

# MODUS VIVENDI

A WAY OF LIFE

**CYCLING THROUGH A  
CONNECTED CURRICULUM**

**FACULTY PROFILE  
CARL BENSON**

**COURAGE TO  
ANSWER THE CALL**  
LEIGH ANN GREENFIELD



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### On the cover

The Bear Creek Grizzlies varsity girls soccer team celebrates its victory over Napavine in the 2B State championship soccer match. The game was tied 0-0 after regulation play and two 5-minute overtime periods. The Grizzlies were victorious after goals by Morgan Rial, senior, Karin Diamond, junior, and Kristina Engelstone, sophomore, who also made a spectacular save as goalkeeper during penalty kicks.

*Photo by Sini Fernandez*

### This page

Katie G., junior, plays flute in *Christmas Tidings*, the Upper School band Christmas concert. Katie also sings in the Upper School choir and girls ensemble.

*Photo by Sini Fernandez*





## Modus Vivendi Spring 2012

*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.*

## Alumni

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## Message from the President and Headmaster

Living is risky business. As Frodo recalls from J.R.R. Tolkien's *Lord of the Rings*, "Remember what Bilbo used to say: It's a dangerous business, Frodo, going out your door. You step onto the road, and if you don't keep your feet, there's no knowing where you might be swept off to."

As a person living in the modern world, it is easy for me, and I suspect for many of us, to forget that life is risky business. We live "on demand" lives and enjoy the bountiful blessings of modern technology. We plan, program, and protect each step along the way for ourselves and for our families. We strive to avoid failure and pain, and struggle to see either as a part of learning and growth. We admirably micro-manage, macro-manage, and mini-

manage circumstances and events, hoping to guarantee outcomes and produce measurables.

Yet, I struggle to recount any epic tales, riveting verse, captivating cinema, scientific journal, or siren songs celebrating how well one cleaned out his daily email inbox. Instead, we are motivated to our best selves by those who live heroically in the face of great risk, much uncertainty, near assured failure, and total inability to guarantee outcomes.

Now don't get me wrong, each morning I awake to check my iPhone, plan my day, and manage toward outcomes. This is not a criticism of exercising the gifts and blessings the Lord has given to His people; but, as the liberal arts tradition

and Christ's faithfulness before the cross remind us all—living requires courage, not control.

And that is the point of a Christian liberal arts education—a life well lived. Within these pages you will see many faces of those creating and living courageous lives each day. Each is building, not a perfect life, but a legacy of *faith, excellence, and virtue* that inspires others to do so as well. As you read these pages, we hope their stories inspire you toward a heroic *Modus Vivendi*.

Patrick Carruth  
President and Headmaster

# BEAR CREEK HIGHLIGHTS

News, stories, and accomplishments from around campus



Sini Fernandez

## Choral Conductor Rodney Eichenberger Visits The Bear Creek School

Master choral director Rodney Eichenberger brought the Bear Creek Upper School choir to a new level of proficiency in a workshop held October 6, 2011. Mr. Eichenberger

is a long-time university professor and frequent guest artist at choral conducting workshops. Working with Judy Loudonback, the Upper School choir director, he enriched and polished

the choir's presentations of Handel's *Messiah*, Susan Brumfeld's *No Time*, and Henry Davies' *God Be in my Head*.

Eichenberger demonstrated how movement can improve pitch, tone, and rhythm. He showed students how to hear and change pitch more accurately by making a small but important movement of the hand, as well as how to internalize musical concepts aurally, visually, and kinesthetically.

Holly R., sophomore, said, "When the audience was moved to tears by the beautiful sound he helped us create as we sang *No Time*, I felt that we, as a choir, had accomplished something so huge."



Scan the code to watch Mr. Eichenberger demonstrate how movement can improve pitch, tone, and rhythm with Bear Creek students.

# The Spark in All of Us

By Priya Ganesan, Public Relations Manager for TEDxRedmond

The 2011 TEDxRedmond planning committee invited Adesuwa Agbonile, grade 7, to help organize one of the nation's largest TEDx conferences with over 650 attendees. TED is a non-profit organization based in New York that runs several high-profile conferences each year. The TEDx program consists of local, self-organized events that bring people together to share and discuss ideas. TEDxRedmond is an especially unique conference as it is coordinated by students, for students, and all of the speakers are students.

The conference brings together the talent and energy of young people looking to make a difference. The quality of presentations, organization, and attendance is a testament to the hope we can place in the upcoming generation of leadership. Maya Ganesan, who helped with public relations for TEDxRedmond, commented, "The event is truly an empowering experience for all, and has inspired many students to take action in their communities for causes they are passionate about."

Adesuwa played an integral part in this annual event as both planner and presenter. In 2011, her second year involved in the conference, she gave an engaging presentation on the danger of stereotypes and, in line with the theme of the event, "The Spark in All of Us," reminded the audience: "Find the spark in you—the thing that inspires you the most—and you can do amazing things." Not only is Adesuwa an accomplished presenter and event organizer, she is also a published author, having recently published her first book, *The Listeners*, which is now available on Amazon.com. Adesuwa will again serve on the planning committee for the 2012 TEDxRedmond conference.

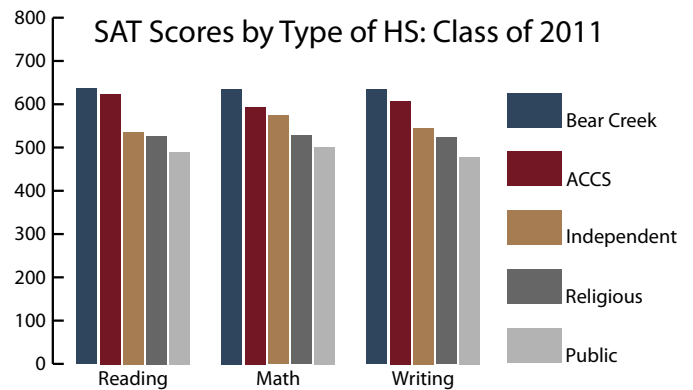


Adesuwa Agbonile, grade 7, presents at 2011 TEDxRedmond. Scan the code to watch her presentation.

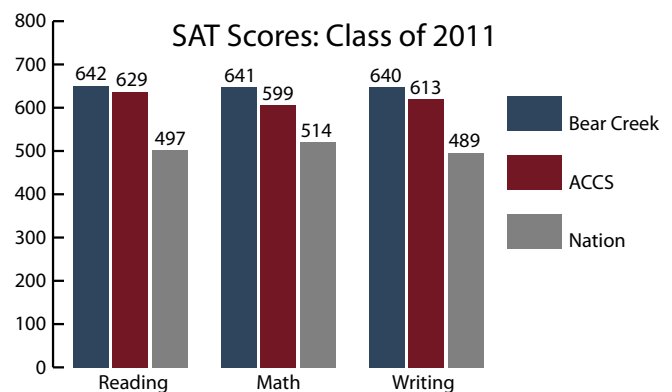
# Association of Classical Christian Schools Stats

By Blake DeYoung, Director of College Advising

The Association of Classical Christian Schools (ACCS) has recently published its annual statistics comparing classical Christian schools with other school types. High test scores, including but not limited to SATs, are simply a by-product of students being part of a culture where education is truly valued. High SAT scores are one reflection of students who are not hampered by limits in their education. In a classical education, and especially here at Bear Creek, classroom discourse occurs at a high level where students are encouraged to explore topics of passion in more depth. Learning is measured and reinforced, parents care about and are engaged with what goes on here, small class sizes mean students do not fall through the cracks, and the math program encourages working ahead. All of these elements, and more, mean that success is not achieved through merely one factor—it is achieved through a comprehensive and integrated program.



Data from results of 2011 ACCS survey of member schools. The ACCS average represents scores from 414 students in 31 schools.



Data from the 2011 ACCS survey of member schools and the College Board, Total Group Profile Report, 2011 College-Bound Seniors, Table 6. The ACCS average represents scores from 414 students in 31 schools.

# The Bear Creek School Hosts over 400 Grandparents and Treasured Friends

Students invited their grandparents and treasured friends to join them on October 21, 2011 for a very memorable day. Grandparents were treated to a program of songs from Disney musicals and movies. In the choral finale, students encircled the audience with their voices and joined hands as they sang “The Circle of Life” from Disney’s *The Lion King*. Natalia and Oleg Romanov, from Russia, were acknowledged for having



Sini Fernandez

Bear Creek grandparents and treasured friends at both Redmond Campus and Valley Campus enjoyed a musical selection of songs from Disney movies. In the grand finale, the audience was encircled by students as they sang “The Circle of Life” from *The Lion King*.

travelled the farthest to visit their grandchildren at Bear Creek. Nancy Bagby, whose three grandchildren Henry, Shea, and Sam attend Bear Creek, travelled from Orlando, Florida because, “You can’t have a Grandparents Day without a grandparent.”

Grandparents were also invited to attend class with their grandchildren and tour Bear Creek’s Redmond Campus on Union Hill. While visiting Lower School classrooms, grandparents listened to recitations of Bible verses, poems, and songs. In some classes, students shared stories they had written and illustrated, while others interviewed their grandparents about what society was like when their grandparents were growing up. In Miss Vuletich’s grade 5 class at Bear Creek’s Valley Campus, students demonstrated origami and were excited when Jacob H.’s grandmother, Jin Li Xie, who had travelled all the way from China for the event, taught her grandson to fold an origami monkey.

