

MODUS VIVENDI



A Way of Life

COMMENCEMENT 2018

FACULTY PROFILE:
PETE MCDONOUGH

DISNEY'S BEAUTY
AND THE BEAST

THE BEAR
CREEK
SCHOOL
MAGAZINE

SUMMER 2018



MODUS VIVENDI

Summer 2018

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

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

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The Bear Creek School Facebook page contains current photos and posts about what is happening at Bear Creek. Bear Creek Preschool also has a Facebook page, and The Bear Creek School Alumni and Parents of Alumni have groups. Like us and join the conversation!

***Visit our Instagram
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to see Middle School and Upper School photos.

LET US COME TO YOU

ALERTS

To get text or email reminders for upcoming events, athletics team events, and special programs, sign up for alerts at tbcs.org. Click on the "bell" icon next to any upcoming event on the school's website calendar to sign up for an alert for that event.

THE BEAR FACTS

Each Friday during the school year, *The Bear Facts*, Bear Creek's weekly newsletter, is emailed to current parents, faculty, and staff. *The Bear Facts* contains news and announcements from each of the school's divisions and from the athletics department. Back issues are archived and searchable on the school website at tbcs.org/community/bearfacts.

MYBC

Students, parents, faculty and staff, and trustees can find the latest announcements, upcoming events, and a complete list of role-specific resources. See MyBC at the top of any page at tbcs.org, and log in.

SEE WHAT'S HAPPENING ON CAMPUS

Stay up-to-date on the latest news, events, and social media posts by visiting our Community page at tbcs.org.

ON THE COVER

Victor Gill and Katie Leszynski, both class of 2018, in Bear Creek's production of Disney's *Beauty and the Beast*. See pages 22-25 for interviews and photos from this year's musical.

PHOTO BY SINI FERNANDEZ



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BEAR CREEK IS REACCREDITED

BY ANDREA LAIRSON
CHAIR, BOARD OF TRUSTEES

Every eight years, the Northwest Association of Independent Schools (NWAIS) reaccredits its member schools, including The Bear Creek School.

The NWAIS designed this accreditation process to help each member “clarify and enact its own vision, mission and values,” thus “ensuring each school remains true to its values while delivering a high quality educational experience.” At the time of its initial accreditation and each subsequent reaccreditation, Bear Creek has undertaken an extensive one to two year self-study process led by Karen Blankenbeckler, Vice President for Academic Affairs, which included trustees, administration, faculty, parents, and students who examined and evaluated Bear Creek in specific areas of importance to private independent schools, including: Mission and Culture; Program; Commitment to Care, Diversity, Equity and Inclusion; Institutional Leadership; Finance; Administration; Institutional Advancement; Enrollment Management; Human Resources; Physical Plant; and Health and Safety. After this time of reflection which led to a Self Study Report, Bear Creek hosted an NWAIS Accreditation Team, most recently chaired by Elizabeth Swift, Head of School at Holy Names Academy. This incredibly helpful team of independent school experts engaged with members of the Bear Creek community over a three-day period, asking questions about and evaluating Bear Creek in the twelve areas of the Self Study Report. This opportunity for reflection and

evaluation helps Bear Creek identify and celebrate its strengths as a school and identify and address its weaknesses so it might better educate and serve its students.

As Chair of the Board of Trustees of The Bear Creek School, I delight in this opportunity for Bear Creek to benefit from the insights of the NWAIS team on our strengths and weaknesses so the school might better execute on its mission to help each student “become the individual God intends.” The NWAIS Accreditation Visiting Team offered six Major Commendations of Bear Creek strengths. This Commendation regarding students most warms my heart:

- *Students who beautifully reflect the school’s aim of faith and academic rigor. The Visiting Team encountered students at every turn who were articulate, respectful, caring, and engaged—true ambassadors of the school values, in word and in deed.*

Regarding mission and school culture, the Visiting Team commended Bear Creek for:

- *A clear mission and culture that is understood and embraced by all. The Visiting Team experienced abundant evidence of a high quality*

academic program, a nurturing environment, and a commitment to community filled with “wisdom, compassion, and courage.”

- *A caring, supportive, collaborative, and safe environment that is focused on a faith community and the well-being of all. The culture of the school is anchored in strong and supportive faculty-student relationships. The school emphasizes the well-being of all students as well as their academic preparation.*

The three other Visiting Team Commendations focused on the institutional health and stability of Bear Creek and included:

- *Dedicated and experienced leadership of the Board of Trustees, the President/Headmaster, and of those in key administrative roles. There is a strong partnership between the Board of Trustees and the President/Headmaster, and between the President/Headmaster and key administrators.*
- *Thoughtful strategic planning that has positioned the school well for the years ahead. Careful planning is evident in all aspects of the school from the Board and Headmaster to the faculty and staff. As a result, the school has experienced significant institutional growth in programs, operations, and facilities.*
- *A collaborative faculty and staff that works well together within and across divisional levels. The relationships are professional, respectful, inclusive, and caring.*

The NWAIS Visiting Team also provided three major Recommendations upon which Bear Creek should reflect and use as guidance for conversations, first at the Board of Trustees level and then throughout the community. The Board has already begun discussion regarding these Recommendations at its March 25, 2018 Strategic Planning Retreat.

The Recommendations encouraged Bear Creek to:

- *Further develop its definition of diversity, in the context of its school mission and culture, to give greater clarity to its vision for diversity in the school community. Once the school has refined its definition of diversity, it can develop a “program and/or plan addressing the areas of diversity, equity, and inclusion that include clear goals, strategies and criteria for evaluation of success.”*
- *Conduct a thorough review of the school’s compensation packages, salaries and benefits for faculty, staff, and administrators with a goal of supporting recruitment and retention of mission-appropriate faculty and staff. Once the school identifies its strategy on compensation, it should incorporate this strategy into its long-range financial plan.*
- *Develop succession strategies and/or plans for Board leadership and key administrative personnel to maintain strong leadership for the school and its unique school culture and commitment to faith.*

In gratitude, we celebrate the accolades of the Visiting Team, especially its “shout out” to Bear Creek students, the health of the student culture, and the strength of our mission. We do know, however, that Bear Creek never wants to take these strengths for granted and will continue to focus and build upon them. Bear Creek will also look closely at the Recommendations of the Visiting Team to strengthen the institution and help Bear Creek fulfill its mission now and for its students of the future. The Board of Trustees is grateful for each of you who participated in this NWAIS reaccreditation. We are excited for the future of Bear Creek, knowing that God has indeed been faithful and will continue to be faithful as we strive to carry out His important work.

COMMENCEMENT ADDRESS FROM THE HEADMASTER

By Patrick Carruth

Christ and Cicadas

We only have a few more moments together, and then you will officially be graduated from The Bear Creek School. And as you sit there beaming, excited, and ready to celebrate together one final time, it is my duty as Headmaster to administer one more small quiz. Actually, it's less of a quiz and more of a question. It's a question that underlies all your learning to this point. It's an important question. Are you ready? Okay, here's the question: What is a cicada?

At this point you are probably wondering. Wondering if I brought the correct speech, or if I hit my head on the way into the church. Or perhaps you are actually wondering, what is a cicada—that sounds pretty cool. Regardless, you are likely wondering how any of this relates to your Bear Creek experience or to your graduation. Let me explain.

When I was young, my parents would frequently take my brother and me to visit our grandparents in the summertime. They owned about twenty-six acres of land in the rolling North Carolina foothills of the Great Smoky Mountains. In the evenings, we would



often sit out back on the porch and eat homemade peach ice cream from the churn that had been churning throughout the afternoon. And as dusk settled in the hills each night, a symphony of sound would arise from the trees. At first individual and indistinct, but by nightfall, almost deafening in its rhythm and coordination, the sound was the sound of millions of cicada bugs making their annual appearance in the

surrounding trees, singing their “cicada song” to one another for all of us to hear. If you’ve ever spent the night lying in bed falling asleep to their lullaby, you never forget the sound. I’ve never forgotten that sound.

When I first became a teacher, I remember taking a group of students on a field trip, and on our way into the building, several of us stopped and noticed a wounded cicada on the hot Tennessee sidewalk. Having never actually seen the mostly nocturnal insects up close, we all stopped. Some students asked what it was, while others knelt to get a closer look at its five centimeter frame and large wings. Like a proper, newish teacher, I surmised that it was a cicada and began to “school” the students about

the cicada bug, while at the same time reaching out to remove it from the sidewalk and place it on the cooler grass in the shade. But, as my hand extended, the foot of a student rapidly descended, and we suddenly heard a sound akin to the heel of a boot through a pile of tortilla chips. The cicada lay crushed flat on the sidewalk. I have never forgotten that sound either.

Okay, so this is a lot of time and ink dedicated to a bug at the beginning of what we all hoped would be a short speech. And, you are right. So, let me quickly get to the point. Of course my story is a metaphor, and the point is this: you are about to embark on a journey into a world that is confused. It demands justice, respect, and human dignity, but has no basis upon which to make that claim, resulting in a lot of yelling and demonizing, and not a lot of listening and understanding. Check out the evening news and you will notice we spend a lot of time blaming, shaming, yelling, and polarizing. We spend precious little time listening, understanding, uniting, and demonstrating grace. You are about to step fully from the “Bear Creek bubble” into this world—a place that struggles to hear the singing, preferring the stomping instead.

Graduates, you have spent your years here at The Bear Creek School learning about this world. You learned Homer’s dactylic hexameter and the Mandelbrot set. You studied the Norman Conquest and conquered Molality. You’ve had your worldview challenged and refined. You’ve learned a different language, sung, painted, danced, kicked, hit, laughed, cried, and lived together. Quite simply put, you have been learning about this world, in all its creative forms, and about the glorious Author of that creation.

But alas, all this knowledge will be of little value to you for understanding the world and to the work of the kingdom if we let you forget the most important lesson we have taught you here at Bear Creek. It is a lesson of the Gospel of Christ, best learned by remembering two things: the truth of what we are—children of God with rebellious hearts (Genesis 1:27; Romans 8:19-22); and the truth of what we need (Romans 5:8-11).

As Pastor Tim Keller puts it in *The Revolutionary Christian Heart*:

For the Greeks and Romans, the great human struggle was between the mind (which they believed was resident in the soul) and the passions (which they believed were resident in the body). If you wanted to achieve strength, courage, self-control, and wisdom, you learned to sublimate the emotions to the dictates of reason.

For modern people, the great struggle is almost the reverse. We believe our deepest feelings are “who we really are” and we must not repress or deny them. The great human struggle is between the emotions and a repressive society that so often stands in the way of self-expression and realization.

The Bible teaches neither of the above. It says the human struggle happens within a single entity—the human heart. The main human struggle is not between the heart and something else, but between forces that tear it in different directions. The great battle is deciding to what your heart’s greatest love, hope, and trust will be directed.

The “heart” to English speakers means the

emotions. But the Bible also says our thinking comes from the heart (Genesis 6:5; Proverbs 23:7; Daniel 2:30) as well as our willing, our plans, and decisions (Proverbs 16:1,9; Matthew 12:33-34). This confuses us until we realize the Bible's view of human nature is revolutionary, different than what you find in other human systems of thought.

Or, as C.S. Lewis writes in *Mere Christianity*, "...fallen man is not simply an imperfect creature who needs improvement; he is a rebel who must lay down his arms."

So the point is this: In remembering this simple and seminal truth of the Scriptures—that we are fallen image bearers of God who are in need of salvation apart from ourselves, we may see the world and our fellow man properly. We are able to understand why the beautiful dogwood tree that blooms in the springtime eventually gives way to decay. We are able to understand why human beings who are capable of making us cry through playacting, reciting a poem, or creating a painting, are also capable of making us cry by being cruel and petty toward one another. We are able to understand how the first and second law of thermodynamics coexist in the same universe. And we are able to acknowledge the truth of our own human nature—that we are all beautiful and ugly, royal and reprobate, at the same time. We are all in need of salvation and restoration. It is in that understanding and acknowledgement that we are able to extend grace, understanding, and civility to our fellow man.

