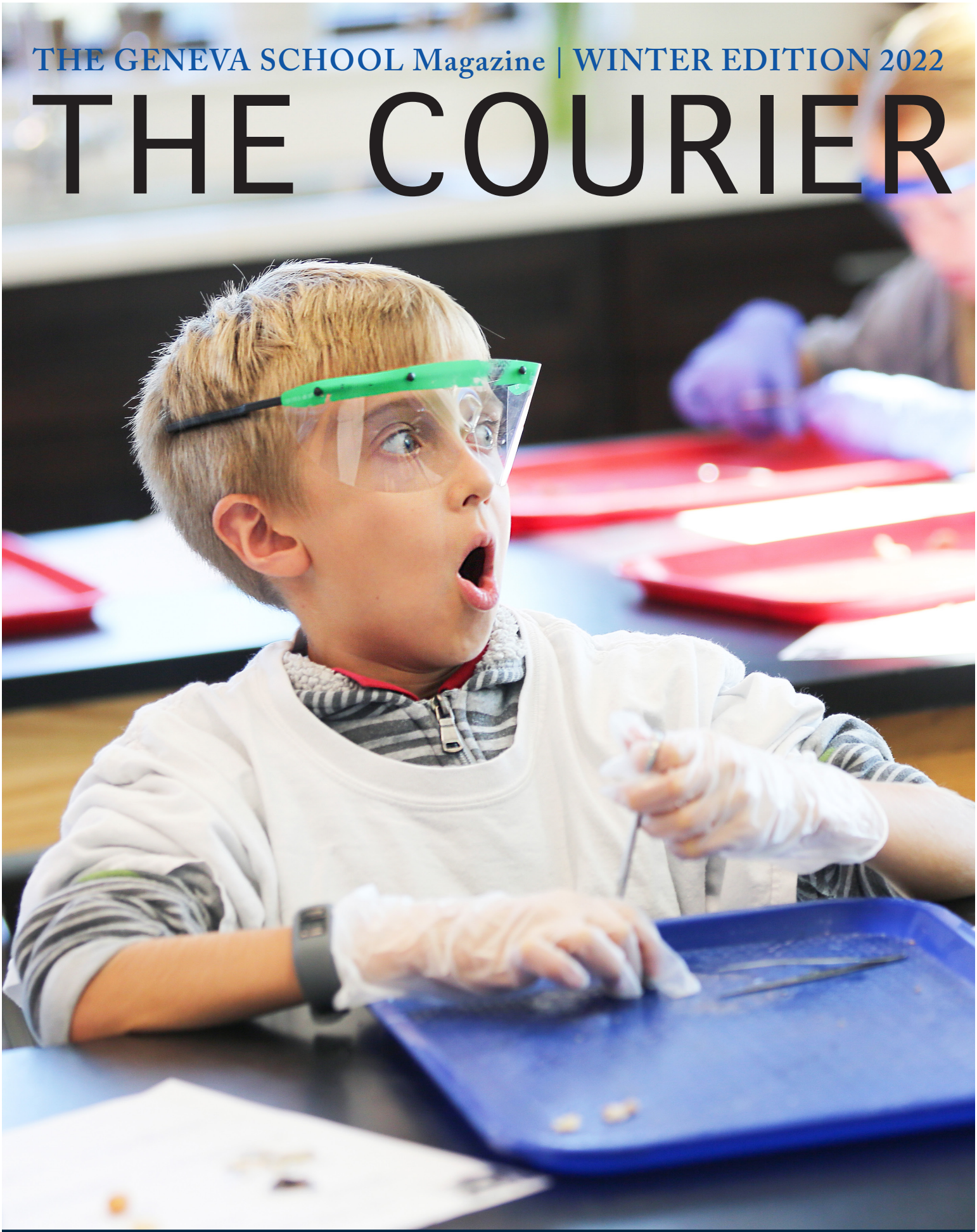
THE GENEVA SCHOOL Magazine | WINTER EDITION 2022

THE COURIER



Inspiring students to love beauty, think deeply, and pursue Christ's calling.

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MISSION

The Geneva School seeks to provide students in grades K4–12 an extraordinary education, by means of an integrated curriculum, pedagogy, and culture, both distinctly classical and distinctively Christian, that pursues goodness, truth, and beauty in all spheres of life, while viewing these spheres as elements of a divinely ordered whole. Further, Geneva seeks to instill in students a desire to love beauty, think deeply, and pursue Christ's calling.

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Photographs in this issue taken by Anna Classe, Teresa Medina, PSP Images

COVER PHOTO: Anna Classe

STAY CONNECTED @GENEVA

HEAD OF SCHOOL

The Geneva School will always seek to be a place where scholarship and Christian character thrive: a community that brings glory to God and good to neighbor.

Dear Geneva Community,

The Massachusetts Institute of Technology (MIT) is one of the top universities in the world and is known for its role in developing technologies and making scientific discoveries. The school was founded over 150 years ago as a private Catholic institution but abandoned its religious affiliation a few years after it started.

While MIT is no longer a religious institution, it has maintained an interest in developing students who are not only top scientists and thinkers but who live lives that are "rich in meaning and wisdom." MIT seeks to accomplish the latter through the humanities. Every student at MIT studies the humanities in addition to their main studies in science, technology, engineering, and math.

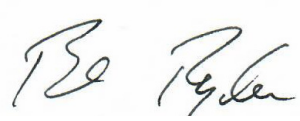
This edition of *The Courier* is devoted to the study of math and science at Geneva. In the classical tradition, our students learn the facts upon which mathematical thinking and scientific inquiry are focused. They also learn of significant historical figures who helped move such thinking and inquiry forward through their discoveries. And they recreate some of those discoveries.

A Geneva education in math and science lays a solid foundation upon which students so inclined can build. While our education is intentionally not geared toward cutting edge discoveries like those at MIT, we do share in common a desire to see our students be wise and live lives that are meaningful.

Unlike MIT, though, we believe that wisdom and purpose are truly found when our thinking, inquiry, and discovery are governed by our faith, specifically our Christian faith. When study of the natural (that is, God's creation and created order) is understood as subjected to the super-natural, then the individual pieces of inquiry cohere. C. S. Lewis puts it much better than I in his book *Miracles*: "In science we have been reading only the notes to a poem; in Christianity we find the poem itself."

For Lewis, the central miracle of all time is the Incarnation, the Christian understanding that God became flesh and dwelt among us. As we celebrate the birth of Christ and learn more about our school in the following pages, may we give thanks for the opportunity to read the notes of the poem as well as the poem itself.

Sincerly,



Brad Ryden

Gather Campaign

THINGS WE ARE GRATEFUL FOR AT THE LOWER SCHOOL BUILDING AS WE CLOSE OUT 2022

- Back patio is finished, and students have lunch in this space every day.
- Students have fun games to play outside while awaiting the playground.
- Painting in the hallways is finished.
- Trim work is finished.
- Built-in bookshelves are almost finished being installed in classrooms.
- A new imaginative element will soon appear in the library.
- Kinder Corners will have new houses to spur on intentional play very soon.

WHAT WE ARE LOOKING FORWARD TO IN 2023

- Gym completion
- Fountain completion
- Playground completion

We are grateful to those donors who recognized the benefits of the competition gym and fountain and gave generously to ensure that those projects could move forward. We have heard stories of students craning their necks as they drive around campus to see the progress that is steadily made on these projects. It is amazing to see the changes as they take place, especially when we recognize how much of the process is invisible to our eyes.

The competition gymnasium will be an exciting addition to our campus, providing much-needed space for events and athletic activities. The fountain will be a beautiful and welcoming reminder of the grace that continually flows from God our provider and sustainer.

WHAT WE STILL NEED

There is still $1 million to raise in order to cover the completion of these projects. If you would like to support The Geneva School with a financial gift or if you have any questions about donating to the Gather campaign, please contact Katie Deatherage at kideatherage@genevaschool.org.