In Bear Creek’s Middle School and Upper School, grandparents attended class with their grandchildren and participated in lectures and discussions. Grandparents solved for  $x$  in Mr. Benson’s Algebra class, participated in a discussion about the government of Sparta during Mr. Sorensen’s Honors World History class, and raptly observed Miss Bell balance a chemical equation in AP Chemistry class.

Despite the downpour, the soggy Northwest weather did not keep grandparents from enjoying time with their families, and they are looking forward to coming back in 2013 for Bear Creek’s next Grandparents and Treasured Friends Day.



Sini Fernandez

John Magee listens attentively in Miss Bell’s AP Chemistry class with his granddaughter Madelyn, senior.



Sini Fernandez

Alex H., kindergarten, is surrounded by his grandparents, Natalia and Oleg Romanov, who visited from Russia.

# Preparing Your Child for Success

The Bear Creek School hosted a record number of attendees at the annual Preparing Your Child for Success Seminar held last November.

The 2011 keynote address, “Children’s Literature: Ignite the Spark”, was presented by our own Denise Peeler, who currently teaches grade 4 but has also taught grades 2 and 6 at Bear Creek. She is a professional presenter and has been a speaker at many parent seminars in the Puget Sound area. Denise has a bachelor’s degree in interdisciplinary child development from Western Washington University and a master’s degree from Lesley University in curriculum and instruction.

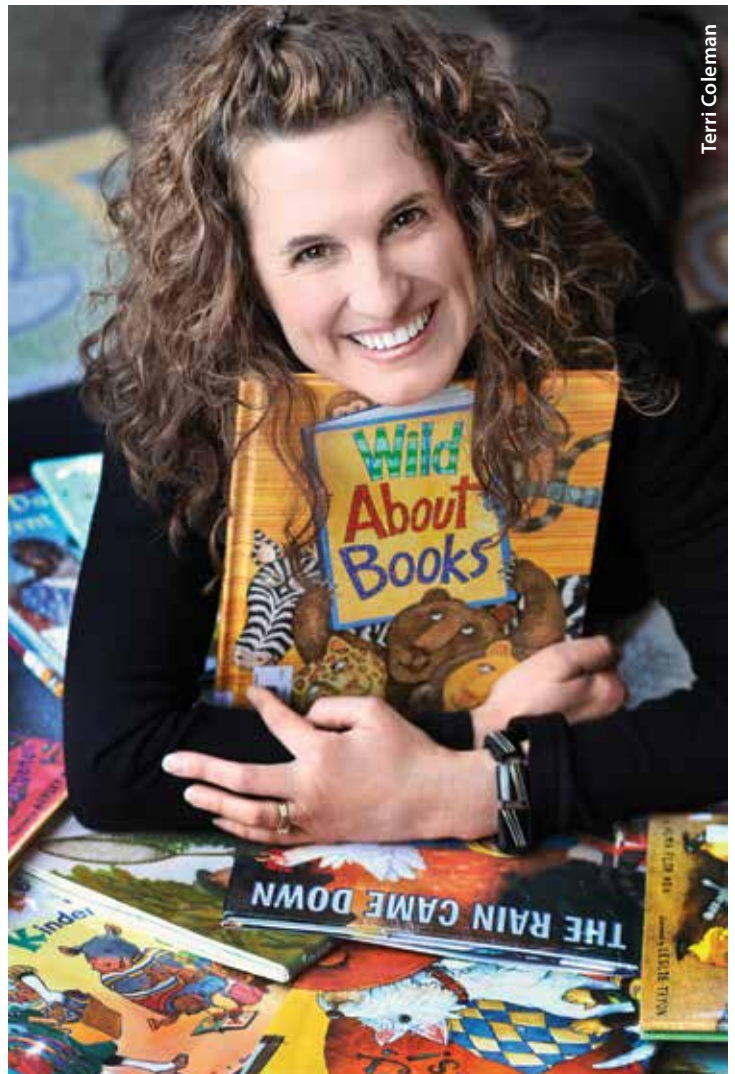
Over the last 18 years, Denise has taught students in preschool through grade 6, and her passion for helping children love literature has blossomed. At the seminar, Denise shared her expertise and insights on how to make reading and writing come alive for children. Attendees left inspired and encouraged with new tools to use to ignite the spark of learning in their own children.

Parent Sharon Singh reflected, “I was so impressed by the 2011 parent seminar at The Bear Creek School. It was so motivating, and as a mother of two young boys, it gave me a greater understanding of their personalities and different



learning styles. The presenters were extremely knowledgeable—especially the keynote speaker, Denise Peeler, who is truly a gifted and passionate educator. I will definitely be attending again next year!”

Scan the code to watch “Children’s Literature: Ignite the Spark.”



Terri Coleman

Denise Peeler shared her love of literature as the keynote speaker at the 2011 Preparing Your Child for Success seminar held at The Bear Creek School.

## 2011 Sessions

Raising Responsible Children Using the Love and Logic Approach.....	Karen Wright, Ph.D.
How to Talk So Kids Will Listen and Listen So Kids Will Talk.....	Kellie Anderson
The Five Love Languages of Children .....	Jenn McDonough
Boosting Your Child’s Brain Power: How Brain Research Applies to Early Learning.....	Tressa Parker
Equipping Your Child with Tools for School Success .....	Renee Matson
De-Stress Your Child’s Life.....	Karen Blankenbeckler
Raising Kids with Character.....	Rachael Urban
Developing a Strong Number Concept.....	Lena Whitlock
Bringing Music and Movement into Your Child’s Life.....	Deb Maurer
Understanding Personality and Temperament .....	Denise Peeler

## Save the Date

Read presentation descriptions, watch video excerpts, and learn more about the speakers from the 2011 seminar at [tbc.org/success](http://tbc.org/success), and save the date for next year’s event scheduled for November 3, 2012.

# There and Back Again



Patrick Carruth, President and Headmaster, welcomes María Belén Ortiz de Taranco, Rafael Paganini, Ana Vignolo, Mateo Suburu, María Belén Garcé, and Pablo Lucini.

Once again, high school students from Colegio Seminario in Montevideo, Uruguay, joined the Bear Creek community for three weeks during JanTerm and the first week of spring semester. The students participated in JanTerm classes, led Spanish classes, practiced their English, and visited the sights of Seattle. They were accompanied by Senorita Eugenia Balseiro, the English

teacher at Colegio Seminario. Pablo Lucini, Mateo Suburu, Ana Vignolo, María Belén Garcé, María Belén Ortiz de Taranco, and Rafael Paganini left a lasting impression on our community. In fact, one of the students was so touched and transformed by her experience at Bear Creek and with her American host family, that she penned a letter and poem to them.

## Letter from María Belén Garcé to the Hastings Family

“Dear Hastings family,  
I’ll really miss you because you made this experience unforgettable for me. I wish with all my heart that I’ll be able to see you again. I hope you can come to Uruguay someday because I’m sure you’d love it... I don’t want to lose contact with you; maybe you don’t realize it, but for a 16-year-old girl who never travelled that much, being able to come to the U.S. for a month and stay with a family has no price. Besides, you’re not just any family. You made me laugh, took care of me, taught me a million things, and I am deeply grateful. I wish I didn’t have to say goodbye. Thank you. I wish you the best. God bless you all.”

—María Belén

## Excerpt from María Belén’s Poem

“...I thank you for all you’ve done  
I couldn’t have had a better time  
And no better family  
Could have been assigned.  
I’ll miss you so much  
And with that I’d like to say  
That I love this family.  
Hope to see you again someday.”

## THE BEAR CREEK SCHOOL FIGHT SONG

Music adapted from H. VanderCook  
Lyrics by George H. '15

Fight on for Bear Creek,  
Let’s go Green and Gold,  
We are strong and we are bold!  
Fight on, O Grizzlies, fight until we win,  
Pride and honor we’ll defend!  
Friends and foes will hear about our name,  
Hear the roar of victory! GO GRIZZLIES!  
Ev’rybody cheer, the victory is near!  
Let’s hear it for the Green and Gold!

Congratulations to George H. '15, winner of the Fight Song lyrics contest sponsored by the Grizzlies Booster Club last spring. The new Bear Creek Fight Song was unveiled at Green & Gold Night in November 2011.



## Fall and Winter Sports

### Cross Country

The girls cross country team advanced to the 2B State meet, finishing sixth. The girls were led by sophomore Bridget Daugherty, who finished 30th overall. All-league first team honors were awarded to senior Joy Twentyman and sophomores Daugherty and Annalise Hastings. The girls cross country team also earned the Academic State Championship in the WIAA Scholastic Cup competition. Coach David Miller was named the girls cross country Sea-Tac 2B League Coach of the Year. From the boys team, sophomore David Broaddus and junior Dylan Kern both qualified individually for State and earned all-league first team and second team honors respectively.