John Calvin summarizes this notion, writing:

We should not regard what a man is and what he deserves: but we should go higher—that it is God who has placed us in the world for such a purpose that we be united and joined together. He has impressed his image in us and has given us a common nature, which should incite us to providing one for the other. The man who wishes to exempt himself from providing for his neighbors should face himself and declare that he no longer wishes to be a man, for as long as we are human creatures we

must contemplate as in a mirror our face in those who are poor, despised, exhausted, who groan under their burdens.

C.S. Lewis augments this notion in *Weight of Glory*:

It is a serious thing to live in a society of possible gods and goddesses, to remember that the dullest, most uninteresting person you can talk to may one day be a creature which, if you saw it now, you would be strongly tempted to worship, or else a horror and a corruption such as you now meet, if at all, only in a nightmare. All day long we are, in some degree helping each other to one or the other of these destinations. It is in the light of these overwhelming possibilities, it is with the awe of the circumspection proper to them, that we should conduct all of our dealings with one another, all friendships, all loves, all play, all politics. There are no ordinary people. You have never talked to a mere mortal. Nations, cultures, arts, civilizations—these are mortal, and their life is to ours as the life of a gnat. But it is immortals whom we joke with, work with, marry, snub, and exploit—immortal horrors or everlasting splendors.

And so, we live in an ungracious time. Rather than listening to the metaphoric song of the cicada, seeking to understand it and its place in the Lord's creation, we are often quick to destroy it. It has always been true, but it somehow seems more urgent now—the world needs the Gospel of Christ, and you can be the ministers of His grace.

Graduates, as you step from this stage into college and the larger world next year, may you remember all the lessons you learned here at The Bear Creek School. But, if you remember only one of them, remember the answer to the question Mr. Armstrong and Ian have been talking about all year: Remember what you are, remember what you need, lay down your arms, and in so doing, demonstrate the grace of the Gospel to a watching world. Hear the cicada song—don't be a cicada stomper.

Congratulations, class of 2018. May the Lord bless you and keep you.

Congratulations to the Class of 2018

Justin Detwiler Buckley**
Yale University

Amy Louise Burch
Embry-Riddle Aeronautical University

Zihao Cheng*
Boston College

Katherine Elizabeth Cook‡
Washington State University

Ashley Ann Cowman‡
Azusa Pacific University

Matthew Thomas Davidson*
Washington State University

Kim Hoang Nguyen Do**
University of Washington

Alexander Elizarov*
Purdue University

William Andrew Ethington‡
University of Central Florida

Philip Penteado Ferreira***
Vanderbilt University

Jeffrey John Finan, Jr.**
Purdue University

Anne Maree Fritz
Willamette University

Michelle Nicole Gasiewicz*
Boise State University

Alexander Reid Gephart
Washington State University

Victor Hennessey Gill‡**
University of Washington

Christine Elizabeth Gorzalski***
Wheaton College IL

Justin Bennet Haman‡*
Gonzaga University

Camilla Louise Hansen
Seattle Pacific University

John Andrew Hayes, III
California Baptist University

Graham Holtrop
Chapman University

William Morgan Jensen
The Citadel, The Military College of South Carolina

MinXing Jiang
University of British Columbia

John Benedict Johanneson‡*
University of California, Santa Cruz

Jackson William Wilson Lambert
Whitworth University

Kathryn Leszynski‡**
Loyola Marymount University

Ian Nathan Levasseur**
University of Washington

Julia Helen Maher***
Villanova University

Abigail Nicole Manullang*
Loyola Marymount University

Anneliese Elizabeth McBride*
Point Loma Nazarene University

Blaine Zachary Mitchell**
Vanderbilt University

Delaney Grace Montgomery
Creighton University

Hallie Kate Mott
Washington State University

Minh Quang Nguyen
Western Washington University

Elizabeth Grace Niermeyer‡
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The University of Texas, Dallas

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Boston University

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University of Washington

Alysa Makena Vermeulen**
University of Puget Sound

Maya Vides‡*
University of California, Santa Barbara

Westley Wright Ward
Quest University Canada

Abigail Lee Weaver***
Wheaton College IL

Derian Williams***
Stanford University

Luke James Wilson*
University of Washington

Alyson Wong***
The University of Texas, Austin

Ran Xiao
New York University

Richard Tianyi Zhang***
Pitzer College

Xinyu Zhang***
University of Illinois at Urbana-Champaign

***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)

Reflections from the Class of 2018

Blaine Mitchell



I had the opportunity to learn more about the history of my faith in my Christian Studies classes and more about the philosophy of what I claimed to believe. At my old school, I kept my faith to myself in an effort to fit in and not step out of line. But here, I could openly profess my faith and have it be well-received. I know my peers, who have had an education at other places, will understand what I'm saying when I say it has truly been a blessing to be able to openly profess my faith here and learn about it on an intellectual level in a classroom setting.

Taylor Unoki



Bear Creek taught me early on that effort with contemplation is crucial to higher learning and success. It took me years in Latin class and Christian Thought to discuss the beliefs and worldview I have cultivated today. Countless Wednesday mornings spent practicing to perfect the dynamics and understand the meaning of worship songs, so the worship team and I could see students welcome God into the room in Chapel. Over a thousand hours, 1,386 to be exact, spent at forensics tournaments, winning by talking to mirrors and walls in order to polish my speaking skills, but first having the time to discuss more with Coach Lairson and Coach Gomulkiewicz about the root of political issues.

But what's most memorable are the relationships deepened with talks in the mountains during Senior Blast or laughs throughout thousands of lunch breaks. Without these lengthy lessons, I would not know how to wrestle and reflect to gain my meaningful reward.

Alex Gephart

God is, and was, and is to be. Now it's our job to become a snapshot, an image of the working Creator as has been done in the past and for eternity to come. My courage is His courage. Your wisdom is His wisdom. My mother's compassion is His compassion. So exuberantly have these traits been modeled by teachers, administrators, and peers that I can confidently exclaim, "I have seen the work of the Creator amongst the halls of this school."

Kim Do

We would not be able to attain a high-quality, liberal arts education without the help of the amazing teachers who work so hard to enable us to make critical connections between the academic disciplines. I cannot thank all my teachers enough for inspiring me to learn through their super intellectual lectures, caring for me through their little actions like bringing in food and giving us holiday gifts, and helping me grow in my faith through our prayers and their testimonies.

Lily Niermeyer

When I look at the past 13 years, I remember my teachers, my classmates, the good times, the bad, but the thing that stands out the most is the music. Music is a huge part of who I am, and no small part of that is because of Bear Creek. From kindergarten, to today, sitting there with the choir for one last time, I cannot help but reminisce over the songs that taught me, inspired me, and formed me into the person I am today. I would be a very different person without Bear Creek, I've spent 13 of my 18 years here, and music is a huge piece of that. So to round out this era of my life, I'll just say (singing):

"The clock on the wall says it's time to go, it's time to go, it's time to go, the clock on the wall says it's time to go, I'll see you all tomorrow."

I may not see you all tomorrow, but know that these past 13 years have been incredible, and I do hope that I'll see you soon.



Commencement photos by Nation Photography, Brent Ethington, and Cindy McCahill.



FACULTY ADDRESS: DONNA DUNN

One cold winter's night in the mountains near Leavenworth,

a group of you headed out into the crisp night air. You stood and looked up at stars that hung like golden apples in a black velvet orchard, and you did what humans have been doing since the onset of humankind—you took out your phones. You opened an app that allowed you to name the constellations and stars above.

The constellations you were observing revealed but a fraction of the estimated 100 million stars in each of two trillion galaxies in the universe. Isaiah 40 assures us that God has counted them and knows each star by name. And you, imaging Him, were for

a night, namers of the lights.

For humans there is particular joy in naming the world into being. It's been one of my recent pleasures to watch my grown children select names for my grandbabies, and then to watch the babies themselves begin to name. Their first words name the people they love most, and then their vocabulary ramps exponentially and joyfully as they attach names to objects—bear, book, ball! Esther Lightcap Meek in her book *Loving to Know* points out that this wording, if you will, is first of all fun, a form of play. And secondly, it is done for another, another human who listens and celebrates with us.

Today your names will be called, names given you 18

years ago by parents who love you immeasurably. It will be a moment of some gravity, a reminder that you are important, that you matter. And not just to your family.

One day this spring I was standing outside my room near a half dozen of you lolling about in the sun. One of our Lower School aides walked by on the path and yelled in our general direction, “You’ve changed a lot since you were a cow!” I looked around to be sure she wasn’t talking to me, and saw behind me our fantastic Beast from

the spring musical. Apparently this fine actor had been the star cow in the kindergarten play, and our amazing aide had remembered. This is what it means to be known at Bear Creek. You’ve changed a lot since you were a cow.

Whether you’ve been here thirteen years or three, you matter to every person gathered in this building, you are known and loved by us, and as your names are called in a little while, we will be listening, and we’ll celebrate with you.

We’ll celebrate your history with us—the things you know from your years at Bear Creek. You’ve read innumerable books—you can name them—from *Sarah Plain and Tall*, to *Brave New World*. You know your name in other languages, and you know how to name unidentified variables in math. You’ve put your name on hundreds of written documents, from Authors & Artists to lab reports to all those papers due at the end of your senior year. One day in Capstone class last April you were hard at work, and I overheard one of you say, “It was a bad idea to teach

us existentialism and then assign us all these papers.” You’ve learned a bit of philosophy, apparently. We today celebrate your deep determination and commitment as a community of learners.



Community is an important word to you—perhaps what you do best! You have healthy friendships, the offline, in-person kind, and appear about as clique-free as a bunch of teenagers can be. Ephesians 3 commends connection of the sort you exhibit, and commands those connections be “rooted and grounded in love.”

I’d like to tell you the story of a maple tree, forgive the biology moment. Maple trees, genus *Acer* species *saccharum*, each have a central taproot reaching deep into the soil to access water below. Water flows passively from the soil into the roots and up to the leaves, supplying electrons for photosynthesis. But in the spring, according to botanist Hope Jahren in her book *Lab Girl*, when maple seeds are germinating and saplings grow nearby, the central maple also extends lateral roots near the surface.

Instead of drawing up water solely for its own needs, the mature tree pulls water up and then pumps that water out the lateral roots into the soil beneath the saplings. There is a cost. Energy and growth are paused so that the big tree can supply life to the smaller ones. Profound truths spoken aloud often sound cheesy, but here is a profound truth. You have been mentored by such trees—your parents, an older sibling, a college advisor, your teachers. Mr. MacKenney, that Psalm 1 giant of a tree. Be deeply rooted and grounded in love, be anchored by the connections below, so that you can

love others extensively, even recklessly. It's your turn to be that tree.

Perhaps today, due to practical considerations, some of your connections will end: you will probably never stand on risers in this exact constellation again. So as we celebrate you, let's celebrate the endings—that today you say goodbye to bells wafting you in and out of classrooms in three short minutes, goodbye to Book House (yes it is the best house), goodbye to teachers reminding you to turn in your homework, goodbye to khaki pants (unless of course you're going to pilot school and get to wear them for four more years).

And we celebrate with you the beginnings. "The world is a wild place," wrote Annie Dillard, "dangerous and bitter, extravagant and bright." I think you're ready, because this is what I know to be true about you: you would rather climb trees than name them; in a sandy bay on a blustery day you run toward the lightning rather than the shore. And given the choice between staying out in the storm or sequestering safely in a museum, most of you begged for the storm. A little fall of rain doesn't daunt you. I watched with growing admiration earlier this year as you gave serious consideration to choosing your class verse: consider it pure joy, my sisters and brothers, whenever you face trials of many kinds, because the testing of your faith produces endurance.

