

THE GENEVA SCHOOL Magazine

THE COURIER



INSPIRING STUDENTS TO LOVE BEAUTY, THINK DEEPLY, AND PURSUE CHRIST'S CALLING.



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, Kellie Harding, and Unsplash

COVER PHOTO: Anna Classe

The Class of 2024 had the opportunity to volunteer at this year's annual auction gala.



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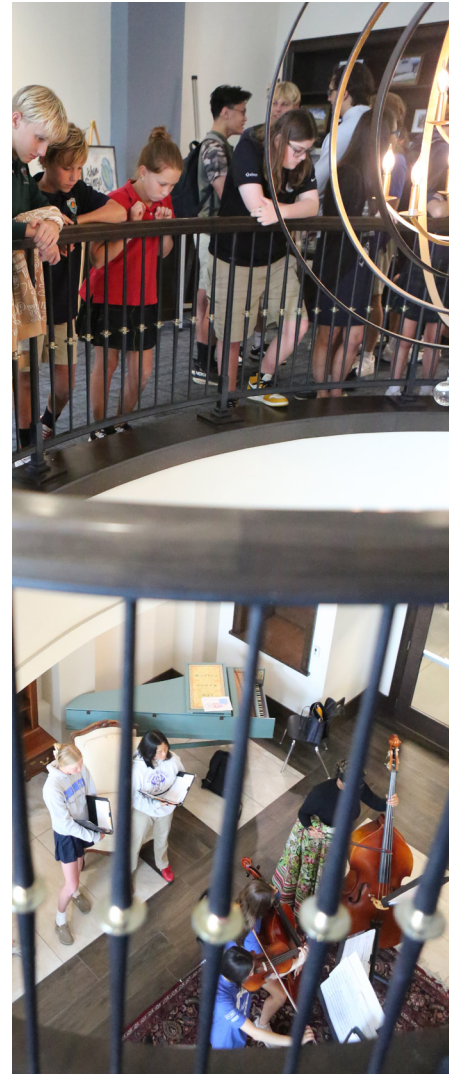
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The Geneva School will always seek to be a place where scholarship and Christian character thrive: a community that brings glory to God and good to neighbor.



DEAR GENEVA COMMUNITY

Last summer, I came across an article in *The Atlantic* by social psychologist Jonathan Haidt that caught my attention. Just as our rhetoric school students are taught that an audience is compelled to act when strong arguments on a particular topic are presented clearly and forcefully, Haidt took it a step further by embedding his “call to action” in the title “Get Phones Out of Schools Now.” I was intrigued.

The article is worth reading and considering, especially if you are thinking about providing your child a smartphone. I shared the article with my administrative team and the upper school faculty in the fall and then spent a few teacher meetings discussing it along with our phone policy. The discussion eventually led to changes to the policy. I explained the policy change and the reasons behind it to our rhetoric school students in an assembly in February and emailed an explanation to upper school parents.

The article reminded me of a study conducted at Stanford University in the early 1970s that I learned about in the book *The Social Animal* by David Brooks. In it, Brooks highlights the importance of self-control for success in school and life. He found that “self-control is twice as important as IQ in predicting high-school performance, school attendance, and final grades” and recounts the famous study that involved four-year-olds. The children were brought into a room and seated at a table on which was placed a marshmallow. The researcher told the children they could have the marshmallow plus another if they waited until he returned from a brief absence. Video of the children shows them “squirming, kicking, hiding their eyes, and banging their heads on the table, trying not to eat the marshmallow on the table in front of them.”

While it may seem like the ability to exercise self-control and resist the immediate gratification of eating a marshmallow is small, the study indicates otherwise:

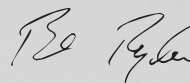
The significant thing is this: the kids who could wait several minutes subsequently did much better in school and had fewer behavioral problems than

the kids who could wait only a few minutes. They had better social skills in middle school. The kids who could wait a full fifteen minutes had, thirteen years later, SAT scores that were 210 points higher than the kids who could wait only thirty seconds. (The marshmallow test turned out to be a better predictor of SAT scores than the IQ tests given to four-year-olds.) Twenty years later, they had much higher college-completion rates, and thirty years later, they had much higher incomes.

For the children to be able to control their impulses, they needed strategies to help them cope with the temptation. They distracted themselves from the object in front of them by pretending it wasn't real or that it wasn't really a marshmallow. These techniques were learned in homes generally well organized and in which actions led to predictable consequences. These, in turn, led to children confident that they can succeed in whatever task was before them. In summary, Brooks states, “People with self-control and self-discipline develop habits and strategies that trigger the unconscious processes that enable them to perceive the world in productive and farseeing ways.”

The Geneva School is here to come alongside our families, helping each to raise adults who are mature, God-fearing and, Lord willing, self-controlled.

FROM HEAD OF SCHOOL
BRAD RYDEN





He Is Risen

Matthew 28:6

Forget Easter? Nah. Can't Happen!

Maybe I have written about this before (ironically, I cannot remember): I teach students that a three-word summary of Deuteronomy is “Remember! Don’t forget!” The people of ancient Israel were prone to forget, so God told them over and over: “Don’t forget. Pass these things on to your children and grandchildren.”

You and I are just like them. We too are prone to forget. Sometimes, the forgetfulness is meaningless (“Where did I put those keys?”); sometimes, it’s more impactful (“You forgot that crucial meeting today!”). But let me propose that at times our human forgetfulness is far more serious and systemic with deep cultural implications. For example, along the Nile River near Egypt’s southern border with present day Sudan, a culture “forgot” Ramses II and his temple at Abu Simbel (built in the 1300 BC era), and they forgot the use and meaning of hieroglyphics.

When Europeans first ventured up the Nile in 1813, they came across this huge temple complex nearly buried in the sand. More than thirty years later on a subsequent trip, the Scottish artist David Roberts sketched the scene (see reproduction of Roberts’ painting). The local villagers

admitted it had always been there, but no one remembered who the statues were or what it all meant. No one could read the writing that still covered the interior walls.



Still more shocking is the story from Israel’s history of a king named Josiah (c. 640–609 BC) who “discovered” the Book of the Law in the Temple of Solomon while completing some renovations. That it was discovered implies it had been lost, set aside and forgotten. We know this because when the book was read aloud, Josiah tore his robes in

grief, realizing how much his people had neglected. He instituted some reforms recorded in 2 Kings:

And the king commanded all the people, “Keep the Passover to the LORD your God, as it is written in this Book of the Covenant.” For no such Passover had been kept since the days of the judges who judged Israel, or during all the days of the kings of Israel or of the kings of Judah. But in the eighteenth year of King Josiah this Passover was kept to the LORD in Jerusalem (2 Kings 23:21–23, ESV).

