

MODUS VIVENDI

A WAY OF LIFE

A DANGEROUS AND BEAUTIFUL LEGACY

FACULTY PROFILE: BEN DALE

BRINGING OUT THE GOD-COLORS IN KENYA

FINDING YOUR MISSION IN CHRIST

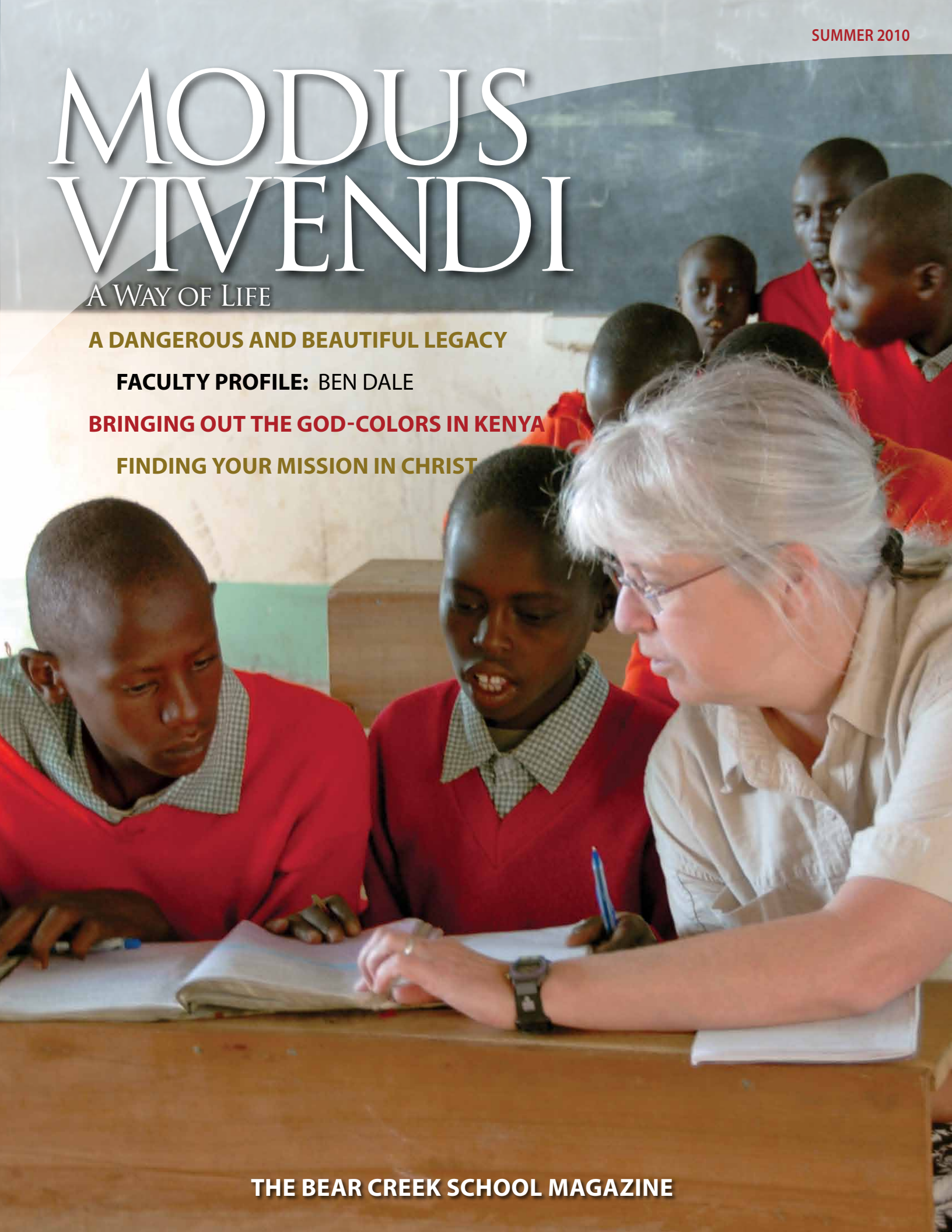


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Tenth Commencement Exercises of The Bear Creek School

Photo by Sini Fernandez

On the cover

Mrs. Dineen with students from Lakanka Hills Primary School, Kenya

Photo by Colin Diamond, grade 8

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Modus Vivendi Summer 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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Editorial Submissions

Articles, photographs, and ideas are welcome and may be sent to modusvivendi@tbc.org. We reserve the right to edit submissions for length, clarity, and style.

Modus Vivendi is published twice yearly by The Bear Creek School. If you are interested in writing for the *Modus Vivendi*, or have comments or questions regarding the publication, please contact us at modusvivendi@tbc.org.

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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.



Message from the Editor

Hello Grizzlies!

In this issue of *Modus Vivendi*, we congratulate the graduating class of 2010, travel with Bear Creek representatives to Kenya, discover electricity in fifth grade, learn what a liberal arts education truly means, and much more. We hope you enjoy this issue and encourage you to submit story ideas or photos of Bear Creek life and to volunteer to write, edit, or proof the *Modus Vivendi* magazine.

We would also like to take this opportunity to invite you to explore new ways to interact with Bear Creek through enhancements in the Communications Department.

Online and Interactive

Modus Vivendi has gone online! At www.tbcs.org/modusvivendi, you will find searchable articles, social media tools to share articles with friends and family, and an interactive digital magazine with embedded audio and video clips.

The Bear Facts

For events, accomplishments, and important information, keep an eye out for *The Bear Facts* weekly *eNews* each Friday afternoon. The format has been revised to make it faster and easier to catch up on the campus news that matters most to you. You can also visit www.tbcs.org/bearfacts for archived news items in a redesigned, searchable format.

Social Media

The Bear Creek School now has its own Facebook page. Check back frequently for contests, blogs, news, events, and giveaways. You can find us at www.facebook.com/TheBearCreekSchool.

We realize that social media is a relatively new communication medium. With that in mind, as part of Wholeness in Christ Week, ParentNet will host Internet safety specialist Stefanie Thomas and our own Rev. Jeff Gephart for a discussion on how your family can use these tools safely.

Stefanie is the victim advocate for Seattle Police Department's Internet Crimes against Children Task Force (ICAC), where she is in charge of community outreach and public education.

Letters to the Editor

We are always looking for ways to improve *Modus Vivendi* and have introduced a new "Letters to the Editor" section. We welcome your letters in response to our articles or requests for future topics. Letters should be a maximum of 250 words and may be edited for length and clarity. Please tell us how you would like your name to appear and email your letters to modusvivendi@tbcs.org. We appreciate your help in making this award-winning publication even better.

Michelle Tresemer
Director of Marketing

LETTERS

Thank you for publishing the "Imagine" article by Dr. Alan Pue in the Winter 2010 issue of *Modus Vivendi*! Dr. Pue made a very compelling case as he challenged us to think outside the box about our school's long-term finances and community reputation. The examples he cited reflect universities that committed early to clear stewardship visions that now give them incredible financial and reputational stability from which they can successfully attract the students they seek to enroll, the faculty they want to recruit, and provide the facilities to best deliver their educational programs.

We have seen many wonderful families leave The Bear Creek School's community over the years, often because the rising tuition costs eventually exceeded their budgets. While we are very pleased that the Board of Trustees has significantly increased financial aid recently, we are concerned that the funding comes from operational

sources (tuition, annual fund, and the auction) which can vary from year-to-year. We believe the school needs a deeper and more predictable financial base to continue to pursue its mission of providing a high-quality, Christian liberal arts education in a nurturing environment that will enable each student to become the individual God intends.

We hope that future generations of families seeking a Bear Creek education will find the school fiscally-strong, faithful, and reasonably-affordable—still shining brightly on the hill! Thank you again for this insightful article!

Ed and Cindy McCahill
Woodinville, WA

I love how the *Modus Vivendi* continues to evolve as Bear Creek grows. Kudos to the entire staff for a marvelous publication that gives us so much information about the students and teachers. I especially like the Class Notes section. My graduate school, Columbia University, does the same thing, and I enjoy seeing where my fellow business school friends are today. Highlighting the life journeys of the former graduates of Bear Creek is helpful to current families, enabling them to experience the possibilities for their children. But by far the award for excellence has to go to the sections on the achievements of the current students. From sports, to the stage, to math, to dozens of other clubs, to the stories of giving back, to the artwork—it is like a smorgasbord of the finest foods one can eat. The picture of Jamie Meyer [in the Winter 2010 edition] taking a shot in the State basketball tournament depicted the true grit of Bear Creek's superb student-athletes and excellent coaches. *Modus Vivendi* makes us feel as if we are at all these events and that is priceless.

Richard D. Block,
father of Jordan Block, grade 7

COMMENCEMENT 2010

The Graduating Class of 2010

Payum Abtahi*
Westminster College

Carson Garrett Baker***‡
University of Washington
(Honors Program)

Chelsea Marie Baker
Gonzaga University

Ryan T. Baldwin
The Evergreen State College

Kyle James Blankenbeckler***‡
Duke University

Benjamin Aaron Brudnicki**
Embry-Riddle Aeronautical
University

Dillon Tyler Camp***
Baylor University

Megan Kaitlin Cheever***
Academy of Art University

Seong Hyuk Cho***
Purdue University

Katelyn Culbert-O'Leary
Central Washington University

Michael Walker Davisson**
Santa Clara University

Jordan Keoni Domingo‡
Northwest University

Joshua Blake Mark Erickson‡
Gonzaga University

Sydney Elizabeth Felker***
University of Virginia

Alexander Mackenzie
Finkelson**
Rhodes College

Henry Haebler Frantz*
University of San Diego

Jeanine Emily Gorzalski***
Grove City College

Jacob Nelson Hamilton
University of Idaho

Xiao Han
Seattle Pacific University

Hyejine Ihn**
University of Washington

Joy Kristine Jacobson**
University of California,
Los Angeles

Yuna Jung*
Rutgers-The State University of
New Jersey

Emily Ruth Kadeg**
Baylor University

Robert Michael Kelley***
Biola University

Hui Yong Kim*
Boston University

Irwin Sun-ik Kim
University of Idaho

Cheng-Hsuan Lin*
University of British Columbia

Bethany Rose Linnenkohl‡
Biola University

Angela Rose Martucci
Gonzaga University

Brian David Matson‡
Washington State University

Jacob Andrew Matthews
University of British Columbia

Tajel Yasmin Mehta*
University of San Diego

Ashley Ann Meissner
Seattle Pacific University

James David McAyeal Meyer**
Whitworth University

Jasmine Cole Miller
University of Pittsburgh

Sandra Joy Odom Pereira*
Texas A&M University

Daniel Coleman Probus
Seattle Pacific University

Laurie Elizabeth Robinson‡
Seattle Pacific University

Robert Saxon Ross*‡
Santa Clara University

Collette Michele Sackman***
Grove City College

Clara Jane Shands**
Gonzaga University

Joel Rodney-VanderWeyst
Smith*
California Polytechnic State
University, San Luis Obispo

Andrew Joseph Tilton‡
Gap Year

Georgina Marie Wadhwani-Napp
Western Washington University

Anna Helen Wetter‡
Cascadia Community College

Zachary William Witt
Rocky Mountain College

Annie Christian Worman*‡
Gonzaga University

***Summa Cum Laude (3.9 – 4.0 GPA)

** Magna Cum Laude (3.75 – 3.89 GPA)

*Cum Laude (3.5 – 3.749 GPA)

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

Commencement ceremony:
Still photography by Nation Photography
Videography by Final Take Productions

Washington State Honors Award
Top 10% of all Washington state graduates

Payum Abtahi	Jeanine Gorzalski	James Meyer
Carson Baker	Hyejine Ihn	Sandra Pereira
Kyle Blankenbeckler	Joy Jacobson	Daniel Probus
Benjamin Brudnicki	Yuna Jung	Robert Ross
Dillon Camp	Emily Kadeq	Collette Sackman
Megan Cheever	Robert Kelley	Clara Shands
Seonghyuk Cho	Hui Kim	Joel Smith
Michael Davisson	Cheng-Hsuan Lin	
Sydney Felker	Jacob Matthews	
Alexander Finkelson	Tajel Mehta	
Henry Frantz	Ashley Meissner	

National Merit Finalist

Dillon Camp

National Merit Commended Scholars

Carson Baker, Kyle Blankenbeckler, Megan Cheever,
 Daniel Probus, Collette Sackman

up and being awake are golden. Showing up isn't a passive thing. It requires our attention, it requires we be alert to the tasks, and people, before us, but more important, it requires we listen for the Holy Spirit within us. We do need to pinch ourselves from time to time. As Christian travelers, we are headed toward God. It is an exhilarating, perilous journey, and gladly, we have the help of Christ and the Holy Spirit as we make our way. But what happens when our intended course hits turbulence? Or, we have engine trouble? Do we close our eyes, hold on, and hope for the best? Trusting God means reorienting ourselves; it means choosing a perspective of eternal truth in spite of momentary circumstances. This reorientation often happens 30 seconds at a time.

You might wonder why I say 30 seconds. It is, in fact, my unscientifically-proven theory that we really only get the next 30 seconds of this life for certain. In these increments, we are offered the choice to spend them beautifully or to squander them. Will I remain alert and in tune to the impulse of the Holy Spirit? Will I bring joy or strife? Will I offer courage or cowardice? The choice is constantly before us.

The last truth I want to emphasize is the importance of being genuine. No one has to tell any of those kindergarten girls that wearing a pleated plaid jumper means one should twirl in circles and none of Mrs. Erikson's 6-year-old boys need lessons in getting dirty while digging up worms. Certainly, these behaviors are genuine to the little-person experience; they come naturally. As we get older, though, we become more removed from these untaught expressions of self. We scrutinize ourselves against measures of coolness, or accomplishment, or beauty. We forget how to just be. The same is true on our spiritual journey. When we first accept Christ, it seems natural to want to be where He is. But, being fallen, our attention spans are pretty short. We, like the Israelites waiting for Moses to return from the mountain, become anxious and we look for more tangible, controllable God substitutes. Some are really good things, even gifts God has given us. I have

Excerpt from Faculty Address

Shelley Kaplowitz

First of all, I would like to thank you, Class of 2010, for the heart-stopping honor of being invited to speak to you today. Standing at this podium may seem a similar context to standing in front of you in the classroom, but I assure you, it is not.

In thinking over this request, it occurred to me that the most important bits of advice I can offer center around truths you've known for a very long time, perhaps even since some of you Bear Creek Lifers first set foot in Mrs. Erikson's kindergarten class, all smiley and adorable in your pleated plaid skirts and size 6 khakis. But, though these truths are simple, our state of development and our life circumstances have a way of deepening them, making our connection to the Father clearer and our existence more profound.