The subterranean life of trees—the anchoring connections below supporting the forest above—reminds us that the obvious is not everything. We tend to be well-filled with our own thoughts, with

a sense of our own abundance. But naming and knowing require attention to others and to the invisible beneath the visible—to vitality, hopefulness, kindness, faith, endurance. As the poet Mary Oliver says, "Let your influences on each other become a rich and abiding confluence."

And remember as you ride this wild life, there are two main types of roller coasters, those that run on a track, and those in which you sit far above the

ground, feet dangling helplessly. The latter feel scarier but they are actually quite safe, safe because they are anchored from above. I don't know about you, but when I'm on such a ride, I always look up at the steel beams and girders, checking, with all my engineering expertise, for the strength of the connections. I am often steadied by their sheer massiveness.

Here is the thing about trees and stars, and even roller coasters—they demand that to fully appreciate them, you must look up. And so does your calling into the life ahead. When it gets wild, when you face trials of many kinds and your feet dangle helplessly, look to Christ Jesus, to the cross on a hill, to the boundless heights of His grace which will steady and anchor you.

Today as your name is called and you step forward into your future, look up at the loving faces in this auditorium—see the strength of the connections. And later on, in the quiet of the night, slip outside and look up, once more, at the stars—God knows them all, as He knows you, by name.

Donna Dunn is a biology teacher and Science Department Chair at The Bear Creek School, as well as a parent of four Bear Creek alumni.





FACULTY PROFILE: PETE MCDONOUGH

BY KATIE GOMULKIEWICZ '13 | PHOTO BY SINI FERNANDEZ

“I’M AT A LOSS FOR WORDS TO EXPLAIN HOW AMAZING THIS COMMUNITY IS,” PETE MCDONOUGH TELLS ME

half way through our interview. “I wish I knew how to explain Bear Creek,” he continues. “You can talk about a great play or movie or take pictures, but you need to experience Bear Creek to fully understand.” And if anyone understands the school, it would be Pete. As a witness to the growth of the community for many years now, both as a parent and an employee, Pete has a unique perspective; however, his journey with Bear Creek almost didn’t happen.

Years ago, when he was studying at Northwest University, Pete planned to move to Alaska with his wife, Jenn. When they discovered they were expecting their first son, Jack, they decided to stay in the Seattle area, and Jenn accepted a job teaching at Bear Creek. At the time, Pete worked for himself as a landscaper but agreed to come in to school to help Jenn from time to time, particularly when she wanted to play a video during Chapel. Pete recounts that on one occasion, Kelly Saulsbury, a former facilities manager, saw Pete and asked, “Where were you last week during Chapel?” Recognizing the value of his skills, the school soon offered Pete a paid position.

Pete has worn many hats in his tenure at Bear Creek. “I started out just bringing sets out of storage and setting them up,” he tells me. But soon the job progressed to encompass handling the lighting, and filming, and sound systems for Chapel and student performances. Now Pete teaches the Technical Theater class in the Upper School where he shares his knowledge of backstage production elements with his students.

Pete is self-taught in AV (audiovisual) and actually studied aquaculture and agriculture in college. He told me about his goal to help feed people in developing countries by introducing them to tilapia, an inexpensive and resilient fish to farm. Pete traveled to Mexico and taught locals how to raise the fish on chicken feed, “From five fish you can harvest sixty fish in a month,” he explained.

Fish aside, theater runs in Pete’s family. His father is a carpenter who spent hours working at the local theater in Montana. When he was young, Pete would hang out with his dad and slowly began learning the ropes. In college, he’d work with sound, light, and video companies at different venues since it, as Pete fondly recalls, was a great way to get in to concerts for free! “I never expected my hobby would turn into my career,” Pete laughs. Even now, theater runs deep in the McDonough clan. Recently Pete’s son, Jack, now a senior, competed in a speech tournament with the same script Pete used to win a state competition. During the recent production of Disney’s *Beauty and the Beast*, Pete managed the technical arts students; Jack starred as Cogsworth on stage; and Pete’s dad worked backstage helping with the rigging system of hoists, lights, and other equipment in the wings and lofts above the stage.

Family is a major component of what Pete loves about Bear Creek. His wife Jenn, the current Early Middle School and Middle School Division Head, taught at Bear Creek for many years. All four of Pete’s and Jenn’s children: Jack, Kate, Charlie, and Lucy



Pete works on the set of Disney's *Beauty and the Beast* with his parents, Ruth and Jerry. Photo by Cindy McCahill

have attended the school since kindergarten. "My kids have literally grown up here," Pete recalls, "I remember the days when I would be operating the sound board with Charlie in a backpack and Jack and Kate by my side." He shares memory upon memory of his children growing from eager Lower School students to mature upper classmen. Next spring Jack will be the first McDonough to graduate from Bear Creek. "I can't imagine a better experience for my family," Pete tells me. "Christian faith is infused in what we do here."

"The freedom to live your faith is such a rare thing," Pete continues, "and here, we always open in prayer." Pete's love for the Lord, his family, and Bear

Creek radiates from his words. He speaks about witnessing the growth of Bear Creek from its early days through the building of the new Upper School. "We got here because of prayer and planning," he says. Pete talks fondly about the many students he's watched throughout the years on stage and behind the scenes. He mentions *Fiddler on the Roof*, *Sound of Music*, and his awe watching fourth grade students perform Shakespeare's *The Comedy of Errors* for the first time. Pete laughs as he shares more memories from his family's time at Bear Creek. "Kate was in third grade the first time I had her operate the lights for a production with me," he says. At the end of the day, the entire McDonough family is able to

head home together.

Pete says he's been so blessed by his family and by the Bear Creek community. "Every year I just pray, 'use me wherever you can best use me,'" he says. Pete has worked at Bear Creek for fourteen years and looks forward to many more years ahead. "Every day I come to work," he tells me, "I'm blown away by the community, the generosity of spirit, and the Christ-like family."

Bear Creek may be hard to put into words, but Pete and his family have lived life and grown up in this place. Strangely and not so unlike his experience in Mexico, watching tilapia multiply, so too has Pete watched Bear Creek grow and students thrive.

MEET DOT AND DASH

BY SINI FERNANDEZ

When I walked into Mrs. O'Leary's grade 2 classroom last March, it was abuzz with activity as the students sat on the floor clapping and clamoring loudly by some brightly colored flashing plastic toys. I had come to see for myself what all the fuss was about.

In the fall of 2015, Bear Creek added a coding curriculum in grades 1-6 which was enthusiastically embraced by our students and highlighted in the Summer 2016 issue of *Modus Vivendi* ("Creative Coding in the Classroom"). In the ensuing years new technological tools have been introduced and the curriculum has undergone study and revision as the Lower School administration and faculty continually seek improvements. In the 2017-2018 school year, computer programming specialist, Anuja Singh, introduced Dot and Dash (robots from Make Wonder) to grades 1 and 2 students. Students learn to use integrated iPad apps (Go, Path, and Blockly, a visual programming tool), to engage in the process of creative story-telling. With Go, children use the iPad to connect with and control the robots, discovering what the robots can do. Then, they use the Path app to learn about sequences and events and how to use the robot's sensors. Students figuratively "write"

a line of code by drawing the path they wish their robot to travel. Once students have taken Dash on several adventures, they advance to solving a series of puzzles and challenges with Dot and Dash using Blockly, a drag-and-drop coding environment which introduces algorithm design and logical thinking (conditionals, loops, events). Students learn as the robot follows instructions they have coded for it on the tablet. Blockly is a terrific introduction to Scratch programming, which is used by Bear Creek students in grades 4, 5, and 6.





Drew and Lauren, grade 1, work together on the iPad to help make their robot, Dash, perform a variety of tasks.

During my classroom visit, the second grade students were collaborating in pairs to solve a challenge involving Dot's sensors (it listened for five claps) and Dot's lights (it turned on all of its lights after it counted enough claps). Using pudgy fingers, they dragged blocks of Blockly code on the iPad to define the program logic necessary to control Dot. Sometimes Mrs. Singh provided guidance or explained why the current algorithm or logic wasn't illuminating Dot's lights, but she always cheered along with the joyful children when clapping turned on the lights and signaled success! As the year

progressed, students built their logical thinking skills and understanding of fundamental programming concepts. By the time spring arrived, students were reading objective problem statements and using their new understanding and creativity to make Dot guard a toy, dance, or even instruct Dash to collect materials to be recycled.

This type of experiential learning gives our young students an important and engaging introduction to the world of math, science, and engineering, preparing them for future exploration.



BEAUTY AND THE BEAST

BY DEBBIE MARCHIONE

PHOTOS BY SINI FERNANDEZ AND CINDY MCCAILL

When the faculty team responsible for staging Disney's *Beauty and the Beast* sat down to begin planning the school musical last fall, they faced some big challenges. Producer Joel Visker was starting his first year at Bear Creek; director Ron Lynch had to prepare a cast of 52 students, many of whom had never taken a drama class; conductor Kelsey Jobst had to figure out how to teach students with a wide range of musical skills a complicated, difficult repertoire; technical director Pete McDonough had new lights, curtains,

and technical systems to master and teach his students; everyone would be working in a brand new space—the Performing Arts Center; and it all had to come together in four short months.

Today, they wear huge grins as they recall the successful performances, the enthusiastic audiences, and most of all, the growth of the students involved in the production.

Every four years, The Bear Creek School produces a musical that unites all of our arts students: choir,



band, drama, and visual artists. Each student had a special role to play. Art students helped design the posters and paint the sets, while students in the newly-offered Technical Theater class literally “learned the ropes” to manage the multiple curtains and lighting changes and move the sets and props used in the show. Musicians, actors, singers, dancers, and those backstage discovered the joy of working together for several months to accomplish a single vision.

“Since we were preparing and rehearsing during the school day, in 45-50 minute chunks of time, it required all of us to be patient with the process,” reflects Visker. “There were a lot of pieces to pull together, and it wasn’t until after Spring Break in

early April that we came together as a full cast on the stage.”

Director Ron Lynch noted that, “There were no egos involved among the faculty; the kids are our focus, so even though there were so many unknowns, we just took it one step at a time.” His wife, Patti, the show’s artistic director, added with a chuckle, “And we prayed a lot!”

Dr. Lynch, with the wisdom that comes from many years of teaching drama, commented, “I never underestimate what the kids can do. When you set the bar high for students, they will rise to the occasion.” This was an especially important mantra for this show, given the range of ages and experience



of the students and the complexities of the production. Some had singing skills, but no acting. Others could act, but had never danced.

As Jobst points out, “The music for this show was written for professionals. It is very meaty, and stretched the skills even of the more experienced students. The kids had to work really hard to master it. Plus, in the pit, the musicians cannot see the stage, they have to rely entirely on the conductor to mediate the performance for them, which was a new experience.”

Jobst notes that the experience made them better musicians. “They played in all 12 keys, learned some unconventional time signatures, and they also figured out how to switch between leading and following in any given song, which is not something they would ordinarily do during a standard concert.”

Director Lynch comments that, “The students really owned this production, which heightened their level of proficiency.” In addition, by bringing together kids from all of the performing arts classes, the show

helped the students build relationships with one another across grades and disciplines. Patti Lynch adds succinctly, “They held one another accountable, encouraged each other, helped one another, and together created amazing performances.”

Visker stresses that, “When we do a show, it’s not just about the leads. We worked hard to try to feature all the students on stage in some way. The students came to see the importance of every role—each person contributing his or her part to his or her best ability—to the success of the whole.” In this way, we help our students understand how, even as they are becoming the individuals God intends, they have roles to play in the broader community that are important and valuable.

