

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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DEAR GENEVA COMMUNITY

One of the recurring delights I have experienced since moving to Florida a few years ago is watching rockets being launched from Cape Canaveral. Shortly after arriving here, I downloaded an app called Next Spaceflight. It sends me reminders of launches taking place at the cape. The app also provides a link to a broadcast of the launch. This allows me to listen to the launch and to keep an eye out for the rocket if I am in a location to see it. I have watched and listened to enough launches to know what to expect.

Just over one minute into the launch of a SpaceX Falcon 9 rocket, the broadcast will announce that the rocket has reached Max Q. About two and a half minutes into the launch, the flight will reach MECO, or main engine cutoff, and shortly after, main stage separation and the ignition of the second stage engine. At this point, the rocket is about sixty miles up, out of the earth's atmosphere. It is amazing how quickly this happens.

While I am not a rocket scientist, I have come to appreciate the importance of Max Q. Max Q stands for *maximum dynamic pressure* and signifies the moment in the flight when the rocket is experiencing the greatest amount of pressure and stress due to its high speed through dense atmosphere. The broadcast will often announce that the speed of the rocket is being throttled back during this period. This is done in order to protect the rocket and save the mission.

As parents who have been blessed to launch three children into adulthood (and are currently working on a fourth), my wife and I recall moments when we reached something akin to an emotional Max Q with each,

periods of maximum stress and pressure. For our oldest son, it occurred in middle school when it seemed he could not get his act together and his grades did not reflect his ability. The stress was mounting, at least for mom and dad. After throttling back and giving him space, he figured it out. He is now an MD in internal medicine.

Because each child is different, we asked God to give us wisdom when similar moments of Max Q took place with our other children. In each case, the answer for us was to throttle back in order to decrease the pressure and stress and save the mission.

I know that at various times in the school year, students and parents are experiencing something like Max Q. Grades, homework, tests, late nights, busyness, fatigue—these and other circumstances can ramp up the stress and pressure. When it occurs, I encourage you to seek God's wisdom on how to navigate your relationship with your child, especially during stressful times.

I also encourage you to remember in times like these our mission as parents: to raise mature, God-fearing, and loving adults, ones who benefited from a foundation of stability and love in home, church, and school on which they can build close and meaningful relationships with those in their own homes, churches, and schools.

In the pages that follow, I hope you see evidence of the work taking place at TGS designed to provide your children with the tools and love they need to become mature, God-fearing, and loving adults.



FROM THE HEAD
OF SCHOOL

BRAD RYDEN

A handwritten signature in cursive script that reads "Brad Ryden".





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.



So You Wanna Go Back to Egypt?

Dr. Michael S. Beates, Chaplain

It is true that a teacher always learns more than the student. And I can affirm that I learn much from my students in Egypt.

Perhaps it's a sign of my age that the title of this piece immediately takes me back to Keith Green's catchy, sarcastic "Jesus-rock" tune of this title from the 1970s. His song put to music the faulty sentiments of the ancient Israelites who grumbled and complained in the wilderness. Though miraculously redeemed from captivity through the Passover, at their lowest, these Israelites seemed to long for slavery rather than embrace the challenge of freedom. So they complained, even about the miraculous daily provision of manna. In Numbers 11, we read that they (essentially) said, "All we have is this stinking manna." Keith Green put that into "manna hotcakes, flaming manna souffle, manna waffles, manna burgers, manna patty, ba-manna bread!"

As with so many things in the Old Testament, what was physically true for the Israelites in the wilderness points more broadly to spiritual truths for God's people everywhere. Too often, we too willingly trade the freedom we are offered by life in Christ for continued slavery to sin. In 1 Corinthians 10, Paul tells us that all these stories were written down for us as warnings lest we, too, grumble about God's sovereign leading in our lives.

These and other thoughts were in my mind last April when I again "went back to Egypt" to teach pastors, teachers, and church staff

members as part of the New Geneva Theological Seminary in Egypt. After the flight to Cairo, we traveled by car several hours to a retreat location well-known to members of the Evangelical Church in Egypt: Beit El Salam. Even some in our Geneva community here in Orlando know and love this place. Beit El Salam is a beautiful setting just west of Alexandria on the Mediterranean coast.

During an intensive week, I taught two classes each day for four to five hours. First each morning, I taught forty to fifty MA and MDiv students in a class entitled A Theology of Suffering, Disability, and the Church. Then in the late afternoon, I taught about a dozen doctoral students on The Pastor's Personal and Professional Life.