The first of these truths is the importance of presence. I am sure some of you remember those one or two grade school classmates who didn't miss a single day of school in a year. No Bear Creek senior can deny the panic of missing too much school. Getting behind is easy

and catching up is tough around here. The importance of presence isn't only important in school. Showing up as a rule for living is even more important. It is easy to miss out on vital moments, painful or joyful. The world is full of people who breathe, but are too afraid to be alive. Showing up for life is so much better! It means having an open and approachable heart; it means trusting God to protect us instead of being self-protective. When we take the risk to be light in a dark world, we can walk with our eyes wide-open, even in the valley of the shadow of death. When present, we experience pain, but, even more, we experience profound joy even in the middle of suffering. Even in grave circumstances, God's goodness and presence are always true; thus when I am unaware of Him and my connection to Him, it is my presence that is the problem, not His. To fully benefit from our salvation, to begin to comprehend His unwavering and intentional love, we need to show up and choose to be where He is.

This leads to my second point. Showing up for life is good, but showing

made gods of my career, my family, my church—placing the identity I took from them above my true identity in Jesus. This sort of idolatry never really works, since my creator designed me for His purposes, not my own. We can't wholly be who we are meant to be without allowing Him His rightful place at the center of our beings. C.S. Lewis, in *Mere Christianity*, reminds us that the primary reason for cultivating virtue in our own lives is so that we can remain headed toward God, the author, perfecter, and finisher. Through habitual acts of obedience, we are not subverting some key aspects of ourselves. We are, in fact, becoming more like the selves He meant for us to be before sin, even before time began. Acts of temperance, prudence, justice, and fortitude can become habitual, like skirt twirling or worm digging. And how do they become so? Thirty present, alert seconds at a time.

And so class of 2010, my prayer for you is that Christ will be lovely in each of your faces and that He will shine through your eyes as you go into the larger world, fully present, wide awake, and genuine to the core.

Excerpts from Student Speeches



Jeanine Gorzalski

Three years ago, when I began my tenth grade year at Bear Creek, I was neither expectant nor hopeful for my future here. After moving so many times and being the “shy new girl” at many different schools, I was tired, dull, and hardened like a stone. But, unbeknownst to me, God was preparing all along to

soften me and mold me, and He did it through my experience at Bear Creek.

God started chipping away at my heart right from the beginning by sawing away at all of my misconceptions about learning and about the world. After a little dose of p orbitals, *Paradise Lost*, polysyndetons, and z-tests of significance, I soon realized that Bear Creek academics were no laughing matter. Contrary to what many of my previous schools taught me, I was no longer able to let the textbook learn for me. I actually had to think and be “brilliant” in an impromptu speech in Rhetoric, in a philosophical discussion on the Cosmological Argument, in a mock congress in government class, and in a 40 minute in-class essay—all in one day. No biggie.

The teachers not only cared about the growth of my intellect, but also the growth of my individuality and heart. I danced in biology class, consumed loads of treats in math class, sang songs about donkeys in Spanish class, plastered my face in English class, and played baseball in my religion class. Each of my teachers was full of joy and light, which resulted in many opportunities to share laughter and talk about life, God, and growing up.

I have been guided to take ownership not only of my studies, but also of my faith. I have come to the realization that being a part of Bear Creek is not only about absorbing its benefits, but also about investing in its future. Bear Creek gave me the leadership opportunities to pour into others what my teachers and classmates have abundantly poured into me.

God knew all along that Bear Creek would be the perfect place to make His finishing touches on my high school experience. Looking into the future, I am reminded of the promise of Job 23:10, and I pray that you, my classmates, will take hold of this with me: “He knows the way that [we] take [and] when He has tested [us], [we] will come forth as gold”.



Joy Jacobson

I have known these people since we used to rambunctiously play red-light green-light during childhood P.E. Eleven years we've been together in the same small school, the same small classes. They are not my classmates. They are my family.

Bear Creek is our first home, the place that taught us the ropes and made sure our heads are screwed on right. The ever-patient teachers have been more than just educators, and have taken the time to help us realize who we want to become. We'll never forget the lessons and memories we are taking from this place. But, it's up to us now to hold our own, to decide where we go from here.

Someday, when our roads and red lights and green lights lead us back into each other's lives, we will start right where we left off, not missing a beat. But that is for later. It is time to move on, into the welcoming new fresh cold air, into the world. Though we know each other, we will surprise each other with what we do. I know without a doubt we can go far beyond the borders of this town. Our influence and our reach and our lights will spread as we grow in the values Bear Creek has taught us to cling to and uphold. What an exciting thought.



lost on the Irish wind, the writhing Celtic crosses are worn away, but Irenaeus has not left the stones yet. The thrum of air-conditioning only nearly drowns out those Latin whispers in the corners, and the monks still bend over their work, preparing to pass on the lessons of the past to me. This opportunity had been worth all the toil then, and the gift isn't worth a speck of ink less today.

have been a more accurate depiction of what would make my school experience so unique. My shy personality has always shielded me from finding my place, but not at Bear Creek.

Little did I know the day I stood out like a sore thumb in that crowd of strangers, that I would stand unique for the next thirteen years as someone whose faith has been tested as well as strengthened and whose beliefs would serve as the target of criticism to the outside world.

Daniel (Cole) Probus

Walking into Bear Creek for the first time was a slap of nostalgia...years of study in the Scriptorium came rushing back; the salty wind on the narrow climb to the monastery, hurrying, late again, through the arch into the garden—the monks are in Mass, my tardiness escapes notice. Work and study begins, the secret wisdom of antiquity echoing across the tiles, among the rafters—embedded, after centuries, in the masonry.

I can almost smell it again—the fading parchment, soon to be replaced by new vellum still raw from the scudding, the stabbing odor of ink. The smell of knowledge passing from one medium to the next—today the monks begin work on a new copy of Augustine's *Enchiridion*, another treasure of Roman wisdom entrusted to us. Stooped over my menial chores, I drink up as much Latin as I can; Tacitus and Irenaeus, all the dignified power of a brighter age murmuring in the alcoves, the corners, so thick it can be snatched from the air.

I work the vellum furiously, pressing out the flaws while it is still malleable, but peals of Gaelic laughter from the window distract me; girls on their way down to dance a reel at the ceilih, I chat gaily with them until the stern monk's rod comes down. Chastened, I kneel again and return to work and Latin; the vellum must be dried carefully, carefully, and Irenaeus is still waiting in the stones....

Back at Bear Creek, crawling up the stairs for first period, it strikes me that the differences of thirteen hundred years are fairly insignificant. The cries of seagulls are



Annie Worman

The essence of timid made its appearance in the form of a young redheaded 6-year-old, her long hair swept away from her face with a homemade plaid headband. Hoping to fit in, of course she thought that the occasion seemed to call for head-to-toe plaid. She walked into a cold room full of those who didn't seem to share her same view of "appropriate" dress code for the "casual" kindergarten orientation. Suddenly her cheeks matched the red jumper that she wore so proudly, and she revealed one of the curses of being a redhead: the entire color coordination of the head when it comes to embarrassment.

Little did I know, my first experience as the little girl in plaid was only the beginning of the identity I would shape through my next thirteen years at The Bear Creek School. Oddly enough, that very desire to find my place in a family of uniformity could not

Classical, college prep is a label—it comes with the implication of uniforms, rigorous curriculum, and competitive students. Bear Creek is a label—a crest woven into my identity on the Lands' End sweater. However, my preparation for the world cannot hold a label, at least not in the familiar sense of the word. I wear a label every day in the form of a girl with a different way of viewing the world, with open eyes and the fond memory of the little girl in the plaid headband.

James (Jamie) Meyer

I like to think that I do not, and never have, fit any kind of mold. Try as you might to squeeze me into the singular shape of a jock, a musician, an actor, or even (sigh) a nerd—I just won't fit! I am the bizarre sum total of an eclectic list of parts that has never desired to be identified as just one thing. Or even "x" number of things. I have always desired to keep my windows of possibility flung wide open. If



forced by society, no doubt I could make myself into a recognizable stereotype to make people comfortable. But the question then becomes, should I? Do I want to? Absolutely not on both counts. Being a predictable entity does not in the least appeal to me, neither does my God call me to be a creature of these limits.

My point is this: Bear Creek has been the site, and even catalyst, for my development in all aspects of my diverse life. Rather than restrict my interests, it has cultivated them. Rather than trying to find a mold for me to squeeze into, it has challenged me to make my own "Renaissance mold," if you will—an organic assortment of my own choosing. I have come to love being involved in as many things as I can possibly get my hands on.

The Apostle Paul's letter to the Philippians instructs a serious Christian to focus on whatever is good, right, just, and worthy of praise. At Bear Creek, there were so many things that met these criteria, how could I help but choose as many as I did? It was the place where the

idea of glorifying God through my words and deeds became action. I saw a goal, a concept, become reality before my very eyes. In no other circumstance would I have been able to connect these pieces in such a vivid manner. First, Bear Creek accepted, even encouraged, all of my distinct pursuits. Next, it challenged me to make all of those pursuits glorify my Lord in different ways. Now, I can look back and see that Bear Creek has truly allowed my faith to become of primary importance. How? My diverse schedule did not compartmentalize my faith; it showed me that my faith transcended the diversity.

Bear Creek has permitted us to flourish in so many ways that we will be able to bring honor to God no matter which direction our lives take.

Cheng-Hsuan (Sherry) Lin

I came from a public school in Taiwan three years ago. I still remember the first two months here; I was always catching up



on homework and doing a lot of projects. It was crazy. I wondered if I had walked into a bear trap at Bear Creek. Sometimes I felt lost and lonely in this foreign country, but I found things that are unique, attractive, exciting, and lovely here.

I love Spirit Week, which showed me the impressive, strong spirit of Bear Creek. I still remember being surrounded by students dressed up in red, green, pink, and blue. I was really impressed and amused by everyone's creative outfits. I enjoyed participating in school events,

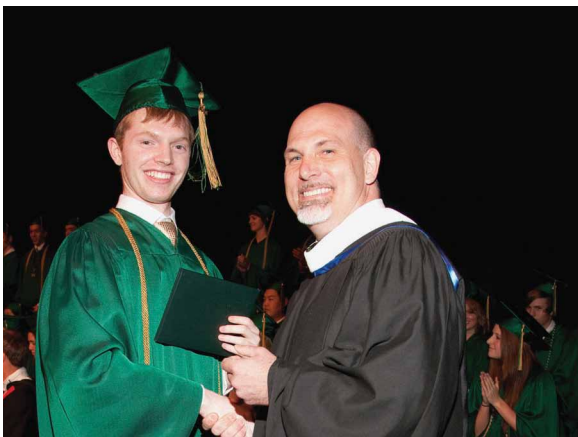


Cheng - Hsuan (Sherry) Lin continued

and I made friends through all kinds of activities.

The classes gave me the most challenges, but also I received lots of help from friends who gave me unforgettable memories. I appreciated my teachers' patience and classmates' help. Outside of classes, I was able to participate in soccer and tennis. I'm very thankful for the way people cared for me here. Their small actions often meant a lot to me. While my parents are 6,792 miles away, I found that at Bear Creek, love poured out from everyone's heart.

I also found Christ in my life at Bear Creek. I remember seeing other students' devotion in singing and praising God. I think the loving, cheerful, encouraging Christ-likeness that I saw in the students all came from their love for Jesus. After three years, Bear Creek has given me many wonderful memories. What I appreciate the most is the Christian environment and the faith in Christ I can carry on with me in the future. This is the best gift for me.



Michael Davisson, ASB President

I would like you to meet my extended family, the graduating class of 2010. The best way I think I can introduce you to them is to take you on a tour of our home. So follow me as we see what this class is up to.

As we pass over the threshold I hear music coming from a side hallway where the band and the choir practice. I joined choir my senior year, taking up with

regulars such as Jamie, Jasmine, Robert Kelly, and Collette as we sang, cheered, and rick-rolled like no other choir has. Returning to the main hallway, the drama room appears on our left, and I see Ashley practicing her lines for the next great performance with Cole, the voice of our class, sitting beside her. Right across the hall, Alex works on translating the entire Latin Bible in a day with Dr. Nelson. And in the room next to him, Megan sits at a table and draws her next masterpiece.

I walk up the stairs and the academic hallway looms ahead. The first classroom is that of Mr. MacKenney. I am convinced this man invented math. I see Payum, Robert Ross, Sydney, and Dillon with confused looks as he towers over them, wondering how these students didn't learn double matrix derivatives in kindergarten. Next is the language room, where Ryan, Jake, and Clara study French—the proud three to complete French 4. Spanish was my troublesome class, but luckily I had Angela, Tajel, and Annie who put up with me as I irritated them like only a brother can. I can see Mr. Norris convincing Hank to use the dark side while simultaneously trying to tame Kyle, Joy, Ben, Sandra, and Carson—the captains of distraction.

A door appears farther down the hallway where the words “abandon all hope ye who enter here” are written in fire. As I peek around the door I find literature lovers such as Georgina and Josh absorbing Ms. Dennison's knowledge and her delicious goodies. Mrs. Kaplowitz lives here too and is caught threatening the Kaplowitz smackdown (which is a mythical punishment) on many of us who participated in class too much like Andrew, Ben, and Joel, while she praised those like Hui, Katelyn, Jordan, and Brian who quietly wrote poetry.

Mrs. Reese's AP Stats class is across the hallway. Chelsea and Hank punch

numbers in their calculators while eating Mrs. Reese's freshly baked treats.

The home of coffee, blacker than the night, and a grossly oversized statue of President Taft is our next classroom. Mr. Joyner discusses politics and current world events with Laurie, Irwin, Nick, and Anna at the beginning of class. Down the hall, speaking through the tears caused by the latest Mariner loss, Mr. Faris teaches Jeanine and Bethany the basics of the Bible and baseball.

In the science classrooms, Mrs. Graham, Sherry, and Joel have grins that cover their faces as they play with a flying pig, rendering a commonly used expression useless. Next door Ms. Bell teaches chemistry to Nick, Yuna, and Erica. I see them discussing the periodic table of Pokémon, and at the same time, Jacob tries to delay the start of the next test. The last of the triumvirate is Mrs. Dunn, the biology teacher. She calmly and coolly handles subjects and pictures that can be awkward at times but even with this poise Emily, Zach, and Shawn giggle and blush over the subject being taught.

This is a glimpse of my family and of our life. Here before you are 47 students who have become confident in who they are as individuals, which is something that I think is rare in high schools and I think has to do with both the faculty and our peers here. Only in a supportive and uplifting environment does one become comfortable and confident in his or her differences. We are a diverse, quirky bunch of kids. We have been leaders in our school and our communities. We have reached out to those around us with caring and giving hearts. We have made an impact on this school; one I hope will be felt for many years to come. We are about to disperse from this home and I know we will accomplish great things.