Of course, a production of this quality could not occur without significant volunteer support behind the scenes. Current parents labored alongside parents of alumni and alumni to create a magical show for our audience. Artistic director Patti Lynch spent countless hours with adult and student volunteers transforming the Performing



A MOMENT WITH BELLE

BY DEBBIE MARCHIONE

For senior Katie Leszynski, playing the role of Belle in Disney's *Beauty and the Beast* felt like a fitting end to her drama career at Bear Creek. "My first lead came when I played Dromio in Shakespeare's *The Comedy of Errors* in fourth grade," she remembers. "And in that performance I played opposite Alex Gephart who was also my co-lead as Lumière in *Beauty and the Beast*!"

Katie, who has been acting ever since, performing at Bear Creek as well as at Village Theater and Studio East, reflects fondly on her experience as Belle. "It was a unique experience because we had to pull together the show really quickly. We didn't have much time to rehearse as a group—just 55 minutes at a time, which made it a challenge. We were so excited when it all came together on the first night!"

She loved being able to perform with some of her best friends but also to meet and develop relationships with students she didn't know. "We were a community. It was so supportive, and we all carried each other."

Katie finds joy in immersing an audience in a different world or culture. She also appreciates that her performance inspired other students. "It was humbling, being asked to take pictures with the little kids, especially the ones who came in costume themselves. But it was really awesome having them say that they want to be an actor or actress one day!"

This fall, Katie is headed for Los Angeles where she plans to study theater arts and film production at Loyola Marymount University. We look forward to seeing her grace the stage and screen in the future.

Arts Center into a village and castle in France. Our choreographers, costumers and seamstresses, make-up and hair stylists, set designers and carpenters, stage managers, cast parents, and technical crew, all worked as a team to support the students and bring to life an amazing show.

We chose to produce Disney's *Beauty and the Beast* because it is a family-friendly show that could be enjoyed by our full school community, but also because of its redemptive storyline. The performers and audience were transported into a magical world of beasts and castles and talking furniture, and learned, along with the Beast, of the grace that can come from undeserved love, as Belle's love broke the curse and redeemed the inhabitants of the castle, a story echoing God's redemptive love for us.

Una Sumus Unum

Together, We Are One

BY DEBBIE MARCHIONE

PHOTOS BY KELLIE ANDERSON

For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ. – 1 Corinthians 12:12

Throughout Bear Creek's history, we have nurtured the connections between older and younger students, and this intentionality continues today, even as the school has grown to encompass three buildings and two campuses. Cross-divisional connections span academics, performing arts, athletics, and even after-school and summer camp programs, bringing students together in a single Bear Creek community.

Our Latin and Spanish language classes have long-standing inter-divisional connections. Upper School Spanish students visit the grade 2 Spanish class at various times throughout the year to teach, sing songs, read aloud, and play games together. These visits are a highlight for students young and old. In fact, last semester a number of girls from the Upper School Spanish IV/V class gave up their lunch once a month to go and read in Spanish to the second graders.

The Latin students also benefit from connections between different ages. In grades 3 and 4, the students exchange 'pen pal' notes with their Upper School counterparts, while grades 5 and 6 students learn Christmas carols in Latin and sing them to the younger students.

Denise Peeler, the Lower School Spanish and Latin specialist, comments, "Teaching is the highest level

of learning, and we want to provide opportunities for students to demonstrate what they have learned by teaching younger kids."



The band program also provides avenues for older students to interact with younger ones, starting with our littlest learners in preschool. On “B is for Band” day, Upper School band students travel to Valley Campus to give a short concert, allowing preschoolers to touch the instruments and ask questions. According to band director Kelsey Jobst, “The older students love going, and they are always amazed by how big their instruments seem in relation to the preschool kids.”

Another program, Band Buddies, enables Upper School students to earn community service hours by tutoring grade 5 beginning band students after school. Kelsey notes that beyond strengthening the music skills of their protégés, the Upper School students hone their own organizational and leadership abilities. They are responsible for working with the parents to coordinate the lessons, and they

must plan the lessons with an eye to keeping the younger students focused and on-task. Kelsey notes that, “The fifth graders hang on every word of their tutors, which gives the Upper School students a lot of power, and one of the things they learn is how to deal with that power responsibly.”

In addition to these programs, you can find Bear Creek students inspiring, mentoring, coaching, and teaching younger ones through the Junior Grizzlies athletics program, as counselors-in-training at summer camps, in student-led Bible studies, through the Big Buddies program, during community service activities, and while volunteering in classrooms.

Denise summarizes this best when she says, “Kids need someone to look up to; they need heroes; and by bringing together the older students with the younger ones, we build unity as a community.”



OPPORTUNITY AND CHALLENGE: MIDDLE SCHOOL ATHLETICS

By Chad Pohlman, Athletics Director

IN THE SPRINGTIME, there are rows of golf bags stacked neatly next to the stairs ready for after-school rounds at the links. Each afternoon the gym is full of girls playing volleyball, while hordes of athletes climb aboard the bus to head over to Redmond High School for track & field practice, and yet others make their way to The Overlake School for baseball practice. Middle School sports are popular at Bear Creek with 70% of the student body playing at least one.

The strength of the Middle School athletics program is the opportunity it provides for all students in grades 6-8 to participate, whether they have lots of experience or none at all. All players are welcome, regardless of skill level. For most sports, Bear Creek fields several teams and therefore can place each

student-athlete on a skill-appropriate team. For example, last winter there were four Middle School boys basketball teams, offering a range of competitive experiences.

Middle School sports teams provide an opportunity for students to experience the joy of competing with their classmates and anticipate even more excitement in Upper School when league championships and State tournaments are on the line. Middle School coaches focus on helping athletes realize that hard work can be fun as they develop their sense of accountability through teamwork.

The Middle School athletics program works to balance the competitive and skill-building aspects

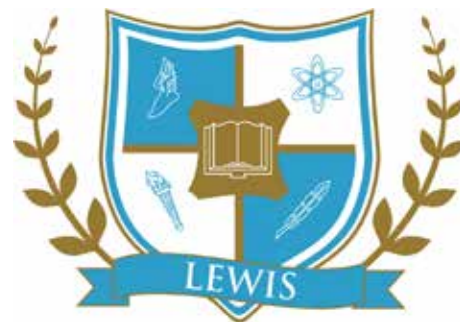


of team sports. Middle School Athletics Director Ryan Byram explains, “Our goal has always been to provide opportunities. Whether you’re a boy trying a new sport or a girl who has been playing on a select team for years, we want to provide an experience where friends can play together for their school, regardless of skill level, and yet not compromise what they want to get out of that experience.” To meet that end, last year Bear Creek lengthened each sports season while limiting the contact days per week (practices and/or games) to three days. The goal is to provide a better experience while aligning ourselves more closely with the other schools in the Crosstown Middle School League. The limit of three contact days per week is intentional as it allows the most flexibility for both our casual student-athletes, who are not quite ready for that 4-5 day per week commitment, and also for our more serious athletes, who are pursuing opportunities outside of Bear Creek on club and select teams.

At the end of the day, Bear Creek does its very best

to meet the demands and needs of all of our families and expose as many students as possible to our athletics program. Coach Byram would love to see all Middle School students turn out for at least one sport next year. Bear Creek sports are a great introduction to competitive athletics, while club sports provide athletes with the necessary year-round preparation, the additional minutes, touches, and miles that enable students to compete down the road at the high school level. There is no right or wrong path when it comes to how athletics are handled at this stage in a student’s life. We are committed to giving as many students as possible a great experience in athletics at Bear Creek. Some students hope to play sports at a very high level. Bear Creek encourages these kids to pursue that with everything they have. Other students want to play a sport with their friends, have fun, and not take it too seriously. There is a place for these student-athletes in the program as well. It all comes back to the mission. Bear Creek wants kids’ lives to be positively impacted for good through athletics. **GO GRIZZLIES!**





HOUSE SYSTEM

Facilitated by Kevin Davison

The Upper School at Bear Creek initiated a new program last year known as the *House System* or just *House*. As House Dean of Athanasius House, I recently had the opportunity to sit down and talk about House with my fellow House Deans: Jeff Gephart (Dean of Students and House System administrator), Carol Miller of Hildegard House, Kenny Norris of Lewis House, Elissa Bell of Meitner House, and Mark Schuldt of Robinson House. Together, we reflected on the year, our expectations going into it, and what we learned through the process.

DAVISON: When we began to plan the House System a few years ago, and implemented it last year, a major goal was to foster community: to create a sense of pride, tradition, and excitement for being a part of Bear Creek. How have you seen this happen through the House System?

NORRIS: The tradition aspect has been helpful as we think of staying-power and identity—what do we want to define us for years to come? We want to have fun, yes, but we also want a tradition of belonging and working together.

MILLER: House challenges have each been different, and they have allowed students to display

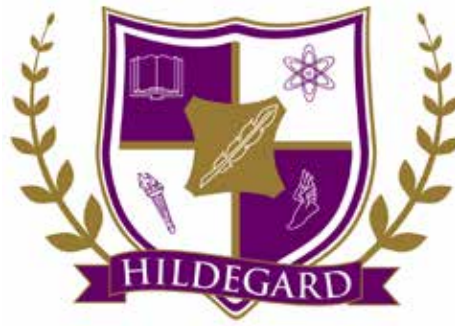
their individual skills. The students love seeing each other in unusual situations, and this has built House spirit.

SCHULDT: Generally, I've seen kids more enthusiastic throughout the year, wearing their House gear as often as possible.

NORRIS: I really appreciate how particular students have owned House-pride—developing chants, wearing House colors, and encouraging one another. Bear Creek's Upper School hallways reflect this pride even by way of daily attire (excluding formal dress days, of course).

DAVISON: As we talked about it, I think some of the students were initially leery of House being another version of advisory, or "advisory 2.0". Somewhere around House Feast, several of these students got really excited, bought the House sweatshirts, and bonded together as a group. Even months later, they reflect how the House Feast was such an awesome time in the life of our House this year. Besides students, have you had interactions with parents that show an improved sense of community?

BELL: There are certainly parents that I'm having conversations with now that I might not have connected with before we began the House System.



ROUNDTABLE

They're reaching out to me, even though I may not have their students in my class for another year.

SCHULDT: I heard back from some parents that House is a huge part of why their student considers Bear Creek as their school. Not just, "I go to Bear Creek," but "Bear Creek is my school."

DAVISON: Another major goal of the House System has been to create more opportunities for student leadership. How have we seen students step up and take ownership?

NORRIS: One of the areas I was most looking forward to about the House model is the horizontal leadership structure. My hopes have not been disappointed. Planning a lesson is solitary, but House has allowed me to work on a team. The student House Heads always have great ideas—things I would have never considered. They also have a "can do" attitude, which has propelled us over the many hurdles of starting the House System.

MILLER: I've been very pleased with the freshmen already contacting me regarding leadership positions. Since we've announced the new Heads for next year, they see this as an opportunity to step into House in a significant way. I have a perfect example: when we asked last September if anyone would be interested in assisting worship in Chapel, two freshmen girls

contacted me. They wanted to sing, so they reached out to Mr. Summers and practiced and then led worship at our first House Chapel. I've also enjoyed seeing student leaders in committees when you give them tasks. Faculty sit in on it but don't lead the conversations. The student committee leaders lead the conversations, and students seem more willing to share in that setting.

BELL: It is really exciting watching some students who tend to be quieter have the opportunity to speak in front of the House and set the tone. And it's also great watching the House Heads for next year who have been in the system for the year. Their vision for it has been cool, even though they're only a couple of weeks into the position.

MILLER: It is fun to see the kids in different roles; seeing a normally-quiet student, for instance, leading competitions earlier this year was delightful. It was great seeing students in different settings, stepping out to do something new and encouraging others to do so as well.