Lady Grizzlies cross country team accepts the Academic State Championship award in the WIAA Scholastic Cup competition. Pictured on podium (l-r): Katelyn Petrin, Anna Broaddus, and Joy Twentyman, seniors, Annalise Hastings and Bridget Daugherty, sophomores.

### Girls Soccer

The girls soccer team carried its storybook season all the way to the State Championship game and won! The team started the year with a new head coach and a very short roster, but overcame these challenges to win the district championship by defeating league rival Crosspoint Academy (2-1) and then Napavine in a shootout (1-0) for the State Championship. The team finished the season with an overall record of 13-5-2 (5-1 in league). Seniors Morgan Rial and Danielle Isbell, as well as sophomores Brittany DiGenova and Caroline Bridgwater, were awarded all-league first team honors. Freshman Whitney Isbell received an honorable mention. The Washington State Soccer Coaches Association named Rial and the Isbell sisters to the all-state first team, while DiGenova and Bridgwater received all-state second team recognition.



Midfielder Caroline Bridgwater, sophomore, fights for the ball in the 2B State finals against Napavine. In support are Karin Diamond (#15), junior, and Danielle Isbell (#9), senior.



2B State Soccer Champions! Back row: Coach Kelsea Schrock, Darrlyn McDonough, freshman, Karin Diamond, junior, Elisabetta Udeschini, junior, Kristina Engelstone, sophomore, Olivia Tillinghast, sophomore, Coach Brandon Gonzalez; middle row: Ashley Emery, freshman, Brittany DiGenova, sophomore, Caroline Bridgwater, sophomore, Whitney Isbell, freshman, Zoe Ludwig, sophomore; front row: Halle Coleman, senior, Danielle Isbell, senior, Shannon Abbott, senior, Morgan Rial, senior.

## Boys Soccer

The boys soccer team had a great regular season and made a valiant run in the State tournament where the Grizzlies placed fourth. The team finished with an overall record of 15-3-1 (11-1 in league). All-league first team honors were earned by three seniors: Mark Phillips, who scored 40 goals this season, midfielder Nima Abtahi, who made 13 assists this season, and defensive marking back Lucas Fernandez. The Washington State Soccer Coaches Association named Phillips the 2B/1B boys soccer all-state MVP and Abtahi was named to the all-state second team. Additionally, senior Drew Gasiewicz, junior Gabe Rongve, and sophomore Luke Blankenbeckler were awarded all-league second team honors. This season the boys soccer program passed the 100-win mark with a record of 107-43-9 over the last nine seasons, including 63 shutouts.

## Volleyball

The varsity volleyball team earned its second consecutive league championship and finished second at the district tournament, its highest finish ever. The team then advanced to the 2B State tournament for the third year in a row, returning with a fifth place trophy and finishing the year with an overall record of 27-3 (12-0 in league). Setter Michele Brown, junior, earned league MVP honors. Additionally, all-league first team honors were awarded to three seniors, middle hitter Elizabeth Fernandez, and outside hitters Nikki Peterson and Bethan Meyer, and another junior, Makena Schoene. Coach Sherrie Brown was named girls volleyball Sea-Tac 2B League Coach of the Year.



Two-time Sea-Tac League MVP Michele Brown, junior, attempts one of her 114 assists in the 2B State volleyball tournament in the Grizzlies' match against Reardon as she sets Bethan Meyer (#10), senior.



All-state MVP Mark Phillips, senior, gets a lift after his first goal in the 2B State consolation finals against St. George.

## Boys Tennis

The WIAA moved the boys tennis season from the spring to the fall this year, and the boys had quite a year. Individually, seniors Jake Imam and Gimin Moon, junior Chris Finkelson, and freshmen Tristan Hyon, Adam Worley, and Chris Yang all qualified for the Emerald City League tournament. Imam and Hyon won the league doubles championship and advanced to the district tournament where they triumphed, bringing home another championship. These Grizzlies qualified to compete in May 2012 for a State Championship at the Yakima Tennis Club.



Jake Imam, senior, returns serve during a match against Seattle Academy in October 2011.

## Boys Basketball

The boys basketball team finished the season with a 21-3 record (12-0 in league). The Grizzlies win over South Kitsap during the Bellevue College Holiday Tournament marked the first time in WIAA history that a 2B school has defeated a 4A school during the regular basketball season. The Grizzlies won their third consecutive Sea-Tac 2B League Championship, as well as their third straight Bi-District Championship. Despite this hugely successful season, it all ended one week too early when the Grizzlies dropped their State Regional game to Wahkiakum (46-47), which prevented the team from advancing to the final 8 in Spokane. Seniors Lucas Fernandez and Erik Domas, along with sophomore Luke Blankenbeckler were named to the Sea-Tac 2B all-league first team. Sophomore Collin Feight received second team honors. Fernandez and Domas were also nominated by the Washington Basketball Interscholastic Coaches Association to play in the 2B/1B all-state basketball game on March 10, 2012.



Sini Fernandez

Lucas Fernandez, senior, lays one in for two of his 16 points in the Grizzlies final game of the 2011-2012 season, a disappointing loss to the Wahkiakum Mules (46-47) in the regional round of the 2B State tournament.



Sini Fernandez

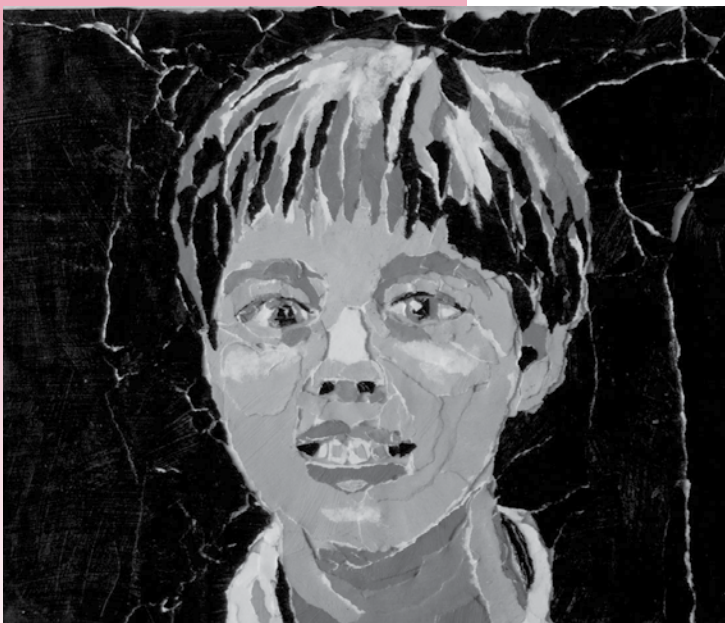
Madelyn Magee, senior, tips off in the Lady Grizzlies' first appearance at the Hardwood Classic since 2007. Magee scored 10 points in the girls' loss to the Reardan Indians in the first round of the 2B State tournament.

## Girls Basketball

The Lady Grizzlies finished their best-ever season by capturing a second straight Sea-Tac 2B League Championship to go along with their first-ever Bi-District Championship. The girls capped off the season with a win in the State Regional round, defeating Toutle Lake (47-45) which earned them a trip to the Hardwood Classic in Spokane where they dropped a couple of hard fought games. The Lady Grizzlies finished the season with a 18-7 record (11-1 in league) to go with their top-8 finish. Seniors Kendall Engelstone and Madelyn Magee earned Sea-Tac 2B all-league first team honors. Sophomore Catherine Fernandez received second team recognition. Engelstone and Magee were also nominated to participate in the 16th annual Washington/North Idaho All State Girls Basketball games which will be held June 23, 2012.

# Gallery

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



Upper left  
Caroline P.  
Junior  
Acrylic paint  
Upper School Painting

Lower left  
Michael H.  
Grade 7  
Self portrait collage  
Middle School Art

Above  
Alex E.  
Sophomore  
Inspired by Cubism techniques, art students created a multi-media composition of a musical still life. They used collaging techniques, graphite, charcoal, oil pastel, and acrylic paint to compose their art pieces.  
Upper School Studio Art I



Above  
Lower School students celebrated the season of fall by creating a charming mural. Students focused on the art element of shape and used construction paper, glue, and scissors to create their collage piece.



Above  
Hannah S.  
Senior  
"Solitude"

In art terms, value is the gradation of tone from light to dark. It is a series of stages in a gradual manner of a color's luminosity. In non-art related terms, value also means: to consider with respect, to have great worth, to regard or esteem highly of a person, place, or object. In this project, students addressed both definitions of "value." Students were asked to think of something they valued, choose a single word to describe that value, then depict their value artistically.  
Upper School Painting

Right  
Gracie M.  
Freshman  
"Anguish"

In this lesson, students examined the concept of using words in art. They found a picture that conveyed an emotion and selected words from a thesaurus that described the emotion. The students then completed a pen and ink drawing inspired by their chosen picture using their selected words to depict grey scales, textures, details, and values.  
Upper School Studio Art I



# Performing Arts

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

## Grade 2 Puppet Shows

November 2, 2011

Mrs. Krupin's class performed *The Reluctant Dragon*.

November 4, 2011

Mrs. Higley's class performed *The Table, the Pig, and the Stick*.

Mrs. Ersek's class performed *The Rabbit Who Wanted Red Wings*.