BEAR CREEK HIGHLIGHTS

News, stories, and accomplishments from around campus



Sini Fernandez

The varsity boys and girls track teams accept the WIAA Academic State Championship awards in May 2010.

Scholastic Cup

In June 2010, The Bear Creek School was awarded the Scholastic Cup for the WIAA 2B classification for the second year in a row. Bear Creek earned nine team/activity scholastic championships this year and sent several teams each season to State

championship competitions.

The Scholastic Cup is awarded to the school that accumulates the most Scholastic Cup points based on its participation and finish at the WIAA/Dairy Farmers of Washington/Les Schwab Tires State Championships. In fall 2009, four Grizzlies teams qualified for State tournaments, which led to an eighth place finish for volleyball and a second place finish for boys soccer. Last winter the boys basketball team placed fifth at the State championship tournament for the second time in three years. And this past spring four golfers headed for the links at State, returning with a seventh place individual medal and a second place team finish for the boys. Our boys doubles tennis pair of Jamie Meyer and Jake Imam played their

way into the championship match at State, returning with second place medals. The track and field team sent their largest-ever team to the State track meet and came home with medals in three relays and five individual events, including Madelyn Magee's State championship in the high jump.

The top eight schools in each of the WIAA Academic State Championship categories and classifications also receive Scholastic Cup points. Bear Creek enjoyed unprecedented academic success during the 2009-2010 school year. The following nine varsity teams and activities earned Academic State Championships: band, boys basketball, boys soccer, boys track & field, choir, forensics, girls cross country, girls tennis, and girls track & field.

Making Sense of Jane Austen

Last spring Dr. Ron Lynch directed the Upper School's Fine and Performing Arts Department production of Jane Austen's *Sense & Sensibility*. Dr. Lynch says he chose to produce this period drama because Austen is quite popular these days and he believed that the cast as well as the audience could identify with the story. The play also has a large cast with many female roles. Even so, Dr. Lynch embellished the original storyline with additional subplots and characters in order to take advantage of so much female dramatic talent at Bear Creek. The large cast created one of the production's challenges—crowd control. Dr. Lynch worked closely with all the actors on stage to ensure that they were not detracting from the main action, but also not just “watching” it either. He says that all the students played their character really well and added a bit of their own personality to their part. Junior John M.'s portrayal of the droll Mr. Palmer was particularly popular with the audiences.

All of the drama productions at Bear Creek are enhanced by the lighting and sound magic that Pete McDonough performs. Dr. Lynch says that Mr. McDonough is a master at what he does, turning Dr. Lynch's lighting plan into reality whether it is the dark, brooding ambience he created for last fall's *Macbeth*, or the cheerfully and elegantly lit 18th century English estate found in Jane Austen's *Sense & Sensibility*. Last spring's production also benefited from the stage management of parent volunteer David A. Dr. Lynch says he's never had a stage manager before and was blessed by the opportunity to leave his usual post at stage left and view the play from the audience perspective, work directly with the actors to solve issues that came up during the productions, and consult with Mr. McDonough in real time.

Dr. Lynch is looking forward to directing the Bear Creek students in Shakespeare's *Love's Labour's Lost* during the first semester of the 2010-2011 school year. Mark your calendars—performances are scheduled for January 14 and 15, 2011.



Sini Fernandez

Erica L., junior; Gannon McCahill, junior



Sini Fernandez

Abby Gomulkiewicz, junior; Sydney H., freshman; Ellie Probus, sophomore

21st Century Library

A visit to any of the three Bear Creek libraries finds the facility bustling with activity. Housing a wealth of print and digital resources, the libraries are a meeting place for students working on group projects, conducting research, doing homework, or studying for tests, as well as a place to find and enjoy a good book. This summer's reconfiguration of the C.E. "Ted" Kindel Library is designed to allow students greater access for collaboration and research with new laptop computers which can be used wirelessly throughout the library. The Kindel Library bustles with student activity throughout most of each school day as teachers take advantage of the collection which purposefully complements the grade-level curriculum.

Bear Creek's library collection and programs facilitate the mission of The Bear Creek School to provide a high-quality Christian liberal arts education. They are a resource to strengthen, build, and challenge our students' intellectual ability in general knowledge so that they may grow in their capacity to live life with reason and judgment. The library curriculum is based on the two primary disciplines of library science: reading advocacy and information literacy.

The aim of the reading advocacy program is to foster a love of reading while also developing competency. Our annual Secret Garden Book Fairs, held in both Lower School libraries, generate great enthusiasm each year as students discover new books to enjoy. Each year, with the support of the Parent Teacher Fellowship, the libraries host one or two visiting authors so that students may experience firsthand an encounter with an accomplished author. Last spring Kirby Larson met with all Lower School students. Ms. Larson is a 2007 Newbery Honor recipient for her book *Hattie Big Sky* and the 2010 Washington Children's Choice award winner for *Two Bobbies*. Our Accelerated Reader™ program encourages readers who appreciate extrinsic motivation as they earn points for each book they read and provides a fun venue for improving comprehension skills.

This fall the Bear Creek libraries will introduce a new program in grades 4-6 and grades 7-8 entitled America's Battle for the Books (www.battleofthebooks.org). This values-based reading incentive program encourages students to read a list of books, partner up in teams, and then demonstrate their abilities and test their knowledge by competing in a quizzing competition held in the spring. Competition begins within Bear Creek and the school's winners may move on to compete in regional and state competitions as well.

Information literacy is the second pivotal tool for lifelong learning in the 21st century. Information literacy creates the awareness of a need for information, and develops the ability to locate, evaluate, and use that information effectively in all sources and formats, print or digital. At Bear Creek, we take it one



Sini Fernandez

Jan Mueller, Lower School Librarian; Nika Childers, Middle School and Upper School Librarian

step further, teaching students to render that evaluation from a Christian worldview.

Our total print collection now exceeds 30,000 volumes in three library locations. Our online library catalog (www.tbcs.org/library) provides a virtual library from any Internet location with access to print and digital information. It hosts Destiny Quest, a visually engaging search interface designed to appeal to the 21st century learner, and WebPath Express, a database of educationally sound websites, plus subscription databases such as CultureGrams, eLibrary, and World Book Online. Freshmen studying Odysseus' travels may find 15 websites available for their research through WebPath Express, plus digital resource primary source documents in the advanced version of World Book Online. In an age of virtualization and digital media, the Bear Creek Libraries have emerged as an important tool for fulfilling the mission of The Bear Creek School. Alvin Toffler, well known and respected futurist, once stated, "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

Ten years ago, The Bear Creek School moved into our new campus on Union Hill. In the summer of 2000, Mrs. Jo Lewis, a retired school librarian with 25 years of experience establishing school libraries in Washington State and on the mission field, inherited two gorgeous rooms full of empty shelves but little budget for books or staff. Drawing on a team of dedicated volunteers, donated books, and a sizeable grant from a Bear Creek family, Mrs. Lewis established the foundation for the strong and vibrant library program Bear Creek students now enjoy. Mrs. Lewis retired again in 2003 with the title Librarian Emeritus at The Bear Creek School. We are profoundly grateful for God's provision in sending her to our school.

Grizzly Open Golf Tournament Benefits our Student-Athletes

Bear Creek Country Club hosted the 3rd Annual Grizzly Open Golf Tournament under blue skies this past June. Ninety-two parents, students, alumni, faculty, and friends of the school took to the links for a fun day of golf, contests, food, and fellowship. Those who arrived early tried their best to put up a winning mark in the putting and chipping contests and warmed up their swing at the driving range. Golfers munched on deli lunches delivered to their carts, while the course pro reviewed the rules of the best ball scramble format before leading the players onto the course for the 1 p.m. shotgun start. A full afternoon of clear weather combined with the excellent condition of the greens added to the participants' enjoyment. Mulligans were for sale to ease the challenge of the course. As golfers completed their 18 holes, they congregated on the terrace to watch the culminating putting contest while bidding competitively on silent auction items. The evening came to a close after the participants and dinner guests feasted on barbecued baby back ribs and pulled chicken sandwiches as the day's contest and tournament winners were honored.

The Grizzly Open, sponsored by



Cindy McCahill

Fran S., Annette D. (Bear Creek's first Athletics Director), Tina Rial, Anna E.

the Grizzlies Booster Club, is an 18-hole golf tournament. All net proceeds benefit Bear Creek Athletics. This year over \$10,000 was raised to support the Grizzlies athletics programs. Mark your calendar for next year's Grizzly Open on June 27, 2011.

The Grizzlies Booster Club raises funds through annual membership dues as well as the Grizzly Open Golf Tournament.

The club invests its funds in many areas that promote team performance and school spirit including the track & field records board, gym bleachers and sound system, netting and bleachers on Owens Field, signs and banners celebrating athletics achievements, Grizzly Gear logo wear sales, and annual events like the Bear Creek Athletics Banquet and the Fall Sports Kick-off and Barbeque. The Kick-off will be held at Redmond Campus on Saturday, September 11. To learn more about the Grizzlies Booster Club, please visit www.tbcs.org/boosters.



Sini Fernandez

Jamie C., junior; track coach Scott W.; Joe S.; Will S., junior



Cindy McCahill

Winners – Mike R.; Andy Hayes; Jim C., and John Hayes, grade 4, with trophy

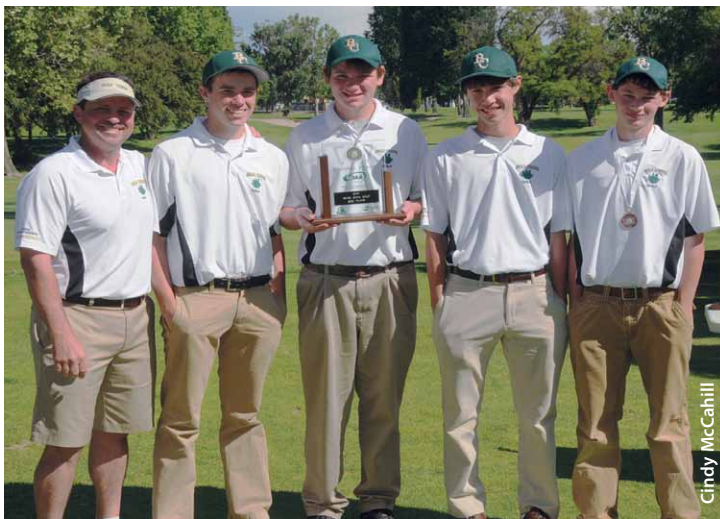
Spring Sports

Golf

The Bear Creek boys golf team successfully defended its 2009 league title bringing home another team league championship. Additionally, freshmen Ricky Olson and Morgan Cadigan earned league champion distinction for the boys and girls respectively with scores of 78 and 104.

At the Tri-District tournament, the boys were led by junior Gannon McCahill who placed fifth. Junior Will Stansell and Ricky Olson joined McCahill as State qualifiers. The boys team finished third in the district tournament. For the girls, Cadigan finished third overall and qualified for State. The girls team took second in the district tournament.

The 2B/1B State golf championships were held at the Tri-City Country Club in Kennewick. Morgan Cadigan finished in twelfth place in the girls tournament (out of 40 total golfers). In the boys tournament, Will Stansell earned a medal, finishing in seventh place, Ricky Olson placed twenty-second, and Gannon McCahill placed twenty-fifth (out of 80 total golfers). The boys team placed second overall at State with 69 total points.

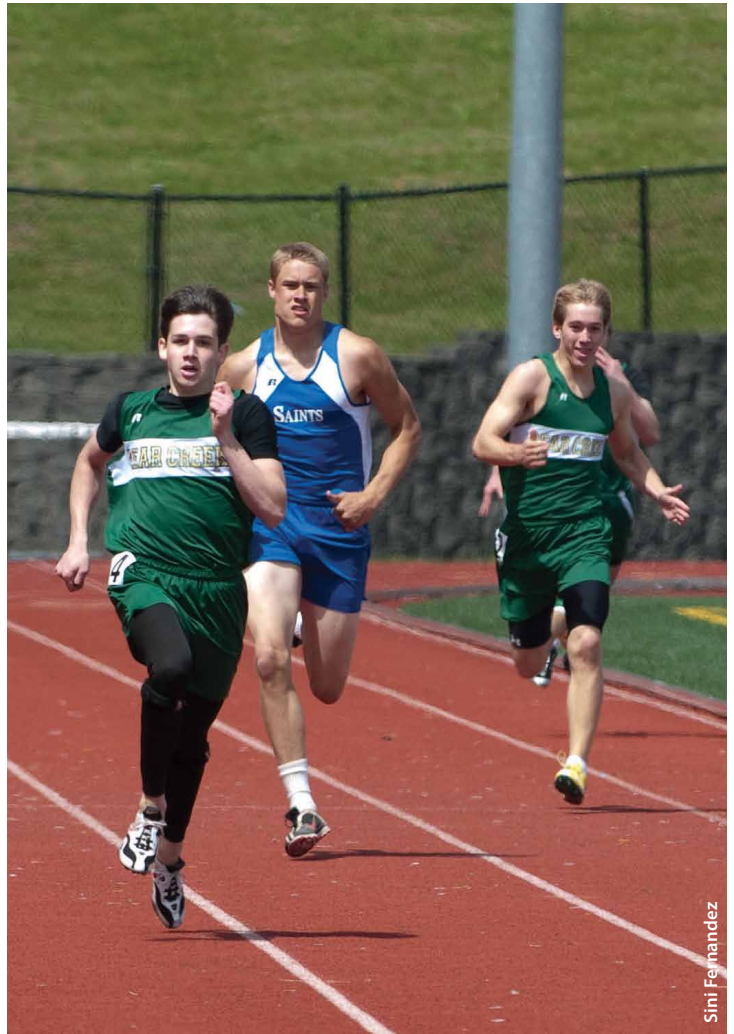


Golf coach Greg Cheever and team.

Track & Field

Twenty-one Grizzlies placed in the top five at the league championships to advance on to the Tri-District track meet. Notable league finishes were junior Josh Firminger (first place in the 400), senior Jake Matthews (first place in pole vault), sophomore Morgan Rial (first place in the 400), senior Megan Cheever (first place in shot put and discus), sophomore Madelyn Magee (first place in high jump), junior Kara Geiger (first place in pole vault), and the team of sophomores Elizabeth Fernandez, Morgan Rial, Danielle Isbell, and Halle Coleman who placed first in the 4x200 relay.

At the Tri-District championships, the top three finishers in



Josh Firminger, junior, finishes first in the 400 at Districts. Kyle Blankenbeckler, senior, finished fourth.

each event advance to State. The Grizzlies had 15 athletes earn the trip to State in 11 events including ten Tri-District champions: Josh Firminger (200 and 400), Jake Matthews (pole vault), Megan Cheever (discus), senior Emily Kadeg (javelin), Madelyn Magee (high jump), and the 4x200 relay team of Fernandez, Rial, Coleman, and Isbell.