GEPHART: I've been excited to see the sheer number of kids out front and leading. One of our chief goals was to create opportunities for more students to lead and to be in front. It used to be that the ASB officers were chiefly in the public space, but House has created more opportunities for students

to be up front before their peers as well as leading in their House committees. By creating smaller groups, we created more opportunities for students to lead. Maybe they can lead a group of 45 fellow students whereas they would have been uncomfortable leading a group of 200.

MILLER: Some students are more behind-the-scenes but do a lot of work in order to make our House challenges happen.

DAVISON: How have we seen our House faculty members adjust to the new system?

BELL: Our House faculty have been great; whenever we break into groups to talk or work, the faculty move in to engage immediately. It's been great to see them build relationships and engage with the House process.

SCHULDt: My House faculty have stepped up to take leadership of activities and work with kids. By having a mix of faculty, more of the students get to know some of the teachers, maybe even ones they wouldn't normally have, more intimately.

DAVISON: I've been impressed with the way my House faculty have led the program. The House faculty have been awesome implementing and providing care for the students in our House through the *Owning Up* curriculum introduced this spring, which is designed to help students take responsibility for their behavior and prevent youth violence by targeting the root causes of bullying and other forms of social cruelty.

MILLER: In the typical school setting, the kids know more about what's happening in the students' lives, and the teachers know more about what's happening in the teachers' lives. The smaller space of House allows teachers and students to get to know one another more.

GEPHART: House has given us an opportunity our advisory program never really did. Advisory was very isolated, so if you were an advisor you fostered a certain kind of community with just your



Mark Schuldt of Robinson House

advisees and little interaction with anyone else. House has broadened the scope to a larger group, mixed genders, and provided different teachers with opportunities to interact with different kids. It allows us to see our fellow teachers in a different way, to give us a fuller dimension of their strengths and interactions with students. The boys need to hear from the female faculty speaking into their lives, and vice versa.

DAVISON: What is something the House System has taught you this year? Or something that you observed in House that astonished you?

MILLER: I didn't realize we were developing such strong connections. They have pride in their House name and what it stands for.

DAVISON: The thing that caught me off guard this year was finding myself with my House Heads trying to create an internal leadership structure. We had a different structure for leadership in mind when we started the year. It's been great seeing students rise

to the occasion, stepping forward to take on mantles of leadership, especially the underclassmen, who really stepped up.

GEPHART: I guess how quickly this caught on is what has surprised me. On the first day of school, when we sorted the students into their Houses, I saw the excitement and enthusiasm of the students and thought “Maybe this is going to work!” We prayed about it, thought about it, talked about it, tweaked it, and got buy-in from many upperclassmen last year. We knew there were plenty of skeptics about the change, but some of the people who I thought might sit back and observe, jumped on more quickly than I thought. I have been surprised by how massive an undertaking it is. We knew there would be a lot of logistical stuff, but I was surprised by how much relational work it turned out to be. I’m happy we’re having lots of conversations and feedback on how to make this work well. To me, that shows it means something to people. I don’t sense apathy. I think we’ve hit on something important.

DAVISON: Is there a story from this year that captures the epitome of House for you?

NORRIS: One student in particular has amazed me with his wisdom. During our *Owning Up* conversations, he demonstrated an ability to land a discussion around metaphors. In this way, House gave me a chance to see a different side of him—a side I have tried to nurture in class. Stories like that, in which students and teachers get to convey their many facets, epitomize why we made the change.

MILLER: (to Davison) You mentioned to us the legacy component of House was exciting, when you invited siblings from the lower grades and parents to come to your House Feast, creating that sense of anticipation about the House they’re eventually going to join.

SCHULDT: That’s what I did at the Robinson Feast. Parents and siblings could come, identifying themselves as a Robinson family.

DAVISON: The parents that came to our feast said,



Kenny Norris of Lewis House

“Thanks for inviting us and letting us be a part of this.” One parent told me it was the first time he had felt invited into his child’s day-to-day walk. Another parent told me, “You’ve made this House my House too”. And when the little kids came from the other building, my son said, “One day I’ll be in Athanasius House.” My children want to wear Athanasius House sweatshirts at school even though they’re both in the lower grades.

SCHULDT: The House System is amazing! This was our first year, but now I couldn’t imagine Bear Creek without it. It has created a fun, inclusive, and friendly environment. Students are thriving and look forward to not only big events but meeting with their Houses weekly to grow and learn together.

GEPHART: There have been many moments when you can tell people are really enjoying this. We want students to feel Bear Creek is their community. None of this would be possible without each of you serving as Deans. Your dedication to this has made a difference.

STUDENT PERSPECTIVES ON THE UPPER SCHOOL HOUSE SYSTEM

BY TIFFANY COWMAN '19 AND JULIETTE SHIELDS '19

The House System, introduced to Bear Creek's Upper School in the 2017-2018 school year, has brought the proverbial house down. This fresh and innovative way of organizing students has worked to create supportive communities and has been enthusiastically received throughout the school.

TIFFANY:

Bear Creek has developed an overwhelming passion for the House System and the opportunities it has given students. I spoke with several students who were excited to talk about their experiences so far and how excited they are for the legacy the House System will leave in the Upper School. Joseph said that the House System has given him the opportunity to be a leader because, "I have been able to talk to other international students whose

second language is English and make them feel included in the student body."

I also asked these students to choose one word that best described the House System, and they all came up with the same word: community. This goes to show the immense feeling of belonging that the House System has created. There are also a lot of fun events that happen. Joseph loves the activities put on by the five Houses, "House challenges are really fun because we get to plan an activity as a House, and it brings us together to have fun." There are many different aspects of the House System that combine to make it so great. Stephen loves being able to divide into House groups which allow students to become more familiar with a smaller set of students.

Among the favorite events last year were the House



challenges because as Joseph says, “They are not only fun, but strengthen the community because we get to plan together.” Stephen loved “the ability to meet people outside my own grade and form relationships with people I wouldn’t get to know otherwise in fun competitive challenges.” Each student individually appreciates some aspect of the House System which has created an uplifting atmosphere where students can come together, relax, and have fun.

JULIETTE:

I sat down with Ella, a junior from Hildegard House, for her perspective on how the Houses have changed Upper School life at Bear Creek. She brought an interesting insight as to the nature of the Houses explaining, “The competitiveness of the Houses brings together the community within each House with a shared sense of pride.” The Houses provide a place where students really want to be (rather than have to be), and feel passionate about the community. George, a junior and Meitner House Head, explained that, “Through our House assemblies and Chapels, I can really see how our House has created a special bond.” A sophomore from Athanasius House, Lili, explained that she

noticed, “You get to know individuals more as these groups are big enough to have a diverse group of kids but also small enough to get to know each other.” She believes that the House communities are very tight-knit.

Another aspect of the House System that engages students is the in-House activities. Athanasius (my House) celebrated our namesake St. Athanasius, the Bishop of Alexandria, by throwing a huge Feast on January 18. Following that example, all the other Houses also commemorated their namesakes with a day of celebration. Lili loved seeing the community, not just the students and faculty, but also the family members of Athanasius come together on the feast day. “It was really cool to see all the spirit we shared for our House and have everyone together to celebrate St. Athanasius and eat some great food,” she told me.

The House System has energized the sense of community in the Upper School. While it was a strong community before, it is now something new, something special.





Bear Creek students gather at the airport before flying to Europe. Photo by Howard Campbell

BEAR CREEK STUDENTS ABROAD

BY SIENA CYSEWSKI '19 AND ZARA ROBINSON '19

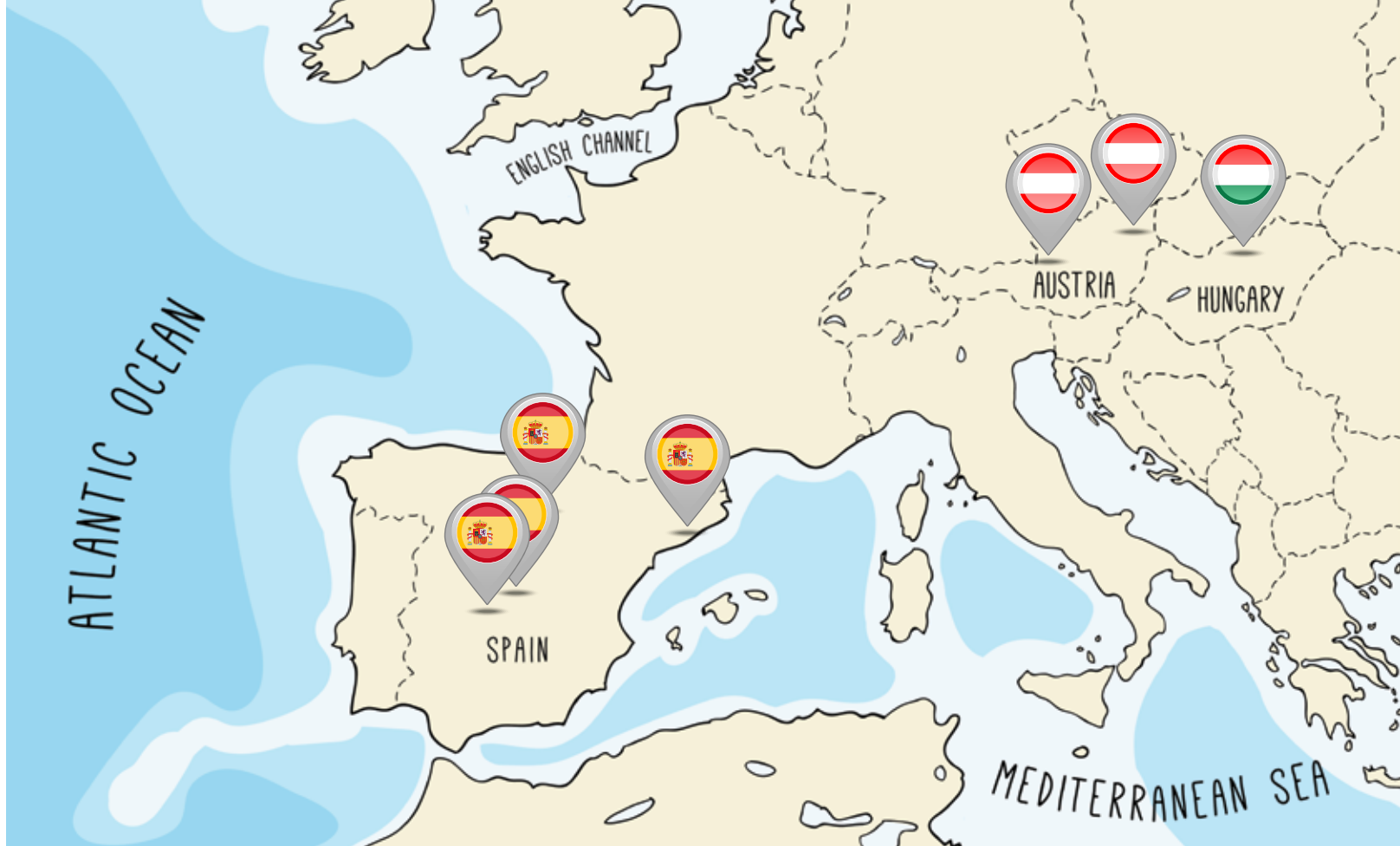
Whether it's going to the Dominican Republic, France, Austria, or Spain, it's pretty evident that Bear Creek students love traveling! As students we have an itch that can only be scratched with a ten-hour flight to a new country and an intense longing to experience God's work. This past Spring Break, two groups of students and teachers felt the call to go explore Europe. One group visited Budapest, Vienna, and Salzburg, while the other ventured to Spain, packing their bags for a two-week trip into a land full of rich history and spectacular art.