ELEMENTS OF A DIVINELY ORDERED WHOLE

When people think of a liberal arts education, often the first thing that comes to mind is the study of the humanities; historically speaking, however, the liberal arts encompassed the humanities and the natural sciences in equal measure. At The Geneva School, this more robust understanding informs the philosophy of education, and teachers at each grade level, K4 through 12th, focus on all of the subjects that comprise the liberal arts, integrating subjects and disciplines so that students understand and comprehend that all spheres of life are "elements of a divinely ordered whole."

Because students learn best when they are able to acquire information using more than one of their senses, students at Geneva regularly experience what they are learning; The Geneva School's curriculum is thoughtfully and purposely designed to deliver lessons through hands-on activities and to include culminating experiences that drive home the ideas and cultures that students have encountered in class. Educator and author Susan Wise Bauer writes, "Because it [classical education] uses real, living books and hands-on experimentation rather than relying on textbooks and canned presentations, classical education is a matter of exploration, of reading, thinking, and talking, and of discovery—not of rote memorization and regurgitation." This focus on multisensory teaching and learning is one of the distinctives at The Geneva School, but it is also a foundational element of a classical education.

At Geneva, the idea that math and science are integral to a healthy liberal arts curriculum is also foundational. When we say that the upper school math program "rests upon the foundational principle that math is a formative liberal arts discipline in its own right as well as a useful tool in fields like science, technology, and engineering," and that science "allows for training in both the verbal and mathematical arts to come together," it is not hollow rhetoric; rather, these statements point to the foundational commitment at The Geneva School to cultivate and nurture students who really do love beauty, think deeply, and pursue Christ's calling.

One of Steve Jobs' more provocative and famous quotes is, "It is in Apple's DNA that technology alone is not enough—it's technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing." It is interesting, and quite telling, that he doesn't conclude this thought with words such as "results that turn a huge profit." "Results that make our heart sing"—these are moving and compelling words, words that stir our affections and bring to mind joy and passion. And when the best of what math and science have to offer is paired with the best of what the humanities have to offer, the potential for humans to create something extraordinary is often realized.

Vivek Wadhwa, an academic, entrepreneur, and author who, according to worldly standards of success, has achieved great success, has been recognized for his significant contributions within the tech world and has drawn many accolades from the academic world as well. Over the years, he has come to agree with Jobs regarding the liberal arts' role within a successful society.

In an article he wrote in 2011, Wadhwa speaks of his views regarding the importance of math, science, and engineering and how these views have evolved over time. He explains, "I still believe that engineering is one of the most important professions. But I have learned that the liberal arts are equally important. It takes artists, musicians and psychologists working side by side with engineers to build products as elegant as the iPad." He has stuck by this sentiment since then, saying similar things in other articles. One example can be found on the Duke Corporate Education website in an article he wrote in 2018 entitled "Don't Overlook the Liberal Arts," where he asserts, "The clue to the power of the humanities is in the name. Human. The key to designing great products is to understand how humans act, think and learn. Artists might not naturally gravitate towards software and digital graphical tools. But they can acquire those skills. It is infinitely more difficult to teach an engineer to be an artist." He goes on to say, "I now take a more nuanced view. An engineering degree is valuable. But a psychologist might have a better idea of what motivates humans to use a product. An artist is a powerful asset when 3D printers can realize anything that can be imagined. And English majors hold the levers to the most powerful tool of all—language."

These modern men have expressed quite eloquently ideas that classical educators have known for a long time: an education that focuses on the liberal arts is an education that will equip students with the tools and skills they need to live meaningful lives of purpose, and a Christian classical education will prepare students to be culture shapers for the glory of God as they pursue them calling with faith, hope, and love.

We hope you take a few minutes and read about some of our alumni who have been inspired to pursue goodness, truth, and beauty in the fields of math and science. You can also find out more about Scientific Revolution and the Introduction to Computer Science that Lou Ford is teaching this year.

Christina Walker

Communications Coordinator and TGS Parent

REVOLUTIONARY

MATH & SCIENCE AT TGS

WHY THE SCIENTIFIC REVOLUTION?

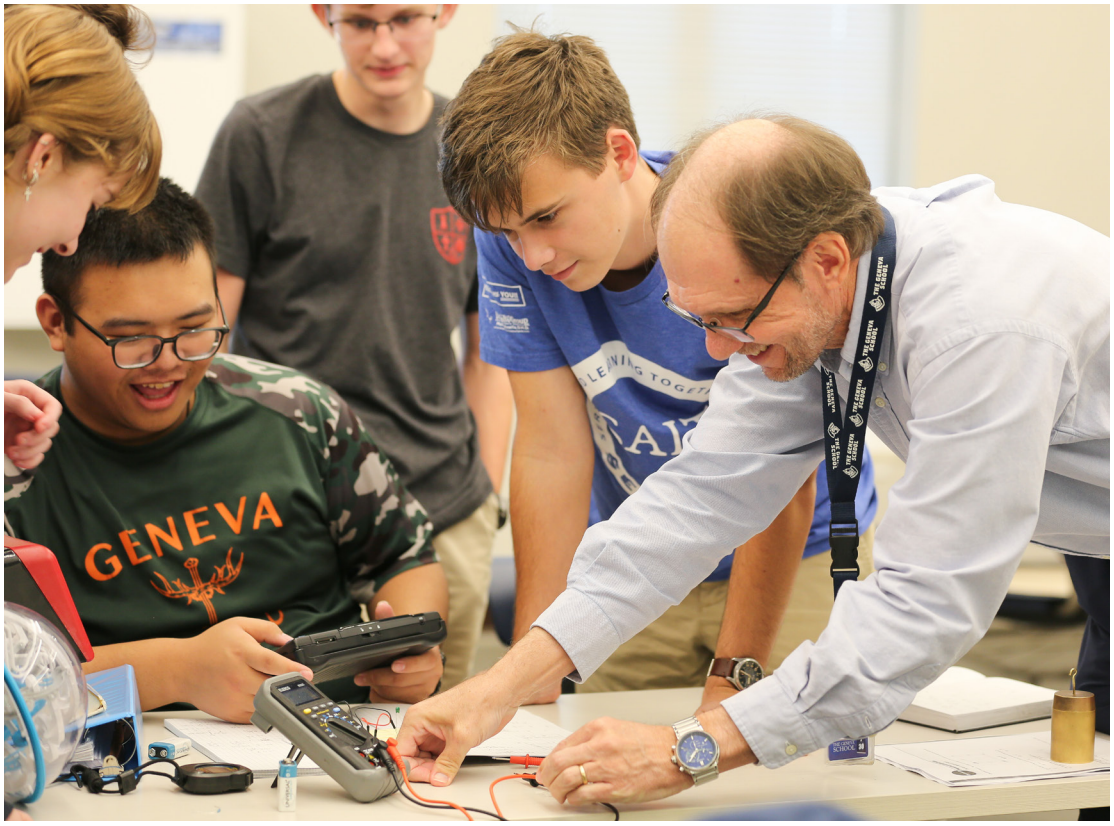
The term Scientific Revolution refers to the advances in science and mathematics from the late 16th century through the 17th century. Think Newton, et al. This is the historical and philosophical backdrop for the scientific revolution class at Geneva, which teaches physics and introductory calculus together. Teaching these two seemingly difficult subjects together helps students gain a better conceptual understanding of both subjects, and it is simply a matter of historical fact that mathematics has always developed best in the pursuit of greater knowledge of the created order.

Studying physics helps the student of calculus by providing concrete phenomena to investigate and thus drive both the discovery and application of the math. For instance, students discover a limit definition of the derivative by pursuing the question of how to determine the instantaneous velocity of an object from a graph of its position versus time.

Studying calculus helps the student of physics by providing both the language and conceptual understandings to guide new problem-solving approaches. So once the student understands that the derivative is about the rate of change, he or she is no longer simply trying to figure out what equation to apply. Rather, the student can write his or her own equation(s) based on the physical situation described: this is true, independent, deep thinking.