At the 2B State Track & Field Championships at Eastern Washington University in Cheney, the Grizzlies also came home with plenty of hardware including a State championship from sophomore Madelyn Magee in the high jump. Josh Firminger took second place in the 400, fourth place in the 200, and seventh place in the 4x100 relay along with teammates junior Nigel Saw, sophomore Lucas Fernandez, and senior Kyle Blankenbeckler. Kira Geiger vaulted a personal best in the pole vault and took third place, while Emily Kadeg finished in fourth place in the javelin throw. The 4x200 relay team of Fernandez, Rial, Isbell, and Coleman took third place, while Fernandez, Rial, Isbell, and senior Joy Jacobson placed sixth in the 4x100 relay.

Madelyn Magee

Five feet, eight inches. That's about the height of a typical high school boy. That's also the height that Bear Creek sophomore Madelyn Magee high jumped at the 25th Kings Invitational last April which set the meet record for a female jumper. And that wasn't even the highlight of her spring track season. After winning the league and district championships, Madelyn went on to win the 2010 State championship in the high jump, the tenth individual in Bear Creek history to win a State championship. According to Bear Creek head track coach Scott Wright, this is quite a feat. "Most people do not realize just how gifted Madelyn is as a jumper. She was able to breeze through this season without much competition and, in a way, it created an anti-climatic finish. In no way should that minimize her accomplishments. Madelyn is an amazing athlete and is well on her way to



Sini Fernandez



Sini Fernandez

reaching her potential which will almost assuredly include more success at Bear Creek and beyond."

To put Madelyn's high jump mark into perspective, you'll need to know this. At 5'8", Madelyn can jump over a Toyota Highlander without touching the paint. This puts her in elite company. According to Athletic.net, the largest website for following high school track & field performances (it posted performances for almost a half million high school athletes last spring), Madelyn is one of the nation's leading jumpers. Her jump of 5'8" alone ties her for the sixteenth best jump in the nation. If you take out the juniors and seniors, Madelyn would rank number three! In addition to the success Madelyn enjoys in the high jump pit, Madelyn is also a star on the basketball court in the winter. Pay attention Bear Creek community and enjoy Madelyn's next two years as she jumps her way into stardom!

Baseball

Each spring The Bear Creek School and The Overlake School form a joint baseball team. While the team did not advance to the post season, senior Josh Erickson, juniors Lucas Peterson and Chris Pederson, along with sophomore Aaron DiGenova all contributed significantly to the Owls varsity squad. Both Peterson and DiGenova were team leaders with batting averages over .400. Erickson and Pederson each stood out defensively as outstanding fielders. Josh Erickson and Lucas Peterson both received First Team All-league honors.



Cindy McCahill

Aaron DiGenova, sophomore



Jim Uyesugi

Jamie Meyer, senior; Jake Imam, sophomore

Tennis

Several Grizzlies represented Bear Creek at the Emerald City League tennis championships and battled their way through the tournament. Juniors Jenny Price and Amy Hammond defeated Bush in their first doubles match (6-1, 6-0) but ultimately fell to some tough competition in the quarterfinals. On the boys team, defending State singles champion sophomore Jake Imam and senior Jamie Meyer battled set after set and eventually rallied from

a deficit to defeat University Prep for the league championship. Imam and Meyer went on to win three consecutive matches to claim the Tri-District championship and qualify for the State tournament.

At the 1A/2B/1B State championships in Yakima, after winning their first three matches, the Grizzlies hit a wall in the championship match when they faced Charles Wright Academy. Imam and Meyer lost their final match (7-5, 3-6, 3-6) but capped a great season with a second place State finish.

Middle School Sports

Although Bear Creek's varsity sports programs get all the publicity, it should be noted that our Middle School athletics program not only builds the foundation for our Upper School sports, but also enjoys quite a bit of success. The backbone of our Middle School program is participation; therefore, we do not officially keep track of records or team results. The athletics department is extremely proud of the fact that over 80% of all Middle School students participate in sports at Bear Creek and are able to improve their skills while also building character and enjoying the fellowship of their classmates.



Holly Alleeva

Alex Vander Weide, grade 8

Eagle Scouts

During the 2009-2010 school year, four Bear Creek students earned the rank of Eagle Scout, the highest honor conferred by The Boys Scouts of America. Seniors Robert Ross and Jake Matthews are both members of Troop 572, which meets at Rose Hill Presbyterian Church in Kirkland. Junior Gannon McCahill and senior Jordan Domingo belong to Troop 575, which meets at First Baptist Church in Redmond. These boys have been involved in scouting since grade school, when they climbed the ranks through Cub Scouts before advancing to Boy Scouts. When asked about their favorite part of scouting, the answers were unanimous in their enjoyment of outdoor activities and competitions. Gannon loved snow competitions at Klondike and an outing that involved constructing huge sled runs and igloos (and sleeping in them). Robert really enjoyed his trip to Philmont Scout Ranch where he spent two weeks hiking through the Sangre de Cristo Mountains of northern New Mexico.

Scouting isn't just outdoor games and hiking though. In order to reach the rank of Eagle, scouts must earn 21 merit badges, advance through five lower ranks while serving in troop leadership positions, and complete a service project. The service projects performed by these Bear Creek students varied widely. Jordan orchestrated a flag exchange, which involved holding a car wash to earn \$800 to purchase 100 new American flags, then exchanging old, worn, or torn flags for new flags, and finally retiring the old flags properly. Robert designed a more efficient way to cut communion bread for Mars Hill Church in Bellevue. His project involved designing three prototype blades, baking bread to test the blades, and then donating the winning design (and the bread) to the church. Gannon put his efforts to work at Bear Creek by building stairs on the embankment between the carpool lane at Redmond Campus and the junior parking lot. Jake created a non-electronic emergency communication system for the citizens of Hunts Point. He installed boxes holding red, yellow, and green emergency notification cards under the mailbox kiosks located throughout the

town's neighborhoods. During a general emergency, families can secure the cards at the head of their driveways, indicating the level of assistance they require.

In his own way, each scout demonstrated leadership and served the greater community with his ingenuity and effort.



Seniors Robert Ross, Hank Frantz (who earned Eagle Scout rank in May 2008), and Jake Matthews at Philmont Scout Ranch, summer 2009.

PIANO COMPETITION

The National Guild of Piano Teachers awarded Bear Creek students Justin Buckley and Derian Williams, both grade 4, a Superior rating in the National Piano Playing Auditions. The Superior rating is the highest rating the students can attain at their level and qualified them to represent their school in a citywide or countywide concert. The auditions are a nationwide program, with accomplished pianists and professors serving as judges. As students move through the levels, they can ultimately earn college credit for music through the program. The students each prepared six pieces that reflected what they had mastered throughout the year. "The evaluator was really nice," said Derian. "Playing the piano makes me feel calm. If I feel frustrated, I just play my piano and it relaxes me."

Justin has played piano for six years, and Derian has played piano for three years and violin for three years. Both have studied under Slava Mikhailouk for over a year at the Ellen Piano Studio. Mikhailouk noted that Justin likes composing his own songs in addition to playing the required pieces. Mikhailouk teaches seven days a week and enjoys teaching beginners with no prior piano experience. He has been teaching piano using

Russian and American methods for eight years and coaching chess for seven years, serving as Bear Creek's chess team coach for the past four years. He has the distinction of Senior Master and four-time Washington State Chess Champion.



Photo: Derian Williams and Justin Buckley, both grade 4
Video: Derian Williams



Lauren Adkins performs her beam routine at Level 9 Western Nationals in Des Moines, Iowa, April 29 - May 3, 2010.

Lauren Adkins – Gymnast

Where are you most likely to find sophomore Lauren Adkins on a typical summer day? Lauren probably isn't complaining about the gloomy Seattle summer weather as much as the rest of us, given that she trains five days per week (24 hours total) at Gymnastics East in Bellevue. Lauren has been competing in gymnastics for ten years and currently trains at level 9 (of 10). During the 2009-2010 competition season, Lauren made it all the way to Nationals in Des Moines, Iowa, where she placed fourth in the beam and tenth in her favorite event, floor exercises.

Lauren's competition season runs December through May and involves training 18 hours each week during the school year and more in the summer. She competes in eight or nine meets each season, including traveling to the regional and national meets. Lauren says that she loves gymnastics because it "builds personal confidence." She also relishes learning new skills and pushing herself to do her best. When Lauren performs her floor routine, she gets chills down the back of her neck and lets herself have fun while working through her skills and dance. (She's even been known to wink at the judges!)

Lauren is a pragmatic gymnast with strong scholastic goals. She would like to earn a Division I or Division II college scholarship, not a spot on the Olympic team, believing that collegiate gymnastics would be "more fun, more rewarding, and more likely to happen."

Goldilocks

In keeping with Bear Creek's grizzly bear mascot, Jennifer Buckley, grade 1, performed the role of Baby Bear in *Goldilocks and the Three Bears*, a professional production of Second Story Repertory Theater in Redmond Town Center. The cast performed for the general public on weekends and for school groups during the final week.

The Bear Creek kindergarten play, *The Dish Ran Away With The Spoon*, and the first grade Thanksgiving play helped spark Jennifer's interest in theater. Did being a turkey prepare her for being a bear cub?

Jennifer reports that participating in the production by Second Story Repertory Theater was a terrific experience. Through a month of daily rehearsals and 19 performances, the cast of six became very close. With the director, stage manager, accompanist, and stage hand, Jennifer learned first-hand how much dedication and teamwork goes into putting together a successful production. She had to remember stage directions after hearing them once, project a bear-sized voice, learn how to move inside a furry costume, and remember not to wiggle her loose tooth with bear makeup on. She and Mama Bear even worked out a contingency plan in case the tooth fell out on stage!

Jennifer was a little nervous in the days leading up to opening night, but when that day came, her excitement won out. Having an appreciative audience was a thrill. Children in the audience were equally excited to see someone their own size on stage. After performances, the cast went outside to meet the audience. Many of the children wanted to know how old Jennifer was and one boy asked for a play date.

Throughout the play's run, the support of her teachers and classmates meant a lot to Jennifer. Her teacher, Mrs. Hansen, arranged for her entire class to take a field trip to see the final school show. In one scene, Jennifer pulled two of her classmates onto the stage to dance the "Porridge Promenade" with the Bear Family. After the show, the class presented her with a wonderful poster that they had all signed, which said, "We Love Baby Bear!"



Jennifer Buckley, grade 1, as Baby Bear

Let my heart, this sea of restless waves, find peace in you, O God.

—St. Augustine of Hippo

The Sailing of *Intrepid*

By Rev. Jeff Gephart

When sailing, only the vast expanse of sky and the immense stretch of deep blue water stand between you and your boat. When I sail, I am aware of the power of the awesome God who created it all. I am amazed at how the wind can blow from a quiet loft to a raging gale. The hull is shaped to cut through the seas, powered by the tension of the wind and canvas. All that great energy is directed by the balance of the boat itself and a tiny extension of material called a rudder. I'm no engineer—I can barely understand the physics of it all. But I know enough to realize how thoroughly resourceful and ingenious humans are and how truly impressive is the God who holds all the forces of nature together.

Leading a Christian life is like sailing, capturing the dynamism inherent in a Christian life. There may be the monotony of calm, the arduous work at the helm, or the exhilarating thrill of heavy seas. When sailing, you need courage, a crew, and a focus on the sails. By the same token, as Christians, we need courage of conviction, community, and prayer to help guide us through rough seas.

Courage: My family has a great video of my wife Kristen as a new sailor. One day amid great winds, the boat really started to keel over. Wind gusts grew. I was thrilled, clamoring around on the deck taking photos. My mom, likewise excited, was videotaping Kristen at the helm. At first Kristen looked kind of surprised and even delighted by this new experience. Soon the delight changed to terror as the wind pounded the boat against the waves and water spilled onto the deck. Compassionately, I took the helm.

We live in a turbulent world that spares us little moments for peace. Sometimes the exhilarating wind and waves can turn and threaten to pound us

into the rocky shore. We have all felt both the excitement and threat of this ride. Courage keeps us at the helm. In leading a Christian life, this kind of courage is instilled by reading Scripture, which teaches us how to develop penetrating vision and manifests a confidence to battle the rough seas. In Scripture we find the intersections of culture and eternal Truth and find the true center of ourselves in relationship to Jesus Christ. This relationship provides the ultimate courage of conviction required to take the helm of a Christian life.

Crew: An important aspect of sailing is functioning as a crew. One can sail alone, but in my experience, the best voyages include a crew that works together, finding a sense of rhythm and teamwork. As Christians, we are all together aboard the ship *Intrepid* (“courageous”). We must all traverse the raging seas of culture and find safe harbor to gather up resources for the long haul. Just as Kristen needed me to help out with the helm, we need each other. Indeed, we give each other courage by sharing the journey together and acknowledging God’s presence in our shared lives. Our motto could be the words given to Joshua, son of Nun: “I hereby command you: Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.” (Joshua 1:9)

Community is not something we can manufacture—it is given to us by Jesus Christ. An important task of growing up is to realize how much we need community. At Bear Creek we want to create this kind of environment for our students. In many ways, we become a safe harbor before the launch. Once our students graduate, the stakes are higher. As a college pastor, I discovered the college freshmen who eagerly attended a church, joined a small

group, attended fellowship groups, and signed up for fall retreats most often thrived spiritually in college because they had joined a crew of Christians.

Sails: The vast spread of a sail’s canvas is the tool used to harvest the power and energy of the wind. Heading up into the wind, the air is fast and the sails must be “hailed in” tightly so the boat can move quickly. When the air is light, you “let out” the sails, providing a greater range of freedom. Skilled sailors learn to read the wind well and to “trim the sails” appropriately according to the strength and direction of the wind.

The relationship between the wind and the sail is a metaphor for the Holy Spirit and our attention to God in prayer. Our lives are like the canvas of the sail. God’s Spirit blows among us and amidst all of the activity of our life. The way we attune ourselves to God is like the task of trimming the sails. In prayer we listen for God’s Word, and we sense the Spirit in our lives. We make adjustments. Sometimes the Spirit pulls us through rough seas and heavy winds. We tighten our spiritual disciplines, keeping our prayer lives hauled in and go along for the ride. Other times, the Spirit blows gently across our lives and we let out the sails, listening for God leisurely throughout our day. Everyone must develop this deep center of a prayerful life. The forms and structures can be taught. The tradition of the Church can be examined and practiced. But the real work must be established in the daily and weekly rhythms of life.