## Lower School Valley Campus Christmas Concert

December 2, 2011

Music specialist Deb Maurer directed Valley Campus students in grades K-5 in the first Christmas concert of the season. The classes sang traditional Christmas carols culminating with Vivaldi's "Christmas Gloria."

## Middle School and Upper School Bands Christmas Concert

December 8, 2011

Band director Scott Higbee led the Middle School band in three Christmas pieces including "Sketches on a French Carol"



by Bryan Kidd. Upper School band played four pieces including a "Mary's Boy Child" by Jester Hairston with a solo by Madelyn M., senior, on the bass clarinet, and concluding with a rousing rendition of "Go Tell It On the Mountain."



## Lower School Redmond Campus Christmas Concert

December 9, 2011

The annual Christmas concert of Redmond Campus students in grades K-6 included grade 4 students playing their recorders and grade 3 students performing on the new Orff instruments in their rendition of "Sussex Carol," a traditional English carol.



Photos by Holly Alleva, Brent Ethington, and Sini Fernandez

## Middle School and Upper School Choirs Christmas Concert

December 13, 2011

The Middle School choir has doubled in size since last year and celebrated the Christmas season with four pieces including "Still, Still, Still," which featured solos and duets by Tolu S., James G., and Tadd P. with Kevin Z. on violin. The Upper School girls ensemble is a group of dedicated musicians who practice outside of regular class hours. The ensemble performed two pieces including George Michael's "Last Christmas" with accompaniment by Nathan A. on drums and Ian S. on bass guitar. The Upper School choir continued its tradition of performing a non-traditional song at the Christmas concert. This year the choir sang "Cold and Fugue Season," a humorous twist on a Bach fugue arranged by Ellen Foncannon, complete with props including tissues, cans of chicken soup, and boxes of crackers. The concert concluded with director Judy Loudenback inviting the audience to join the choir on stage for "Hallelujah" from Handel's *Messiah*.



## Early Childhood Christmas Concert

December 14, 2011

Sixty-seven preschool and prekindergarten students performed for their families and friends in the Cornerstone Theater. Each class recited a verse from Scripture and sang a Christmas carol. Mrs. Anderson's afternoon prekindergarten class performed its carols with bells, demonstrating a lesson learned on one-to-one correspondence.



## The Merchant of Venice

January 12 and 26, 2012

Upper School thespians, under the direction of Dr. Ron Lynch, tackled themes of anti-Semitism, compassion, and mercy in their performances of *The Merchant of Venice* by William Shakespeare. Jake C., junior, played the Jewish moneylender Shylock with aplomb, while Hanna A., senior, played the lovelorn Bassanio and Ellie Probus, senior, was the beautiful and troubled Portia. Gabriel W., senior, and Connor T., junior, were double cast as Antonio, a successful Venetian merchant and Bassanio's faithful friend.



## Lower School String Ensemble Winter Performance

February 2, 2012

This dedicated group of nine instrumentalists played several traditional tunes including "Cripple Creek," an American folk song.

## Grade 5 & 6 Bands and Grade 6 Choir Winter Concert

February 2, 2012

After the grade 5 band students demonstrated all they had learned since first picking up their instruments in September, the grade 6 choir sang several selections including Joe Raposo's "Sing" from *Sesame Street*. The grade 6 band performed several pieces including an arrangement of "Shepherd's Hey," an English folk song.





# Carl Benson

By Dani DuBois '09

Photos by Sini Fernandez

Middle School math teacher Carl Benson summarizes his approach to life in a simple statement: “A healthy mind, a healthy body, a healthy spirit—all these lead to a healthy walk in life.”

Many call Carl level-headed and witty. Middle School Division Head James Woollard describes him as “a calm, steady ship that doesn’t founder easily.”

## Teaching a healthy mind

As a teacher, Carl seeks to meet students where they are.

“I wasn’t strong in math, so I understand how to bring kids through the struggle to understand it. I enjoy the challenge of reaching kids and seeing the spark as they make connections,” Carl said. For this reason, Carl enjoys teaching Middle School. He sees the importance of laying strong foundations and connections to sustain the weight of future math concepts that students learn in Upper School.

Carl believes if his students trust him to be fair, they will ask more questions. He, himself, asks questions in order to learn and encourages his students to do the same. In doing so, Carl takes the time to invest in students, rewards them for asking for clarification, and makes sure they understand the material before moving on.

“Carl has more than one way of explaining math problems,” said Patti Domas, mother of Erik, class of 2012, who had Mr. Benson in grade 8. “He is in tune with how a student is doing

in his class, and he tailors the lessons to the learning style of his students.”

Carl often asks his students to explain a concept to each other in class or to teach it to their parents. He says the best sign that students fully understand the material is that they can teach it to someone else.

In addition to the world of math, Carl learns about his students’ lives outside of the classroom.

“He’s very personable with the kids,” Patti said. “He tries to get to know them beyond the classroom—he’s a friend and mentor.” She described a time near the end of Erik’s year in Mr. Benson’s class when Erik was hospitalized for a period of time and fell behind. Patti recalls that Carl was concerned first with Erik’s health, and then with his math skills. He worked with Erik one-on-one to help him finish the year strong.

Bear Creek alumnus Michael Davisson ’10 agrees. “Mr. Benson is devoted to other people and dedicated to his students,” Michael said. “He wants to be with students; he cares about us.” Michael took Mr. Benson’s class in grade 8, but the relationship continued beyond that year. “[Mr. Benson] always said ‘Hi’ in the hallways, and always asked how basketball was going—that meant a lot to me.”

## Coaching a healthy body

Before coming to Bear Creek in 2005 to teach math, Carl was an athletics coach. He taught physical education and coached since



1975, and he helped with the Bear Creek track program for many years.

Carl believes in the importance of details in both academics and sports. As with math, he emphasizes the importance of grasping fundamentals and details in athletics activities. “You can’t skip technique in math or in athletics. It’s like a math problem—you have to take time to fill in the voids and make a strong foundation before moving on to the next skill level,” said Carl.

Though Carl is no longer an athletics coach, he uses his avocation in new ways. He has given fitness and nutrition advice to individuals, including Mr. Woollard, as well as to the greater Bear Creek community, offering fitness plans for the gym. This past JanTerm rolled all of his interests into one with the Whole Body Fitness class he taught. Carl described the class as the integration of nutrition and physical fitness, with emphasis on connecting to God and His everyday presence in our lives.

Michael Davisson notes, “He’s always willing to serve other people.” Carl helped Michael and fellow alumnus Jamie Meyer ’10 develop a weight training plan to prepare for basketball season. “He tailored a plan to our strengths and weaknesses,” Michael recalled. “He inspired me to work harder.”

### Living a healthy walk

Carl has found that the integration of a healthy mind in a healthy body makes for a healthy walk of faith in Christ. The beauty and symmetry of math illuminates the beauty and

symmetry of our Creator. He enjoys illustrating this for his Middle School students: “Many times in math the idea of a Creator’s hand in the design of our world is there for me to highlight and help students make that connection,” Carl said.

He encourages his students to ask questions about God and their faith. “Our worldview is the lens we use to view all that we learn, and we must ask questions in order to gain deeper understanding,” Carl said. “It is important for me to connect the math concepts and explain how they can be used so students can move to the analysis level. This is where they can really see God at work in our world.”

In his athletics coaching, he finds similar satisfaction. When people are at their best and able to do their best with their physical bodies, they enjoy the goodness of God’s creation and see the goodness of God in making such a creation.

“Carl models the Christian faith,” Mr. Woollard said. At the beginning of class Carl leads a devotion, reading aloud the daily entry from *Jesus Calling* by Sarah Young.

Carl said he uses the devotional in three ways: “To encourage each student to accept the challenge of the Christian model Jesus showed us, to constantly look to make our best effort in all we do, and to serve Christ by helping others.”

“He’s a Christian through and through,” Patti Domas said. “He weaves his faith into every aspect of life.”

# Cycling Through a Connected Curriculum

**By Brent Harper**  
Middle School English and Latin Teacher

I have never in my ten years of teaching seen anything as fruitful and dynamic as the integration of core classes with a focus on specific time periods. My current grade 7 students learn more deeply, make more connections, and find more meaning in literature than any group of students I have taught. The explanation for this startling success is an integrated curriculum. The English, history, and Christian studies departments at The Bear Creek School have established a new curriculum in Upper School and Middle School this year, and Lower School will soon follow. This curriculum is integrated horizontally, with each grade level focusing on either the ancient, medieval, or modern world in those subjects, as well as vertically, with this sequence cycling three times throughout the curricula in grades 2-11. In other words, the students in grades 2, 6, and 9 study the ancient world, students in grades 3, 7, and 10 study the medieval world, and students in grades 4, 8, and 11 study the modern era.

Humans learn when their brains successfully store information in long-term memory, and we know there is one surefire way to facilitate this transfer from short-term to long-term memory: repetition, repetition, repetition. There are, however, two important variables that make repetition work really well. The first variable is the time interval between the repetitions. Research has shown that our brains learn information best when it is repeated and reinforced every 90 to 120 minutes. This is one reason why those last-minute cram sessions never work for retaining information. Even if we repeat the information hundreds of times in an hour, we are likely to have forgotten what we learned a few hours later. Moreover, having discovered that the transfer from short-term to long-term memory can take years to complete, researchers have argued that knowledge is best retained when information is reinforced after an interval of two to three years.