INTRODUCTION TO COMPUTER SCIENCE

In the Introduction to Computer Science course, students learn about this intellectually rich and varied field of study and are introduced to more than merely computer programming as a technique. Conceptualization and problem-solving take center stage while students learn how to program in the Python language, and creative thinking and an adventurous spirit are encouraged (and necessary!). As the students' textbook says, "Computer science is an enormously creative endeavor that requires innovative problem-solving, exploration, and even experimentation." There is ample opportunity in class to problem-solve, and students discover that often they can solve a problem in more than one way, and sometimes there may not be one *best* way. They find that "different solutions will have different merits." Students encounter diverse topics and have the opportunity to explore philosophical implications of computer science and the complexity of creation, discussing topics such as the problem of the one and the many or the relationship between the continuous and the discrete, among many others.



THINGS TO KNOW ABOUT LOU FORD

Lou Ford came to Geneva in 2017 and teaches math and science in the rhetoric school. He earned the Rensselaer Medal for Science and Mathematics when he was in high school, and his enjoyment of science and math led him to earn a BS in Engineering from the University of Central Florida. He later completed an MA in Religion and more graduate work in manufacturing engineering, computer science, systematic theology, and ethics.

Lou began his engineering career providing concept formulation documentation for training systems and continued with bounding analyses on the Strategic Defense Initiative (SDI, aka "Star Wars") with a report published by the USAF in 1987. Since then, he has published numerous additional reports on a variety of training-related topics. He also implemented a robotic system for refurbishing the space shuttle's solid rocket boosters in 1990. In 1994, he received a Certificate of Appreciation Award from the Army for his work on the Crisis Action Model, and in 2002 received a STRICOM STAR Team Award for work on the IEWTPT program. For several years, he wrote telemetry development and processing software for theater missile defense targets and has engineered several multi-million dollar projects for large companies. His recent engineering involved fielding mobile ad-hoc networks for video, audio, and data capture for after-action review purposes to train soldiers in counter-IED techniques.

Lou has many eclectic interests that include Christian history, apologetics, literature, philosophy, music, and acoustics. The integrated learning at TGS fits with his thinking and drew him to Geneva like a magnet. He lives in Oviedo with his wife, Joy, their two sons, Josh (TGS Class of 2018) and Jonathan, and a dog.

Lou Ford

Science Teacher
and Alumni
Parent

TGS FALL SPORTS

POLLY CASSEDY

VOLLEYBALL

BY HOLLIE BENJUMEA

5th/6th Grade:

The fifth and sixth grade teams competed in the Central Florida Metro League at St. Luke's Lutheran School this fall. Two full teams participated, and all the girls learned so much this season and competed well! Geneva's fifth grade Grey team was the youngest team in the league and took many of their matches to three sets. They were only one match away from making it to the playoffs, and they will be a strong sixth grade team next fall! The sixth grade Blue team finished the regular season undefeated 8–0, and while they lost in the finals of the tournament, they made back-to-back appearances in the finals. Each player contributed to the undefeated season!

Middle School:

Geneva's middle school volleyball program had two teams this season. The middle school White team competed in the Central Florida Metro League, and the middle school Blue team competed in the TGS Monday Night League

WRAP-UP

ISAAC KANG, BRYLIE PAPPAS, CHARLES WHITE, CAT WILHITE

right here on campus. Both teams saw solid success and growth going into the league tournaments. The middle school Blue team worked hard to grow in their skills and knowledge of the game. The team was led by the Vanderhoof sisters—Alicia and Valerie—and the girls thrived under their leadership and encouragement! The White team, led by Coach Delaney Heidenescher, saw great improvement and success as the season progressed. The team learned how to run 5–1 and 4–2 offenses and won the Central Florida Metro League Tournament! They had an outstanding season learning and growing together.

Junior Varisty:

Twelve girls made up the Junior Varsity volleyball team: two eighth graders, nine freshmen, and one sophomore. The girls, from all different levels of volleyball, came together to work hard, focusing primarily on fundamentals and improving their skills. Each individual finished the season with a better understanding of team strategies and a higher volleyball IQ. Many of the team members spent the summer working hard on the court and in the weight room, and during the off-season, many of them will continue to play club volleyball together. It will be exciting to see where this young group takes their talent next season.

Varsity:

The varsity volleyball program had another winning season, going into the district tournament with a 15–4 record. The team played well early on, taking sets from larger schools like Lyman High School (1–3) and Windermere Prep (2–3) early; they beat several local public schools including University High School, Colonial High School, and Wekiva High School.

Hurricane Ian proved to be a menace to the volleyball season beyond its impact to the Central Florida community: several matches had to be shifted around, including a pivotal tournament hosted by Spruce Creek High School in Daytona. The new ranking system used by the FHSAA takes into consideration wins and losses and strength of schedule, but the tournament was not included in the rankings since it was rescheduled late in the season. This put Geneva at a significant disadvantage, having to play nine matches in a row going into the district finals.

The girls took first place in the Classic division at the Spruce Creek Tournament. Sarah Andreasen was named the tournament MVP, and Eloise Johnston was named to the All-Tournament team. Geneva had the honor of hosting the district tournament homecoming week, and the excitement going into the final during to face off with rival Orangewood couldn't be ignored. The team gave their best performance of the season, defeating Orangewood in the first two sets; unfortunately, they were unable to secure the title. As district runners-up, the team moved on in the regional tournament and finished in the sweet sixteen of the 2A FHSAA bracket.

Senior Olivia Kyle led the team on offense, and she was named to the All-District team as well as being named a Florida Athletic Coaches Association (FACA) 2A All-State Player. Olivia has committed to play volleyball at Wheaton in the fall of 2023. Olivia is the ninth TGS graduate heading off to pursue her love of volleyball under Coach Benjumea's program. Senior Sarah Andreasen was also named to the All-District team and recognized by the FACA as a 2A All-Academic Player; she led the team in assists with over 600 this season. Senior Catherine Wilhite led the team in defense with over 300 digs. These seniors will be deeply missed. They are also the last members of the team that went to the state championship in 2018.

While the program says goodbye to these seniors, the coaches are proud of the tremendous growth by the underclassmen. Bella Muto made her debut as a defensive specialist and really picked up her defense game this season. Eloise Johnston continues to be a force to be reckoned with as the team's dominant right-side hitter and leading blocker. Everyone loves to hear the crowd and bench shout, "Weezy Smash!" Eloise makes a strong contribution to every match. As only a sophomore, Eloise was recognized by the FACA as a 2A All-State Player, and she will continue to play with an elite group during the off-season and come back even stronger next fall.

The program focused on four principles this fall: discipline, discipleship, drive, and dignity. The teams will continue to focus on improving in each of these areas through the game of volleyball and the many lessons learned on and off the court through competition. We are grateful for all the time and resources our coaches poured into the program and for the families that we are blessed to work with.

OLIVIA KYLE

ANNABELLE TURNBULL

ELLA RAESLEY

STATE QUALIFYING GIRLS CROSS COUNTRY TEAM


MICHAEL LIGUORI

GIRLS CROSS COUNTRY

BY JESSICA MARLIER

The Geneva School varsity girls cross country team had a successful season that saw each member of the team finding much individual achievement, running frequent season bests and all-time personal record times for the 5K distance. The Lady Knights found great team accomplishment, placing high in the team standings at each meet they competed in, often beating teams from much larger schools. A couple of notable team triumphs include an overall team win at the Mount Dora Christian Cross Country Invitational as well as progressing through the postseason and qualifying for the FHSAA 1A division state meet as a team for the first time in four years. The team's stellar performances throughout the season not only showed the community but also the runners themselves that the Lady Knights are just scratching the surface of their potential. These successes left them hungry for more opportunities to work hard and to strive for even more success, while continuing to deepen their relationship as a team and having a lot of fun in the seasons to come.