Taking the helm courageously. Navigating life together as a crew. Trimming the sails in the practice of prayer. These are the necessary skills to spiritually sail through life on the *Intrepid*.

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.

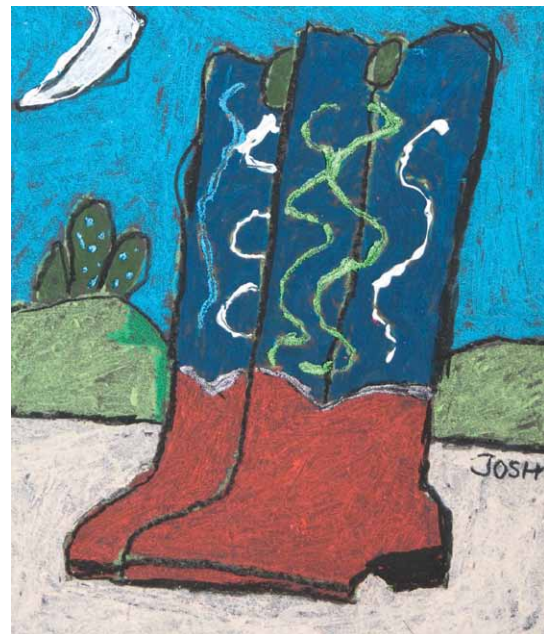
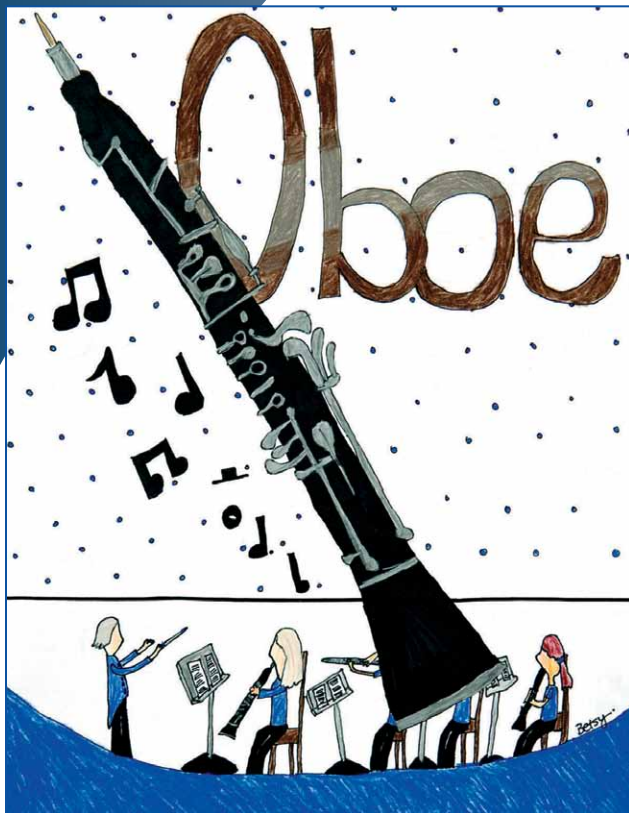


Clockwise from top:
Marenda C.
Grade 6
Pen pointillism and
watercolor

Erik Domas
Grade 10
CD cover
Graphic Design 2

Josh Kelleran
Grade 3
Oil pastel

Betsy B.
Grade 5
Variation on a theme
and scale change
Sharpie





Left top to bottom:
Kendall W.
Grade 8
Pencil value drawing
Middle School Art



Above: Megan Cheever
Grade 12
Coyote Hands
Acrylic and tempera paints
Upper School Painting

Below: Andrew Hom
Grade 2
Block print
Acrylic paints

Angela M.
Grade 12
Illuminated
manuscript initials
Color pencil
Art History



Sarah S.
Grade 4
Photograph completed
with realistic drawing
Color pencil





A DANGEROUS AND BEAUTIFUL LEGACY

By Patrick Carruth, President and Headmaster

When I was a young boy, I frequently spent my summers at the foot of the Smokey Mountains with my grandparents and often visited them as family gathered for Christmas and Thanksgiving. I have fond memories of churning peach ice cream on the back porch while cicadas chirped in the background, of days spent clearing trees—the smell of burning wood piles—of the warmth of a hardwood stove, and of pancakes near the break of dawn. All of these images are indelibly etched into my adult brain. These images created memory, reminders of legacy: a legacy of lessons—dedication, hard work, loyalty, and gratitude—characteristics which were passed from a grandfather, to a father, and to a son.

These lessons are learned both through experience and through proper education. Recently I read an editorial in the *Wall Street Journal* which summarized this well.

A proper education, culminating in a liberal education, gives science an honored place. It teaches students, among other things, the fundamentals of the scientific method and the contribution that science has made to human security, freedom, and prosperity. . . . At the same time, a liberal education brings into focus the limits of science, beginning with the impossibility of explaining the value of science and math in scientific and mathematical terms—to say nothing of science's incapacity to account for the worth and dignity of the individual.

A Christian liberal arts education creates tension; it inspires and humbles. It enables us to pursue dreams, aspire toward greatness, and nurture the human soul, while also reminding us we are creatures and not the Creator. It is a dangerous and beautiful legacy.

So, what is a Christian liberal arts education (or Christian classical education as it has recently come to be known)? Christian classical education is unique in primarily three areas: the **what**—what we teach as a Christian classical school, the **how**—a Christian classical method, and the **why**—to instill knowledge,

understanding, and wisdom in students so they lead good lives.

The What

Gently pulling out the drawer on the dark cherry armoire, he revealed the hand carved dovetail joint which fastened the corners together and explained to me how to identify quality craftsmanship.

This is how my father showed me to spot furniture that would outlive both of us—to identify quality in the detail of a drawer. His point was simple: quality takes time and is the result of hard work, but it is worth the investment because it endures. I think often of that lesson and believe it is an apt analogy to explain the 'what' of Christian liberal arts education.

A Christian liberal arts education exposes students to the value of quality by introducing them to the great minds, great works, great events, great discoveries, and great art of the centuries. The content of the curriculum is governed by this belief, rather than by modern educational theories or fads. We believe knowledge which endures is worth student attention; we believe minds of the past help us understand our future; we believe wisdom is developed by reflectively considering the best ideas from previous generations in light of the Christian worldview.

Such education is neither quick nor easy. It requires hard work, dedication, fortitude, and perseverance, but it is worth the investment. As C.S. Lewis once wrote:

This very obvious fact—that each generation is taught by an earlier generation—must be kept very firmly in mind. . . . None can give to another what he does not possess himself. No generation can bequeath to its successor what it has not got. . . . If we are skeptical we shall teach only skepticism to our pupils, if fools only folly, if vulgar only vulgarity, if saints sanctity, if heroes heroism.

Christian liberal arts education endeavors to equip students to live well by thinking well about the things which matter—the things which endure. What makes Christian liberal arts education different is an embrace of the legacy of mankind by instilling

"A Christian liberal arts education creates tension; it inspires and humbles. It enables us to pursue dreams, to aspire toward greatness, and to nurture the human soul, while also reminding us we are creatures and not the Creator. It is a dangerous and beautiful legacy."

knowledge, understanding, and wisdom in students so they live lives of integrity and influence—not to withdraw, but to engage the heart *and* the mind.

The How

Christian liberal arts education has a distinct set of parts, a process, a way of doing that ends with the game of life where all the parts are used together for the good of others. So, what is the ‘how’ of Christian liberal arts education?

Classical education has a long history. In the ancient world, the Greeks developed a method of teaching based on the seven liberal arts called the trivium and the quadrivium. The three parts of the trivium (grammar, logic, and rhetoric) combined with the four parts of the quadrivium (arithmetic, geometry, astronomy, and music) form the seven classical liberal arts.

At The Bear Creek School we subscribe to the classical belief that the trivium (grammar, logic, and rhetoric) match the developmental stages of learning, and is therefore the most effective way of teaching students. Generally speaking, the ‘**grammar**’ of a subject is the basics, the details, the facts—two plus two always equals four—without that basic knowledge, multiplication, division, and Calculus problems cannot be solved, no matter how much critical thinking is applied. While each subject has a grammar which must be learned before continuing in the subject, the grammar of most subjects is frequently best learned in the Lower School, when students are anxious to memorize and recite. Grammar is step one.

It is within the ‘**logic**’ stage where refinement begins and processes begin to take shape. By teaching students how the pieces are connected and how to think about those interconnections—two plus two plus two equals six; and two times three also equals six; and both operations allow us to solve for x —students begin to tie subjects and ideas together and begin to think on their own. Though this occurs within each subject, it generally parallels the development of Middle School aged students. Logic is step two.

When students learn the ‘what’ and the ‘why’ of a subject, they become interested in presenting and defending their ideas in an articulate manner; hence, the ‘**rhetoric**’ stage of learning, which teaches students to write well, speak well, and develop

good rhetorical skills. This cumulative skill is generally acquired at the Upper School level, when students are eager and prepared to present well. Rhetoric is the final step, or the launching step, if you will.

The ‘how’ of Christian liberal arts education is at once both complex and simple. It involves three distinct phases which build upon one another; three stages which exist together, and together produce a complete education. In the spring of 2009 many of us watched and understood that years of drilling and practice prepared alumna Kimi Pohlman and her UW softball team for the world series championship in Oklahoma City. Just as the process of drilling and practice prepared a softball team for victory, a Christian liberal arts education completes a process of preparing students to contribute truth, beauty, and goodness to a watching and wanting world.

The Why

The ‘why’ plays a crucial role as the goal of the ‘what’ and the ‘how’. Each of these areas is important to the complete experience of a Christian classical education and in building the ballast which allows graduates to negotiate the modern world. An intriguing example was presented in the article, “Mad Max and the Meltdown”, by Daniel Henninger, in which he placed a moral perspective in the financial crisis of 2008.

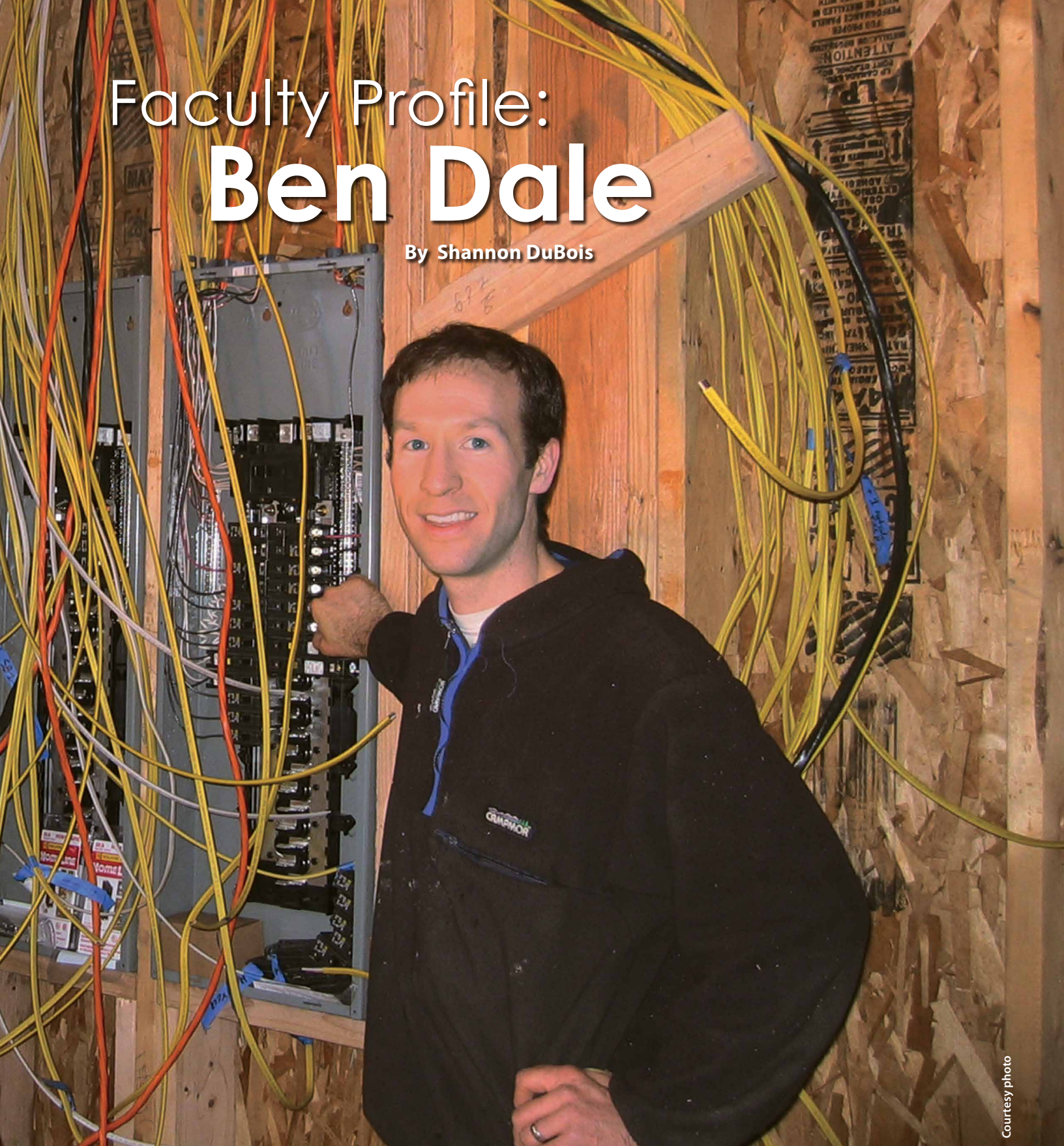
What really went missing through the subprime mortgage years were the three Rs: responsibility, restraint, and remorse. They are the ballast that stabilized two better known Rs from the world of free markets: risk and reward. Responsibility and restraint are moral sentiments. Remorse is a product of conscience. None of these grow on trees. Each must be learned, taught, passed down. . . .

Politics and the author’s perspective aside, this encapsulates a sense of the ‘why’ of Christian liberal arts education. His premise may be summarized this way: knowledge is not enough, moral sentiments must guide our knowledge, and both are learned—they are the goal of education. For many years, modern education has been measured solely by the practical economic benefits the curriculum produced, hence the question, “When will I use this?” asked annually to high school literature teachers. The uniqueness of a Christian liberal arts education is that it defines success in terms of virtue rather than purely in economic terms. A great mind is therefore defined by intellectual curiosity and intellectual humility, and a great life is characterized by demonstrating wisdom, compassion, and courage.

In my office are two banker’s chairs I inherited from my grandfather. They were passed down to me by my father. If you turn them over, you notice the quality of craftsmanship—joints fixed with dowels and dovetails; they do not wobble, and each still proudly reveals the name of the company that made them. No doubt the makers knew the chairs would endure and would be handed down through three generations. A Christian liberal arts education develops a similar quality of mind and character. Not unlike pieces of fine furniture, it is crafted to last and to inspire students to live well by loving Truth which endures forever.