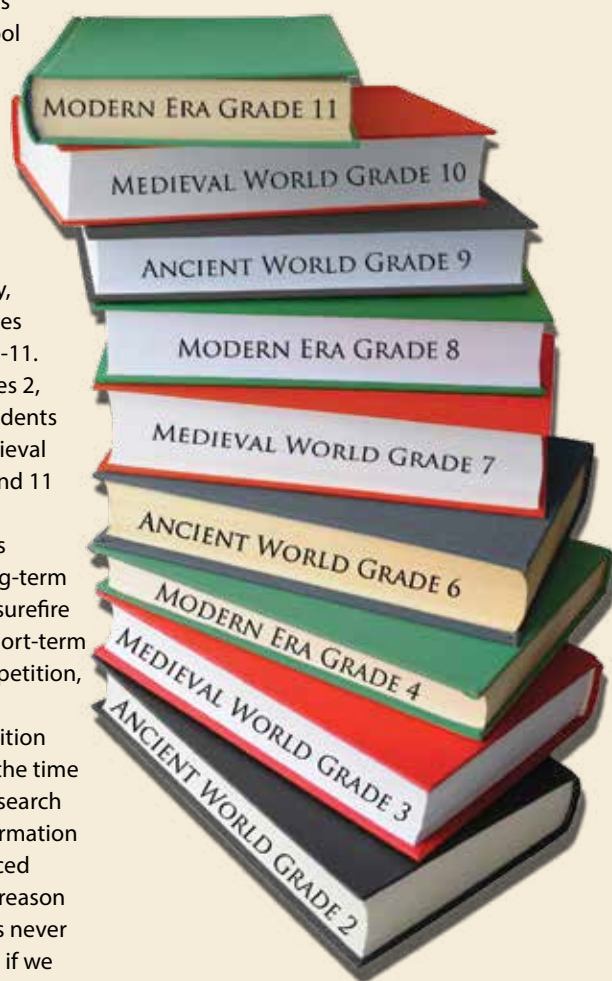
This knowledge about repetition and retention is fairly recent and runs contrary to the whole structure of the modern school system with its division of the class day into hour long periods on different subjects. The consequence of this system is that right at that critical 90-120 minute window when students should be reinforcing the information learned in the previous class

knowledge from previous years. A glance at almost any school's history curriculum will demonstrate that there is almost no repetition. It is simply expected that students have retained what they have previously learned; however, from my college teaching experience, I can safely say that these students remembered little or nothing about ancient and medieval history, not even big names like Constantine or Charlemagne.

Okay, so they don't remember the Dark Ages. No big deal; that's why we call them the Dark Ages, right? But certainly these students should remember the American history they learned just prior to graduation, right? Not according to the National Center for Education Statistics. Alarmingly, only 45% of high school seniors in both public and private schools passed the 2006 NAEP American history assessment.

Prompted by embarrassingly low scores like this, American schools have begun to realize that their traditional system is not conducive for helping students retain information in their long-term memory. Indeed, since the late 90s, most schools have been trying to push the idea of creating connections across the disciplines. How is this done? Teachers simply mention other subject areas during their own 90 minute period, prompting the students to remember, and thereby reinforce, information every 90-120 minutes or so. This seems promising, but the latest NAEP test results from 2010 showed that only 45% of graduating seniors were able to pass, the same percentage as in 2006. Future tests will likely reveal that a haphazard connection between the disciplines does very little to help students. It seems that the time interval between repetitions is not enough. But, remember, there were two variables deemed most important in repetition. The first is the time interval; the second is the importance of complex connections.

According to brain researcher Dr. John Medina, we learn information better if we



period, their minds are struggling to learn new information in a completely different subject.

As if this daily difficulty was not enough, the modern school curriculum also expects students to progress through the stages of a given discipline year after year with little or no repetition of

memorize it in combination with other closely connected pieces of information. For example, imagine that you are in my English class, studying Roland, the hero of the medieval epic, *The Song of Roland*; he was a Christian leader who had arrogantly refused to summon help when Islamic forces ambushed his army, but later, realizing his error, blew his horn for help and died defending the pass into France. That is all good, but you will remember him better if you know that he served under Charlemagne, that he fought to push back the Islamic forces that had recently invaded France, and that Boromir, the famous character from Tolkien's *Fellowship of The Ring*, was based on Roland. Boromir, like Roland, arrogantly tried to take the Ring, but later, realizing his mistake, died blowing his horn for help.

The secret is that the information has to be memorized with connected information, not just information that happens to be from the same discipline. The problem with many schools' integration of curriculum is that the associations being made by one teacher are not connected enough to what was learned in another class. Sure, the math teacher says that Arabic numerals were first introduced into Spain in the 10th century, and the history teacher mentions Newton's seminal work, *Principles of Mathematics*. Both teachers mention the other discipline, but their information has no logical or necessary connection. The students listen to the information, and, lacking any larger context for that information, quickly lose it. As an example of this, try answering the following two questions without looking at the previous sentences.

1) What did Roland do when he realized he needed help? and 2) Who wrote the *Principles of Mathematics*?

Number one was likely easier to answer, even though number two had been mentioned a mere four sentences earlier.

While research supports Bear Creek's practice of integration, our real source of inspiration for this method of teaching comes from Biblical tradition. For two thousand years, Christians have used the Bible as their main source for learning language, literature, theology, and history. It is worth pondering the beauty of the Biblical narrative in which God's divine revelation to the world is revealed in history. More than a history of God's plan, the Bible is also an amazing literary masterpiece,

blending within its narrative a complete compendium of all literary and language devices. The Spirit has woven history, theology, and literature into an integrated whole that moves chronologically, age by age, toward the Savior. If Christian education is truly a teaching that follows the Bible, then the integration of the subjects with a focus on a chronological progression of the ages is a must for Christian schools.

The Bear Creek School is not just "Christian" but also classical. And this new curriculum integration is as classical as it is Christian. The ancient Greeks and Romans were onto something when they based their educational system upon the trivium, which helped students reinforce information as they moved through the grammar, dialectic, and rhetoric stages of learning. Not only does this approach encourage the repetition of material every three to four years, it also shows a remarkable understanding of how the human brain develops. The grammar stage focuses on the acquisition of a fact base and is very well suited for younger children whose brains are made to be super-absorbers of information. In this rotation through the historical cycle, the basic facts of the ancient, medieval, and modern historical periods are introduced and reinforced so that the child has a factual foundation that will be the basis of more detailed information in future stages.

By grade 6, the child's brain is starting to refine knowledge, comparing and contrasting information and trying out logical deductions and inductions. This, the dialectic stage of the trivium, arrives just in time for the second rotation through our historical cycle. Now the information learned in the grammar stage is reviewed and refined as the students move through the historical periods again. More depth is added in history, and in English students start to read the original classics of the time period, making deeper connections and understanding the literature far better than they would if they did not have such a rich historical context.

After Middle School comes the third stage of the trivium: the rhetoric stage. Armed with deeper knowledge and sharper logical tools, students will be ready for the third rotation through the historical cycle, once again moving through the ancient, medieval, and modern eras. This time around, their Christian studies courses are

integrated into the historical sequence along with history and English.

It is here in the last stage of the trivium that the real value of a classical Christian education becomes apparent. The distinct advantage of the trivium's classical stages is the way that true intellectual depth can be developed. The information learned at the grammar stage is only deepened at the dialectic stage and the rhetoric stage, so that the student has a trove of connections for thinking critically about history, literature, and Christianity, among other disciplines. One of the key problems of the modern educational system is that schools try to teach everything, leading many educators to joke about a curriculum that is a mile wide and an inch thick. In other words, students' knowledge base, while broad, is too shallow to sustain critical thought. The Bear Creek School wants to encourage intellectual strength by enriching students with deeper knowledge so that they can practice writing detailed analytical essays, or participate in class discussions where stronger arguments are expected due to the depth of the subject.

What excites me most about The Bear Creek School is how we are passing down a legacy to our children. The Israelites, Greeks, and Romans bequeathed to us a cultural legacy—a legacy of literature, revelation, philosophy, and government. The men and women of the Middle Ages studied these works, adding and blending Christian ideas into the literature, philosophy, and governmental theories. And the modern world rose to new heights by standing on the shoulders of the giants before them. Science rediscovered the atom, first postulated by the Greek philosophers, while the Founding Fathers modeled their new government on the government of the Roman Republic, and the rising business class based their success on the fiscal tools developed by medieval Italian merchants.

These traditions stretch back in time, each generation taking up from the previous, and leaving its legacy for the next. As Christianity spread, generation by generation, new people became the heirs of this legacy. The Western spiritual and intellectual history became their inheritance as surely as the Bible and the Kingdom of God became theirs. Regardless of where we are from, we are all, as Americans and Christians, heirs to Israel, Greece, and Rome.