BOYS CROSS COUNTRY

BY MARTY PHILLIPS

The boys cross country team is on the rise. They began the season with a new vision of building a winning culture, which included a competitive training program that produced a regional-championship-qualifying squad and faster times for every runner in the program. This program was also designed to greatly improve each athletes' aerobic threshold. Athletes and their families were brought together for team meals and parties the night before every race. This time of fellowship helped form a stronger bond among team members and generated more excitement for the program.

Moving forward, the team has set its goal to reach the state competition next season. Returning veteran runners are already leading the way by continuing to train as a team in the off-season and establishing new team traditions such as road races and the all-night-long Knight Run Relay.

SWIM AND DIVE

BY MICHELLE DEMO

The inaugural season for the Geneva varsity swim and dive team began with uncertainty. Would there be enough athletes to field a team? Would other schools be interested in scheduling a meet against an unknown team? But knowing God is in control of all things, the team prayerfully forged ahead. Over the summer, the process of scheduling teams to compete against began along with searches in the TGS community for competitive swimmers and divers who would want to join Geneva's team. Two sixth graders, one seventh grader, two eighth graders, and one ninth grader answered the call. These young athletes excelled, competing against much older competitors including varsity teams from Windermere Prep, Trinity Prep, Circle Christian, Orangewood, Foundations Academy, Crooms Academy, and Wekiva High School.

Anyone who participated in an outdoor sport this past fall can attest to the fact that the biggest obstacle was the weather. There were very few days this season that severe conditions did not interfere with either practices or meets. Geneva was fortunate to have completed four meets before Hurricane Ian came through Florida; the hurricane resulted in the cancellation of the last two meets. However, in the meets TGS did compete in, Geneva athletes excelled! God truly blessed this team, and their accomplishments in the pool stacked up! Lucas Rosello placed in the top three in nine events this season, with three 1st-place finishes, five 2nd-place finishes, and three 3rd-place finishes. Amy Higerd placed in the top three in eight events, with one 1st-place finish, five 2nd-place finishes, and two 3rd-place finishes. Ella Incinelli placed in the top three in five events, with one 1st-place finish, two 2nd-place finishes, and two 3rd-place finishes. Brylie Pappas placed in the top three in five events, with one 1st-place finish, two 2nd-place finishes, and two 3rd-place finishes. Cole Dedekind placed in the top three in four events, with two 1st-place finishes, one 2nd-place finish, and one 3rd-place finish. Max Demo, Geneva's only diver, had an amazing season. Max worked on perfecting his two and a half somersaults off of the 3-meter diving board and placed seventh in one meet and third in another.

The season culminated in an opportunity for the middle school athletes to compete in the middle school championship meet at Tampa Prep. Three of Geneva's swimmers competed, and each swimmer was allowed to select a maximum of two individual events to swim. Geneva athletes performed beyond all expectations! The crowd was overheard asking, "Where is this Geneva team from?" as TGS swimmers stood on the podium in every race they swam. They came home with five gold medals and one silver medal. A stellar performance!

With the first season behind them, the swim and dive team looks forward to the future and welcoming new team members to this great sport. Consider joining the swim and dive team and competing alongside these wonderful role models. This young team has a very bright future as they mature together on the Geneva swim and dive team!

MAX DEMO

LUCAS ROSELLO

BRYLIE PAPPAS, LUCAS ROSELLO, AMY HIGERD, COLE DEDEKIND, ELLA INCINELLI

LETICIA FERNANDEZ

NOELLE ENDRAS

RON WOOD, ELLA KINNETT, NOELLE ENDRAS, NAOMI KINNETT

GIRLS GOLF

BY RON WOOD

The girls golf team saw their first tournament action this season after several years off. The Knights were led by the consistent and exciting play of Noelle Endras, Naomi Kinnett, Ella Kinnett, Catherine Quinn, Leticia Fernandez, and Addie Bowman. Rounding out the roster and making great strides in practice were Eliot Ryden, Sophie Orndorff, and Melanie Arroyo.

While several matches were canceled due to rain, the girls were able to play in five matches against strong and seasoned opponents. After a series of close losses, the girls pulled off an exciting victory in the final match of the season against Mount Dora Christian Academy.

Even though we say goodbye to our four seniors—Addie Bowman, Leticia Fernandez, Sophie Orndorff, and Eliot Ryden—the team has a strong core coming back next season in Naomi Kinnett, Noelle Endras, Ella Kinnett, and Catherine Quinn. With consistent work in the off-season, the girls will be positioned to strongly compete within our district next fall. Let's go Knights!

ANDREW MILAJECKI

BOYS GOLF

BY JOHN KOESTNER AND TOM MILAJECKI

Development and improvement. Those are the two words that best describe the 2022 season for the Geneva boys golf team under first-year head coach John Koestner. With muted expectations, the Knights fielded one of the youngest teams in the region, if not the state of Florida, with five freshmen, one eighth grader, three seventh graders, and one sixth grader. Despite their youth and collective inexperience, the team grew stronger and more confident as the season progressed, winning three of their last five matches and posting an eighth-place finish at the FHSAA district final at Harbor Hills Country Club. The team averaged fifteen shots better in the last three matches compared to the first three matches.

Freshman captain Thomas Milajecki opened the season with rounds of 39 against Trinity Prep and Foundations Academy. The Geneva boys dropped both matches to district foes but gained valuable experience and learned how to play competitive golf. Their most formidable obstacle in the early season schedule, however, was Central Florida's afternoon thunderstorms. After multiple rainouts, the Knights picked up their first win in a mid-September match against Orangewood Christian School. The victory was a total team effort as for the first time in four seasons, the Knights posted five scores in the 40s.

Then the season was disrupted by an unwelcome guest—Hurricane Ian. The storm brought with it flood waters that completely covered large portions of Winter Pines Golf Club, the Knights home course. As the waters receded, the season resumed with six matches over the next three weeks.

Geneva's second win came at Red Tail Golf Club where Jackson Allen recorded his season-best score with a 46. Even more impressive was the fact that, once again, the Knights had five scorers in the 40s to soundly defeat Forest Lake Academy. The team picked up back-to-back victories with another win over Orangewood and was riding a wave of momentum when they hosted Lake Highland Prep, one of the district favorites, at Winter Pines.

While a third straight victory eluded the Knights, Isaac Kang provided a season highlight with his first-ever hole in one. The freshman aced the par 3 eight-hole on his way to a 44. Andrew Milajecki, who played alongside Kang, posted his best score of the season with a 41 in the hard-fought loss.

The Knights picked up their fourth win of the season against Altamonte Christian. A victory that not only evened their record at 4–4 but also provided another milestone with a team score of 167. Both Baker Costar and Isaac Kang recorded their low rounds of the season in the win: Costar shot a 40 while Kang posted a 43.

The Knights would head to the district final with more experience and confidence than the start of the season; however, with only

CAMPBELL HENDRIX


MICHAEL SHARP

FORD ROBBINS

the top three teams and top three individual golfers advancing to the state regional championship; the goal was to simply play well against the strong district field. Their eighth-place finish was respectable, especially considering their overall youth. Thomas Milajecki, who led Geneva in scoring all season long with a sub-40 scoring average, added some drama on the final hole with a birdie putt to tie for the third and final spot and earn a berth to the regional competition. As his downhill putt painfully missed on the right edge, the season officially came to a close.

The 2022 version of the Geneva boys golf team looked drastically different from their first practice in August to the district tournament at the end of October. While development and improvement certainly defined this season, the future can be summed in one word—optimistic.

FLAG FOOTBALL

BY RYAN SHARP

The second season of Geneva's intramural flag football was a huge success! The athletic ability, competitiveness, and character of the players were exemplary. As they battled for the coveted Harger Cup, the Red, Blue, Green, and Gold teams played hard and provided exciting, high-scoring games with speed, action, and jaw-dropping catches.

With the exception of one lightning delay early in the season, the weather was perfect—sunny and relatively cool (for Florida) with a breeze. We saw great turnout from parents and students to cheer the teams on. Also, thanks to the Demo family leading the cause, we had some wonderful community-building tailgates during the season.