Wait . . . Israel forgot the Passover? They had not observed it since the time of the Judges? What? David and Solomon never celebrated the Passover? As incredible as that sounds, this is what the Book of Kings tells us.

Interestingly, about one hundred years earlier, King Hezekiah (Josiah's great-grandfather) heard from God that the people of Israel were doomed and that the kingdom would fall. It was clear that, despite the reforms of Hezekiah and the rediscovery of faith and practice under Josiah, all their reforms came too late. Israel's forgetfulness and faithlessness had passed the point of no return. Full recovery was not possible. How tragic that the people had forgotten all that God had done for them.

In Jewish tradition, the two great acts of God are creation and redemption. Both of these mighty acts are memorialized in the fourth commandment regarding the Sabbath. In Exodus 20, Israel is instructed to observe the Sabbath because God created the world in six days. In Deuteronomy 5, they are commanded to keep the Sabbath because God redeemed them from slavery in Egypt. The Passover was to be the annual remembrance of that great salvation. And they forgot all about it.

Are we any better in our own day? I fear not. Consider Easter, which we celebrate soon. Could we ever forget Easter? Well, even the name of the holiday is a step in that direction. The name derives from Ishtar, the ancient celebration of new life in the spring season. Most Americans, when they think of Easter, envision bunnies, chocolate, new dresses, and a ham dinner (ironic on its own since our date for Easter is tied to the annual date of Passover based on the Jewish lunar calendar).

Our celebration of Easter (which I prefer to call Resurrection Sunday) is, of course, a remembrance of the resurrection of Jesus from the grave, defeating death for our sakes. I would posit that most Americans don't equate Easter with the resurrection of our Lord Jesus. They have forgotten this most important aspect of Christian faith.

Students in my classes at Geneva learn from me that the resurrection of Jesus is the keystone of Christian faith. Without it, our faith crumbles. Progressive Christians are too apt to say, "Well, we are twenty-first century people; we know that people don't really rise from the dead." It's taken instead to be an idea, a concept, a

metaphor perhaps for seeing new life—consistent with Ishtar and a celebration of bunnies and spring flowers.

Friends, the resurrection is the central fact of our faith. Look at the book of Acts: every sermon in that book focuses on the resurrection. Paul says (in 1 Corinthians 15) if the resurrection did not happen and the testimony of the apostles and the church is not true, we above all people are most to be pitied.

Jesus dying on the cross was crucial; but without his resurrection, that death becomes meaningless. The cross is the first half of the good news of the gospel. Someone had to pay the penalty for sin (the cross). But the Savior had to rise from the dead to secure for his people the sure hope of everlasting life.

So this year, celebrate your life in Christ, remembering Christ's death on Good Friday and joyfully proclaiming his resurrection on Resurrection Sunday. It is the central fact of the Christian faith. Thanks be to God!

“Students in my classes at Geneva learn from me that the resurrection of Jesus is the keystone of Christian faith. Without it, our faith crumbles... Jesus dying on the cross was crucial; but without his resurrection, that death becomes meaningless.”

Dr. Michael S. Beates
Chaplain, Bible Teacher



EDUCATION ON PURPOSE:

The WHY of Christian Classical Education

“The reality that we have
an educational crisis in
the United States is a
well-documented and
universally accepted fact.”

~Anonymous

Imagine for a moment a scene from your childhood in which you're struggling with the concept of school. What was the response that you received to your impassioned plea: Why do I have to go to school? What was communicated to you about the purpose of education in your home of origin? My mother was her class valedictorian and a woman deeply committed to education. Yet the vision passed on to me regarding education neither captured my imagination nor motivated me to diligence in my schoolwork. Why? Because education in my home was articulated as a means to open doors for future economic success. And I was old enough, and astute enough, to see successful people that didn't know Latin, trigonometry, and the list goes on. Now, to be clear, this idea regarding education as a means to financial prosperity didn't originate with my incredibly gifted and intelligent mother. Sadly, we live in a cultural context that dates back beyond our great-grandparent's generation that no longer understands the primary purpose of education. Think about it for a moment. What was explicitly, or implicitly, communicated to you regarding the goal of education when you were in school? The goal of this article is to gain a better understanding of the purpose of education.

All education is teleological. Teleology refers to the purpose or ends of things. So to say that all education is teleological is simply to say that there is an ultimate purpose for education. In ancient Greece and Rome, the understanding of the *telos* (purpose) of education was much more aligned with God's design for education than our modern notion. Namely, education's *telos*, to the ancient Greeks, was the cultivation of a virtuous humanity. Our English word *virtue* is derived from the Latin word *virtus*. *Vir* is translated as man. So the concept of virtue in the ancient world was to become a fully actualized human being that embodied excellence in one's humanity. Closely tied to virtue in antiquity was the concept of *arete* (pronounced: ar-ah-tay). *Arete* carried with it the idea of excellence and applied to animate and inanimate objects. In other words, if something was fulfilling its purpose with excellence, like a well-crafted hammer, it was considered to possess *arete*. If anything was *arete*, it reached its full potential and fulfilled its inherent function with excellence. As it applied to human beings, it carried with it the notion of moral excellence. However, *arete* was much more than morality and integrity regarding an ethical code. It involved every facet of a human being's life.

According to the gospel, excellence begins with a human being trusting in Christ as Savior and living under his lordship. Dutch scholar and philosopher Hans Rookmaaker captures the essence



of this well when he observes, “Jesus did not come to make us Christians; Jesus came to make us fully human.” Of course, Jesus alone is the only Redeemer and Savior of the world. But Rookmaaker is stating that Jesus’s salvation not only rescues humanity from the penalty of sin but also from its power. Jesus restores our fallen humanity, partially in this life and completely in the next. The second-century church father Irenaeus once said, “The glory of God is man fully alive!” This captures well a more holistic view of God’s salvific work in Jesus. Jesus didn’t only come to rescue humanity from hell but to begin the process of making us excellent (*arete*) in this life—the kind of excellence that is aligned with God’s purposes for humanity in creation and redemption. So how does all this relate to our initial question: What is the purpose of education?