I can tell you this: our dear brothers and sisters who live in the Nile Valley are not of those who grumble. These Egyptian Christian leaders travel from all along the Nile Valley to attend these classes. Some come from as far away as Aswan in the south of Egypt, almost 700 miles. They leave family and home for a week of intensive training and becoming equipped for ministry. And they come hungry to learn!

To a person, these folks display a tremendous amount of graciousness and gratitude in all things. Unlike us in our cultural context, they are a minority, often oppressed in their villages and cities due to their faith in Christ. Yet they serve our Savior with a zeal and energy that is infectious.

It is true that a teacher always learns more than the student. And I can affirm that I learn much from my students in Egypt: perseverance with joy through many hardships, gratitude for fellowship with other believers, a deep desire to worship each day in song and prayer before entering the classroom, and much more.

Though this was my fourth teaching trip to Egypt, both of these classes were fulfilling to me in ways not experienced in prior teaching excursions. The discussions were rich and often had to be cut short due to time constraints. The students ended each day wanting more. Often, during meals and after the evening programs concluded, they sought me out for further conversation, counsel, and encouragement. Yet, more often than not, I was the one who went away encouraged (though I hope they were also encouraged!).

The class on suffering, disability, and the church used my book *Disability and the Gospel* (published over ten years ago by Crossway) as the primary text. It has been translated into Arabic and is now available across the Arab-speaking world. I needn't tell you how gratifying and humbling that is. But I can tell you that, like us here in America, the hardest concept for these believers to accept is that God is sovereign, even over our suffering. As in many of the conversations we have here, our vigorous discussions often returned to these questions: But God does not cause suffering, does he? This cannot be part of his will, right? So we would patiently return to the Scriptures

like Exodus 4 where God takes credit for things we call disabilities (see Exodus 4:11). Or we would remind students that suffering is described as a normative part of our calling to follow the Savior (see for example 1 Peter 4:12–16, 19; 5:9–11, and many more).

We all sometimes want to get God off the hook, so to speak (See John 9:1–3). But God does not want to “get off the hook.” He wants our lives to give him glory, and so often that happens in ways we would not expect. We learn nothing of lasting significance from comfort, the please and ease of life. Most lessons of eternal value are learned through loss, deprivation, pain, and suffering, but may we say with Paul, “We rejoice in our sufferings, knowing that suffering produces endurance, and endurance produces character, and character produces hope, and hope does not put us to shame, because God's love has been poured into our hearts through the Holy Spirit who has been given to us” (Romans 5:3–5, ESV).

Let me end with this: I remain profoundly grateful to this Geneva community for allowing me such time and travel, and for colleagues who stepped in to cover classes with seventh, eighth, and tenth grade students for the days I was away. With the travel on either end, it was about a ten-day total trip—no small thing. Thank you, Geneva School, for extending the reach of our community to Christian leaders in the Nile Valley.

Disability and the Gospel
by Michael Beates

(Yes, that's my name in Arabic in the small blue circle!)



SUMMER KNIGHTS!



What wonderful seasons that God gives our families! During the school year, both in and out of classrooms, teachers open up the world to Geneva students as they study world history, read high-quality literature, and learn about God and his wonderful creation in every class.



During the summer, families have time for greater exploration, relaxation, recharging, building, investing time in others, discovering, and learning in his amazing world. When families spend time during the summer traveling—to visit landmarks, to enjoy adventures and family fun, or to specifically share the love of God with others—these hours, days, and weeks create memories and moments of inestimable value.



And on the places Knights went during this past summer! Many went to camp, explored locally, crossed the ocean, served on mission trips, picked up a new hobby or honed an existing one, hiked new ranges, and breathed a little deeper.

The common thread heard from all of the stories was a sense of gratitude: for the shared experiences with friends and family and for the growth that happened with new discoveries.



Here are some of the trips they enjoyed.



VBS IN GUATEQUÉ

Lily and Selah Frakes ('24 and '26) led a Converge summer mission trip with their parents, Tom and Jennifer, to the Dominican Republic; Emily Mosquera ('26) and Leigh An and Allie Coplin ('26) joined them. The girls led Bible lessons, fun praise songs, drama, and games for over 100 children during the first ever vacation bible school in this community.

The team shared God's love in Spanish and cross-culturally as they engaged the children using tools brought for the VBS and gifted to the church. The team painted the small two-story church building for the Guatequé community and added murals as well.

They loved hearing Pastor Makendy at one moment excitedly exclaim, "I am so happy, I am so happy! You are helping me so much!" This trip was beautifully prepared for and led by young people whose leadership and spiritual gifts came alive as a team from Geneva, and God worked everything together for his glory and the good of many!