The highlight game of the year was the championship game between the Gold and Red teams. It was back and forth all evening; the Hendrix brothers were a double threat for team Red. If anyone learned anything this season, it is this: do not get in Campbell's way when he's running full speed. With seconds to spare, Red scored a touchdown, seemingly putting the proverbial nail in the coffin of team Gold. However, on the last drive of the game with seven seconds left, Michael Sharp threw a deep ball to Mitchell Moyer who made an outstanding catch at the five-yard line. Gold called timeout with one second left. Then, on the final play of the game, Griffin Smith caught the winning touchdown and extra point passes. What a way to end the season. Team Gold won the Harger Cup for the second time.

The future of football at Geneva is bright. This year, we had over forty young men on the team rosters, which was nearly double the number of boys who played last year. It was exciting to see that Geneva has a talented group of boys who can compete at a high level. Go Knights!

INTEGRATION OF CROSS-CURRICULAR SUBJECTS AT THE GENEVA SCHOOL

THE TASK OF THE MODERN EDUCATOR IS NOT TO CUT DOWN JUNGLES, BUT TO IRRIGATE DESERTS. —C. S. LEWIS

From Merriam-Webster online—Integrate (verb) 1: to form, coordinate, or blend into a functioning or unified whole; 2a: to incorporate into a larger unit; b: to unite with something else.

The definition of the word integrate carries a beautiful concept! The idea here is that connections can be made between many and varied topics. When subjects are taught in isolation from one another, students have fewer opportunities to make these connections. This is why the science teachers at The Geneva School strive to regularly integrate Bible, history, music, art, Latin, literature, physical exercise, and measuring and math into their classrooms.

The most important reason teachers at Geneva integrate subjects is because every subject should be oriented towards God and his truth. All truth is God's truth. Each subject can be learned from a Christian worldview, giving students the mental habit of seeing Christ everywhere in everything good that surrounds them. God reigns in history, his order is shown in math, his powerful creativity is evident in science, and human nature is explored in literature.

What follows are examples of the ways in which teachers at The Geneva School (from K4 through sixth grade) incorporate connections to other subject areas in science instruction. In this way, teachers are "irrigating deserts"!

K4: The classrooms are transformed into a snowy Arctic tundra, which showcases students' artwork and also provides opportunities to interact with this thematic unit. The students are always surprised when they come to school in January to find their classrooms have frozen over, complete with a life-size igloo to explore. As they learn more about cold-weather climates, their own projects help shape the look and feel of the classroom, making the unit come to life. Together, the class explores the concepts of migration, hibernation, and the physiological adaptations God has uniquely designed for each of the animals that live in these climates. Combining these concepts with scientific explorations such as a blubber experiment and ice play enables students to begin to comprehend ideas such as the uniqueness of self, family, and culture, in both the past and present.

KINDERGARTEN: Students become entomologists and are able to discuss life cycles, cross-pollination, and the important role these creatures play in God's world. The climactic end of the unit is a butterfly release where students transform into butterflies, with self-designed and painted wings (symmetrical, of course), and they "fly" to the playground. There, they experience a butterfly's work: cross-pollinating powder from painted flower to flower.

FIRST GRADE: First graders plant and tend "Mr. McGregor's garden" on the school grounds as they read Beatrice Potter's book *The Tale of Peter Rabbit,* which they also perform for an audience of parents and friends. They plant, water, weed, and bring to harvest their garden spices and vegetables!

SECOND GRADE: While students are studying ancient Egypt, students set about "mummifying" a chicken leg using salt during science class. Students then measure the progression of the drying process by weighing and observing their chicken legs over a three-week period of time. Students record their findings in their ancient Egypt papyrus booklet.

THIRD GRADE: In March, third grade students enter a dark classroom each day with a beautiful piece of classical music playing. Students are asked to guess what animal the composer had in mind when he composed the piece of music they hear. Students hear various movements from *Carnival of the Animals* by Camille Saint-Saëns. In this way, students are introduced to the five classes of vertebrates: fish, amphibians, reptiles, birds, and mammals. By the time they finish this classification unit, the students have heard seventy-five percent of the beautiful and entertaining Saint-Saëns musical suite, too!

FOURTH GRADE: Leonardo da Vinci (who looks an awful lot like Mrs. Schaefer!) greets students at the door and invites them into Leonardo's Workshop. Fourth grade students study medieval and Renaissance history. Throughout the year, they find themselves as apprentices working in Leonardo's Workshop. They imitate the master by making models, sketching, observing, and solving problems. As they enter the month of October, their focus is on light, the first thing God the Creator spoke into existence. They wrestle with the question "What exactly is light?" Through a series of activities, they discover the many characteristics of light. They are also introduced to Sir Isaac Newton, along with many others who

spent their lives trying to understand the wonders of light and its design. Some of the activities focus on the laws of reflection and refraction, how light travels, theories of light (particle and wave), and the electromagnetic spectrum. It proves to be an en"light"ening unit of study.

FIFTH GRADE: The room is dark. Dressed as a sailor from the 1700s, the teacher invites the students into the classroom with a blow of a ship's brass whistle. Once inside the classroom, students hear the true tale of the H.M.S. Association naval disaster and the greatest technological problem of the sixteenth century—how to accurately find one's longitude. In this manner, fifth grade students launch (pardon the pun) into a study of navigation, learning about latitude, longitude, compasses, sextants and triangulation, ocean currents, etc. At The Geneva School, fifth grade students learn about the European explorers' travels to the New World in their history units, so we integrate science lessons with the historical time period they are investigating. August and September see these science students learning how to find particular coordinate points on a map and how navigators used tools such as sextants and compasses to navigate the oceans to the New World. Students then construct a quadrant, a tool used by the navigators of old to determine their latitude by measuring the angle above the horizon where the North Star is found. Students use this tool to measure the angle to the top of four objects: the TGS flagpole, telephone pole, the highest point on our TGS building, and the top of a light pole. They then triangulate to calculate the approximate height of these objects! Following this activity, students learn how compasses work and properly use their compasses to answer questions in an outdoor game. Integrating history and science in this way makes the learning experience richer!

SIXTH GRADE: February begins with a three-class unit on viruses, which coincides with Immigration Day at TGS. Some of the early immigrants to the United States spent time in quarantine if they exhibited symptoms of illness. Viruses, being on the edge of life, are modeled to indicate their relative size in comparison to bacteria and human cells. Students learn about the mechanism whereby certain cells are hijacked by a virus invasion and their cellular machinery is overtaken for the purpose of generating more virus. They model a virus infection through a classroom activity.

Sixth grade history includes the history of space exploration. The field trip to the Kennedy Space Center in early March is more meaningful to them because the students will "meet" the characters involved in the space program and hear the stories surrounding the astounding accomplishment of the U.S. challenge of sending men to the moon. When they view the *Apollo 13* movie after school in late March, they understand that thousands of people on the ground at mission control led to the success of each moon mission. When they see the amazing Saturn V rocket at the Kennedy Space Center, they have already seen its components in the Saturn V model that stands in their classroom. They also learn that the historical context for these amazing technological accomplishments was the Cold War between the USSR, along with its allies, and America and its allies.

Carol Andrews

Lower School Science Teacher

THE GENEVA SCHOOL'S ANNUAL AUCTION

Thirty & Thankful

MARCH 25, 2023

SPONSORSHIP INFORMATION

TABLE SPONSORSHIPS

All tables are for 10 guests

Golden South Sea Pearl $10,000

- Premier table placement
- Four bottles of fine wine for your table
- Recognition and scrolling logo on the auction website
- Logo displayed during slideshow at the event
- Full-page advertisement in the event program

Melo Melo Pearl $6,500

TABLE & TENT SPONSOR

- Premier table placement
- Two bottles of fine wine for your table
- Recognition and scrolling logo on the auction website
- Logo displayed during slideshow at the event
- Half-page advertisement in the event program
- Logo on tent bunting

White South Sea Pearl $5,000

- Premier table placement
- Four bottles of fine wine for your table
- Recognition and scrolling logo on the auction website
- Logo displayed during slideshow at the event
- Half-page advertisement in the event program

Conch Pearl $2,500

- Premier table placement
- Recognition and scrolling logo on the auction website
- Logo displayed during slideshow at the event
- Half-page advertisement in the event program

Freshwater Pearl $1,500

- Recognition and scrolling logo on the auction website
- Quarter-page advertisement in the event program

SINGLE TICKETS TO THE AUCTION ARE $100 EACH.