Miss Dennison, one of the chaperones, commented, "It's essential to travel. We have such a blessing

being able to explore the world that we live in." Salzburg, a little town in Austria most famous for being one of the settings for the film *The Sound of Music*, was a favorite destination for the first group of students.

Abby, a junior, shared her love of the von Trapp home saying, "We stopped at a whole bunch of locations where *The Sound of Music* was filmed, including the gazebo where they filmed "Sixteen Going On Seventeen" which I personally related to, as I am sixteen going on seventeen." Andrew, another student, cites the tour as being what he was most excited for "by far!"

Before the trip, William, a senior, told Siena, "I'm most excited to see all of the cool buildings and art



that we wrote about in art history!” After the trip Andrew echoed this sentiment, explaining, “It was cool to see history in real life because you stand there and you think ‘wow’, somebody I learned about in history class stood right here, and this is where it happened.”

The students visiting Spain traveled first to Madrid and then to Logrono, Toledo, and finally Barcelona. This full immersion into the Spanish culture through the lens of locals gave each student a new experience. While in Madrid, the group visited the Royal Palace of Madrid and wandered around museums and squares. Anastasia visited El Prado and told Zara, “It was cool to see famous art pieces in person which we talked about at school.” For her it was exciting to see that the things they learned on the whiteboards “are actually real.” Madrid is also home to the Real Madrid football stadium. Brandon said, “It’s one of the biggest and most expensive stadiums in the world, and I have been a Real Madrid fan for a while, so it was really cool to visit it.”

A major change from the city setting in Madrid was

the students’ home stays in Logrono. They stayed with host families to get a taste of the different culture. One of the biggest differences that Lisette noticed was the sense of time, “It was a lot more relaxed, schedule-wise,” and continued that her host family would “be out until about eleven consistently every night.”

Barcelona was the final stop on the trip. While shopping seemed to be a popular highlight in Barcelona, the students also saw the magnificent culture of the historic city. They visited unique Gaudi-designed buildings located throughout Barcelona, including the Sagrada Familia, a church that’s been under construction since 1882 and still is to this day. The historic landmarks and sights were super exciting for the students to experience.

From the connections made with host families, to the major sights the students visited, the European trips were unforgettable. When asked what they could change about the trip, the only reply was they wished it could have been longer. Every moment was eventful, and every memory worth it.

WASHINGTON TO THE DOMINICAN REPUBLIC: EXPERIENCING THE SCOPE OF GOD'S LOVE

by Lucy Caile '19

When I spoke to my aunt about my interest in Bear Creek's annual trip to the Dominican Republic (DR) she said that it sounded like "such a unique opportunity." I mulled over her words in the following weeks and when News Team received the chance to write for *Modus Vivendi*, I knew I had to document Bear Creek's mission trip to the DR. The annual trip is led by Dr. Gephart, Dean of Students, during Mid-Winter Break when Upper School students fly to the DR for a week to volunteer at the Doulos Discovery School. Centered in Christ, the school aims to educate students and prepare them for college in the United States so they may return to the Dominican Republic as leaders equipped to make a change. I interviewed senior Katherine Cook to find out more about the school and about her experience serving there during her time at Bear Creek.

LUCY: HOW MANY TIMES HAVE YOU BEEN ON THE DR TRIP?

Katherine: Twice, my sophomore year and my senior year.

L: HAVE YOU SEEN A LOT OF CHANGE?

K: The only thing that has changed is instead of staying at a charity place called Life for Water—where we go to hand out water filters—this time we stayed in the town, which was nice. We helped a lot with the kids.

L: SO, WOULD YOU SAY YOU WERE MORE PREPARED FOR THE SECOND TRIP TO THE DR BECAUSE YOU HAD ALREADY GONE?



K: Oh yeah! I mean it's a big change because the DR is so different from here—it gets to the point where you can't even flush toilet paper because the plumbing is so bad.

L: WHAT WOULD A TYPICAL DAY LOOK LIKE IN THE DR?

K: This time we stayed in the town which was about a fifteen to twenty-minute walk to the Doulos School. So, we would walk over at about 7 a.m. and get breakfast and then the rest of the day we would do painting and construction work, and then at the end of the day we would help with the kids' after-school program. We helped them with their homework and played games as well as sports like soccer with them. After that, we would go back to the house, clean up and have dinner, then debrief.

L: WHAT WERE THE DEBRIEFS LIKE?

K: We would talk about what happened that day: what was important and what we took away from the experience. Then we would have a moment of silence to think about the day. Then on Sunday we went to church!

L: HOW WAS THE CHURCH EXPERIENCE?

K: The church is a pretty plain building that wasn't very big. There were plastic chairs, but what was cool was there were TVs so when we sang the songs, the lyrics played. The actual service was ten minutes of singing, a forty-minute sermon, and then another ten minutes of singing. They had translators for us so we could understand. The sermon was on sharing and compassion.

L: HOW WOULD YOU SAY THE FAITH OF THE PEOPLE IN THE DR IS DIFFERENT FROM HERE?

K: In the DR, many people don't have a lot of money or possessions. When we went to visit the host families in the scholarship program, I stayed with someone who was telling me how he





doesn't always have work, and when he does, he's working really hard all the time and so all he's able to hold onto are his family and his faith, so, they go to church every Sunday. Most of the people in the DR are religious and hold on to their faith very tightly. They are so happy all the time!

L: ALONG THOSE LINES, WHAT WOULD YOU SAY THE PEOPLE ARE LIKE IN GENERAL?

K: It's part of their culture that if you go to someone's house for dinner once, you're always going to be invited back. Also, the kids will always remember you. I had one kid who I knew pretty well two years ago, and when I came back, he remembered me. So, it was just little things like that where they are very much connected to a person, and they keep that very close to them. It's a very giving culture, and the children are pretty much always happy.

L: HOW WOULD YOU SAY THAT AFFECTED YOU?

K: It's a very different outlook on life. I feel like in the U.S., people tend to be unhappy more often, but they have more. In the DR, people tend to be more happy but have less. So, it's that difference in mentality. It's what you choose to focus on that determines your attitude.

Most of the interview with Katherine consisted of laughs as we exchanged stories of our respective mission trips. When we travel, we get a snapshot of a culture and feel the resounding love and faith that transcends all ethnic and social boundaries. Bear Creek's relationship with the Doulos School in the DR emphasizes a willingness to learn how to love and serve well. Through travel and exposure, we learn empathy and about the scope of God's love.

Loving, Serving, and Growing Together

BY ELISSA BELL

Relationship. If I had to describe why I spend one of my vacations serving at Doulos Discovery School in the Dominican Republic with students year after year, it would be relationship. The memories that I have from traveling and serving with these students and colleagues are precious and make me excited to go back despite the long hours of travel, insufficient sleep, and general craziness of traveling with 12-20 teenagers of various ages through international customs and airport security.

On the trips, the evenings and the meal times provided such opportunity for building relationships. Often during the day we were split apart, serving around the school and completing various tasks in different groups over the course of the week. Serving with people provided a lovely starting place for relationship. Working together on a common goal, accomplishing the task together when often it wouldn't be possible to do alone, created a space for people to learn about their own strengths and to appreciate the strengths of others. Having the time and space to acknowledge, name, and encourage those strengths was a beautiful thing.

As the days wound down to the evenings, we would make time for the group to debrief the day, to discuss what happened, why it was important, and what new things were learned that day. Some of the stories were light and fun and had us all laughing together. Some of the stories were about people engaging with a new culture, the challenges that engagement presents, and the learning that occurs during those sometimes uncomfortable moments. Through these stories, students shared about finding their passion for serving others, for other cultures, for the beauty

of God's creation, and a different pace of life.

In the evenings, all of the girls would gather in one room and have "girl time" when we would further debrief the day talking about God, faith, service, and just life, and pray for each other. Some nights were laughter-filled and joyous, others were serious and sometimes tearful, but full of life being lived together with compassion and wisdom, and faith being shared.

Evenings were often also a time for playing together. Over the years, we have played a lot of different games, from cribbage contests that challenged the mind, to the silliness of games like Signs, which gave a different type of insight into personalities, to the highly competitive German Uno. And the stories, oh the stories I've heard. One that stands out was about war pigeons in World War II which had us all in stitches. Who could have known there was so much information out there about war pigeons!

I would be remiss if I didn't also mention my love for the Dominican culture and Doulos Discovery School. Every year the students mention the food and the people they have met at the school as highlights. The food is quite delicious, and we have met some amazing people. It has been fun to watch the students at Doulos grow up over the years and watch our students get to meet and build friendships with the same students met by previous teams.

"Love Serve Grow" was the theme for the trip last winter and this is really what keeps me going back: loving new groups of students, serving with them, and watching them grow into the people that God intends. It is a privilege and a pleasure to get to be a part of the growing process for them and for me as well. It has been an opportunity for me to learn how to love better, to serve more, and to grow in wisdom, compassion, and faith by serving with people who both encourage and challenge me to be who God intends me to be.

Elissa Bell is an Upper School chemistry teacher at The Bear Creek School

BUILDING COMMUNITY THROUGH THE GRIZZLY GEAR SHOP

By Debbie Marchione

CAN A T-SHIRT BRING PEOPLE TOGETHER? Steve Kosted believes it can. This past school year, Bear Creek dad Steve stepped forward, along with fellow volunteers and Bear Creek moms, Stacy Tsitsis and Dana Bieber, to relaunch the Grizzly Gear Shop. His vision for the shop is to build school spirit and unite the community by offering products that give students and adults alike a way to visibly celebrate their passion for The Bear Creek School.

With a background in TV journalism, film production, technology, marketing, and brand development, Steve is uniquely positioned to inject new vitality into the Gear Shop. Steve explains, “Volunteering at Bear Creek for the Gear Shop was a no-brainer. I saw a need and a way to leverage my skills. I believe that wearing spirit gear is a great way to unite the community.”

Steve visited other school stores in the area, researched products, and attended vendor fairs to determine what baseline products to offer. He plans to bring in new items about three times a year, learning from the community what gear sells best here. Steve and his team made an intentional decision to keep the store a ‘brick and mortar’ experience only. “I want people to come in to the school. It helps build our community, and the store gives them one more reason to be here in-person and interact with one another. We aim to create a great customer experience, in a way that you may not get online.”

Beyond selling T-shirts and coffee mugs, Steve hopes that the Grizzly Gear Shop will help spark interest in marketing careers among our Upper School students. The shop will open a second location in



Stacy Tsitsis and Steve Kosted in the Grizzly Gear Shop

the Upper School in the fall with inventory aimed specifically at high school-aged students. In addition to increasing visibility and convenience, Steve hopes to use the Upper School location as a way to involve more students in choosing and designing products and running the store. Last winter, Steve taught a JanTerm class on marketing and loves the opportunity to connect with students. “Upper School students are pretty discerning and want to have input into the products. I am excited to work with them and find just the right items that they will be enthusiastic to buy.”

When he is not working as the Director of Marketing and Market Development at SAP Concur or volunteering at Bear Creek in the store or on the Grizzlies Booster Club Board, Steve loves hanging out with his wife and kids, who are in grades 5, 8, and 10, and tinkering with technology, design, and photography.

“Most of all, I love the challenge of creating something. God brought together a great team of volunteers and the Grizzly Gear Shop project has been really rewarding. I am looking forward to using the power of branding to unite our Bear Creek community even further in the coming years.”

The Grizzly Gear Shop needs volunteers to help out! If you are interested, please contact gearshop@tbcbs.org.

CELEBRATING A SPECIAL RELATIONSHIP

It's time for our biennial Grandparents Day!