We’re almost ready to answer that question, but let’s examine two other important concepts that will greatly assist us in our understanding: the concepts of metaphysics and *ordo amoris* (ordered affections/loves). Metaphysics is a field of philosophy that defines reality and our understanding of that reality. It may be a term we don’t use in daily conversation; nevertheless, we are constantly seeking to understand reality. By reality, we mean what’s really real in the universe. Reality points to what some philosophers called the givenness of the universe we live in. Our alignment with that givenness is not only imperative to our flourishing but to our very survival. Consider the Empire State Building. The reality of physical laws dictate that a leap from the observation deck would establish a significant setback in our ability to flourish. A *significant* setback! However, givenness doesn’t just apply to physical laws but also to moral laws, natural laws, spiritual laws, and to God’s revealed truth. C. S. Lewis once quipped, “If you go against the grain of the universe, you get splinters.” The “splinters” of the Empire State Building leap. Or the “splinters” of living disrespectfully to one’s fellow man. Or the “splinters” of . . . (you fill in the blank). Therefore, alignment with the givenness of God’s created order defines what it means to be excellent (*arete*) as a human being and leads to flourishing.

The concept of rightly ordered loves is closely related to the metaphysical reality of the givenness of creation. Once again, C. S. Lewis, in his treatise entitled *The Abolition of Man*, is of great assistance as we seek to understand this concept as he quotes Augustine. St. Augustine defines virtue as *ordo amoris*, the ordinate condition of the affections in which every object is accorded that kind of degree of love which is appropriate to it.

I remember hearing a lecture years ago by Tony Campolo after his book entitled *Who Switched the Price Tags* was released. Campolo makes reference to a prank that was executed on a New York City department store wherein the pranksters went about switching the price tags on items. They switched the tags on valuable items with less expensive items. Campolo utilized this prank to illustrate the great tragedy in American culture wherein we overvalue things of little value and fail to place great value on that which is intrinsically valuable. This example mirrors Augustine’s definition of virtue wherein that which we love must be attached to the things that are truly valuable according to God’s definitions of those things. The concept of *ordo amoris* (ordered loves) also carries with it the idea that you can’t truly know something unless you love it. Or, stated differently, you only truly know what you also love. So the educational process isn’t just about fact acquisition but about rightly ordering our loves in alignment with that which is of ultimate worth—and once we’ve done that, to seek to love the aspects of God’s world that are pulsating with goodness, beauty, and truth.

So what is the purpose of education? The purpose of education is to become excellent human beings according to God’s definitions revealed in the Scriptures of the Old and New Testaments. Education should equip us to know and love God and to delight in the world he has made—every facet of it. Education should inform our intellect, rightly order our loves, and prepare our hands for service to God and neighbor. Any approach to education that falls short of these goals is woefully misguided and has departed from both the historical, and biblical, purpose of education. And, of course, this is why parents make sacrifices to have their children here at The Geneva School—a school built upon the tenets of the Christian classical tradition that seeks to do education on purpose.

Soli Deo Gloria! To God alone be the glory!

By Dr. Russ Kapusinski
Assistant Head of School



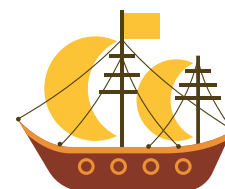


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MATEO MEDINA

EMMA KEYES



WINTER SPORTS WRAP-UP



ELLA PETERSEN

PALMER HENDRIX



VARSITY GIRLS TEAM

VARSITY GIRLS SOCCER

COACH TRACY TALESNICK

This was another great year for the girls soccer team! The team competed for and won the district title again. This is the fourth district title in a row for the ladies, extending a very good run for this talented team.

The goal this season was to get back to the regional final. The girls achieved that goal in proficient fashion, only losing twice in the regular season. While we came up short in the regional final to the reigning state champs, the girls played with heart and represented themselves and the school exceedingly well.

The team had skilled players at all positions this year and were blessed to have six field players score on a regular basis. The top two scorers were on a blistering pace, with twenty-one goals by Emma Keyes and twenty goals by Ella Petersen, both juniors. The defensive third was expertly managed by sophomore Hayden Kish, a homeschool player in her third year playing for the team.

The team was honored to have five girls on the all-district team this year: Chaley Covelli, Emma Keyes, Hayden Kish, Lily Konold, and Ella Petersen. Additionally, Ella Petersen was named the district player of the year! Ella had a fantastic year as a key leader and the orchestrator of much of our offensive threats. Congrats to all these well-deserving young ladies!

The team loses two seniors this year—Pippa Maughan, who has played for us since she was in seventh grade, and Lily Konold, a homeschool student who has been our starting keeper the past two years.

Coach Talesnick is very happy with the continued growth of this team over the years. It is very exciting to welcome new young players each year and to enjoy the many seasons with our returning players who maintain our traditions. A team needs both of these for long-term success. Coaches imbue a sense of hard work and commitment to the sport and strive to be representatives of Christ both on and off the field. Coach Talesnick considers it a blessing to work with these young ladies year after year!



VARSITY BOYS SOCCER

COACH EDDIE JIMENEZ

The varsity boys soccer team finished their season just under .500 with a record of 6–8. The Knights started the season off strong and found themselves 6–3 before the winter break. Palmer Hendrix began the year with outrageous stats, scoring over twenty goals in the first eight games of the season. Other teams started to mark Hendrix, allowing other players like Dylan Poweska, Jon Ford, Caedmon Clark, and Keith Dixon to step up for the Knights.



Coach Jimenez preached to the boys all year that the regular season was a tune-up for the most important part of the season, which would be the district playoffs. The Knights earned the number 3 seed, which gave them a first-round bye and a spot in the district semifinal against familiar foe The Master’s Academy. The game was one to remember.

Both teams started off strong, and it was an even, scoreless battle through the first twenty minutes. Master’s capitalized on a great scoring opportunity and brought the score line to 1–0. Just before the half, Caedmon Clark scored a wonder goal taking on three defenders in the attacking half and slotting the ball home. Game on! With the match tied at 1–1, it was all to play for in the second half. The Knights had two goal-scoring opportunities, but the TMA goalkeeper made two brilliant saves denying the Knights a chance to equalize. Shortly after, TMA scored off a set piece, which deflated TGS. The

Knights battled hard to try and find the tying goal but The Master’s Academy held strong and ended up scoring again, bringing the final score to 3–1. It was a tough result for TGS, especially because the team really felt like they deserved more.