Faculty Profile: Ben Dale

By Shannon DuBois



Courtesy photo

Having built and wired his entire home, Ben Dale's relationship with electricity is energizing. He also seems to know something about guiding live energy toward its final destination. Visit his fifth grade classroom on any given day, and you'll witness the full spectrum of his electrical prowess. There, the lights are shining brightly—all 18 of them.

What is the secret to his classroom conduction? “I am intentional about carving out time with each student,” says Ben. “Even when I’m not in the classroom, I squeeze learning into every moment I can. When the children are on their way to a specialty class, I interact with them as we’re walking in the hall.” A game of four-square or basketball at recess is another way he purposefully relates, especially if a particular child is struggling. “It shows the child that I care about him as a person, as a whole person,” Ben adds. He also believes the playground is the performance floor for the character work developed in class. “It’s a time for me to view them when they’re unsupervised. It helps me see them in a different light and understand more fully who they are.”

Though his degrees are in education, Ben didn’t always feel called to teach. “At one time I pursued being a fighter pilot for the Navy,” he recalls. “Physically I was tall enough, but the measurement between my hip and knee was too short. I wouldn’t have fit into the fighter plane seats properly and if ever ejected, my legs would have been cut off.”

As God closed that door, He opened another. Ben taught in Edmonds for two years and was then given the opportunity to teach abroad in both Indonesia and Germany. In Germany he worked alongside former Bear Creek teacher Michelle Welles, whom he eventually married in July 2006. Now Michelle stays home with their 1-year-old daughter, Annika, whose name means “God’s grace” in Swedish.

Grace also takes priority in Ben’s school life, appearing as a common theme in his classroom. “In our Bible lessons, we study the book of Judges and learn how God created different people for different purposes,” says Ben. During the fifth grade science fair, students discover their strengths and weaknesses. “As the children start researching their projects and working on their own rhetoric, their standard of excellence is pushed and the process can be frustrating,” explains Ben. “Yet, I see peers come along and demonstrate grace by listening patiently, showing self-control, and applauding each other in support when overcoming obstacles. Sometimes we fall, but when we do, we pick each other up.”

Ben credits part of his teaching style to a pioneer in human development, Lev Vygotsky. Vygotsky engineered the term scaffolding: temporary support tailored to a child’s needs and aimed at helping her master her next task. This type of individual attention is possible with Bear Creek’s small class sizes. “I had a student once who was struggling in reading comprehension,” Ben recalls. “Discovering his interest in animals, I previewed the book *Gentle Ben* by Walt Morey. Even though it wasn’t within the current genre we were studying, I suggested he read

it. Periodically, I asked about what was happening in the book and joined him in his journey.” Incidentally, *Gentle Ben* was the catalyst for this boy’s love of reading.

Another Vygotsky idea Ben practices is modeling. Ben believes that learning shouldn’t stop when the school day ends. This was evidenced in his home construction endeavor. “I showed the class how to apply math by bringing in my floor plans and figuring square footage,” says Ben. During the electrical phase, Ben checked out self-help books from the library, teaching himself how to be an electrician. “The students glimpsed the importance of reading comprehension,” he adds. “A person can be taught to do anything by getting meaning from text.”

It’s obvious that Ben gets creative in his teaching and isn’t afraid to think “out of the class.” Student Sam Humphries referred to Mr. Dale as “daring, exciting, and gung-ho” when once, on a wintery day, Ben decided the best way to study Robert Frost poetry was to take the students out in the snow and write poems about nature.

Ben reaches his students by sharing his joy of learning. Yes, he sets lofty goals for himself and his class, but he also rewards achievements with whimsical fun. “I’m always on the lookout for a non-sugary incentive,” he says with a boyish grin. His reward: a rock climbing wall built on the outside of his fireplace. His students’ reward: live snail races on the overhead projector.

Teaching, parenting, constructing, playing—there is no doubt Ben’s existence is full of energy. But his life would be empty without the handprint of Christian love. He gives God the glory for his ability to instill confidence and growth in students. Additionally, Ben and Michelle continue to assist and serve with Greater Europe Mission (GEM). This summer they were in Poland holding a week-long camp for the children of GEM missionaries, enabling the parents to converge at a conference for missionary instruction and refueling.

In short, Ben Dale lives his life like he teaches his class—intentionally. He is a master at helping students on their individual journeys to academic excellence with a Christian worldview. Ben’s own journey is anything but static. He remembers the exact moment when he turned on the power in his newly wired home—as if by magic, the lights came on. In reality, it was a long process of learning, calculating, and acquiring the right tools and skills. Sometimes parents say their child blossomed, as if by magic, in his class. But if you ask Ben, he would credit the countless hours of other teachers’ efforts, the support received at Bear Creek, and the prayers of parents that prepared the way. He just happened to be there when the power turned on.

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Bringing out the God-colors in Kenya

By Susan Diamond

Cindy London was nervous. Six months earlier she had felt a tug in her heart when she learned of The Bear Creek School's plans to send a team of teachers halfway around the world to Kenya. For months she had anticipated and prayed for this trip. So why now, as she sat alone in her Nairobi hotel room, did she have doubts? She opened her journal and began to write. In two days, the team would depart for Narok where they would begin their work of encouraging and mentoring the teachers in schools there. What could she offer teachers whose culture and world were so different from her own? What value could she bring? She ended her journal entry that night with the question that plagued her most.

"Lord, why did you bring me here?"

The next morning she got up early and went down to breakfast. As she was waiting for other team members to join her, she opened her Bible.

"Let me tell you why you are here . . ."

Cindy sat up straighter in her chair and read on:

"You're here to be salt-seasoning that brings out the God-flavors of this earth. If you lose your saltiness, how will people taste godliness? You've lost your usefulness and will end up in the garbage.

"Here's another way to put it: You're here to be light, bringing out the God-colors in the world. God is not a secret to be kept. We're going public with this, as public as a city on a hill. If I make you light-bearers, you don't think I'm going to hide you under a bucket, do you? I'm putting you on a light stand. Now that I've put you there on a hilltop, on a light stand—shine! Keep open house; be generous with your lives. By opening up to others, you'll prompt people to open up with God, this generous Father in heaven." (Matthew 5:13-16, The Message)

"I can do this," she thought. "I will be light." She marked the passage and slowly closed her Bible. Cindy was ready to experience Africa.



The idea of an outreach trip to Kenya came about through a series of conversations with World Concern, a Christian non-profit organization based in Seattle. The Bear Creek School's partner schools, Lakanka Hills Primary and Narasha Primary, are located in a very rural part of Kenya—the Great Rift Valley. Each school has between 225 and 250 students in kindergarten through eighth grade. Almost all the students are from the Masai tribe. These small, fledgling schools face many challenges, but one need quickly emerged: teacher training.

“The training and life experience of our teachers is so limited,” says Hesbone Kang'e, World Concern's Kenya Country Manager. “Teachers in Kenya receive only two years training, and many have never travelled outside of their district.” Kang'e went on to say that in Kenya, students are not taught to think creatively, and teachers are not taught to teach creatively. “Our teachers are hungry for more methods and ideas of how to teach.”

The Lakanka Hills and Narasha schools' need for teacher training and The Bear Creek School's experience in developing outstanding teachers was a perfect fit. The Bear Creek School would encourage, mentor, and train the teachers of its sister schools, and in doing so, bring a greater understanding of the broader world back into their own school community.

The outreach team was assembled in January with Cheryl Joyner, grade 5 teacher, leading. “Having Cheryl lead was key,” says President and Headmaster Patrick Carruth. “Cheryl and her husband Rick lived and taught school in Kenya for 13 years before coming to The Bear Creek School. The combination of Cheryl's experience and leadership skills made her a natural choice.”

Joining Cheryl were teachers Cindy London, grade 1, Lacey

Hvattum, grade 3, Lisa Dineen, grade 6, and Gary Dineen, Middle School math. Lacey Hvattum's husband Kris also joined as team pastor, while I and my husband Kent Diamond, along with our children Karin, sophomore, and Colin, grade 8, joined with the goal of assisting the teachers and installing a solar light system at electricity-deprived Lakanka Hills Primary School.

We arrived in Nairobi, Kenya on June 16. We were quickly reminded that we were in a different world; the order and efficiency we took for granted in the United States was not to be found in Africa. It took nearly an hour for us to pass through immigration—even though there were only three people in line ahead of us. When we arrived at baggage claim, bags were piled everywhere—on the ground, on the baggage carousel, and even on the platform around which the baggage carousel circled. I watched as people climbed up and over the moving carousel to retrieve their bags. (“Where are the lawyers?” I wondered.) Soon, Lacey joined me. “I don't know what to do,” she said, pointing to her bag on the platform. “I can't reach it.”

“Just crawl over the carousel and get it,” I said.

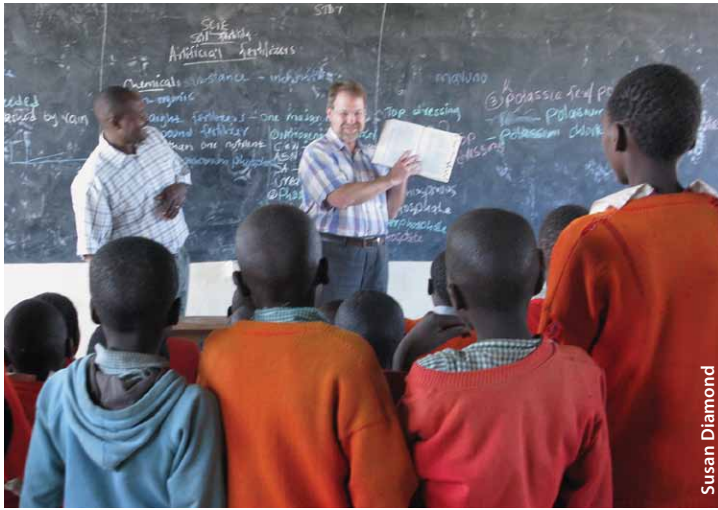
“Is that allowed?” she asked.

“It is in Kenya!”

After three days of orientation and shopping for school supplies in Nairobi, we again packed our bags and drove west to Narok, a town of 5,000 located along the Great Rift Valley. There, we settled into a missionary guest house that would be our home for the next two weeks. We were up early the next morning and on our way. About a mile outside of Narok, the newly paved road we had enjoyed since Nairobi gave way to broken tarmac and bumpy dirt tracks. For over an hour we bumped our way across isolated plains to Lakanka Hills Primary School.

We saw the school long before we reached it, its metal roof gleaming in the bright sunlight. When the students saw our van

Left: Great Rift Valley, Kenya Photo by Colin Diamond, grade 8
Above: Students from Narasha Primary School welcoming the visiting mzungu team from The Bear Creek School. Photo by Gary Dineen



Gary Dineen, Middle School math teacher, teaches a Bible lesson at Lakanka Hills Primary School.

coming, they came running toward the school gate to meet us. Many waved and called out to us as we drove in, while others ran back to their classrooms and peered out at us from the safety of a window or doorway. The 20 acres of school grounds were enclosed by a barbed wire fence, built more to keep wild animals out than children in. The school consisted of two rectangular, cinderblock buildings with tin roofs that housed the classrooms, three small teacher's houses, a cooking hut, and two pit latrines—one for the students and one for the teachers.

By the time we had parked and made our way out of the van, the headmaster and teachers had lined up to welcome us. The teachers were dressed in their best clothes. They looked at us nervously and chose their words with care as they introduced themselves. It seemed to me they were wondering whether we had come to criticize or praise them. I realized we were not the only ones who were nervous about this first meeting.

As we approached the classrooms, we could see children peering out the windows and hear their excited voices calling out, "Mzungu, mzungu (white foreigner)!" When we opened the door to the first classroom, we found 34 children squeezed four to a desk looking up at us expectantly.

"We are happy to see you teacher, teacher. You are welcome to be here teacher, teacher," they sang, beating their hands in time on their desks. Their teacher introduced us and explained that we would be joining them for the next two weeks. This news caused quite a stir. Clearly, they were not accustomed to mzungu spending time at their school. Before we left, I pulled out my camera and took some photos. The children were fascinated when I flipped the camera around and showed them their image on the display. As well as getting memorable photos, I quickly realized the camera was a way to bridge the gap between these children and us, the visiting mzungu. From then on, whenever I pulled out my camera, children would crowd around me, often climbing over each other to get a look.

Lakanka Hills Primary School was filled with students who were hungry to learn and teachers doing their best to educate them in the most basic of conditions. There was no electricity, no running water, no library, no cafeteria, and no computer lab. Even

pencils and textbooks were in short supply.

As we left the last classroom, The Bear Creek School and Lakanka teachers talked amicably together. The nervousness we had all felt was being replaced by excitement as relationships began to form. We confirmed plans for our return the following day, then continued another 25 kilometers down the bumpy dirt track to Narasha Primary School where the introductions, welcome speeches, and classroom visits were repeated.

That first day, driving back to Narok, we were excited as we shared stories of our visits. Every few minutes, someone would call out, "Ostrich, ten o'clock," or "Giraffe, three o'clock," and conversation would pause as we turned to watch a giraffe munching leaves of an acacia tree or walking majestically across the plain. About 20 kilometers outside of Narok, we had to stop and wait while hundreds of wildebeest, zebras, and gazelles ran across the road in front of us, kicking up dust as they went. As we watched the awesome spectacle, our driver, Moses, said to us, "You know, the wildebeest migration has just begun. You're lucky to see it." We did indeed feel lucky—blessed—for that, and so much more. Our daily commute to the schools was just one of the things we will never forget.

We soon settled into the routine of the Lakanka Hills and

"Each of us witnessed the choreography of the Holy Spirit as He blessed and prospered what we offered and in many different ways answered our individual questions of why we were there."

Narasha schools. Unlike The Bear Creek School, there were no cars lined up at the gate to deliver students when we arrived at the school each morning. Instead, students walked an average of five kilometers to school every morning, carrying their notebook, lunch plate, and two sticks of firewood. When the head boy rang the school



Lacey Hvattum, grade 3 teacher, relaxes with children after an exciting game of simba-simba-kookoo (the African version of duck-duck-goose).

bell, students would race to line up in front of the school where the headmaster greeted them and announced the order of the day. Then, the students would drop their firewood in a pile next to the cooking hut and continue on to their classrooms. While the students were in class, a woman from the community would prepare lunch over an open fire—two huge vats of maize donated by USAID (United States Agency for International Development). The free lunch provides a major incentive for parents to send their children to school because it provides a meal the children may not otherwise have.