# BEAR CREEK ALUMNI

## Class Notes

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### Class of 1998

#### David Webber

Congratulations to David and his wife Sarah who welcomed the birth of their son on September 4, 2011. Nolan Matthew is healthy and growing fast. In November, David and Sarah celebrated their fourth wedding anniversary. David is currently employed at Microsoft as a Product Manager in Worldwide Licensing and Pricing.



### Class of 2001

#### Petra (Dengenis) Roberts

Petra has been married for 3 ½ years to a wonderful man named Ryan. Their son Burton Bailey is now 2 ½ years old. Petra says, "He graces us with his presence and joyful spirit every day. He is our miracle child, and we are thankful for him."

### Class of 2002

#### Alison (Brammer) Buren

Alison is currently studying in UW Bothell's accounting program, planning to graduate in the spring of 2013. She has accepted a full-time internship for the summer of 2012 with Clark Nuber, Certified Public Accountants and Consultants in their audit department. Alison and her husband Greg live in Bothell.

### Class of 2004

#### Thomas (Tommy) Duffy

Tommy is in his second year at the University of Washington Dental School and continues to enjoy his education.

### Class of 2005

#### Jessica Linnenkohl

Jessica is living in a small German anthroposophical community with her family, working with severely disabled people. She is also tending 15 chickens and a huge garden, and learning the German language and culture!

### Class of 2006

#### Juliana Patrick

Juliana is currently working as a substitute elementary school teacher in the Seattle area.

### Class of 2007

#### Whitney (Engel) Brammer

Congratulations to Whitney and Jackson Brammer '08 who were wed on August 20, 2011.



### Alex Higinbotham

Alex recently graduated from the University of Southern California with a degree in business administration with concentrations in finance, marketing, and international business. He currently resides in West Seattle and is employed as a Medical Equipment Manufacturer Sales Representative for Medical Dynamics, LLC.

### Jessica Wang

Jessica graduated from the University of Washington in June 2011 where she played lacrosse for four years, two as captain, and majored in human-centered design and engineering. She is currently working for Accenture as an Analyst and resides in Seattle. Jessica is actively involved in her church and still drives her old Volvo.

### Class of 2008

#### Todd Lien

Todd will graduate from the University of Washington in June 2012. He is earning a Bachelor of Science degree in both biochemistry and chemistry with minors in Spanish and music. Todd is also volunteering at Ronald McDonald House and is involved in various student organizations. He is applying for admission to medical school.

### Nathan Matson

Nathan is currently in his last year at the University of Washington, majoring in biochemistry, and is planning to pursue a career in either genomics or biomedical science.

### Sam Pomeroy

Sam is in his senior year at Baylor University and will graduate from the honors program with a major in philosophy and a minor in the Great Texts of the Western Tradition. He is working on a thesis, concentrating on the reception and development of commentary concerning the Lord's Prayer. He is also working on a manuscript translation and analysis from Christianus's commentary from the ninth century Carolingian Renaissance. He was recently accepted to St. Andrews University in Scotland for a master's and doctoral program in scripture and theology.

### Josh Smith

Josh will graduate in June 2012 from the University of Washington with a double major in atmospheric sciences and applied mathematics. He is currently travelling in Europe and will return in December when he will begin an internship with the National Weather Service at Sandpoint.

### Class of 2009

#### Courtney Kesinger

Courtney is attending Western Washington University and pursuing a dual endorsement in elementary education and special education.

#### Katie Wolfram

Katie is currently in her junior year at St. Olaf College. She has studied abroad at the University of Oslo and is planning to attend the University of Otago in New Zealand for a semester. She continues to enjoy great success on the volleyball team.

### Class of 2010

#### Carson Baker

Carson is studying structural engineering and architecture at the University of Washington.

#### Ryan Baldwin

Ryan is currently studying film and literature at Evergreen State College in Olympia.

## Kira Geiger, Class of 2011

By Tara Sackman '07

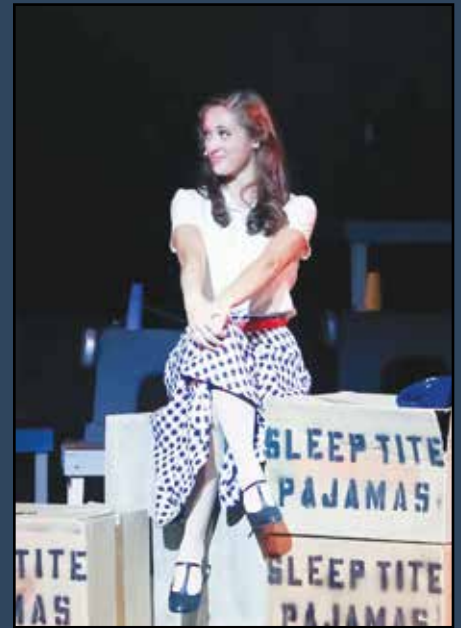
Kira Geiger '11 started seriously pursuing acting in Middle School, although it is clear that she was always interested in theater.

"I played baby Jesus, so you could technically say I have acted my whole life," Kira said.

Kira is well known for numerous roles in which she has graced the Bear Creek stage. From one of the ruffians in *The Man in the Iron Mask* to Feste in *Twelfth Night* and Hecate in *Macbeth*, Kira has developed an exceptionally broad stage repertoire. Bear Creek's long-time drama teacher Dr. Lynch first observed Kira prior to her entering The Bear Creek School in grade 8, when she played the lead role in *Annie* at the Legacy Home School Center. He immediately saw the promise of a skilled stage actor. Kira has since developed a depth of talent, spanning both the vocal range and dramatic flair of a seasoned acting professional.

Following graduation from The Bear Creek School in June 2011, Kira played the female lead, Babe, in the CORE Theatrics summer production of *The Pajama Game*. The production called upon Kira's acting, singing, and dancing abilities. She rehearsed Monday through Friday for six weeks for at least three hours a day, and six to seven hours a day in the last week before the show opened. Kira also performed in several previous CORE productions: *Godspell*, *Dancing at Lughnasa*, *Les Misérables*, *Steel Magnolias*, and *Thirteen*.

Kira is pursuing a Bachelor of Fine Arts in Theater Music at the University of North Carolina School of the Arts (UNCSA). This year she has been adjusting to college life and has been a member of the tech crew for *A Street Car Named Desire* while studying theater. Her courses are academic in format but also involve more hands-on



theater classes, such as stage combat and mime.

Kira discovered that joining the Professional Actor Training Program at UNCSA links her to an impressive group of faculty, alumni, and professional connections on Broadway and in Los Angeles. Her graduating class will have fewer than 30 students, and the entire drama program at the undergraduate level is approximately 200 students.

"It really is like Bear Creek. I love how small it is," Kira said. The mission of UNCSA's drama department resonates with Kira. The dean of the department sets the tone: "Art can either elevate or denigrate. We make art that elevates." Kira sees the program as a natural extension of her years at Bear Creek.

As she looks to the future, Kira says, "I would love to be on Broadway; that's been a lifelong dream—or any movie or TV show—I'd take that too."

**Ben Brudnicki**

Ben is a sophomore at Embry-Riddle Aeronautics University in Prescott, Arizona. He is pursuing a degree in global security and intelligence studies with a concentration in corporate and government security management. He is also minoring in Mideast studies, which involves learning Arabic and the cultures and history of the region.

**Michael Davisson**

Michael is a sophomore at Santa Clara University, studying math and political science.

**Cheng-Hsun (Sherry) Lin**

Currently residing in Canada, Sherry is completing her bachelor's degree in communications at The University of British Columbia.

**Joel Smith**

Joel is studying biomedical engineering and pre-medicine at California Polytechnic State University's San Luis Obispo campus.

Class of 2011

**Evan Simpson**

Evan is studying computer science at the University of Washington. He plans to take auxiliary courses at Digipen.

**Adelaide Tillinghast**

Adelaide is studying for an interdisciplinary degree - CLEG (Communications, Law, Economics and Government) - at American University in Washington, D.C. She is also competing on the American University cycling team; the season began in February.

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If you are an alumna/us of The Bear Creek School, we'd love to include your story or an update in our next Modus Vivendi. You are welcome to send updates at any time and we will include them in our next issue. You can also update your address, email, share prayer requests, or enter comments via the Bear Creek website at [tbcs.org/alumni](http://tbcs.org/alumni).

Ties That Bind

Graduates and past students attended a BBQ hosted by the Perry family in May of 2009. Students in this photo were all members of the Bear Creek first grade class in 1997-98. These former classmates now live all over the country but remain connected through a common Bear Creek experience.



Back row: Justin Maurer, Michael Roy, Spencer Esau, Keith Odom, Troy Perry, Erik Richardson; middle row: Candy Button, Meg Leishman, Jacqueline Conforto, Alex Boit, Molly Lavin, Alex Booth; front row: Will McCahill, Domenic Angelo

Alumni Panel Discussion

In March the Office of Alumni Relations and Office of College Advising hosted an alumni panel discussion for the Class of 2012. Alex Higinbotham '07, Beth Graham '09, and Jackson Brammer '08 offered wisdom, candid advice, and tips for navigating the transition to college life. The combination of alumni with real-life college experience and seniors with probing questions, created a lively and unfiltered discussion with an opportunity for seniors to gain insight into the years ahead as they prepare for college life.