Coach Jimenez spoke to the players after the game and expressed his gratitude for the team’s effort, perseverance, relentlessness, and desire to win. Even though on paper the season wasn’t as successful as the team would have wanted, the growth of the team as a unit was really impressive to witness as the season rolled on. With a lot of new faces and young players, TGS managed to compete with some of the best schools in division 2A while usually fielding anywhere between three and five underclassmen (seventh, eighth, and ninth graders).

Among those underclassmen was seventh grader Shamus Houf, who logged the most minutes of any seventh grader on the team. He was a staple in defense, and he is a bright spot for the future of TGS soccer. Peter Houf (tenth grade), his brother, was the starting goalkeeper and made over fifty saves during the season and was instrumental to the Knights winning some of their close battles early on.

Coach Jimenez commented, “Our team is young but hungry to learn and improve. As a coach, that’s all you can ask for. These boys showed up every day, trained like champions, and were eager to improve each day on the pitch. We are excited about the potential of this group and hope to make a far run into the tournament next season.”

BASKETBALL

COACHES TONY MEDINA (VARSITY AND JV), JOSUE VAZQUEZ (MS BOYS),
PAM CHRISTY (MS GIRLS), AND SHACOLE DUNN (5TH/6TH GRADE)

VARSITY BOYS

Tony Medina, head coach, and Kyle Hughes, assistant coach, led the boys basketball team at the varsity level. During this season, each player learned more and grew in basketball knowledge and skill.



The Knights went 11–12 for the season. Injuries and sickness contributed to many of the challenges the team faced; however, the players stepped up and learned to play different roles when needed.

Senior captain Owen Endras guided and encouraged his teammates throughout the season, leading by positive example. Freshman Mateo Medina led the Knights in scoring, averaging 16.6 points and 4.3 steals a game. Duke Carpenter, also a freshman, made a huge difference this year, averaging 7 points and 10.2 rebounds per game. Baker Costar and Luke Gilmartin gave solid performances and were an asset to the team. Eighth grade standouts were Bishop Mariniello, averaging 11.6 points a game, and Jackson Allen, who always gave the team a spark off the bench. Sophomores Thomas Milajecki and Andrew Gilmartin gave 100% and were always encouraging their teammates.

Jason Forthofer, Michael Sharp, Griffin Smith, and Micah Swain all contributed to the team's success during the season. Next year, the team will rely on them as senior leaders. The future of TGS basketball is bright with these young men.

JUNIOR VARSITY BOYS

Head coach Tony Medina and assistant coach Kyle Hughes led the junior varsity boys basketball team. The Knights learned new offensive and defensive skills, developing and improving as the season progressed.

The Knights averaged sixty-eight points per game for the season and held their opponent to an average of forty-six points a game. Junior guards Micah Swain and Jason Forthofer led the team, carrying much of the weight this season. Luke and Andrew Gilmartin were a force inside and played hard each possession. Eighth grader Jackson Allen and sophomore Turner Davis continued to give 100% and were solid defenders for TGS. Other sophomore players who took full advantage of the opportunity to play and became better as the season continued were Lincoln Hunter, John Gabriel, Caleb Reid, Marcus Jho, and Owen Kyle. Freshman Kale Blanchette and seventh grader Cooper Cross helped the Knights in each game.

The Knights went undefeated, 12–0, and each player had a hand in this great season. It is exciting to look forward to seeing these young men continue to work on their skills and practice in the months to come. It was a great season for the Knights!



MIDDLE SCHOOL BOYS

The middle school boys basketball team had a season to remember. These young men showed up to practice every day and gave 100% of their effort and their hearts to the team. Spectators and fans during games could tell that this team was built differently. Every single game, they came out with the mentality not only to win but also to make each other better.

From the beginning of the season, the team's goal was to win the championship, and even though this team came up short at the end, they showed themselves to be champions. The coach's goal was to win and have a great season, but there were also larger and better goals to reach: each member of the team was encouraged to step up as leaders in practice and games.

These young men stepped up to their responsibility of the leadership role and made their teammates, friends, and brothers better on and off the court. Seeing the way that each player became better, as a basketball player and as a person,



was essential for this team's success. During one game, they were down twenty-three points with about four and a half minutes remaining in the fourth quarter, and they cut the big lead to just two points with nine seconds left. This game was by far the best game they had ever played even though they came up short at the end—it showed that they had heart and the spirit to persevere. Even after the loss, this team was resilient and positive and determined to learn from their mistakes and get better.

The best part of the season was watching these basketball players turn into young men. Cooper Cross, Jackson Allen, William Thigpen, Jackson Young, Rowe Robbins, Anthony Andreatchi, and Bishop Mariniello led the team well. This team had a great season, finishing with nine wins and five losses, and they finished second place in their district.



BISHOP MARINIELLO

MIDDLE SCHOOL GIRLS

The middle school girls basketball team had a very good season with a final record of 8–1. Sixth grader Keioni Dunn was this year's MVP, with a total of 127 points for the season and as the all-around best player and leader in skill and attitude. These ladies brought good attitude and effort to each practice and gave their coaches the respect they deserved. Leah Aitcheson earned the award for best team spirit for always rallying the team together with encouragement and showing strong leadership skills. Molly Sharp did well at wing jump shots and increased in confidence as a ball player. Jada Benton was awarded most improved player for working hard on her rebounding and putting the ball back up into the hoop. Sarah Kinley and Marietta Christy played up on this team and gave that added support that was needed; they also improved their skill and confidence on the court.

The highlights came toward the end of the season watching Madison Goranson play tough defense and seeing this team pull together in a unified front instead of relying heavily on the MVP. This team exemplified good attitude and effort in a kind and humble way, representing good sportsmanship on behalf of the Lady Knights. They brought home the championship trophy, and Penelope Brehm received the MVP trophy for the championship game not only for being the high scorer but also for her contribution of leadership and participation wherever needed during the game. The team reviewed Colossians 3:12–17 at each practice, and the girls lived these verses out, especially Paul's admonition: "Whatever you do, in word or deed, do everything in the name of the Lord Jesus."



KEIONI DUNN

5TH/6TH GRADE

The 5th/6th grade basketball team had a very good season with a final record of 7–1. Along with Keioni Dunn, Annie Aitcheson was voted dual MVP for the team. These two worked hard and never stopped or complained. They got the job done for themselves and the team. Sarah Kinley was voted best team spirit for always being ready to play and never wanting to stop even for a water break. Tess Moon was voted most improved player of the year for having come so far from where she started at the beginning of the season, maintaining a good attitude and effort every step of the way. Also, she was the first to take on the scripture memory challenge. Several others took on the challenge to memorize and say the passage of scripture the girls reviewed at each practice—Colossians 3:12–17.

