tyler climbed the 69 flights of stairs (1311 steps) in a time of 14:33. Tyler continues to be active in sports and enjoys playing soccer on the Deloitte team.

Dorota Krzyzaniak '04

After graduating from Linfield College, I am now living in beautiful Bend, Oregon inspired by God's pure beauty and majesty displayed in the mountains here. This is my second year working as a junior high youth pastor at the local church called New Hope. I manage a volunteer staff of 12 and minister to about 60 students, visiting them during school lunches, and planning day trips, along with teaching at weekly youth group meetings and on Sunday morning. This summer I will be receiving my credentials from the Pacific Evangelical Church of North America. In my free time, I like to spend time in a coffee shop with a mountain view and reflect upon God's creation, observe people, study, and write short stories. In October, I visited home in Poland and toured London for the first time. It was fun!

Heather Hester '03

Heather graduated from Cornell University in May 2009 with a B.S. in operations research and information engineering. She is employed at Boeing in Mesa, Arizona and is working in Manufacturing Engineering on military programs for the Apache Helicopter, the F-18 Hornet, and the A160 Hummingbird. She also supports the 787 airplane program.

Erin Kadeg '03

Erin is living in Nashville, Tennessee. She is currently working as a nurse practitioner in a neighborhood urgent care facility. Erin has traveled through several southern states visiting friends and also had the opportunity last year to take a short vacation in France. Erin has adopted a puppy, which is keeping her quite busy.



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