McGaffic Backpack Drive

Emily McGaffic, TGS seventh grader, collected donations from friends and family to provide backpacks filled with supplies for the middle and high school students that attend Orlando Children's Church. This nonprofit organization supports low income children across Central Florida, and it is also the organization that Geneva fourth graders partnered with on SALT day this year.



Goodwins in Israel

This summer, Andrew Goodwin ('36) accompanied his younger sister and parents on an excursion to Israel to visit with dear family. He began the trip in Northern Israel and journeyed to the south as his parents and family shared the significance of each place through the true accounts of the Bible. In Northern Israel, he hiked the lush mountainside of Mount Hermon. Venturing south, he walked in Jesus's hometown, Nazareth. This was also Andrew's home base during his stay in Israel, where he delighted in making new friends and gathering around great meals with young and seasoned alike.

Driving, walking, running, and playing in Jesus's footsteps, he visited many of the places Jesus and his disciples would have gone throughout the countryside. Mount Arbel, Capernaum, Susita, and Megiddo were a few of these fascinating historical and archaeological sites. Heading further south, he wound through the twisty Jerusalem streets, taking in the culture, locations, and sounds. Some highlights were visiting the Temple Mount, eating Israeli ice cream, getting caught in a surprise sandstorm, and even pulling a smile out of one very focused Orthodox priest. Lastly, camping one night in the desert by the Dead Sea turned out to be a much better experience than tasting it. By God's grace, this was an enriching time with his family in a land filled with Bible stories now brought to life.

P.S If you see him on the playground, he'd love to hear about your summer too!



HOSMAN FAMILY BASEBALL ADVENTURE

By train, subway, cab, and foot, TGS students Lucy Hosman ('31), Freddy Hosman ('33), and Nathan Pearson ('33) traveled from New York City, to Washington, D.C., to Baltimore, seeing five baseball games in six days! The kids explored behind the scenes of the Yankees, Mets, and Orioles stadiums; held priceless baseball history like Babe Ruth's uniform and bat; toured Babe Ruth's home; and visited Washington, D.C., all while seeing some amazing baseball games!



LITTLE BLUE HOUSES IN JAMAICA

Many Geneva students went on a week-long mission trip this summer to Jamaica to build two Little Blue Houses for families in Saint Ann's Bay. Students gained a deeper understanding of what it means to help others in need as they ministered to this community. But they also had beautiful glimpses of God at work in the beauty of the hills of Jamaica and the faces of the families they met.

– Christine Johnson

Nothing delights my heart more than seeing teenagers serve. I had the privilege this summer of working alongside a team of hardworking Geneva high schoolers to build two Little Blue Houses for some new friends in Jamaica through a ministry called IsleGo. Our time there began and ended with relationship.



LITTLE BLUE HOUSES IN JAMAICA (CONTINUED)

I watched our team feel lighter, laugh louder, and smile bigger as the week went on, free from the distractions of our homes, our phones, and our busy schedules as we learned to embrace who and what God invited us into each day. The trip was filled with purpose as we built lockable homes for two vulnerable women and led VBS for local children. Because this community matters to God, they matter to us, and that was communicated every day as these teenagers used their unique gifts and talents to serve, love, and encourage the people of Jamaica. We returned home with a broadened perspective on who God is and a greater understanding of what true dependency on him looks like. A piece of our hearts remains in the beautiful country of Jamaica.

— Alli Hendrix

On this trip: Alli and Campbell ('24) Hendrix; Taber ('24), Trenton ('26), Tate ('29), Christine, and Joe Johnson; Faith ('26), Luke ('26), Jennifer, and Jason Sandberg; Noelle ('26) and Owen ('24) Endras; Luke Raffenaud ('24); Riley Shiflett ('24); Jason Zirbel ('24)

ANDREACCHIS IN NIAGARA FALLS

In a thrilling summer adventure, the Andreacchi family embarked on an unforgettable vacation to Niagara Falls for the very first time. After enduring an eight-hour drive from Long Island, the family arrived at the awe-inspiring natural wonder. Their itinerary was brimming with exciting activities and destinations; they set off on a sightseeing trolley ride that showcased the grandeur of Niagara Falls, and they took a leisurely stroll through the lush Niagara Falls State Park to admire native flora. The apex of their adventure was a boat ride aboard the Maid of the Mist, which was a heart-pounding experience that allowed them to draw near to the roaring falls, feeling the cool mist on their skin. They then ventured into the Cave of the Winds, which brought them right beneath a





portion of the falls, drenching them with its refreshing spray. Anthony ('29) and Giuliana ('31) both reveled in the thrill of standing beneath the cascading water. They were awestruck by the falls' power, even though it was operating at just 50% power. For lunch, the family dined at the Top of the Falls restaurant, savoring their meal with an unparalleled view of the falls as their backdrop. This journey was a true blessing, an opportunity to witness God's astounding beauty all around them, and an adventure the Andracchi family will cherish forever!