The girls won the playoff game, securing a spot in the championship game and a trophy to show how well they did this season. The team hustled and played well but met defeat in the final game. This young team worked hard to learn the basics of the game and get a good foundation for their future in basketball.



ANNIE AITCHESON



GENEVA COCURRICULARS— Fulfilling and Thriving

At The Geneva School, growth and learning carry on beyond the walls of the classrooms. The classical approach—the integrated study of subjects, understanding them as “elements of a divinely ordered whole”—strives to cultivate a lifelong love of learning. Offering cocurriculars provides the students an opportunity to build community with other students, coaches, and staff, but it also nurtures their love to pursue excellence. These activities have the potential to shape character like perseverance and grace under pressure, and they could also be the catalyst for the students to learn life skills like time management and teamwork.

Options for student involvement are growing in the upper school at Geneva. It is a joy to watch students as they discover their talents and interests. Cocurricular opportunities provide students time to build relationships, grow in their faith, develop gifts, discover new interests, create beautiful works of art, and strengthen skills. These experiences give students more space to discover what it means to love beauty, think deeply, and pursue Christ’s calling, whether they are speaking persuasively in front of a crowd, serving others in our community, engaging in high-level problem-solving, and so much more. Students are encouraged to explore all that Geneva has to offer through clubs and activities outside of their classrooms.



IMAGO DEI CLUB

IMAGO DEI CLUB (DR. MIKE BEATES)

Based upon the biblical truth that all people are created in “the image of God,” this club meets to discuss the challenges (and blessings) of those in our community who have special needs, and how to help meet those needs and minister in the name of Christ.

Gracie and Audrey Solis have been impacted by the vision of Imago Dei. “Imago Dei is all about raising awareness for, serving, and loving those with disabilities in our community. Through service projects, monthly lunch meetings, guest speakers, and more, we hope to touch individual lives and reflect God’s love. Recently, some of us from Imago Dei had a ball volunteering at Night to Shine, a prom for people with disabilities. Some served on the karaoke, dance floor, and flower crews; others got to dress up in prom attire and be ‘buddies’ to the guests, hanging out and enjoying the festivities with them one-on-one. Though Imago Dei is just starting out, we are very excited to see what God has in store for the future of the club!”



STUDENT ASTRONAUT CHALLENGE

STUDENT ASTRONAUT CHALLENGE (MRS. ALYSSA TOMPKINS)

The Student Astronaut Challenge is an aero-space based competition sponsored by Florida State University and presented with cooperation from NASA and the Kennedy Space Center. The focus of the competition is the mobile Space Flight Simulator, which was designed to replicate the retired NASA Space Shuttle. Students met weekly this year to practice their teamwork skills, build their design challenge submissions, and practice for the simulator. The competition took place at Kennedy Space Center February 5–7, 2024. Geneva students won second place in the Engineering Challenge portion of the competition, and the team looks forward to more success in the future.



BIBLICAL JUSTICE CLUB

BIBLICAL JUSTICE CLUB (MRS. MANDY TURNBULL)

The Biblical Justice Club seeks to understand how we, as Christians, should fulfill our calling to “do justice, love mercy, and walk humbly with our God” (Micah 6:8). Students strive to deepen understanding and empathy, and they pursue ways to join other Christians around the world who actively strive to make a difference in areas where there is injustice in order to pursue Christ’s prayer that the kingdom of God may be “on earth as it is in heaven” (Matthew 6:10). This year, club members have participated in both Operation Christmas Child and the Victory Cup Youth Initiative. Through the Victory Cup Youth Initiative, club members researched and wrote speeches to represent each of the ten local Victory Cup nonprofit finalists. They presented their speeches in a school-wide assembly, and the student body got to vote on which organization received a donation provided by a generous donor. This was Geneva’s third year to participate in the Victory Cup Youth Initiative, and it has been a great way for TGS students to gain experience in both research and persuasive speaking while also learning about needs in our area and the way local nonprofits are working to meet those needs.

Sarah Paul says, “When I first joined the Biblical Justice Club four years ago, I could see the world was not perfect, but I was blind to the sheer amount of brokenness. The club’s aim is to consider how we do justice—today, right where we are. My time as a club member has taught me that, in a biblical sense, justice is not merely giving people what they justly deserve but justice is also (and just as meaningfully) setting right and restoring things to how they should be. Dr. Eric Swanson describes the relationship between justice and mercy that we face as this: ‘Mercy is rescuing people from the river. Justice walks up stream to discover who is pushing them into the water.’ One of the best and hardest times of my life was when my family engaged with the foster system. I have seen firsthand where

justice is needed, and I have also seen countless times where mercy served as the real justice. All of these organizations Biblical Justice Club members researched with the Victory Cup Youth Initiative are meeting needs—whether they are pulling people out of the river or finding out who is pushing them in.”

STRATEGY AND BOARD GAMES CLUB (MR. COLE FOREMAN)

All work and no play, they say, makes Jack a dull boy. To defend Jack (and his fellow students) against such dullness, the Strategy and Board Games Club introduces students to cooperative and competitive games that challenge the mind, engage the imagination ... and are just plain fun!

PEP CLUB (MRS. MICHELLE BARNHART)

Pep Club is a student-led organization that supports athletic, arts, drama, and other school events to encourage fellow Geneva students.

CHAMBER ORCHESTRA (MISS MONA DAWKINS)

The Chamber Orchestra is an auditioned group of intermediate/advanced string musicians in sixth through twelfth grades who have achieved a high degree of proficiency on their instrument and reflect a dedication to further their development in the musical arts. Students perform many times during the school year.

MERELY PLAYERS DRAMA TROUPE (MR. SCOTT FORRESTER)

Merely Players is Geneva’s theatre troupe and is open to students in seventh through twelfth grade. The group performs one show each semester. Students may also apply to be a part of the Unseen Forces, the stage crew, a vital part of each performance.

STUDENT SENATE (MR. ROB SHELTON)

Through the student senate, students take an active role alongside the house system in determining the culture of the rhetoric school by deciding upon, planning, and implementing traditions, events, and projects. Senators are chosen to represent both their grades and their houses (one representative from each grade per house).