Any shyness the students had felt on the day we arrived soon disappeared. While they had probably seen *mzungu* before, most had never had a chance to interact with them. The students, especially the younger ones, took every opportunity to engage with us. Whenever any one of us stopped to talk with students, we would immediately find ourselves surrounded with curious children pressing in upon us, touching our arms, and often reaching up for a strand of our hair. Sometimes children would touch us then sniff at their fingers. Everything about us was different; we even smelled different!



Cindy London, grade 1 teacher, sharing a teaching tip with Daniel, a Lakanka Hills teacher. You might recognize the Bear Creek uniform skirt worn by one of the Lakanka Hills students. Last year The Bear Creek School sent 14 boxes of used uniforms to Kenya. If you have used uniforms you would like to donate, please contact team leader Mrs. Joyner at cheryl.joyner@tbcs.org or Susan Diamond at susan@4740.com.

The Bear Creek School team observed, taught, mentored, and encouraged the teachers and students of the Lakanka Hills and Narasha schools. Each of us witnessed the choreography of the Holy Spirit as He blessed and prospered what we offered and in many different ways answered our individual questions of why we were there.

Cindy London's uncertainty as to why she had come to Kenya disappeared, when Samuel, the headmaster at Lakanka Hills School, sat in the back of the classroom as she taught reading to the third grade class. He began peppering her with questions about her teaching methods. She explained to him about sight words, long and short vowel sounds, word families, and the importance of spelling.

At one point, Samuel interrupted Cindy. "When do your students begin to read?" he asked. "In kindergarten," she said. Samuel was amazed.

"Please teach me these things." Samuel wept as he said this.



Mrs. Joyner, grade 5 teacher, says goodbye to students after the farewell ceremony on our last day at Lakanka Hills Primary School.

"Our students are expected to read English in the fourth grade, but without the proper training, it is very hard for them. I have been doing all I can with a piece of chalk as my only tool and it is not enough. I need to learn from you." In the following days, Cindy was able to share her methods with Samuel and witness his excitement as he began using them with his students.

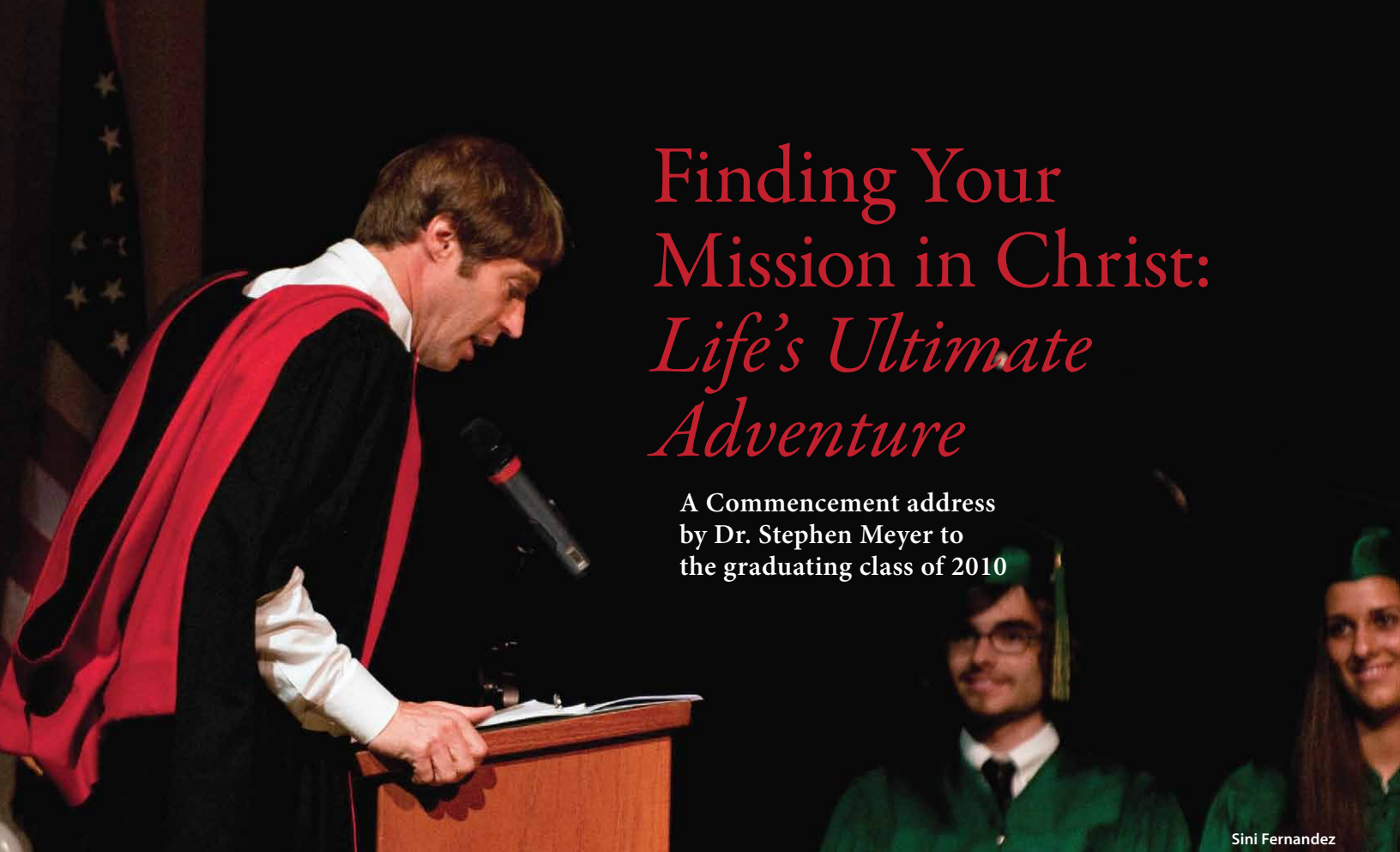
Cheryl Joyner will never forget the sixth grade student who, after she encouraged him to believe in his abilities, placed his hand on her arm and said, "You are a good teacher. Someday I will be a teacher like you."

We all cheered when Kent and Colin Diamond and Kris Hvattum turned on the lights for the first time in a Lakanka Hills classroom. Despite the challenges of working with cinder block and tin construction, and having few tools, they succeeded in installing a solar powered lighting system. The solar light was the first non-kerosene or fire light to shine in the Lakanka community. Now, the older students have a place to study for exams and the teachers a place to work when darkness falls.

By the end of our time in Kenya, we had no doubts as to why we had come. For two weeks, we had the privilege of being light and bringing out the "God-colors" in Lakanka Hills and Narasha. We look forward with excitement to the next steps in our journey with our African sister schools.



Colin Diamond, grade 8, walking out to the main road with students at the end of the school day.



Finding Your Mission in Christ: *Life's Ultimate Adventure*

A Commencement address
by Dr. Stephen Meyer to
the graduating class of 2010

*Psalm 90:12 says, "Teach us to number our days,
O Lord, that we might gain a heart of wisdom."*

I love this verse because I think it gives us important counsel. It implies something that we all know—that time always passes faster than we think it will. Think back to the first time you entered Upper School. Or went to fall Icebreaker. . . or to Green and Gold Night. Doesn't seem that long ago, does it? Where did all that time go?

The Psalm is telling us that even a lifetime is a very short time. And it also suggests that it is possible to waste time on things that don't matter and that don't serve any ultimate purpose.

Today, many people doubt there is anything that *really* matters—and as a result, they have no idea how to order their priorities. College students—which all of you will be after today—often especially feel that way. They can't see any ultimate purpose in life, so they just get cynical and start hooking up, or doing drugs, or getting addicted to video games. . . any *thing* to fill a sense of emptiness.

When I was a college professor, I had a colleague who had a unique way of addressing the question of what really matters. He taught a philosophy class called "Money, Sex, and Power." For some reason, he always seemed to get a really big enrollment!

But the point of his class was always kind of deflating. The professor acknowledged that, of course, we all need money to pay our bills, and the physical expression of romantic love is a beautiful thing, and power can be used for good purposes. But as the students studied people who pursued these things most ardently—as if they were their reason for living—the students were confronted with

people who had led disappointing and sad lives.

We all know lots of examples of the super rich who are incredibly lonely and who don't seem to have any sense of significance or purpose. Think of the Hollywood idols with their beautiful faces and sculpted bodies and revolving-door love lives. They certainly have plenty of sex appeal and partners, but apparently no happiness. Instead, we see serial divorces and stories of the most beautiful people constantly checking in and out of drug rehabilitation. These are not exactly signs of significant lives well-lived.

When I was a teenager, I had a haunting question I used to ask myself: "What's it going to matter in a hundred years?" I meant anything. I first started thinking about this when I was reading the biographies of famous baseball players who were, as far as I was concerned, the greatest and most-to-be-admired humans who ever lived. But the problem with all the stories that I read was the same. After 15 or 20 years of glory, the player would retire with all his records intact. . . and what? What of lasting value had he accomplished? What was it going to matter in a hundred years? Who would care?

And it wasn't just that these were people playing a sport; I had the same sense about anything that we might do or accomplish. In the end, if we all die and all human achievements are forgotten, what does anything we do matter?

I admit I wasn't exactly a lot of fun to have at parties!

When I entered college, I encountered a philosopher who put his finger on what was bothering me. His name was Jean Paul Sartre,

and he said this: "Without an infinite reference point, nothing finite can have any lasting meaning." If there is nothing or no one who lasts forever, then there will be no one to care about what we do or did.

Do you remember the philosopher Bertrand Russell? You studied one of his books in your classes. He also was convinced there was no ultimate meaning. Here's what he said:

Man is the product of causes which had no prevision of the end they were achieving; his origin, . . . his hopes and fears, his loves and his beliefs, are but the outcome of accidental collocations of atoms; no fire, no heroism, no intensity of thought and feeling, can preserve an individual life beyond the grave; and all the labours of the ages. . . all the inspiration, all the noonday brightness of human genius, are destined to extinction in the vast death of the solar system.

He wasn't much fun at parties either. But he had a point. And so you have to ask a question: Is there any answer to this counsel of despair?

I actually think there is. Notice what all these purveyors of despair have in common. All of them assume that there *is* no infinite reference point, no personal God, no one who will remember what we have done and who will be there to meet us at the end of our journey, and no possibility of a purpose or life that can last beyond the grave. No one can have a purpose-driven life if there isn't a purpose to the universe itself.

Now it's been one of the great discoveries of my life to find that there is evidence of design and purpose behind the universe and that there are also good reasons to believe in God and in what the Bible reveals about His plan for humanity.

But you may wonder: Is there any possibility of *me* finding purpose for *my* life?

According to the Bible, there is. But it starts first with understanding what God Himself is doing in the world. The Bible teaches that God is actively involved in a great mission to reconcile mankind to Himself and to restore us to each other. . . what the Bible calls "the healing of the nations." This plan came fully into view in a remote corner of the Roman Empire almost 2000 years ago, on a hillside called Golgatha where a Jewish carpenter died a seemingly meaningless and hideous death. But as we discussed in some of our sessions together this spring, every detail of this event turned out to conform to a previously prophesied plan. As a result, it revealed that this man from Galilee was not to be some random carpenter, but God's long-promised Messiah. Moreover, by rising from the dead, he demonstrated power over man's ultimate and primal enemy: death, the enemy that otherwise destines "all the noonday brightness of human genius . . . to extinction."

That same Jesus, who overcame death and who has revealed God's heart to the world, is inviting you to join Him on this mission of healing and restoration. He asks you to be one of His emissaries and to take His message of hope and meaning and healing to a lost and hurting world.

He has made an invitation to you to join Him in this mission.

Here is what He says: "If anyone would come after me he must deny himself and take up his cross [daily] and follow me." As you think about what to invest your life in and your own life's mission, I want to suggest three reasons to accept this invitation:

First, what you accomplish for Christ and in service of His mission will have eternal value and will not cease to have importance when you die or even when the universe itself expires. Jesus said, "Store up your treasures in heaven where neither moth can eat nor rust destroy." Jesus understood our dilemma. From the standpoint of earth alone, nothing that we pursue ultimately does last. Eventually, all things wear out and even our greatest life's accomplishments, treasures, and trophies will rust and be destroyed.

But notice that Jesus is also suggesting that there is more to the story. There is an infinite reference point, an eternally loving personal God who has prepared a place—indeed a paradise—for us and who has purposes that will outlast this world. There is a God who will remember our deeds and who writes down our names in His Book of Life and who will not forget even "a cup of cold water given in His name." Everything you do for Him will become part of the great story of the healing the nations and of the Kingdom He is building in which every tear will be wiped away and even death will lose its sting.

Second, at a certain point in life most of us learn that living only for ourselves is not satisfying. Living for others, and for a cause beyond oneself, is paradoxically the only thing in life that brings deep satisfaction. Elaine and I have a friend named Dick Montgomery who epitomized this. He and his wife Dixie have adopted 17 orphans from desperately poor backgrounds around the world. Dick was a painter and taught each of the kids his trade. He and Dixie also taught them about life. Three years ago Dick died tragically in an auto accident. I attended the funeral in Monroe. The place was packed. Through his kids, this man had touched

many people with the reality and love of God. Someone once said to me that at the end of life, people are your trophies. In the kingdom of God, when those kids whom Dick and Dixie rescued from hopelessness sit at his feet and give him honor, he will not think that he wasted his time on earth. If you live a life devoted to the service of others, you will not either.

There is a third reason to consider finding your life's mission in service to Christ: as you follow Christ, and serve Him in the specific way that He calls you to do, you will find that you are in for an awesome adventure. I love the recent David McCullough biography of John and Abigail Adams, whose Christian faith and convictions about the dignity of man inspired them to shape a new nation. John argued the case for independence from Britain in the summer of 1776. He handpicked both the general who led the war effort and poet who wrote the Declaration of Independence. He crossed the Atlantic Ocean with his 10-year-old son John Quincy with British cruisers giving chase in the middle of the winter of 1778. He visited the courts of Europe to get the Dutch and the French to help finance the Revolutionary War; he wrote a state constitution that became the model of the U.S. Constitution. And later he became President

"When we decide to serve Christ, He takes seemingly ordinary things and makes them extraordinary."

himself. And he and Abigail raised children and grandchildren and also shared a profound romantic love. What a life!

But does that mean we have to be a great saint or statesman to serve God in a purposeful way?

No. When we decide to serve Christ, He takes seemingly ordinary things and makes them extraordinary. Think of your parents and all those supposed ordinary things they do for you and how much they mean to you as you all beautifully expressed in those moving tributes at An Evening of Honors. Think of people right here in the Bear Creek community who turn seemingly ordinary things into opportunities to bless others in extraordinary ways. Think of Sini Fernandez with her photography. Think of Mr. Paylor. Has there ever been anyone who has ever expressed so much of Christ's love and commitment by the way he drives a bus?