THE SHARP, CASCANTE, AND BREHM FAMILIES AT YOSEMITE

The Brehms, Cascantes, and Sharps started off their summer by flying cross-country to California. After making an immediate stop at In-N-Out Burger, they spent five days exploring Yosemite National Park. The park had experienced record snowfall in the winter, and all of the waterfalls were so powerful and beautiful. After Yosemite, they walked the Golden Gate Bridge of San Francisco, and they followed that with a tour of Alcatraz. It was a wonderful trip exploring God's creation and one of America's most unique cities.

Photos from Senior Speeches



IS "SCHOOLING" EDUCATION? CHRISTIAN CLASSICAL EDUCATION: SCHOOLING THAT STRENGTHENS EDUCATION

Dr. Russ Kapusinski, Assistant Head of School



Josh Cox



Sarah Paul

Mark Twain once quipped, “I have never let my schooling interfere with my education.” This idea resonated with me as it brought to mind some of those many Bruce Springsteen lyrics that I committed to memory as a young man. Springsteen captured the essence of Twain’s quote when he penned the following words to a song entitled “No Surrender”:

Well, we busted out of class
 Had to get away from those fools
 We learned more from a three-minute
 record, baby
 Than we ever learned in school

Springsteen’s opinion of “schooling,” and those who educate our children, is less than charitable and is by no means the final word on the topic. However, there is a kernel of truth in his observation, perhaps a large kernel. When he refers to “those fools,” he means the army of well-meaning educators seeking to “make bricks without straw” in a broken educational system. These well-intentioned educators seek to provide schooling for the young, unlearned, and impressionable—our children. These are the same children that have lost the wonder of learning and remain uninspired by a disjointed educational system. It is clear that both Twain and Springsteen shared a low opinion of the kind of schooling being doled out to the youth of the United States. They are not alone in this assessment. In reality, they are part of a rather large tribe of discontents regarding the state of schooling in the US.

Ironically, some of those discontents are the very same people who are responsible for said schooling, the United States government themselves. It was nearly forty-four years ago to the date, in October 1979, when Congress passed the Department of Education Organization Act. This newly formed department began operations in May of 1980 and, within three years of their founding, released their assessment on the state of schooling in the United States; it was entitled *A Nation at Risk: The Imperative for Educational Reform* (April 1983). It was not a reassuring report! Perhaps the most alarming statement in the study

was a section that likened the quality of schooling in the US to a Trojan-horse-like guerilla warfare operation with a view to bring down our constitutional republic. Here’s the statement: “If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war.”

By the Department of Education’s 1983 assessment, “schooling” in the “land of the free and the home of the brave” was far worse than Twain or Springsteen imagined! Sadly, little systemic change has occurred to remedy this educational problem since 1983. Efforts to rectify the problem tend towards the overly pragmatic by narrowly defining schooling as a ticket to ride for prestigious college admittance. Schooling is reduced to a zero-sum game that aims for prodigious college brands in order to better prepare the student for a life of financial security. This is not a bad thing, but it is far from the telos (goal, purpose) of education. In this frame, education is viewed as a means to an end; not an end in itself. Education becomes utilitarian in this schema and no longer has as its focus a means of becoming more fully human, which leads to holistic flourishing. This response to the problem of schooling in America addresses only the symptoms and not the disease. Enter Neil Postman ...

Neil Postman was an American educator, media theorist, and social critic. He is probably best known for his prophetic work entitled *Amusing Ourselves to Death: Public Discourse in the Age of Show Business* (1985). (It’s a must-read if you haven’t done so yet.) Postman also wrote a lesser-known book entitled *The End of Education: Redefining the Value of School* (1995). In this work Postman begins with his conviction that both schooling and education have formative power to equip its recipients for flourishing. Postman states,

I began my career as an elementary school teacher and have not for a single moment abandoned the idea that many of our most vexing and painful social problems could be



Joshua Craichy



Ella Kinnett



Jeanie Zhang

ameliorated if we knew how to school our young. You may conclude from this that I am a romantic, but not, I think, a fool. I know that education is not the same thing as schooling, and that, in fact, not much of our education takes place in school. . . . To the young, schooling seems relentless, but we know it is not. What is relentless is our education, which, for good or ill, gives us no rest.