FELLOWSHIP OF CHRISTIAN ATHLETES (MR. TONY MEDINA)

FCA meetings are aimed at helping to encourage and form a student’s faith in Christ. Meetings include welcome and announcements, a time for getting to know one another better, a Bible lesson or speaker, and closing prayer. Student-leaders guide and facilitate small groups in the meetings.

WRITERS GUILD (MRS. BECKY RYDEN)

This club meets to discuss literature and to read and critique each other’s written work. Students interested in writing poetry or prose are welcome to these occasional lunch meetings.

WOMEN OF FAITH (MRS. SANDY SHEPHERD)

Rhetoric school girls are welcome to meet together during lunch for inspirational times of Bible study and prayer.

SPANISH CLUB (MRS. SUSAN HERING)

Students of Spanish and other languages are invited to join the Spanish Club. The club seeks to increase understanding of cultures where Spanish is spoken. A goal of the club is to work toward taking a mission trip to a Spanish-speaking country.

QUIZ BOWL (MR. COLBY PAINTER)

Quiz bowl is an interscholastic academic competition that seeks to reinforce what students learn in their classes and add to it both breadth and depth. As part of the program, students study concepts in history, literature, geography, mathematics, science, music, and art. Quiz bowl promotes fast recall and quick thinking. Players compete in a number of meets throughout the year and then have a chance to go to the state tournament in the spring. In addition, players have the chance to compete for awards and scholarships.

NATIONAL ART HONOR SOCIETY (MRS. SHELLY BRADON)

The purpose of the National Art Honor Society is to inspire and recognize those students who have shown outstanding ability in art, as well as to foster excellence and a dedicated spirit to the pursuit of art. Students are encouraged to use their abilities and interest in art to serve others and introduce people to new art forms and artists. The NAHS has been involved in sidewalk chalk events, the Winter Park Art Festival, and painting theater sets and murals.

NATIONAL HONOR SOCIETY (DR. JANET ANDREASON)

The National Honor Society (NHS) is a national organization established to recognize students for their scholarship, leadership, character, and service. In our Post Tenebras Lux chapter of NHS, service is emphasized most highly. As a student-run organization, our chapter provides members with opportunities for the kind of servant leadership modeled by Christ, both within and outside our school community.



On Friday, March 22, the Rhetoric Fine Arts Department hosted Art Fest 2024! Ingram Hall featured two art galleries full of artwork and photography by students and even some teachers, with live music by the Bravura Guitar Ensemble in the community lobby, and the Rhetoric Choir and the Rhetoric Orchestra performing in the oculus and front lobby. The black box theatre featured set pieces by the stagecraft class and scenes from Knight of Comedy performed by the Merely Players. Outside in the picnic area, students witnessed art-in-the-making as Bea Frazer, Emma Daniels, Fyn Ellis, Sona Bowen, Sage Duplechain, Livi Blackwell, and Mrs. Bradon created chalk art pieces for all to enjoy while the newly minted Geneva Jazz Ensemble played. Students blessed all who attended—teachers and classmates alike—as they shared their gifts and talents, helping to advance the mission of the school to inspire others to love beauty.







TELLING STORIES, MAKING MEMORIES

BY JEWEL HOSMAN, ART TEACHER

Studying art and history together helps broaden our understanding of the world and the brilliant and imaginative people who reflect our creator with their gifts and craftsmanship. Fifth grade students enjoyed their first art field trip, visiting the Rollins Museum of Art here in Winter Park. Jewel Hosman, their art teacher, led the trip. The museum generously pulled eighteenth-century portraits so students could study them in person, corresponding to the fifth grade study of portraiture (in art) and the 1700s (in history).

During a guided tour of these pieces, students learned about the visual stories the artists and patrons were telling with their choices in clothing, setting, and animals. Geneva students came to understand more deeply the honored place these important artists hold in history for the influential and critical work they accomplished—they were the recorders of imagery before the modern day camera was invented. Students also marveled at the gifts that God has bestowed to artists to visually understand the created world around them and to be able to translate that into a physical memory.

Several parent chaperones also guided students, helping them use their museum manners while they completed a scavenger hunt of art vocabulary used in works throughout the galleries. Students were asked to observe some of the masterworks by drawing in front of the pieces in their sketchbooks. This will act as a valuable reference for future projects. It also provided students with the opportunity to participate in the method of mimesis, a key practice and tool used in Christian classical education where students imitate a master's work in order to learn, improve, and sharpen a skill or concept.

The Rollins Museum of Art is free to the public, but docents and guides were gracious hosts of this first-time field trip, leaving our school with feedback that these Geneva students were the most well behaved group that has ever been to the museum.

It is our hope that field trips like this not only reinforce our students' studies but also work to build confidence in a lifelong enjoyment of museums and cultural events, making them approachable and giving context to the ways they serve our communities.





Alumni Updates

The Geneva School's high school reunion weekend kicked off with a festive Christmas party at The Hangry Bison in Winter Park on Thursday, December 28, setting the stage for a weekend of nostalgia and friendship. Former classmates gathered over delicious short rib sliders and caprese flatbread to catch up and share stories of their post-Geneva adventures.

Saturday morning, December 30, the reunion continued on campus with a series of sports events at the Alumni Games. Alumni took to Lopdrup Field for a friendly soccer match and to the baseball diamond for batting practice. New to many of our visiting alumni, Riley Arena hosted an alumni basketball game and several volleyball matches. Tours of the new campus prompted alumni to reminisce over how much has stayed the same, like the mural-covered walls of classrooms, the imaginative environment of Kinder Corners, and the familiar art projects lining the hallways, while appreciating what was new, like the black box theatre, the outdoor garden, and the incredible athletic fields.

Over a hundred alumni, faculty, and current families came together for a picnic to celebrate being part of our special Geneva community. Throughout the weekend, a sense of belonging permeated the atmosphere as hearts were filled with gratitude for the shared Geneva experiences and cherished friendships that have endured over the years.



'08

ABBIE (BEATES) VERSACE

In 2017, Abbie graduated with a master's in speech-language pathology from Jacksonville University and completed her clinical fellowship at Wolfson Children's Hospital in Jacksonville, Florida. Abbie is cross-trained to work in every hospital unit, including a level IV NICU, cardiovascular ICU, pediatric ICU, and general pediatric floors. She serves as the lead SLP for trauma patients, which keeps her busy as Wolfson Children's Hospital is the only level I pediatric trauma center in the region! Her role as an acute care SLP is primarily as a feeding therapist evaluating and treating dysphasia and feeding disorders, but she also regularly evaluates and treats cognitive linguistic difficulties. Her days are never the same; she enjoys having a diverse patient caseload, ranging from premature infants and infants following cardiac surgery learning how to drink from a bottle to older children and teenagers who may have suffered a stroke or traumatic brain injury. Abbie has also had the opportunity to be on a panel that developed concussion education for the hospital and the greater community. She truly loves what she does and is thankful for the privilege to serve her patients and their families each day.