Jackson Brammer '08, Beth Graham '09, and Alex Higinbotham '07

Bowling Bash

In November 2011, over 70 alumni attended the annual Bear Creek Bowling Bash in Bellevue. It was a packed house, with great food, reconnections with friends and faculty, and as word has it, we had some pretty amazing bowling as well!



Ryan Harter '05, Dani Pohlman '05, Zach Buck '05, and Anna Kadeg '05



Peter Heine '06, Tyler Kowal '08, and Chad Pohlman, Athletics Director

Homecoming



Bear Creek alumni return to campus for Homecoming 2012 in early January.

# IN MEMORIAM

## A Celebration of a Life Well Lived: Hayley Caroline Jensen

March 15, 1993 – December 20, 2011



Hayley visited the Louvre Museum in Paris, France during her Bear Creek extended travel learning trip to London and Paris in the spring of 2009.

“A life short lived is not a life left undone. Hayley had the rare gift of being genuinely comfortable with the person she was, and she had the wisdom to know that we each make our own happiness.”

*Karen Abel, Hayley’s aunt*

“To this day she is a reminder to me, and everyone she touches, of the Lord’s faithfulness. Her strength of spirit and constant joyfulness continue to prove that she is a huge gift from God.”

*Amy Hammond, Class of 2011*

“I admire her strength. She has remained joyful despite all she has been forced to endure. Her joyfulness is contagious....She is my role model for perseverance and courage.”

*Jenny Price, Class of 2011*

*The following is from the eulogy delivered by Karen Beman at Hayley’s memorial service:*

There are times in the course of our life journey when we know we are in the presence of someone very, very special. Someone who has much to teach us, and by her example, reflects the essence of courage, grace, and fortitude—and yet despite enormous obstacles, has remained completely herself—living life, drawing from a deep well of joy, abundant creativity, and offering us the wisdom and maturity of someone well beyond her years.

Hayley had many talents, but one in particular was clearly a reflection of the spirit within her. She had a talent for expressing beauty—not only in her physical beauty, but through the written word, in song as a member of the choir, as a competitive dancer, and as an artist who

always had much to say about the world around her. She had that natural blend of grace and style which drew others to her. She was known to set a high bar for any performance, always leading others but never forgetting to have fun along the way. She was competitive, but in the best sense of the word, always stretching and pushing to the next level. By example, she encouraged others to reach farther and exceed their own expectations.

Hayley loved Bear Creek because of the people—teachers who guided, challenged, and loved her; friends who laughed, cried, and rode the roller coaster of Middle School and Upper School together; but most of all she loved life, from a place deep within—from a heart that at a very early age had a profound knowledge of what was really important in life. Her every action reflected the ability to love deeply, cling to a profound faith, and to never let a day pass without seizing the great joy that comes with life—no matter the road that is set before us.

As her illness progressed, and her physical limitations increased, what was truly inspiring was the fact that the physical boundaries did not constrain her spirit; they only magnified the exceptional young woman that she was.

Hayley was a very special member of the class of 2011, and she clearly was an inspiration to all her classmates.

“I have fought the good fight, I have finished the race, I have kept the faith. Now there is in store for me the crown of righteousness....” 2 Timothy 4:7-8

**After a courageous two-and-a-half-year battle with Stevens-Johnson syndrome, Hayley Jensen passed away on December 20, 2011. She will be deeply missed by family, friends, and The Bear Creek School community.**

**On March 5, 2012, Hayley’s parents accepted an honorary Bear Creek diploma awarded posthumously to Hayley by Patrick Carruth, President and Headmaster.**



# Courage to Answer the Call

By Tara Sackman '07

“The city is loud, dusty, and exploding with life. Markets are crammed in every corner between concrete buildings painted all shades of the rainbow. They have clothes, jumbles of vegetables with the dirt still on them, and of course—street food! Everyone talks fast and loud loud loud, and if you listen, you can always hear a Rihanna song playing somewhere through the chaos.”

This is how Leigh Ann Greenfield '07 describes where she will live for the next two years. After graduating from Willamette University and earning a degree in environmental science with a minor in American ethnic studies, Leigh Ann pursued a strong calling to serve overseas and accepted a position last summer with the Jesuit Volunteer Corps (JVC).

Leigh Ann is currently living in Belize City, Belize and working in Lord's Bank Village. JVC offers volunteers an opportunity to serve their faith promoting justice and peace by living and working alongside the poor and marginalized in the United States and abroad. Leigh Ann works as a school counselor for Youth Enhancement Services (YES), a non-profit organization dedicated to speaking out on sexual exploitation and trafficking issues, educating communities in gender equality, and, through training and care, providing practical opportunities to at-risk young women.

“One of my favorite parts of orientation was staying overnight with a family in one of the rural areas of Belize. A woman named Mikayla invited us to her home in the Mayan village of San Antonio, a small cluster of houses and farms in the jungle around the town of Punta Gorda. We cooked in an outdoor kitchen, making tortillas and grinding cacao to the sound of the rain falling in the forest around us.

Mikayla also shared some of her thoughts and opinions as a witness to decades of cultural change and her life experience in the village.”

In Leigh Ann's JVC community, there are four first-year members (including Leigh Ann) and two who are in their second year. While she started out as a full-time teacher, Leigh Ann now primarily serves as the school counselor. She also does administrative work and fills in

for teachers from time to time. Her job changes as needs change in the school.

“It is learn-as-you-go and trust that God will fill in the gaps,” Leigh Ann said regarding her time in Belize. While she had general training from the JVC, she is also learning on the job. She sometimes counsels girls who have no money to eat, are homeless, or have been abused in their homes. While there is little that Leigh Ann can do to change the situations



Entrance of the Youth Enhancement Services (YES) Training Centre, the Belizian non-profit where Leigh Ann works.

Photo courtesy of Christine Staine



Photo courtesy of Christine Staine

Leigh Ann and two YES students at a training on adolescent health issues.

of these girls, more than anything she is discovering the power of sharing a kind heart, a listening ear, and a hug.

“Young women also struggle here. I work with girls who face challenges from abuse to teenage pregnancy to poverty. Although I’m just beginning to know them, I’m already amazed at their resilience. YES tries to fill in educational and vocational gaps they have, and provide counseling and support,” reflects Leigh Ann.

“It’s been a growing experience for me, to learn that the point is less my own need for continuity and an American-style work experience and more about being fully available to the needs of people around me,” Leigh Ann said.

“One of the sweetest miracles during my time here was helping a young woman decide to leave an abusive relationship. ... My boss asked me to spend the afternoon researching domestic violence and survivor support. One in four Belizian women will experience violence in her lifetime, so it is a topic about which we do a lot of advocacy and outreach. I learned a lot and gained some tools I hadn’t had. The very next morning, one of the girls I counsel asked me if I had any advice about staying with an abusive boyfriend. If she had come in the day before, I would have had no idea what to say, but thanks to some divinely appointed prep work, I had the resources to sit down with her and work through the decision together. In the end, she decided on her own that leaving would be the best and safest choice. Sharing that process with her was

a powerful experience for me, and one in which I felt God accompanying us both.”

When she’s not working, Leigh Ann spends time in the house she shares with six other JVC volunteers. Twice a week they shop for fruits, vegetables, and beans at the local outdoor markets. “It is a jumble of stalls crowded with bright colors and deliciousness,” Leigh Ann said.

In her down time, she cooks, bonds with her housemates, and recuperates. “I also use a lot of scented candles, eat peanut butter like it’s my job, and occasionally vent to my JVC community to stay sane. Random laughter also helps,” Leigh Ann said.

Creating and being in community is a large part of her purpose in Belize. She hangs out with the neighborhood kids when she has the time.

“Our neighborhood is really alive; people always are out on the streets. They do something called ‘hailing’ here where you go to someone’s house and literally stand outside yelling for the person to come out and talk! So we hail our neighbors and vice versa,” Leigh Ann said.

Living in Belize City also has its darker side.

Belize City is a very poor, rural area and is quite the contrast to life in Redmond.

“I was privileged to grow up in a safe environment, while most of my new neighbors in this city were not. People in the U.S. buy a lot of drugs, and that leads to a lot of violence in Central America because the drug trade supports the gangs that fill these neighborhoods. Many young people, men in particular, have limited options for employment and even fewer role models and places to be other than on the streets. They are often entangled in the gangs at a young age, and it is really hard for them to get out. As my JVC community and I sit to share a meal, play guitar, or prepare lesson plans for the next day, we hear gunfire and know that someone has been hurt or killed.”

Since JVC is a Catholic organization, all the volunteers attend a Sunday evening mass together. Leigh Ann has also joined a second faith community called Open Doors Chapel and recently returned from

a retreat in which the primary language spoken was Creole. She has been inspired by the fact that the Holy Spirit is thriving in various church communities and that there is much to learn from the Belizian Christians who also hope to spread the gospel, even into the United States.

“It’s rough some days but I remember that God put me here and not somewhere else for a reason. Even if I feel like someone else could be doing this better, I have a purpose because He sent me,” Leigh Ann said.