Postman argues that good schooling should better equip us for an effective lifelong education. An education, according to Postman, by which we learn how to make a great life and not just a good living. A great life meaning our comprehensive existential experience as human beings—becoming more fully human! Postman contrasts this preeminent goal of educating for the good life to the goal of making a good living that primarily focuses on economic flourishing. To be clear, Postman’s entire thesis orbits around the fact that schooling has lost its way, and if we can recover its telos (end or purpose), then we once again are equipping young people for a life of flourishing. For Postman, the restoration of effective schooling also serves to enhance our lifelong educational experience by providing valuable tools of learning and habits of intellectual virtue. He understands that education is a cradle-to-grave discipline. The Latin root for the word discipline is *discere*, meaning “to learn.” Therefore, our view of education, and the kind of education we receive, is a matter of utmost importance. This is not a peripheral concern for parents. Schooling, and education, forms our souls. This is what Postman reasons when he states, “our education, for good or ill, gives us no rest.” Education “gives us no rest” until our limited number of days this side of eternity have expired. Therefore, the hope is that our children would be equipped, by our schooling, to rightly frame and maximize this inevitable education afforded to us as human beings who still possess a pulse.

At The Geneva School, we share Postman’s resolved conviction about the formative power of schooling and its benefits for those children shaped by it. Remember, Postman was not questioning the importance of schooling, but rather, the how to do schooling in the most impactful manner. This is why The Geneva School, and Christian classical schools like TGS, do not feel the need to adopt progressive, modern approaches to education that are reductionistic in their philosophical commitments. Rather, TGS embraces a philosophy of education that seeks to accomplish the how of Postman’s perceived “romantic” desire—a desire for the schooling experience of young people that leads to human flourishing! This is why we labor to continue to understand the Christian classical model of schooling and education. This is why we labor as a school to contextualize Christian classical education to the digital age we live in without sacrificing its core tenets. This is why we continue to seek to improve on the expression of Christian classical education with a humble fervency. And this is also why we seek to live it out and apply it with excellence day to day. This is the *how* of schooling and education that frames out our partnership with you in our community of faith and learning. And this is why we are doing a series of articles around our core commitments as a school that is both Christian and classical. It is our desire to grow together in this educational model as we seek to make the schooling we provide a well-watered garden for fruitful, lifelong education that leads to flourishing.

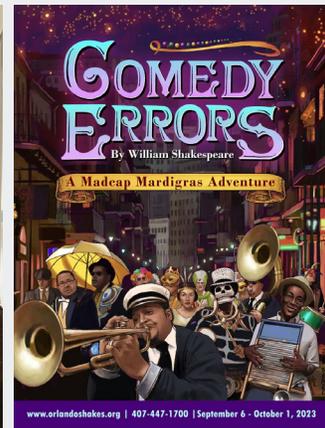
The Vitality of Art

Why does Geneva encourage experiencing fine arts performances and require that the students take fine arts courses? This is a question students, and possibly a few adults, ask—and it is worth answering. There are numerous and fascinating books authored to more fully answer this question, from Gene Edward Veith's *State of the Arts* to Makoto Fujimura's *Art and Faith: A Theology of Making*. A more succinct answer to the aptly posed question is that a significant part of education requires introducing students to new ideas, works, and creations.

Requiring fine arts in the curriculum expands students' horizon for beauty and creativity, enriches their experience, sparks an interest in an area unexpectedly, and uncovers gifts previously undiscovered or overlooked. And, ultimately, we study and create art because God is creative, our creator God in whose likeness we were made (*imago dei*). Who was the first known artist? While we cannot be sure who the first artist was, Exodus 35 shows us that God ordained artisans like Bezalel and others, and we hear Moses say, "He has filled him with the Spirit of God, with skill, with intelligence, with knowledge, and with all craftsmanship" (Exodus 35:31, ESV) to create beautiful and lovely designs from wood, stone, fabric, and metals in many colors.

Though every student has different gifts, appreciating, recognizing, and participating in the arts brings joy, growth, and greater wisdom about the world in which we live, the one that God has created and sustains. We invite students to go beyond the in-classroom academic endeavor of learning about the arts to participation *in* the arts. Geneva offers experiences such as attending *A Comedy of Errors* by William Shakespeare at the Orlando Shakespeare Theater or enjoying the performance of London's Royal Philharmonic Orchestra in collaboration with the Bach Festival Choir of Winter Park at Steinmetz Hall. Students saw professional actors bring Shakespeare's story to life, and they heard some of the most well-known choral-orchestral works from western music's rich history at the orchestra, including some newer works by Karl Jenkins.