Mark your calendar for Thursday, October 18. Grandparents of students in grades K-12 are invited to visit Bear Creek for a glimpse into the extraordinary education we offer our students. This is a special day set aside by the school to honor and celebrate the special bond between children and their grandparents. Invitations will be sent soon. You can find more details and RSVP at tbcs.org/grandparents. We hope you will join us!



THANK YOU FOR SHARING!

THE BEAR CREEK SCHOOL IS SO GRATEFUL to everyone who shared their time, talent, wisdom, and treasure this past year.

Your generosity to the Annual Fund helped our students go on more than 60 field trips and participate in arts, athletics, and many other activities. You made it possible for teachers to integrate the latest technology tools and curriculum innovations into their classrooms. And, you provided financial aid to families who would otherwise be unable to receive the benefits of a Bear Creek education.

The outpouring of support by item donors, sponsors, and guests at our 2018 auction: Calling All Superheroes, resulted in more than \$325,000 raised to benefit our kids. Thanks to those who gave to the Fund-a-Need both before and during the event, Bear Creek will be purchasing new science equipment and replacing worn-out items across all of our divisions.

Generous gifts from the Bear Creek community also made it possible to complete the Performing Arts Center in time for Christmas at Bear Creek and our quadrennial musical production.

Employer matching gifts for donations and volunteer hours from companies such as Boeing, Microsoft, Outerwall, AT&T, Shell Oil, T-Mobile, and others helped to magnify the impact of gifts from our community.

We also deeply appreciate the many parents, grandparents, alumni, and parents of alumni who unselfishly gave of their talent and time to Bear Creek and our students. Volunteers blessed our school and our students this past year in so many ways, here are just a few:

- Serving on a board or a committee
- Answering questions about college life
- Marking off laps at the Walk-a-thon
- Baking treats for students during finals week
- Running a game at the Fall Party
- Planning a class party
- Setting up auction items
- Flipping burgers at the Hungry Bear concession stand
- Listening to Lower School students recite poems and verses
- Teaching a JanTerm class
- Coaching a team or club
- Organizing a coffee for other parents
- Helping with House events
- Promoting Bear Creek in the community

Thank you for sharing your gifts and blessing Bear Creek. Your many contributions helped provide our students with another year of an extraordinary education!

A GIFT FOR THE AGES

Students leave Bear Creek ready to impact the world as leaders with wisdom, compassion, and courage. Planned gifts such as bequests or trusts are a meaningful way to leave a legacy while helping to educate future generations of Bear Creek students. If you have already made a provision for The Bear Creek School in your will or estate plan, please let us know so we may say thank you and recognize your generosity.

For more information contact Debbie Marchione, V.P. for Philanthropy and Community Engagement, at dmarchione@tbcs.org.

WANDERING SIMPLY

Josh Smith, Class of 2008

Josh Smith has been travelling the world full-time for the past year. We caught up with him by email and asked him to share a little bit about his adventures.

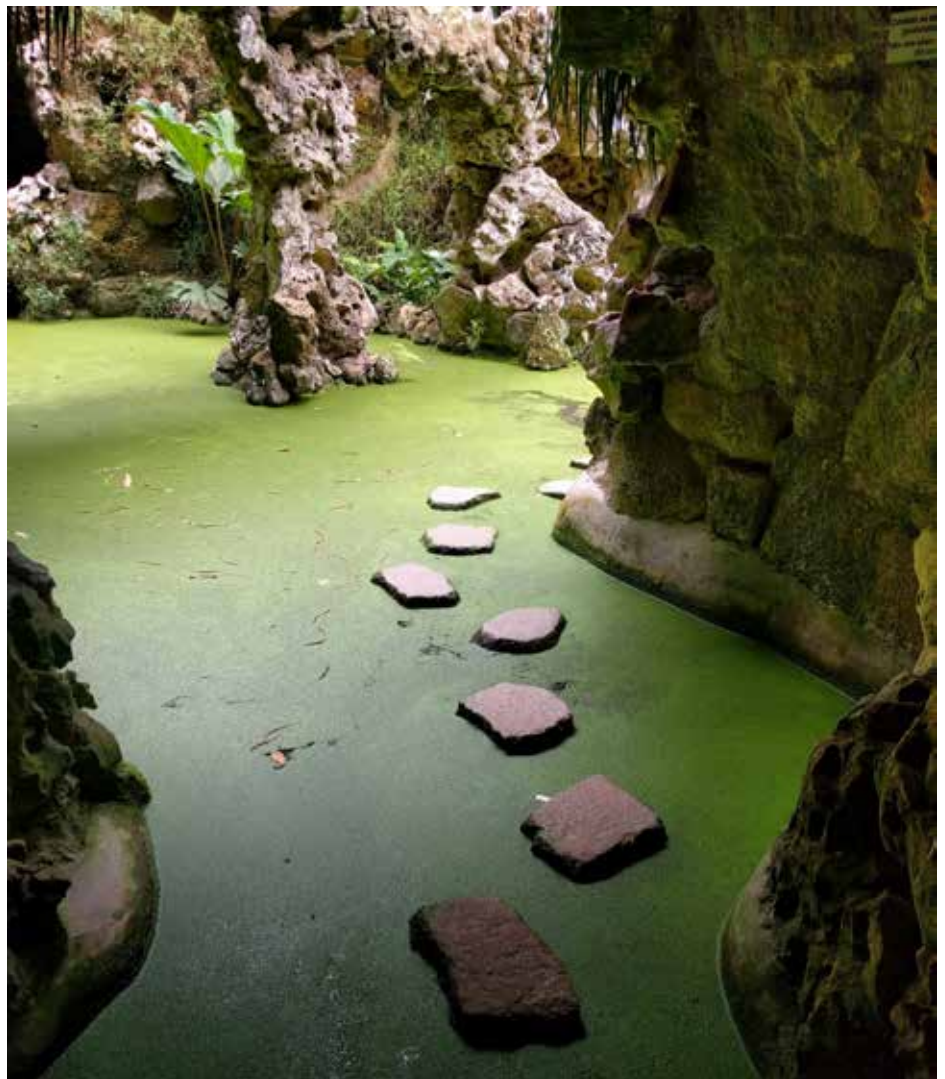
WHAT MADE YOU DECIDE TO LEAVE YOUR JOB AND EMBARK ON THIS ADVENTURE?

It was a big decision, to say the least, so I will start with some background. I had never really considered travelling internationally. Then, in the middle of my junior year of college in early 2011, I heard about a program called the Bonderman Fellowship that piqued my interest. The fellowship offered \$20,000 to travel the world alone for eight months. In order to apply, you had to create an itinerary of where you wanted to go. I spent a lot of time researching and creating a round-the-world itinerary. In the process I learned about amazing places that I never knew existed. Unfortunately, I didn't get the fellowship, but I was determined to travel anyway. I saved some money by working hard over the summer and then took fall quarter off, buying a round-trip plane ticket to Europe and a rail pass. Despite having no solid plans when I started the trip, 22 countries and three crazy months later, I had fallen in love with travel.

After returning to the UW, I finished my senior year and graduated. Although I really wanted to explore the

world some more after graduation, I was offered a job by the National Weather Service, where I had interned during college, as an operational meteorologist. Working at the National Weather Service was great, especially at the start. I was able to make weather forecasts, talk to the news media daily (which came with a little bit of local fame), and save people's lives by issuing weather advisories, watches, and warnings. I took road trips around western Washington repairing weather instruments and giving presentations to elementary school kids about the weather and college students about careers in meteorology. I even got to work on my own scientific research projects when I had spare time.

So why did I quit? It was a combination of things. First, I never got over my love of travel, and I longed to visit



Portugal



Chile

and experience other places. Visiting was possible, but experiencing was harder—you can't fully experience a place on a vacation from work for just a few weeks. Second, my job was changing—the National Weather Service was facing severe budget cuts and my work became far less varied and interesting. Third, I realized it was the best time in my life to travel extensively since I am still young and unmarried, without any big commitments in my life keeping me in the Seattle area.

HOW DID/DO YOU DECIDE WHERE TO GO?

I'd like to spend some time in every region of the world to figure out which culture is my personal favorite. Being a meteorologist, the climate of a place has a huge effect on when I go there. I look at the climate of a region and visit during the time of year when it is most comfortable. So far on my trip I have visited Europe during the summer, East Asia during the fall, and parts of South America during the winter (which is the

Southern Hemisphere's summer). I meet many other travelers from all over the world, and at times they have convinced me to come visit their countries. So where I go is based a lot on the people I meet as well.

WHAT HAVE BEEN SOME OF YOUR FAVORITE EXPERIENCES SO FAR?

I have been amazed by the kindness of people in the world. For example, I was camping in a field outside a town in the south of Chile, and it was an unseasonably cold night, well below freezing. I had just gotten into my sleeping bag, and I heard an old lady's voice. "Tienes frío? (Are you cold?)," she asked. She invited me into her house for the night, made me hot chocolate, and talked with me in Spanish for an hour before I went to bed. I

learned this woman checks for campers near her town whenever it's really cold outside and makes sure they have a warm place to sleep. She was just one of many amazingly hospitable people and families I have met on my journeys.

In addition, I have been on many adventures that I will remember forever, like almost getting stranded at the Great Wall of China; sailing a thousand miles down the Amazon River on a supply boat, stopping at remote villages along the way, and crossing from mainland Russia to the island of Sakhalin on a Soviet-era ship that looked like it was out of a Cold War movie.

WHAT WAS THE MOST UNEXPECTED THING THAT HAS HAPPENED TO YOU?

Since I try to plan as minimally as possible during my travels, surprises happen quite often. One that comes to mind happened in Istanbul, Turkey. I met a Syrian man while eating at a restaurant. He was a refugee, living in

Turkey because of the dangerous situation in Syria. We ended up becoming friends, and after a while I learned that he was from one of the founding families of Syria and every other Syrian person I met knew his name. It surprised me that despite his fame, he was such a humble guy, and that even he was forced to become a refugee.

WHAT HAVE YOU LEARNED ABOUT YOURSELF? ABOUT OTHERS?

One of the biggest changes I have noticed is that now I feel confident that I can get through pretty much anything. I have been in situations where I don't have a place to spend the night, or I run out of food in the middle of the mountains, or I get questioned by secret police or border guards of various countries.

I have always figured out a good way to get through these situations—I have never spent the night outside (except recreational camping), I have never starved, and I have never had to turn back because police will not let me through.

The biggest thing I have learned about others is how extraordinarily kind people are all around the world. In the United States, we hear on the news about fighting, violence, and horrible things going on all over the world. It is easy to believe that outside the U.S., the world is a dangerous place with horrible people. In reality, this is far from the truth. The world is filled with kind people who want to help you.

HOW DID BEAR CREEK PREPARE YOU FOR AN ADVENTURE LIKE THIS?

Señora Gabriela Llanos and her dedication to helping me learn Spanish got me really interested and immersed in Latin American culture. After her classes, and a lot



Japan

of practice, I can now speak Spanish nearly fluently. Although I am sure I could have gotten by in South America without any Spanish, I am enjoying my time much more as a Spanish speaker. In my opinion, learning another language (or two) is probably the best thing you can do to expand opportunities in your life.

WHAT'S NEXT FOR YOU?

I hope to travel to other regions of the world I have not been to yet, like Central Asia, sub-Saharan Africa, and the South Pacific. After that, I am considering attending graduate school in France or Germany since many programs there are tuition-free and in English.

If you have an interest in travel at all, I would suggest checking out my website at www.wandersimply.com. It has a lot of tips for making world travel affordable and is a great resource. You can also follow me on Instagram @wandersimply to see the places I go!

ALUMNI NEWS AND CLASS NOTES

Class of 2001

Petra (Dengenis) Roberts

Petra, a member of Bear Creek's first graduating class, graduated from Northwest University in 2005 with a B.A. in business. Petra married Ryan Roberts in 2008, and is now home-schooling their three children.