“God is challenging me to love into the unstable and the unknown, to love as a limited woman in a limited world held together by an unlimited God, and to let that be enough.”

Knowing that my family and friends are praying for me and for communities here is a deep blessing to me.”

Leigh Ann asks for support from the Bear Creek community through continued prayer during her time in Belize. She will return to the United States in the summer of 2013.

Excerpts taken from *Belizethoughts*, Leigh Ann Greenfield’s blog from Belize City

In her work as a school counselor for Youth Enhancement Services (YES), a non-profit in a small village outside of Belize City, Belize, Leigh Ann discovered a need for textbooks. Her students, a group of 30 at-risk young women, ages 13-17, were sharing one half of a shelf of textbooks for all subjects and all levels. So in fall 2011, Leigh Ann asked Upper School teachers at The Bear Creek School if they had any used textbooks available to donate. Many responded, and eight boxes of books covering subjects from math to health were donated to Leigh Ann’s school.

# Alumni in Action: Giving Back to Bear Creek and Making a Difference on Campus

## Jamie Perry, Class of 2007

“I just want to give back to Bear Creek,” were the first words voiced by Jamie Perry when she was asked why she might be interested in coaching the JV volleyball team this fall.

“The volleyball turnout was so large during the fall season that we expanded the number of teams; creating both a JV and JV-C team. We were in great need of coaching support, and in walks Jamie Perry,” says head varsity volleyball coach Sherrie Brown.

As they discussed the opportunity to join the coaching staff, Coach Brown saw



in Jamie the same high level of confidence, determination, and organization that were trademark skills when Jamie played volleyball and basketball as a student-athlete at Bear Creek. “She strives to develop a team where athletes can be the best they can be. She really believes in each of her athletes. Her willingness to step in and serve where there is a need is one of her greatest attributes,” says Brown.

Two volleyball teams, 24 athletes, and a 12-week season—a coaching schedule not for the faint of heart. Jamie’s commitment has impacted the lives of her players and, by example, demonstrated how powerful the offering of her gifts and talents can be to our community.

Jamie is a graduate of Seattle Pacific University and this fall accepted a new position as a prekindergarten teacher at The Goddard School.

## Mac Graham, Class of 2007

Bear Creek Middle School basketball coach Kris Jensen recently reflected on the impact of Mac’s service and leadership.

“Mac Graham is one of my favorite players in my 18 years of coaching, mostly because of his great work ethic, positive attitude, and outstanding leadership qualities. After he graduated from Gonzaga last June, I immediately reached out to him and asked if he would be interested in returning to help coach the Middle School boys basketball green team.

“Mac played on this team as an eighth grade student and we both felt this would be a great way for him to give back. This also was consistent with our goal to reconnect our former players with current players to show a success path.

“Mac was limited in the time he could spend with the team as he was also serving in an internship program with a large accounting firm in Seattle. But, the time he spent with the players in practice and during our Jamboree was very valuable, and they responded to him extremely well. He served as head coach for two of our Jamboree games, winning both games, I might add. This was a win/win for everyone involved and we look forward to repeating this next season!”



## Tara Sackman, Class of 2007

Tara is filling multiple roles at Valley Campus, including Early Childhood classroom assistant, Lower School classroom assistant, health room assistant, and library staff. “It is wonderful having an alumna work here!” said Jenn

McDonough, Lower School Division Head at Valley Campus.

Prekindergarten teacher Allison Fletcher noted, “Tara’s personality is a unique blend of sensitivity and assertiveness. She is very gentle with the preschool students and has made special connections with the shyer ones. As a teacher, I appreciate her stellar ability to figure out what needs to be done next and then execute with excellence.”

Tara is a graduate of Whitworth University and holds a Bachelor of Arts in Journalism and serves as a contributing writer to *Modus Vivendi*.

## Jeanine Gorzalski, Class of 2010

“As an intern for Alumni Relations, Jeanine has offered such wisdom and passion for building the alumni network. She brings a critical insider’s lens as we develop the foundation of our alumni program. Her deep love for Bear Creek and her personal desire to see the mission impact generations to come has been an inspiration to all of us,” said Karen Beman, Director of Alumni Relations.

Jeanine also serves as a contributing writer and editor to *Modus Vivendi*.

## Brittany (Robinson) Kukal, Class of 2004

Two years ago, after returning to the Northwest from Lubbock, Texas, Brittany was asked to help coach the varsity cheer squad. “She immediately jumped in and added her knowledge and experience, drawing from her own Bear Creek cheerleading days. Her biggest impact has been the ability to relate to and empathize with the growth process, as each member develops her athletic and performance skills,” says head coach Kimberly Robinson.

Brittany graduated from Azusa Pacific University in 2008 with a B.A. in communications. She is married to Curtis Kukal and currently resides in Renton, Washington.



## The Importance of Staying Involved After Commencement

By Jeanine Gorzalski '10  
Intern, Office of Alumni Relations

Preparation for Commencement at Bear Creek is a busy and exciting time. But during all of the picture-taking, practicing, and tying up of loose ends, I could not ignore the reminder that this was really “it,”—that I would no longer call Bear Creek my permanent home. While it is a normal fact of life that seniors cannot stay in high school forever, part of me wanted to. My experience at Bear Creek was not one that could be duplicated; this was the community that God used to refine me and foster my growth towards the woman He intended me to be. Yet I *had* to graduate. So I reluctantly handed my gown in, drank a cup of

reception punch, hugged a million people, and walked home with a diploma in my hand and emptiness in my heart.

Although I am no longer a Bear Creek student, I have discovered that the value of being a Grizzly does not vanish after graduation. Serving as the alumni intern has given me a renewed sense of how we can all support and advance a school that has given us so much. I encourage alumni to remain connected to this community and to build a legacy that influences current students, fosters an attitude of service, and glorifies God. Take a simple step: join our Bear Creek Alumni Facebook group, attend campus events, cheer on the Grizzlies athletics teams, or share your talents, gifts, and experiences with current students. As alumni we have the opportunity to show, by word and deed, what it means to be a part of something bigger than ourselves.

## Welcome to *YOUR* Office of Alumni Relations

In September of 2011, the Office of Alumni Relations was officially launched, linking together all past and future graduates of The Bear Creek School. Over 350 alumni across the country and abroad received an alumni program kick-off kit and an invitation to stay involved and invested in Bear Creek. “The Bear Creek alumni experience is a lifelong partnership. Staying connected has exceptionally high value for both the alumni and school community. Building a legacy is both a responsibility and a privilege as we champion the mission of Bear Creek,” says Karen Beman, Director of Alumni Relations. “The alumni office is quickly proving to be a great bridge that draws our graduates back to campus. Investing in long-term relationships with classmates, teachers, and staff is so important, but the opportunity to harness the many talents, experiences, and passions of our alumni in stewarding the future of Bear Creek is a critical kingdom-building partnership.”

The response to the launch of the Office of Alumni Relations has been fantastic. The deployment of the alumni page and photo gallery on the website and our active Facebook group, which has already exceeded 210 members to date, are just the beginning stages of creating active and meaningful connection points. Additional avenues for alumni to reunite and give back to Bear Creek will involve student mentorships and panel discussions, service outreach, chapel messages, class gatherings, assisting with JanTerm, athletics coaching support, leadership development, reunions, and career networking opportunities. To stay connected and get involved, make sure to update your contact information on the Bear Creek website ([tbc.org/alumni](http://tbc.org/alumni)) and invite others to join the Bear Creek Alumni Facebook group.

Office of Alumni Relations

Karen Beman

Director of Alumni Relations

425-898-1720 ext. 441

[kbeman@tbc.org](mailto:kbeman@tbc.org) or [tbc.org/alumni](http://tbc.org/alumni)

Request to join us on Facebook at  
Bear Creek Alumni



Save the dates for upcoming special events and check the alumni page for more information and RSVP details.

**Oliver Twist** presented by Bear Creek’s Fine and Performing Arts Department

Friday, May 18, 2012 at 4:00 p.m. and 7:00 p.m.

Saturday, May 19, 2012 at 2:00 p.m. and 7:00 p.m.

Commencement of the Class of 2012

Saturday, June 9, 2012 at 3:00 p.m.

Alumni choir rehearsal and lunch

First Presbyterian Church, Bellevue

All Grad Class Reunion Weekend

June 23-25, 2012

Career connections, workshops, and roundtables

Alumni vs. varsity team games (soccer and basketball)

BBQ with faculty

Sunday Chapel

5th Annual Grizzly Open Golf Tournament

Monday, June 25, 2012

Bear Creek Country Club

Register today at [tbc.org/GrizzlyOpen](http://tbc.org/GrizzlyOpen)



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Bear Creek Country Club

[tbcs.org/GrizzlyOpen](http://tbcs.org/GrizzlyOpen)

Everyone welcome • Parents • Alumni  
Students • Grandparents • Friends

Register online now  
Special early-bird pricing through June 1

Great sponsorships available  
All net proceeds benefit Bear Creek Athletics

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*On Vacation!*



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For information, please contact Blake DeYoung at  
[bdeyoung@tbcs.org](mailto:bdeyoung@tbcs.org) or [tbcs.org/summer](http://tbcs.org/summer)