We trust that taking the time to include these experiences in the life of the school nourishes the students' souls and leads them to love beauty, think deeply, and pursue Christ's calling. The fast pace of life could raise the question, Why spend time practicing or appreciating the arts? But Philippians 4:8 reminds us, "Finally, brothers, whatever is true, whatever is honorable, whatever is just, whatever is pure, whatever is lovely, whatever is commendable, if there is any excellence, if there is anything worthy of praise, think about such things" (ESV). We trust that this time does not return empty but rather grows us into more thoughtful and creative people.



Training for LIFE

Culture is defined in Merriam-Webster as “the set of shared attitudes, values, goals, and practices that characterizes an institution or organization” or “the integrated pattern of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations.” Both of these definitions offer insight regarding the first-class facilities Geneva athletes have the opportunity to use in Riley Arena, including the new weight room. Sharing values and goals along with integrating knowledge and behavior in order to share that knowledge with future generations are key factors when it comes to student athletes using the weight room.

Habits are formed in many aspects of our lives—at home, in the classroom, in church, on stage, in competition, and in preparation for many different kinds of events. The opening of Riley Arena has provided a wonderful space for students to form strong habits, both mentally and physically, for athletic events. The timing of this opening, with an expanded training space, coincided nicely as Geneva launched its first eight-man tackle football program. All student athletes will benefit from the increased size and extra equipment, but the football team has probably spent the most time in it so far.

Thank you to the donors who gave to make this new space an amazing mental and physical training ground for the students. The lessons they have and will learn as they grow in discipline and dedication will be valuable for them on the field and well beyond.

Coach David Langdon, football program director and head coach / assistant athletic director, had these words to share about the space:



The new Geneva School weight room is, without doubt, the best strength and conditioning room I have had the privilege to utilize in my thirty-five years of high school coaching.

Access to the weight room will allow student athletes to set and work toward objective and attainable individual and team goals. This skill is essential for success in life. Not only will the use of the weight room improve the student athletes' physical development, it will also help improve and develop emotional, social, and leadership skills in their lives.

Here is what a couple of students have to say about Geneva's first-class weight room:



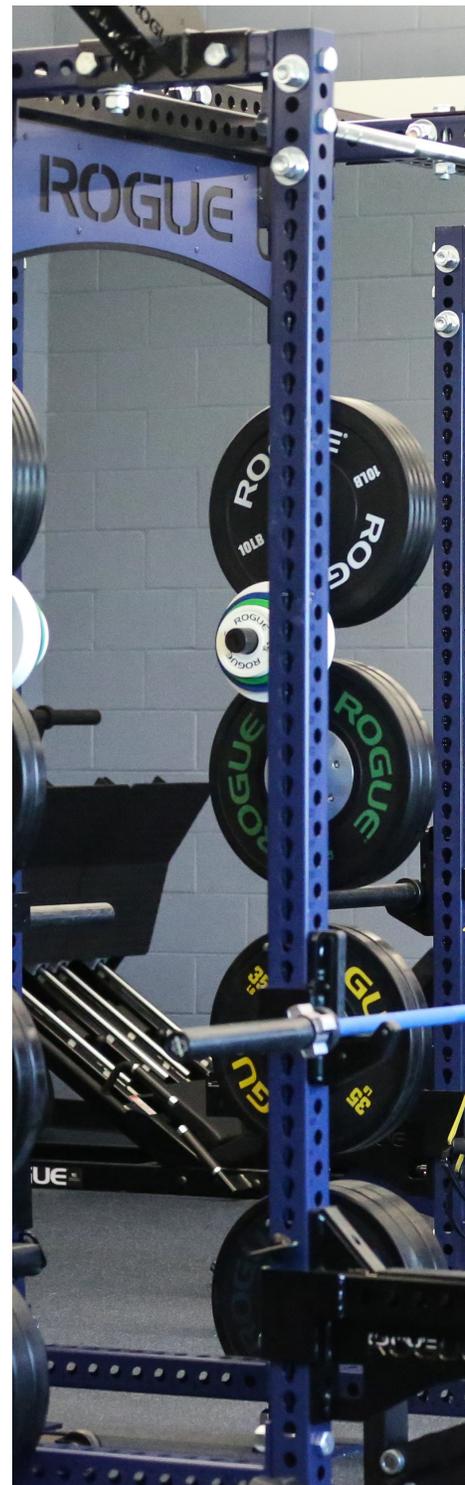
The weight room is absolutely insane! I could not believe the quality of all of the equipment when I walked into the room for the first time. Having a weight room like this at a school like Geneva is one of the coolest things I have experienced.