During their free time, Abbie and her husband, Joel, love to walk their two German shepherds, hang out with friends, and work on DIY house projects. They also love visiting and hiking through national parks, and so far they have hit eleven! They are thankful for Christ Church East PCA (which meets on the campus of UNF) and their community group, with whom they experience life together in Jacksonville.

'15

NICHOLAS GONZALEZ

After Nicholas graduated from Geneva in 2015, he attended the University of North Florida, where he ran on the track & field and cross country teams. Nicholas greatly enjoyed his time in North Florida, but he decided to move back to Orlando to pursue a career as a firefighter. He is now coming up on six years as a firefighter paramedic with Orange County Fire Rescue. Since being with Orange County, Nicholas has joined the special operations program as well as the climb team that performs high-angle rescues from the Orlando Eye.

In 2018, Nicholas married Abby, his beautiful wife; they just celebrated their fifth anniversary together.

This past year, he had the pleasure of returning to the running world, this time as a coach for Circle Christian School's cross country and track & field teams, and the team made it to the state competition with two top-10 individual finishes at the state meet.

From running fire rescue calls to running around at track meets, life has been full since graduating from Geneva. Nicholas says, "I'll always be grateful for the education and principles Geneva instilled in me; they laid the foundation for the person I am today."

GRACE (ANDREWS) KNECHT

Grace and her husband, Alex, recently moved to the Washington, DC, area. Grace is pregnant with their first child, who is due in April.



Abbie Versace '08



Nicholas Gonzalez '15



Peter Schaefer '15



Grace Natale '17

ALISON O'DONOGHUE

After graduating from The Geneva School in 2015, Alison attended Florida Gulf Coast University in Fort Myers. Following her time in Fort Myers, she moved back to Orlando, where she now enjoys being a preschool teacher at Willow Creek Preschool. Her daughter, Ava, is in Mrs. Stewart's K4 class at The Geneva School this year. Alison has sweet memories of Mrs. Stewart when she was in kindergarten at Geneva and loves seeing Ava thrive in her classroom.

PETER SCHAEFER

After obtaining his MBA from the Crummer Graduate School of Business at Rollins College in 2020, Peter began a career in alternative investments. He currently resides in Maitland, Florida, and works for BNY Mellon, helping the world's largest banks manage their derivative positions and comply with the regulatory requirements for financial jurisdictions across the globe. He also serves as the director of member relations in the bank's Future Leaders program, building out curriculum and mentorship opportunities in order to help develop the careers of more junior employees. Outside of the office, he sits on the board of directors for Goods and Grace—a nonprofit organization helping to provide a dignified and low-cost grocery alternative for families who have demonstrable financial need but are unable to qualify for traditional food assistance programs. Geneva has been and always will be a special community for him as it not only instilled in him a strong work ethic and passion to seek out solutions to problems at the root cause, but it helped him to understand that everything we do should be to God's glory.

'17

DREW FOREMAN

Drew graduated from Wake Forest University with a degree in engineering and is currently working as a civil engineering consultant with Dynamic Engineering. After college, he moved back to Florida and currently lives in Delray Beach, where he enjoys spending time with friends at the beach, playing pickleball, or exploring the local art galleries. When not at work or playing in the South Florida sun, he is typically traveling; he recently visited San Francisco, California, the British Virgin Islands, and Steamboat Springs, Colorado, in addition to his all-time favorite—New Smyrna Beach, Florida! He looks forward to having friends and family visit him in Delray.

GRACE NATALE

Grace Natale recently announced her engagement to Blake Elliott. Grace graduated from Baylor University and currently resides in Austin, Texas.

'18

JOSHUA FORD

Joshua graduated from Stetson University in 2022 with a BA in Business Systems and Analytics, a degree that harmonizes analytics, communication, business processes, and IT. Josh



Drew Foreman '17



Alison O'Donoghue '15



Joshua Ford '18



Emily Costar '20

currently works two jobs, both of which utilize his communication skills. Monday through Thursday, he works “banker’s hours” as an analyst at McNerney Financial Group in downtown Orlando. However, on Fridays and Saturdays, he leaves home at 5:00 am wearing a Hawaiian shirt and shorts to lead informational tours and special events at the beautiful outdoor Discovery Cove next to SeaWorld, Orlando. He meets friendly and interesting people from all over the world as they celebrate special events in the company of dolphins. If, for instance, you arrange for a dolphin to deliver a marriage proposal or a birthday wish for your loved one on a Friday or Saturday, Josh might be your host. One of his most poignant experiences at Discovery Cove was hosting three children from the Make-A-Wish Foundation whose dream was to spend a day with dolphins. When the joyful day was finished, all three children got out of their wheelchairs and hugged Josh. One of the parents told him, “You’ve given them the best day of their lives.”

be studying the ongoing Israel-Palestine conflict and learning a great deal about Islamic culture and religious practices. To learn more, here is a link to information on the program: <https://www.cccuglobaled.org/mesp/>. Amanda is a senior at Gordon College.

EVIE MAUGHAN

Evie is graduating from Newcastle University in England this spring with a degree in biomedical sciences.

'20

EMILY COSTAR

Emily is in her last semester at Baylor University in Waco, Texas, where she is finishing up her elementary education degree. She just returned from three weeks in Australia, where she traveled and taught third grade. After graduation in the spring, she hopes to return to Orlando to teach.

AMANDA GODWIN

Amanda is currently in Jordan, studying the interreligious dialogue between the Jewish, Muslim, and Christian populations in Israel and Palestine as a pathway to peace-building in the Middle East. She will



SPECIAL DELIVERY

When Bri Goble Grubbs ('14) and her husband, Lieph, welcomed their daughter, Kennedy, into the world this month, what a delightful surprise for the Goble family to have fellow

Genevan Julia Bryant deliver Kennedy. Bri and Lieph enjoyed this special reunion with Julia, who works at Winnie Palmer Hospital as a labor and delivery nurse. Bri and her husband cherished every second with their newborn, Kennedy, with the support and kindness Julia provided throughout the entire delivery.