ADDITIONAL EVENT SPONSORSHIPS

All sponsorships receive

- Recognition and scrolling logo on the auction website
- Logo displayed during slideshow at the event

Akoya Pearl $5,000

PADDLE SPONSOR

- Full-page advertisement in the event program
- Logo on back of program under bid number

Tahitian Pearl $3,000

BEVERAGE SPONSOR

- Full-page advertisement in the event program
- Logo tag on wine bottles placed on tables

Mabe Pearl $3,000

CORKING FEE SPONSOR

- Full-page advertisement in the event program
- Logo tag on wine bottles placed on tables

Keshi Pearl $3,000

BAR SPONSOR

- Full-page advertisement in the event program
- Logo advertisement near the bars

Seed Pearl $2,500

T-SHIRT SPONSOR

- Half-page advertisement in the event program
- Logo on the volunteer T-shirt

Majorica Pearl $2,500

TABLE NUMBER SPONSOR

- Half-page advertisement in the event program
- Logo on table number placements

Blister Pearl $2,500

PHOTO SPOT SPONSOR

- Half-page advertisement in the event program
- Logo at photo booth

Cultured Pearl $1,500

APPETIZER SPONSOR

- Half-page advertisement in the event program
- Logo and business name on cocktail napkins

Natural Pearl $1,500

DESSERT SPONSOR

- Half-page advertisement in the event program
- Logo and business name on cocktail napkins

WEEKLY DONATION SPOTLIGHT

Week 1 Jan 17–20	HEALTH & BEAUTY PRODUCTS/SERVICES | APPAREL & ACCESSORIES
Week 2 Jan 23–27	GIFT CARDS | QUALITY WINES
Week 3 Jan 30–Feb 3	SPORTS | CLASS-THEMED ITEMS*
Week 4 Feb 6–10	HOME GOODS | SERVICES
Week 5 Feb 13–17	GIFT CARDS / QUALITY WINES
Week 6 Feb 21–24	GETAWAYS | ENTERTAINMENT | RECREATION | TICKETS TO EVENTS, CONCERTS, THEME PARKS
Week 7 Feb 27–Mar 3	LESSONS | COACHING | TUTORING | BIRTHDAY PARTIES
Week 8 Mar 6–10	LAST CALL | ALL CATEGORIES

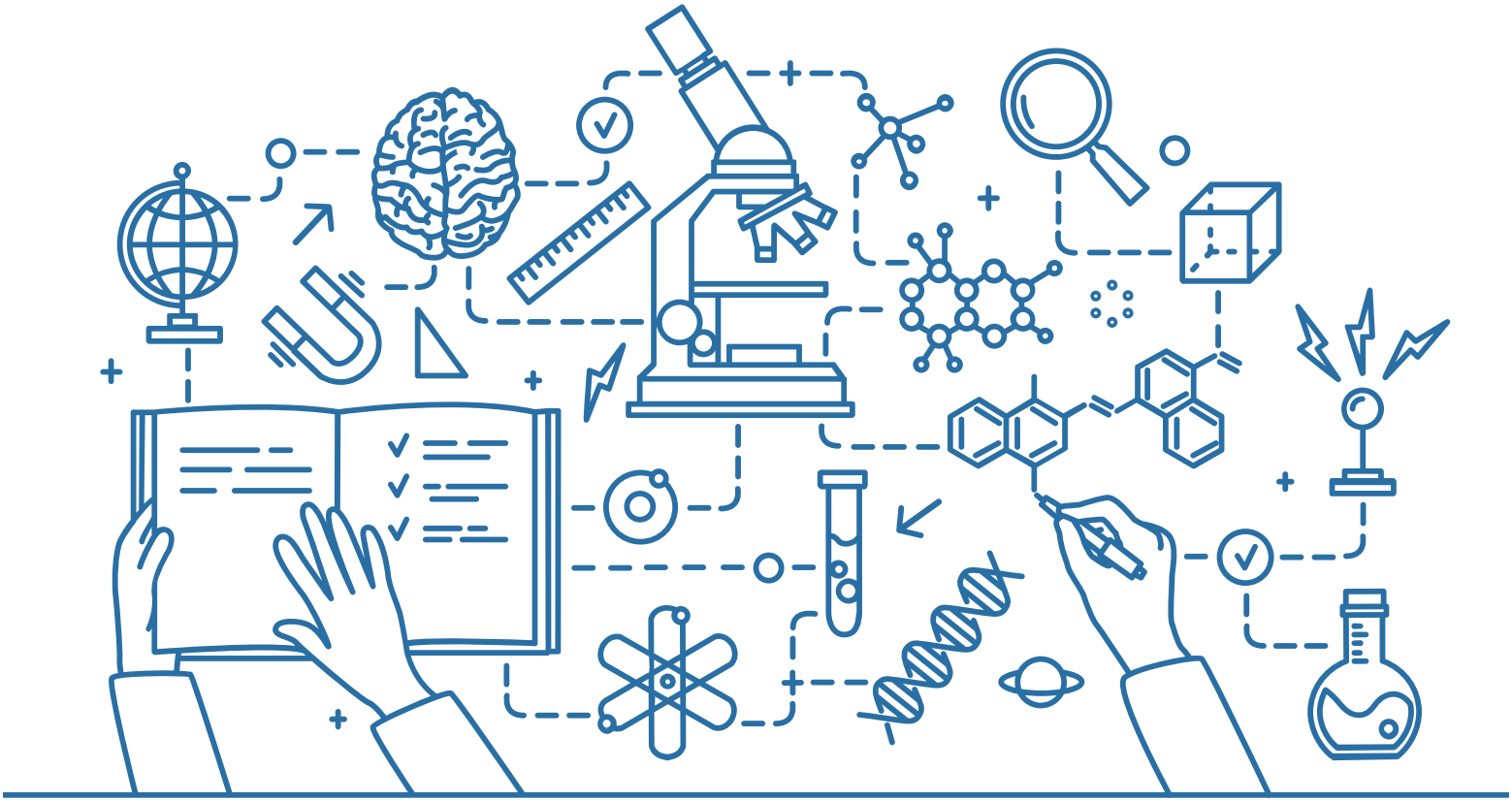
SPOTLIGHT ITEMS

The weekly donation spotlight simply provides a focus for each week.
A family may donate any item at any time.

THINGS YOU CAN DO TO HELP RIGHT NOW!

During the Christmas season over the break is a great time to be on the lookout for specials, sales, and deals on items that you may want to donate. If you have baskets that you no longer need or use and would like to donate them to the auction effort, we are able to use those as well as we create packages for the event. We can also use paper fill that may be left over from gifts.

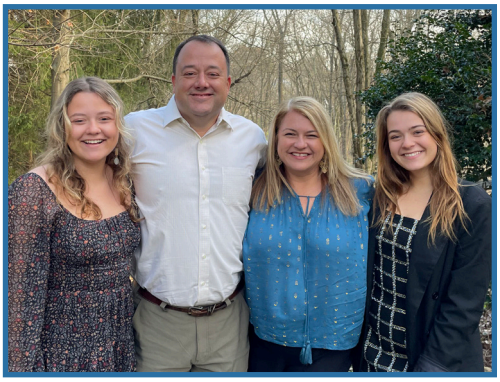
genevaschool.org/auction2023



TGS ALUMNI PROFILES

SARAH BARNHART

Class of 2022



Schools often teach you how to plug numbers into formulas; Geneva teaches you why the formula works, who discovered it, why they were studying the topic, and what future revelations their discovery led to. This is because Geneva teaches its students to ask the deeper questions in order to fully understand concepts. The Scientific Revolution class, taught junior year, showed me how mathematics and science are not just equations that produce a right answer, but rather it is made up of and defined by the most intricate details like the harmony between mass, force, and velocity, and the precise angle needed to determine the period of the planets. Working through senior year calculus and physics proved to me that there is always more to be learned and taught me to always ask the deeper questions. More than this, these classes taught me how to be confident in my abilities and encouraged me to pursue the academic path I am on now.