—Ford Robbins ('24)



Thank you for this new weight room! This place will help me grow in mental and physical discipline. I can't wait to create firm bonds with my teammates through the atmosphere of hard work and reaching goals with like-minded people who want to commit to pushing themselves to be better.

—Nathaniel Alilin ('25)





Thank you so much for helping fund our new Geneva weight room. The new weight room is essential for football, and really all sports. It means so much to the entire school community.

—Trenton Johnson ('26)



Thank you for all of your investment into getting the new weight room. I love the quality of all of our racks and weights. The room will be an essential part of both my physical and mental development.

—Duke Carpenter ('27)

Language Arts Curriculum

Jill Schubert, Lower School Curriculum Coordinator

In September, the lower school academic team hosted three parent meetings outlining components of our Language Arts curriculum. The practices we shared have been in use at The Geneva School for a number of years, but in many cases, they differ from the systems and procedures that were in use twenty or more years ago when our students' parents and the Geneva staff were students themselves.

With the goal of helping our community understand more about our vision and pedagogy, each event centered on one aspect of language instruction. Specific grade levels were invited based on the topic of the meeting, and attendance averaged around fifty.

We shared with parents how our curriculum and instructional methods are both Christian and classical, connected our teaching techniques to research, and offered a taste of what it is like to be a learner in our classrooms. Parents departed with resources for additional study of each topic, suggestions for supporting language skills at home, answers to their questions, and (we are delighted to say) a sense of excitement.

PHONICS, SPELLING, AND VOCABULARY

We aspire to enable our students to read and reread God's word and to equip them to be lifelong learners. Strong readers enjoy the lasting rewards of a rich reading life—the feast of beautiful literature that students hear and read at Geneva cultivates virtue and empathy.

Our approach to teaching phonics and spelling, based on the work of Samuel Orton and Anna Gillingham, is

explicit and systematic: *explicit*, meaning that we introduce and explain the sounds, letters, and rules rather than rely on a discovery method; *systematic*, meaning that we start with the simple and move to the complex. Concepts are introduced in a specific order and advance in small, logical steps. As new skills build upon previous skills, students make connections, experience success, and move forward on a regular basis. This classical approach to reading instruction is reflective of the order God has put into all of creation; research shows that this is the best approach for teaching children how to read.

The majority of our lower school faculty members have attended intensive thirty-hour Orton-Gillingham training, and our goal is for all lower school teachers to experience this training. Without exception, teachers return from these training sessions with renewed excitement and advocacy for structured, multi-sensory phonics instruction.

Vocabulary exposure is embedded in lessons across the subject areas, including new math vocabulary with each unit as well as history and literature stories that offer countless opportunities for stimulating conversation about new words and new uses for familiar words. As phonics understanding expands, fourth- and fifth-grade spelling lists concentrate on Greek and Latin prefixes, suffixes, and roots.

Facility with these word parts enables students to read and spell a wide variety of complex words and identify their meanings. This enhances the learning that takes place in Latin classes, and vice versa.

“While modern education has gradually postponed the learning of English grammar, including the parts of speech and good old-fashioned sentence diagramming, from elementary to middle to high school, a liberal arts curriculum demands that grammar be taught soon after children learn to read Indeed, educators from classical Greece through early twentieth-century American schools insisted on grammatical studies as foundational to everything else.”

Wisdom and Eloquence
from p. 95



Meredith McMurtrie, Kindergarten Teacher, and Sam

GRAMMAR

The study of grammar is a prerequisite for the mastery of any language. From an early age, students begin to learn and apply the rules of grammar intuitively. A young child who says, “I find it,” knows that adding -ed to a verb makes it past tense, even though he or she does not yet know that *find* is an irregular verb with the past tense form *found*. As children learn the ins and outs of how our language works, they grow in their ability to use it fruitfully.

Our first and second graders encounter parts of speech and other elements of grammar in a conversational format and begin more formal grammar lessons toward the end of second grade. From this point through sixth grade, students learn to analyze the English language using the Shurley method of classifying and labeling sentences. Students analyze sentences using the Question and Answer Flow, then they diagram the sentences. Each step is explicitly taught and leads students toward an understanding of language that extends beyond analysis to composition.