As you heed the call to use your gifts in service of God's purposes, you will find your own sphere of influence in which His love will flow through you. As you do, you will find that whether you are used in a way that is widely recognized or only known to Him, you are in for a life of significance and adventure. God is pleased when you are excelling in what comes most naturally to you because He gave you those abilities and He designed you to use them.

So when you arrive at or begin college: challenge yourself. Explore and develop your strongest gifts and as you do, commit them to God's service. If you do, you will begin to find that you are living a life of significance. Not one without setbacks or disappointments or strain or suffering, but a life with an overriding sense of purpose that will enable you to endure these things.

Let me close by reading a passage from one of my favorite British authors. His name is Malcolm Muggeridge. Muggeridge was a curmudgeonly British intellectual who became increasingly convinced of the reality of Christ late in his life after trying

everything to find meaning. Here's what he had to say in defense of the Christian message:

Words, just words I can hear you saying. Well, yes, words; but there is something else—a man who was born and lived like us, whose presence and teaching have continued to shine for generation and generation. . . . A man . . . who turned all the world's values upside down, telling us that it was the weak not the strong who matter, the simple not the learned who understood, the poor not the rich who were blessed; a man whose cross on which he died in agony has become the symbol of the wildest, sweetest hopes entertained and the inspiration of noblest and most joyous lives ever lived.

And now? Well, all I can say is. . . that I have found nothing other than this man and His words which offers any hope to the dilemmas of this tragic, troubled time. If His light has gone out, then, as far as I am concerned, there is no light.

Class of 2010, you know that the light of Jesus Christ has not gone out. You have seen too many examples of it shining in your own lives. I encourage you, therefore, to go forth and live joyous and noble lives—lives full of purpose and adventure—in the service of God and man.

Dr. Stephen C. Meyer, is a distinguished faculty member at The Bear Creek School and director of the Discovery Institute's Center for Science and Culture. He received his Ph.D in the philosophy of science from Cambridge University. His most recent book is Signature in the Cell: DNA and the Evidence for Intelligent Design (Harper One 2009). To learn more about Dr. Meyer visit www.signatureinthecell.com or www.discovery.org.

THE FUND FOR BEAR CREEK

The Fund for Bear Creek exists to support the school by providing flexible funds to meet our immediate needs. The Fund ensures that the school has the ability to act on the budgetary demands that arise each year in the key areas of academics, arts, athletics, financial assistance, and student life.

Bear Creek is an active community. On any given day, one can observe inquiry in the classroom, skill and teamwork on the sports fields, character study and technical design on the stage, and harmonic intervals in the music rooms. Beyond our walls, one can observe comprehensive community service initiatives which demonstrate our love of

God to the community. To help sustain these enriching programs, we rely on gifts to The Fund for Bear Creek. The accumulation of gifts from hundreds of members of the Bear Creek family allows us to support common goals and impacts not just programs, but lives as well.

Every donation keeps Bear Creek strong and helps us to accomplish our institutional goals and the stated mission. We are counting on all members of the Bear Creek family to make a gift to The Fund for Bear Creek at a level reached after prayerful consideration. This year and every year moving forward, greater participation at all levels will increase our ability to meet the needs of our students

and teachers and to nourish and grow the programs that are the core of The Bear Creek School experience for current and future students.

*"I have come to the realization that being a part of Bear Creek is not only about absorbing its benefits, but also about investing in its future."
—Jeanine Gorzalski '10*

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, email, share prayer requests, or enter comments via the Bear Creek website at www.tbcs.org/alumni.

Marc Mueller '08

In the fall, I will be starting my junior year at the University of Washington. I am majoring in materials science and engineering. Although I do not know exactly what my field of specialty will be, I am pretty sure I want to do something in the field of nanotechnology. My first two years of college were full of many challenges, but also a lot of excitement. Last March during spring break, I had the opportunity to go to the Dominican Republic on a mission trip with University Presbyterian Church. Our group accomplished many goals, including construction work on new and existing housing, playing with kids, and even playing baseball with a number of Dominican guys, some of whom will play MLB in the future. It was an amazing trip overall. As for the rest of this summer, I am working at Costco in Issaquah and am playing a few piano gigs in Bellevue on the side. I am taking a lot of hiking and camping trips as well, including a 50-mile kayaking trip in July.

Kristina Aronson, Class of 2005

By Vicki Kaiser

Alumna Kristina Aronson is halfway through an international relations master's degree program in conflict resolution at Georgetown University. She lives in dynamic Washington DC, has a full-time job at the U.S. Department of State, and recently spent ten weeks studying Arabic language in Alexandria, Egypt. An impressive résumé of her journey since Bear Creek, a journey she says has no road map.

"There is no road map for how I got here and God is the only one that could ever have come up with such an incredible journey. He is the reason that I am where I am today."

Kristina earned a B.A. with honors in international politics in 2009 from Rollins College, a small liberal arts college. "College is about so much more than just having to get into that school or getting that internship. It is about learning, challenging yourself, and discovering who you can become—because who you can become does not start when you walk out with a diploma, it starts today."

Aronson applied this wisdom throughout her days at Rollins, trusting God's direction and making the most of opportunities presented. She played two Division II varsity sports, went on overseas field studies, accepted an internship in Switzerland, learned what it looks like to be a leader and developed deep friendships with diverse people. This path prepared her to enter one of the top few universities in the world for international affairs.

During her first year in Washington, DC, Kristina was blessed with incredible opportunities that included internships and jobs in the international humanitarian and development field, government affairs, and the language program in Egypt. Her time in Egypt sparked an even greater interest in conflict resolution in the Middle East.

"Never in my numerous overseas experiences has my attention been captured like it was during my summer studying Arabic and living in Egypt. It is the first time that I was truly embedded in the broader culture and society of a region that plays such an integral role in current global power politics."

Kristina is looking forward to more opportunities to pursue conflict resolution policy in this significant region while working in the Office of the Coordinator for Reconstruction and Stabilization. She is excited about finishing her master's degree in the coming year and can't wait to see what lies ahead.



Kristina at Al-Azhar Mosque, which is one of Cairo's oldest mosques, founded in AD 970.

Courtesy photo

Social Justice, Class of 2010

By Jeanine Gorzalski '10



Former Bear Creek worship leader Jamie Meyer '10

I will never forget praying with my friends, just moments before our Beauty for Ashes Youth Worship Night for Social Justice began. We pleaded for Him to be with us in a mighty way. Yet, no one could have foreseen what He was about to do through some random teenagers and their small act of obedience.

A few months ago in June, I received a message from Jamie Meyer with the subject entitled "A Crazy Idea". He had heard more about the issue of human trafficking through my senior project presentation, and could not deny the Holy Spirit nudging him to do something more than just sit back and be silent. So, after a few more Facebook messages and prayers, Jamie's "crazy idea" began to unfold.

The idea was to have a youth worship night devoted to raising awareness and funds to fight human trafficking. Clearly, many things had to take place in order for this to happen. First of all, we needed a band. So, Jamie rallied up past, current, and future Bear Creek worship team members, and got them on board. We also needed a building. Fortunately, Robert Kelley who had been working at his church for the summer, was able to pull some strings, and got Lake Sammamish Foursquare Church's sanctuary cleared for the night of August 9. We wanted someone to speak about the issue, so Robert and I planned to share about the plight of human trafficking and what our response as Christ-followers should be. We also needed to research an organization that would use the proceeds to confront the issue. After prayer and thoughtful consideration, we decided to give the money to Project Rescue, a Christian organization in India that works to set sex slaves free, provide them with a home, economic opportunities, and the love of Jesus. Lastly, we needed an audience. Robert created a Facebook event, I made flyers, and Jamie spent endless amounts of time trying to contact churches all around the Eastside to get the word out about the worship night.

After a few months of planning, everything came together by the grace of God. The sanctuary wasn't packed, but that didn't matter. What mattered was that people's hearts were stirred and that He was glorified.

It is estimated that it takes approximately \$400 to rescue a girl from the streets, provide her with life-skill training and the opportunity for a different career and better life. That night, an offering was taken, and \$4,783 were raised. So, 11 girls will be freed and will now know the love and saving grace of Jesus Christ. I praise God for honoring our efforts and for this incredible opportunity to "speak up for those who cannot speak for themselves, for the rights of all who are destitute." (Proverbs 31:8)

"When Jamie Meyer first came to me with the idea, I could just feel that this was something God had called us to do." –Robert Kelley '10

Todd Lien '08

I just completed my second year at the University of Washington with many diverse experiences through which I have learned a great deal. I am currently working toward a double major in Biochemistry and Chemistry with a double minor in Spanish and Music. After the choir trip to the Baltics, I became involved with several different activities ranging from tutoring at the Secondary Bilingual Orientation Center through a university outreach program, coauthoring a book with the study abroad organization (AYUSA) that I participated in, producing and acting in a film with the Health Promotion Department at the University of Washington Hall Health Primary Care Center, participating in a CD recording with University Chorale, having a solo in the Spring Choir concert, to holding a talent show as a fundraising event near campus.

I am really excited about this summer because I am going to participate in a medical program in Ecuador for 28 days along with a group of 15 undergraduate students from the University of Washington. During those 28 days, our team is not only going to spend time on clinical rotations, but also on an assigned community service project to construct houses in Chunchi, Ecuador, a rural area with great poverty. We have been fundraising through events such as a coin drive, candle sales, table booths at a University District street fair, and a talent show. I invited Bear Creek alumnus, John Geiger '09 to perform French horn in the show! When I return to school, I will be working as an intern at the Fred Hutchinson Cancer Research Center.

For the upcoming school year, I have been selected to be a member of the student board for an independent, non-profit organization called Foundation for International Understanding Through Students, which connects university students with local and global communities through programs that build international awareness, cross-cultural communication, and informed leadership. Also, I was offered a job with the University Health Education Leadership

Program as a Presentation Committee Leader for next year. I am looking forward to all the opportunities I have to develop my character and leadership next year!

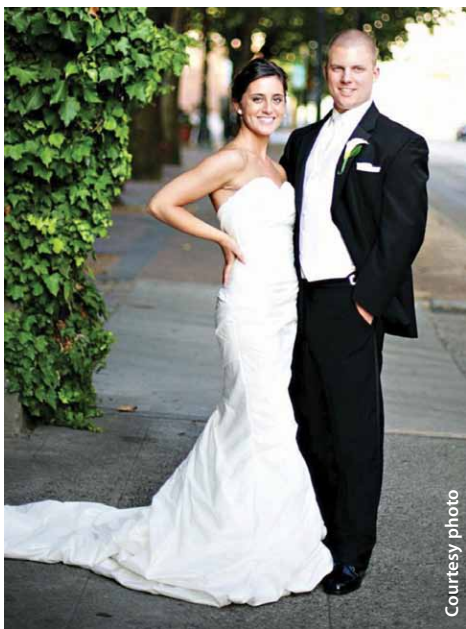
Dani Pohlman '05

I graduated from Seattle Pacific University in June 2009 and am now working as a case manager at a local adoption agency named Antioch Adoptions. I just recently moved into an apartment in downtown Kirkland with a friend from college.

James Ross '05

I am starting this semester at Creighton University to get a Masters of Science in Physics. I have a teaching fellowship which provides a stipend for housing and food plus a remission of all tuition payments. I will most likely study high energy particle physics. My goal is to complete my degree in two years and have an internship at CERN in Switzerland my second semester. That is not guaranteed, but very possible, so here's hoping! I remain true to my faith in Jesus Christ and hope to find a good church in Omaha soon.

Galen Haws '04



In August 2009, Galen Haws married former Bear Creek student Carissa Fishel. Galen and Carissa met in a chapel service when they were in eighth grade. They live

on the Hudson River across from Lower Manhattan. Galen currently works for Lord Abbett as a consultant to their Private Wealth Group and recently sat for the second level of the Chartered Financial Analyst designation.

Lydia Imhoff '04



Currently I am working in Seattle with EarthCorps, a non-profit that is half Americorps, half international, dedicated to building global community through local environmental service. I lead a crew of six and we spend our days in the parks around Seattle planting native trees and shrubs, leading volunteer events, removing invasive plants like blackberry and ivy, and restoring trails. This summer my crew will spend about four weeks camping out in the Cascades, working on trails: so if any

of you are out hiking, keep your eyes open for work crews! One of the perks of the program is meeting people from all over the world, and when the program is over in December, I plan to travel to Morocco with one of the girls from my crew and spend some time with her family and community.

Alumni Games 2010

The summer of 2010 marked the beginning of a new tradition for both the boys varsity basketball and soccer programs—alumni games. At the end of the boys basketball summer league schedule, the varsity team invited basketball program alumni to return to the Bear Creek gym for a fun and exciting game. The alumni played a hard fought game but the varsity squad prevailed.

The soccer program kicked off its season with an alumni match on the afternoon before team camp began. Thirteen alumni arrived at Marymoor Park in Redmond dressed in their whites and ready to challenge the 2010 Grizzlies. Chad Pohlman, head soccer coach, organized three friendly 20-minute periods during which the alumni demonstrated their mastery of the game.



Back Row: Dillon Camp '10, Trevor Kowal '08, Kyle Blankenbeckler '10, Eli Sanger '09, Ansel Sanger '05, Sam Sharp '04, Chris Hammond '04
Front Row: Payum Abtahi '10, Eric Chalk '07, Alex Higinbotham '07, Andrew Imhoff '05, Andrew Discolo '05, Tyler Kowal '04



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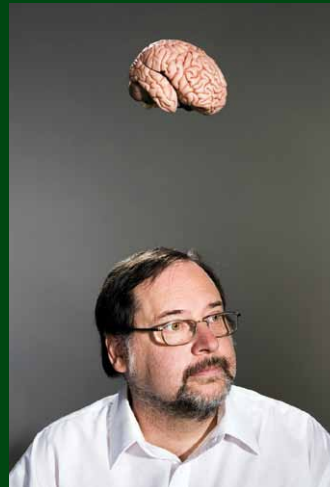
FOR PARENTS

**SURVIVING AND THRIVING:
FROM HOME TO SCHOOL**

**[Tuesday, October 5
7:00 p.m. – 9:00 p.m.]**

Doors open at 6:30 p.m.

Books available for sale with author signing after event



DR. JOHN J. MEDINA:

As the father of two boys, Medina has an interest in how the brain sciences might influence the way we teach our children. His lifelong fascination with how the mind reacts to and organizes information has spurred his career

as a developmental molecular biologist holding joint affiliate faculty appointments at the University of Washington School of Medicine and at Seattle Pacific University, where he is the director of the Brain Center for Applied Learning Research.

TO PURCHASE TICKETS and for information visit:

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or scan the qr code (right) with your smart phone for a direct link. Seating is limited so get your tickets early.



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