Sparked by a curiosity that was fueled in me during my fifth grade science class, I am studying Aerospace Engineering at Auburn University. The transition from Geneva-sized classrooms to large lecture halls can seem intimidating at first, and my friends often ask what it's like to no longer be in an environment like Geneva. However, I firmly believe that Geneva was actually teaching me how to think for myself and learn in the ways that are most useful to me all along. After a large calculus lecture, I sometimes work through the equations in order to understand why they operate the way they do. In my electrical engineering lab, I have a greater knowledge of why resistors in series behave differently than in a parallel formation and how that affects the circuit rather than just knowing the formulas to use for resistance. Most of all, I have immense gratitude for Geneva for teaching me how to think for myself, ask the deeper questions, and trust that this path that I am on is where I should be.

VICTOR BOYER

Class of 2003

In the nearly twenty years since graduating from Geneva, it's probably easier to count the days when I did not use some science, technology, engineering, or math (STEM) concept. Since graduating, I have earned three engineering degrees (a bachelor's in electrical engineering and a master's and PhD in industrial engineering) and have been a technical consultant for nearly fifteen years; I am now an IT director for a 1,200-employee enterprise that helps our clients with their engineering, construction management, capital program, and business challenges.

I credit the classical education that Geneva provided not only with feeding my existing love of math and science but also teaching me rhetorical concepts that serve me every day in effectively communicating with co-workers, stakeholders, and clients. The well-rounded education rooted in classical concepts informed my "systems view" of challenges and finding solutions—that's why my postgraduate work was in industrial engineering. Industrial engineers work to make the methods, processes, ergonomics, and interactions with tools, systems, and equipment better, easier, and more robust. Geneva's math and science program taught me to work from the "big picture" view while also tending to the small details.

MICHAEL IKEGAMI

Class of 2012

After graduating from The Geneva School in 2012, I went on to the University of Alabama where I graduated with a bachelor's of science in electrical engineering, and then earned an MSEE from Florida Tech. I currently work as a software engineering manager for Northrop Grumman in Melbourne, Florida, where I design and oversee the technical development of avionics subsystems and their integration into aircraft.

My time at TGS has had a profound influence on my career and almost every corner of my life. Notably, my time in Mr. Jain's Scientific Revolution courses not only set me up for success in teaching me foundational concepts of physics and calculus but also inspired a wonder about God's creation and an excitement to understand more about our world. Additionally, I always catch myself thinking back to my rhetoric course with Mr. Raley when debating the most effective technical solution to a problem. Geneva taught me not only how to think but how to communicate, and these skills have allowed me to excel in my career and studies.

Most of all, I am grateful for the Geneva community. I gained many friends during my time at Geneva, many who are still good friends today. The community at Geneva helped bring me to Christ and helped set me up to pursue him throughout my life. And, of course, I met my wife, Alexa, playing cello in the Geneva consortium. We have been so blessed and just celebrated our fifth wedding anniversary; we have a one-and-a-half-year-old son, George Lewis (named after all of the good C. S. Lewis that Mr. Clark introduced me to in theology class), and we are welcoming a new child next year.

NATHAN TALESNICK

Class of 2018

As I continue to move further away from my Geneva education, I only seem to grow more grateful for the opportunity to experience it and aware of the impact that it made in my life.

My time at Geneva instilled in me a desire to continue my education in the liberal arts tradition, which led me towards four years spent at Gordon College from where I graduated this past May with a double major in mathematics and economics. At Gordon, I was able to dive into a community that similarly desired to see the full formation of the Christian student, spending time as a four-year NCAA soccer player as well as working in the athletics department, Career and Connections Institute, and serving as a Presidential Fellow working alongside the collegiate administration.

After graduation, I had the opportunity to serve as a camp counselor for Pine Cove camps. Based out of Texas but with locations now in South Carolina and Georgia as well, I was blessed to be able to spend six weeks sharing both the joy and importance of the gospel to elementary-aged students. This experience was a special period of time that reminded me of the weight and influence that older students and mentors can provide to younger children—something that reminded me of my Geneva experience both as a squire in fourth grade as well as a knight when I was a senior. The ability to provide this type of example and be a role model to kids throughout the southeast is something that I will continue to cherish.

Now I have relocated to Charlotte, North Carolina, where I am working for USI Insurance as an associate employee benefits analyst. Being in a new city and new community, I am continuously grateful for the Geneva foundation that I received because it has shown me what is truly good, true, and beautiful as I enter into this new stage of life amongst other believers and we seek to bring Christ's kingdom to bear in our lives.

FOSTER LERNER

Class of 2007

After graduating in 2007, I went to Baylor University and then went on to earn a doctorate from Nova Southeastern University in osteopathic medicine. Until recently, I worked as a Correctional Medicine Fellow of Nova Southeastern University, providing medical care to the incarcerated population of Central Florida as a prison doctor. I was accepted into the Occupational and Environmental Medicine Residency and Master of Public Health Program offered by the School of Medicine at the University of Texas at Tyler, where I currently reside with my wife, Juliana Maria, and our two children (Johann Clement Sobieski, pictured, and another son born in October).

I am a member of the Ordinariate of the Chair of St. Peter for Anglo-Catholics, and our family attends St. Joseph the Worker Catholic Church in Tyler. I still sing and play violin, complemented with acoustic guitar and ballroom dancing. I also enjoy vegetable- and herb-gardening and aspire to take up beekeeping one day.

When thinking of Geneva, I most often recall great conversations with Mr. Ravi Jain, who taught calculus and physics classes, and with Mr. and Mrs. King (Requiescant in pace), who taught many of my favorite English classes at TGS.

VERONIKA NYBERG

Class of 2009

I work as an automation engineer for the Siemens Energy Innovation Center here in Orlando. My dad would design the engineer's week competition at Siemens Energy, and helping with that was the biggest influence for me. I always knew I was going to be going into a technical field while at Geneva. I loved my physics and calculus classes the most because I enjoy solving problems. Now I program robots and use that pesky right-hand rule almost every day on the job.

My degree is in electrical engineering, but I was exposed to robots during my internship. After I graduated, my manager asked me what I wanted to do within the company, and I told him I wanted to program robots. So now I help automate manual repair and inspection processes for various business units within Siemens. My favorite part of being an automation engineer is the variety of problems I solve every day and I never get bored.

NOAH LOY

Some people say, "Reach for the stars," and mean it metaphorically. Others take this encouragement to achieve one's goals to a different level: Sergeant Noah Loy is pursuing his dreams of becoming an astronaut and will, hopefully, reach those stars and beyond.

After passing all of the rigorous tests and being chosen (one of a handful left after hundreds of applicants) for his current program, he has also been invited to be a part of NASA's Mars biosphere program in January and again in the summer. He was selected by the American Institute of Analog Astronauts to conduct electrolysis research on behalf of NASA for the upcoming Artemis missions. The goal of the Artemis program is to establish a permanent presence on the moon with the ambitious goal of using this presence as a stepping stone for Mars exploration.

The time Noah spent at Geneva gave him plenty of opportunities to ask all of the questions he had, and teachers patiently answered and encouraged these enthusiastic questions. His years at Geneva exploring and discovering as much as possible broadened his horizons in ways that would eventually lead him to the space program. The many opportunities that he had to speak in front of others at Geneva and the tools he acquired have paved the way for lifelong learning and prepared him for the speaking engagements and presentations he frequently leads regarding topics in his field.