Class of 2002

Rhyne Dengenis

Rhyne graduated from the University of Washington in 2006 with a B.A. in bioanthropology. He enjoyed four years of rowing on the Husky crew team and two years as assistant coach of the Growls baseball team. This coming June, Rhyne will wed Dominique (in New York), a few days after completing his five-year residency in orthopedic surgery.

Class of 2003

Brig Dengenis

Brig graduated from the University of Washington in 2007 with a B.A. in economics. He rowed two years for UW crew, sang with the UW gospel choir, and played Husky rugby his senior year. Brig trained at Synchro Ltd., a building-information-modeling

(BIM) software company based in Coventry, England. He is now BIM manager for the construction of Inglewood Stadium (new home of the Los Angeles Rams and Chargers).

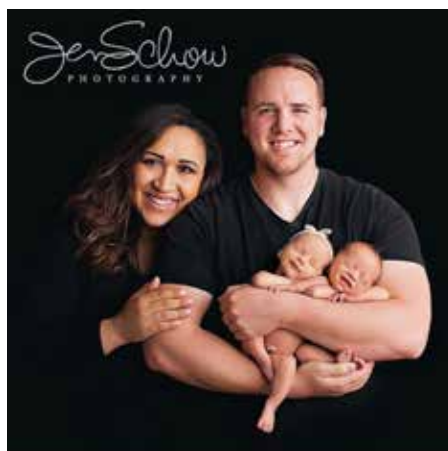
Class of 2007

Whitney (Engel) Brammer

Our apologies for incorrectly listing Whitney's name in our Winter 2018 issue of *Modus Vivendi* in the Class Notes section as we announced the birth of daughter, Adrienne, to the larger Bear Creek community.

Class of 2009

Alexis (Miller) Skogen



Alexis and her husband Adam live in Boise, ID where she is a NICU nurse. Alexis recently gave birth to twins Aliya and Derek.

Class of 2012

Anna Broaddus

After graduating from Whitworth University in 2014 with a B.A. in international business and completing a year of teaching English as a Second Language in Beijing, China, Anna joined the marketing team at Pushpay in Redmond.

Kendall (Engelstone) Russo



Kendall married Michael Russo in Dallas, TX in December of this past year. They happily live and work in Dallas.

Class of 2014

Caleb Alleva

Caleb graduated from Santa Clara University this past June. In addition to earning his B.S. in mechanical engineering, he was an active member of Sigma Pi, worked on the SCU tiny house project. He married Karrah Bandy last summer and they have moved to Charleston, SC.

Erin Alleva



Erin graduated from the University of Virginia this past May with a B.S. in both computer science and cognitive science. She was also active as an athlete and officer for the UVA club swimming team. Erin has returned to the Pacific Northwest and works as a software developer in

Portland at CrowdCompass (a Cvent Company), contributing to their mobile event management platform.

Hannah Beighle

Hannah graduated from the University of Notre Dame in May with a B.B.A. in marketing and a minor in education, schooling, and society. She is serving in Notre Dame's Alliance for Catholic Education program, and she'll spend the next two summers at Notre Dame and the school years in Santa Ana, CA teaching at a Catholic elementary school.

David Broaddus

This spring, Wheaton College awarded David the Angeline J. Brandt Memorial Award for Excellence in Mathematics. This award is given to a graduating senior who has demonstrated superior ability in mathematics, promise for advanced work in the mathematical sciences, and distinguished undergraduate service to the mathematics department. David graduated magna cum laude with a B.S. in mathematics and physics. He was also inducted into Sigma Pi Sigma (the National Physics Honor Society) and the Wheaton College Scholastic Honor Society. He plans to join the Peace Corps to

teach high school mathematics in Namibia for two years. His work was also published for the first time this year in The American Mathematical Monthly, Volume 125, 2018 - Issue 4 ("Seeing Curvature on Specular Surfaces," Broaddus, Lovett, Miller, and Smith).

Collin Feight



After traveling together in Spain and Portugal during the Christmas holidays with his family, Collin asked Catherine Fernandez '14 to marry him and she said, "Yes!" They have been dating since they were seniors at Bear Creek. Collin graduated from Montana State in June 2018 with a bachelor's degree in mechanical engineering. He has joined PACCAR in Renton and will be developing embedded software.

ALUMNI NEWS AND CLASS NOTES

Class of 2014

Catherine Fernandez

Catherine graduated with honors from Montana State in May 2018 with a B.S. in cell biology and neuroscience. She is pursuing a career in the field of health care administration or clinical research. Catherine and Collin Feight '14 will be married in November and plan to settle on the Eastside.

Stan Leszynski



Stan recently graduated from Cal Poly in San Luis Obispo, CA with a degree in management information systems and minor in industrial technology. While there, he played on the men's soccer team and helped start a chapter of the National Society of Leadership and Success. He

studied abroad in London for a semester and traveled to nearly a dozen European countries on the weekends, including Spain where he watched his boyhood hero, Fernando Torres, play soccer. Stan returned to Seattle after graduation. Between his travels, he has kept in close touch with many of his Bear Creek classmates.

Olivia Tillinghast



Olivia is studying nursing in a five-year program at Northeastern University in Boston, MA. She has completed two internships at Massachusetts General Hospital and now will be living in Santo Domingo, Dominican Republic for her final internship at Cabral Children's Hospital. Olivia looks forward to returning to the Dominican Republic, reuniting with old friends, and also improving her Spanish. Olivia will complete her degree next spring.

Class of 2015

Colin Eckhoff

Colin is studying bioengineering at the University of Washington. In this pursuit, he has married his greatest passions, biology and math. Colin thanks Mrs. Dunn, Mr. Prokopchuk, and Mr. MacKenney for nurturing his fierce love of these academic disciplines. Colin has made the Dean's list eight quarters in a row. He recently finished his "Go Baby Go" project where he and a small team of young engineers worked to adapt ride-on cars for children with disabilities. This national program is helping to get kids with special needs out of their wheelchairs and into motorized toy convertibles. Colin is also working as a consultant to Philips Electronics to help redesign heart defibrillators used by paramedics.

Zixi (Lilly) Li

In December, Zixi graduated from the University of Washington with a major in communication and a minor in English. She studied abroad in Rome with a creative writing program and in Edinburgh, Scotland with the UW School of Drama. After being accepted into many master's programs, she has decided to attend the University of Michigan School of Information.

Class of 2017

Trevor Eckhoff



Trevor is studying world history and global affairs at Washington State University and has expressed interest in becoming a foreign diplomat. His capacity to write effectively and communicate with kindness and purpose has earned him accolades from his professors. Trevor loves being a Cougar and in his freshman year, he played in both the football marching band and the symphonic band. The Cougar football team had a good year, and Trevor and the marching band flew to San Diego for the Holiday Bowl. Trevor thanks Ms. Jobst and Mr. Summers for inspiring his musical and scholarly efforts.

Ben Kranz



Ben is studying commercial aviation at the University of North Dakota. In April he earned his private pilot license. This summer he has been attending summer school, punching holes in the sky, and working as a campus transportation driver. Ben is looking forward to getting more involved with the aerobatic club this fall.

Joshua Lee



Joshua has completed his first year at the University of Oklahoma where he is studying criminology and Army ROTC

(Reserve Officers' Training Corps). He is a member of the ROTC's Ranger Detachment which competes against other schools in military skills; last November they took first place at the Regional Ranger Challenge Competition. This spring Joshua participated in the 29th annual Bataan Memorial Death March at White Sands Missile Range, NM, marching 26 miles in honor of the heroic service members who defended the Philippine Islands during WWII. In January, Joshua enlisted as an infantryman in the Oklahoma National Guard as part of their simultaneous membership program, a partnership with ROTC. This summer he is at Fort Benning, GA, attending infantry basic training. He will return to OU in the fall to continue his studies.

THOUGHTS FROM THE ALUMNI LEADERSHIP COMMITTEE

By Matt Kaiser '14

THE BEAR CREEK SCHOOL IS AN INCREDIBLY UNIQUE PLACE. During my tenure as a student, I was blessed with incredible friends, committed coaches, and irreplaceable teachers. Bear Creek is not just a place, it is a community, one that deeply cares for its students and their future. It was not until after graduation that I realized the true impact Bear Creek had (and continues to have) on my life. During school I was encouraged to be myself, work hard, and pursue what I love. To this day my life stands firmly on these three pillars. I joined the Alumni Leadership Committee a few years ago with the goal of having a similar impact on the Bear Creek community. Every member of the Alumni Leadership Committee is driven to have a positive impact on current as well as former Bear Creek students. Our mission is to show that the unique benefits of being a part of The Bear Creek School community does not end when a student graduates, in fact it has only just begun.

If you are interested in serving on the Committee, please contact Lori Lee, Alumni Relations Manager at lori.lee@tbcs.org for more details.

ALUMNI SAVE THE DATE!

PLEASE JOIN YOUR FELLOW ALUMNI

at one or more of these fun events! Watch your email for more details and connect with us on Facebook (Bear Creek Alumni) or follow us on Instagram (@bearcreekalumni) to keep up on the latest Bear Creek information and alumni news.

NOVEMBER 21 Green & Gold Night

DECEMBER 21 Homecoming Basketball Games

JANUARY 3 Alumni Basketball Game

MARCH 16 Spring Brunch and Service Project

JUNE 22 Alumni Soccer Game and Picnic

CALLING ALL PARENTS OF ALUMNI

DO YOU MISS YOUR BEAR CREEK FAMILY?

Reconnect with friends at these events just for Parents of Alumni and find out what's new at the school. Go to the Alumni page of our newly redesigned website at www.tbcs.org or watch your email or the private Facebook page for more details on these and other Bear Creek activities.

SEPTEMBER 28
Fall Gathering at Woodhouse Winery

DECEMBER 21
Homecoming Basketball Games

FEBRUARY 1
Basketball Tailgate Reception

MARCH 16
Spring Brunch and Service Project

IN MEMORIAM

This past spring, The Bear Creek School community lost two valued members: William “Bill” MacKenney, III and Joseph Roger Wayne Whitlock.

Upper School math teacher, Bill MacKenney, passed away Sunday, April 15. Bill not only shared his love and knowledge of math with hundreds of students, he also shared his kindness and dedication to each student. Bill’s strong faith and commitment to his Lord was evident to all who knew him as he demonstrated Christ’s love to us all. Bill had a passion for teaching, devoting 40 years to teaching high school math, at Redmond High School until 2000 and then at The Bear Creek School until his death. He was a devoted fan of his students and prayed for them daily, also attending their school activities to encourage them and take pictures for his classroom “wall of photos” stretching back 18 years.

Joseph Whitlock, a sophomore, passed away Friday, April 27. He loved reading, playing piano, swimming, playing soccer, gaming, and hanging out with friends from Bear Creek and Overlake Christian Church. Joseph’s highlight of the year was creating new designs with his father for the pinewood derby races held at the annual Awana Grand Prix. He served others through lifeguarding at the local pool and assisting soccer coaches through the Ambassadors for Christ soccer ministry. Joseph knew and believed in the Lord Jesus Christ. He was baptized last year at age 15, making a public profession of faith.

Bill and Joseph were deeply loved by their families and friends and will be long remembered and greatly missed.



Let not your hearts be troubled. Believe in God; believe also in me. In my Father’s house are many rooms. If it were not so, would I have told you that I go to prepare a place for you? And if I go and prepare a place for you, I will come again and will take you to myself, that where I am you may be also. – John 14:1-3



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www.tbcs.org

GRANDPARENTS DAY - OCTOBER 18, 2018

Join your grandchild in grades K-12 for a classroom visit and experience Bear Creek first hand.
For more information go to www.tbcs.org/grandparents