MARCH 23, 2024
THE GENEVA SCHOOL ANNUAL AUCTION GALA

Secret Garden

On the evening of March 23 at The Geneva School's Annual Auction Gala, we celebrated The Geneva School and the deep roots it has cultivated within the Central Florida community, planting a strong Christian classical foundation in the hearts and minds of students for the past 31 years.

We chose the theme "Secret Garden" because it was too hard to resist the challenge of making by hand 12:1 scale paper flowers; but truly, this weeks-long task was simply a little taste of the amount of time, talent, effort, and care it has taken from the whole Geneva community over the last three decades to help the school bloom from a once well-kept secret to a robust K4–12 academic institution serving nearly 700 students.

Like a garden, Geneva is tended to by gardeners invested in prepping from the ground up. The soil must be primed and well resourced to receive its seedlings and provide the nutrients that will feed the plant so it will grow and grow for a lifetime. Our rich soil lays the foundation for our seedlings to take root, protected by the shade of our campus; fertilized with knowledge, grace, and truth; pruned and watered by our teachers, coaches, and staff; and ultimately nourished and sustained by the light of their Creator. The process from seedling to bloom or from seed to vegetable takes time, investment, and care. For our seedlings to flourish, we need the many hands of the gardeners, and we trust that God has a wonderful calling for each of them to fulfill.

Just like the little boy in *The Carrot Seed* by Ruth Krauss, people at Geneva continue to plant, water, trust, and watch expectantly for our young seeds to grow. And just like in the book, although it takes time, effort, and ignoring some doubting voices, "One day ... A carrot came up!" We trust that God is at work and that he is using all of us—supporters, employees, parents, and alumni—to cultivate the seeds, growing a garden where more seeds can be planted and tending the growth patiently and expectantly.

Growing a garden is hard work, and each step of the process is vital to its health. We appreciate each individual who has invested time, talent, and treasure in Geneva over the years, planting seeds and tending to the growth of something beautiful.

**"AND THE SECRET GARDEN BLOOMED AND BLOOMED
AND EVERY MORNING REVEALED NEW MIRACLES."**

FRANCES HODGSON BURNETT, *THE SECRET GARDEN*



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Elise and John Maynard

Leigh and Bruce O'Donoghue

Reformed Theological Seminary

Fringe Benefit Plans (Cheree and Doug Foreman)

Garden Veterinary Clinic (Erin and Lars Lindblad)

Think Integrated (Tracy and Noah Talesnick)

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NOTABLE NUMBERS

3,098 BIDS

500+
DONORS

410
ATTENDEES

24 LIVE AUCTION
PACKAGES

1,095 SILENT
AUCTION PACKAGES

80 VOLUNTEERS

686 CURRENT
STUDENTS
WHOM THE AUCTION BENEFITS

40
TABLES





\$167,741
RAISED IN SILENT

\$204,700
RAISED IN LIVE

\$154,500 MONEY
RAISED FOR
BLEACHERS



NEW BOARD MEMBERS



JASON MAGES

Jason is currently a vice-president of sales at Match-Up Promotions, a print and promotional-product company in Longwood, Florida. Before entering the marketplace, Jason taught high school and coached basketball and golf for five years. With a degree in economics and social education from Florida State University and an MBA from Belhaven College, Jason is a lifelong learner who has always valued education and has come to love Christian classical education over the last two decades.

Jason serves on the Geneva Parents Council and the Covenant College Parent Council. He strives to serve others first to the glory of God as well as investing time, talent, and treasure in the instruction and equipping of young people.

Jason and his wife, Meg, have a son, Jonathan, and a daughter, Anna (TGS Class of 2022). Anna currently attends Covenant College (Lookout Mountain, GA). They live in Winter Park and are members of St. Paul's Presbyterian Church in Orlando, where Jason serves as a deacon. Jason enjoys all sports, teaching high school Sunday school, hiking, traveling, and spending time with his family and friends.



LOTSIE PAPPAS

Lotsie's passion for education led her to pursue a multiple-subject teaching credential and a master's in education from Pepperdine University. Over the years, Lotsie has loved witnessing the heart, intentionality, and depth of learning that Geneva offers.

Lotsie and her husband, Nick, met through a chance encounter at a Los Angeles Angels baseball game. Nick owns a custom fiberglass manufacturing company. They currently live in Winter Park with their three children: Brylie (TGS Class of 2029), Graceyn (TGS Class of 2031), and Trenton (TGS Class of 2035).

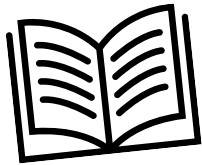
Lotsie enjoys playing tennis, traveling, getting to know people's unique stories, and growing deeper into who God is calling her to be. She has loved the community that she has met at Geneva and is passionate about the school and its vision.

CURRENT BOARD MEMBERS

John Riley (Chairman), Michael Aitcheson, Laura Grace Alexander, Jim Bruce, John Classe, Gordon Cloke, Robert Ingram, Sona Jho, Christine Johnson, Stan Kinnett, Elise Maynard, David Robbins, Dayle Seneff, and Brian Smith

SAVE THE DATE FOR THESE UPCOMING EVENTS!

APRIL 5-14 TGS Book Fair



APRIL 13 Rhetoric Spring Formal

APRIL 17 Spring Strings Showcase

APRIL 18-20 Merely Players Production of *You're a Good Man, Charlie Brown*

APRIL 27 Daddy Daughter Dance



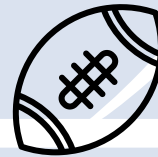
MAY 3 Upper School Choral and Band Concert

MAY 7-16 Senior Thesis Presentations

MAY 8 Lower School Spring Concert (3rd-5th Grade)

MAY 10 Buff Puff Volleyball & Powder Puff Flag Football

MAY 23 Baccalaureate



MAY 24 Commencement



THE GENEVA SCHOOL
1775 SEMINOLA BOULEVARD
CASSELBERRY FL 32707

Summer Camps

The Geneva School | 2024



SUMMER FUN IS ON THE WAY!

The Geneva School is pleased to offer a number of summer camps in June and July.

Geneva summer camps engage campers with exciting activities and make learning with friends fun all summer long. Camps are open to anyone, not just TGS families... anyone is welcome to register for Geneva summer camps.

All camps take place at 1775 Seminola Blvd, Casselberry, FL 32707.

For more information: genevaschool.org/summercamps