It is exciting to see young people achieve the things they set out to accomplish. Seeing Noah in his current role, which includes being a leader, speaker, teacher, and researcher, is thrilling for our community.

Reflections for Christmas

We live in a time of unprecedented anxiety for many people. So many of us are fighting against ***defeats*** on numerous fronts; ***damages*** to life, home, and property; ***despair*** from hope and dreams that seem crushed by forces beyond our control; ***death*** and the resulting grief that seems to be epidemic in recent years. We are shocked to find ourselves, like the Israelites after leaving Egypt, wandering in a ***desert*** wilderness that is unfamiliar and seemingly unending.

But a baby born in Bethlehem came to bring us victory in all these circumstances!

I often tell students that God seldom does things the way we might expect. He uses people and events we would least expect to accomplish his ends so that he gets the glory. And we are reminded of all this especially at Christmas.

In the book *Christus Victor*, Gustaf Aulén reintroduces the ancient theological concept of Jesus as the one who brings victory through his death. He says that Jesus gives his followers "victory over the powers which hold mankind in bondage: sin, death, and the devil." Early church fathers like Cyril of Alexandria and Gregory of Nyssa had introduced this idea; they saw Christ as the bait on a fishhook, bait that lured the devil to bite and eventually to destroy himself. This concept has even been called the "fishhook theory of atonement."

But long before Jesus' death, or even his birth, God begins unfolding his plan of redemption: immediately after the Fall in the Garden of Eden, as God pronounces the curse on the serpent in Genesis 3, he says:

> I will put enmity between you and the woman,
> and between your offspring and her offspring; he shall bruise your head, and you shall bruise his heel (Genesis 3:15).

This verse is called the *proto-evangelium*—the first hint of the good news that God will defeat Satan through the offspring of Eve, even Jesus, born to Mary so many years later. But this hint is only the beginning.

We see God provides his people Israel redemption from slavery in Egypt, real and existential, through the blood of a lamb on their doorposts at Passover in Exodus 12. This foreshadows the greater redemption from sin and death through the blood of the Lamb—Jesus—for all people everywhere who believe in him.

In the New Testament, we see the first glimpse of this when Mary and Joseph take Jesus to the temple just days after his birth. The old, righteous, and devout man Simeon, sings a song praising and blessing God:

> Lord, now you are letting your servant depart in peace, according to your word; for my eyes have seen your salvation that you have prepared in the presence of all peoples, a light for revelation to the Gentiles,and for glory to your people Israel (Luke 2:29–32).

He recognizes that Jesus is the one who will bring salvation to all people. His spontaneous expression of joy is called the *Nunc dimittis.* Simeon blesses the new parents but also says to Mary, "A sword will pierce through your own soul also" (Luke 2:35), giving her an early awareness of the future: light and glory amidst sorrow and death.

Paul continually speaks of our triumph in Christ. He encourages the churches in Corinth and in Rome: "But thanks be to God, who in Christ always leads us in triumphal procession, and through us spreads the fragrance of the knowledge of him everywhere" (2 Corinthians 2:14), and "For the law of the Spirit of life has set you free in Christ Jesus from the law of sin and death" (Romans 8:2).

The Apostle John also tells us that "everyone who has been born of God overcomes the world. And this is the victory that has overcome the world—our faith" (1 John 5:4). And of course, in his Gospel, John gives us some of Jesus' final words to his followers, "I have said these things to you, that in me you may have peace. In the world you will have tribulation. But take heart; I have overcome the world" (John 16:33).

Are you fighting despair these days? Is the prospect of death far too close? Do you feel like you are wandering in a desert wilderness? Remember these things:

A baby came to dispel despair in the midst of our misery.
A baby came to repair all the damage the world inflicts upon us.
A baby came so our deserts might bloom again, despite our worst fears.
A baby came to die for us to defeat death and sin.
A baby came to bring peace and everlasting joy!

I believe that Mary must not have been totally surprised by the events that took place on Good Friday because she heard so soon after her baby was born that God was going to work wonders through her pain and loss. So remember at Christmas these words that Jesus spoke:

> Truly, truly, I say to you, unless a grain of wheat falls into the earth and dies, it remains alone; but if it dies, it bears much fruit. Whoever loves his life loses it, and whoever hates his life in this world will keep it for eternal life (John 12:24–25).

The baby born in Bethlehem came to die for our sins, to redeem us from our despair and misery, and to bring us great, great joy.

Merry Christmas to you all.

Michael S. Beates

Chaplain, Bible Teacher, and Alumni Parent

CHRISTMAS FESTIVAL and MARKET

The Geneva School's third annual Christmas Festival and Market, which took place on December 3, was a beautiful day full of friends, food, and fun. Christmastime in Florida always looks a little different than in other parts of the country, but our festival had everything from jolly elves to gingerbread houses to Florida snow, with games and crafts and music to entertain those who attended.

Thank you to our many volunteers who helped set up, man stations during the event, and clean up afterwards. We hope that everyone who came to the festival had a chance to eat something delicious from the Elves' Bakery, create a fun Christmas craft, and visit the market vendors to do a little Christmas shopping.

We wish you a merry Christmas and a wonderful Advent season with your families.

Want to see more Geneva photos?

Scan the QR code or go to photos.genevaschool.org

password: knightpics

One Mission, One Community
Working Together

The human body has 206 bones, 78 organs, and 10 major systems. It is an extraordinary example of God's design. Each tendon, synapse, and muscle works together in order for the body to move, breathe, and think.

The Geneva School also has many components that are necessary to accomplish its mission: committed teachers, staff, and coaches who feel called to help shape lives; arts programs, athletics, and facilities in which our community is inspired to love beauty; a diverse student body and community built on Christian principles; and faithful partners who believe in and support Geneva's mission. All of these elements are essential to the healthy, growing, and thriving Christian classical school that The Geneva School is today.

Every year, just like every other private school in the country, The Geneva School raises money to support the mission by providing competitive salaries to highly qualified employees, offering tuition assistance for families seeking this educational opportunity, and professional development for the faculty to continue to learn and apply these new understandings in the classroom. Each year for over a decade, Geneva has raised approximately $1M for the annual fund. This year is no different; the need is $1M, representing 12% of the operating budget. ***Every gift matters. Your part in our mission and our community is vital.***

Please scan here to donate by e-check or credit/debit card

CASH, CHECK, E-CHECK, AND CREDIT CARD GIFTS

The Geneva School welcomes gifts made by cash, check, e-check, and credit/debit card. You may make a secure gift online by scanning the QR Code to the right.

PLEDGE PAYMENTS

Another gift option is to make a pledge now and pay it at a later date or in a series of installments due by June 30, 2023. You can specify when you would like to be reminded to pay your pledge.

MATCHING GIFTS

Many companies offer programs that match the contributions of their employees to nonprofit organizations. Please contact your company's human resources department to determine eligibility and submit a matching-gift form.

GIFTS OF STOCK

Donors are discovering the ease and added benefit of giving gifts of appreciated securities. Often, giving a gift of stock will create significant tax savings for the donor.

NATIONAL CHRISTIAN FOUNDATION

Another way to benefit The Geneva School is through involvement with the National Christian Foundation (NCF). With creative solutions, unparalleled expertise, and biblical values, NCF helps generous givers simplify their giving and multiply their impact. From the simplicity of a giving fund to the multiplying power of asset-based giving, NCF has many creative solutions to help givers experience less paperwork, fewer taxes, more joy, and more impact for the charities they really care about.

To find out more about ways you can contribute to The Geneva School, please contact Katie Deatherage at kideatherage@genevaschool.org, call 407-332-6363, or visit our website at genevaschool.org/ways-to-give

The fiscal year for The Geneva School is July 1–June 30. The Geneva School is a 501(c)(3) nonprofit, tax-exempt corporation. All gifts to the school are tax deductible to the extent specified by law. Donors are encouraged to consult with their tax advisor regarding implications of their gifts.

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