Grammar is integral to our writing lessons as well. Skills learned in grammar class are practiced and reinforced in every written assignment. Most units of

our *Writing & Rhetoric* curriculum feature a section entitled “Copiousness.” The curriculum writers offer the following explanation: “*Copia* is Latin for ‘abundance’ or ‘copiousness.’ It is a stretching exercise . . . , a method whereby students reach for new words to express variations of the same idea. The Dutch scholar Erasmus used copiousness as a method for training students in rhetoric during the sixteenth century . . . to help his students grow in eloquence and in flexibility as they reworked sentences with the full array of words at their disposal” (*Narrative II*, p. 31).

A solid understanding of English grammar also fortifies Latin studies, and together they lay the foundation for the study of other languages.

NARRATION

Scripture is the story of our great God. We bear his image and, therefore, we naturally learn and communicate through stories. God has given us an innate hunger for knowledge that in many ways is like our hunger for food. British educator Charlotte Mason wrote in *A Philosophy of Education* that “knowledge ‘nourishes’ the mind as food nourishes the body. A child requires knowledge as much as he requires food.”

A helpful diagram for explaining the process of learning to read is Hollis Scarborough's Reading Rope.

The strands on the left represent individual skills that weave and braid together into the ever tighter, stronger rope of skilled reading. With our students, we are working on skills in all of these areas.

As each individual area develops, it becomes more natural for the skills to work together in an increasingly strategic and increasingly automatic manner. A skilled reader is marked by the fluent execution and coordination of word recognition and text comprehension.

Comprehension is not an isolated skill that is taught; rather, all of these skills reach and lead to comprehension.

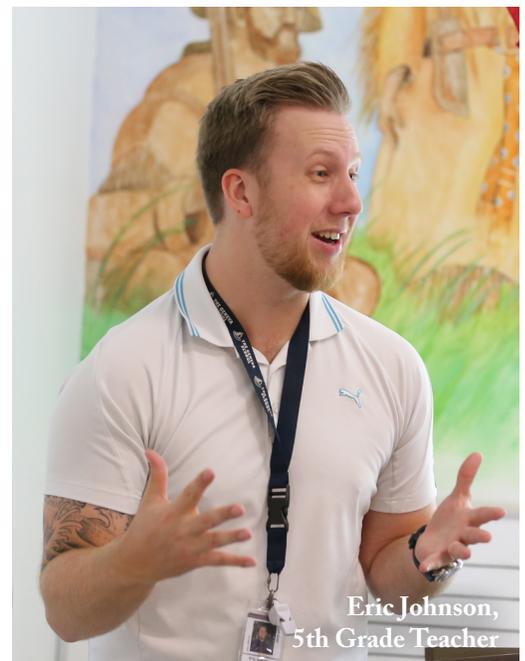
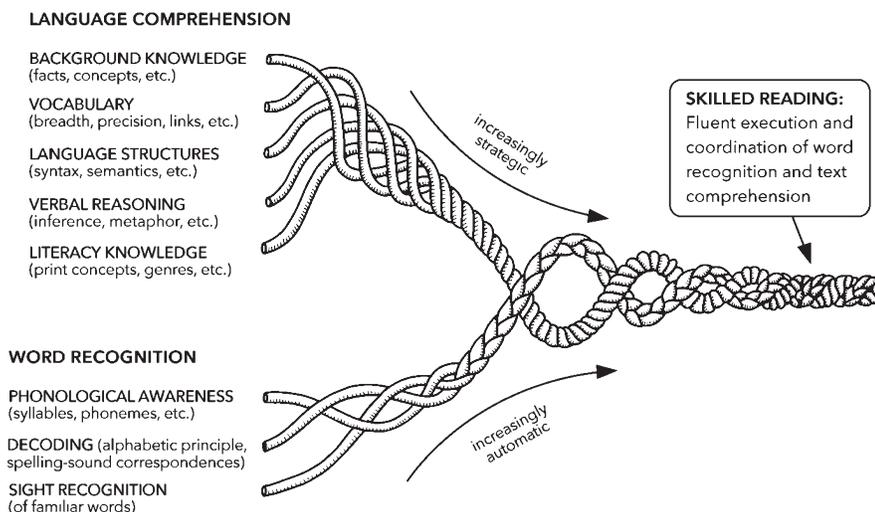
Narration builds a synthetic approach to knowledge in our students. Author and educator Karen Glass describes this approach as “one that ‘puts together’ or integrates all the different things that are learned into a unified understanding of their relationships. A synthetic thinker is always making connections and noticing similarities between one thing and another” (*Know and Tell*, p. 23). We aspire for our students to make connections and appreciate whole stories, concepts, and ideas; therefore, we read living books and stories from beginning to end, rather than simply choosing excerpts. These living books build the moral imagination and orient the students to truth.

The word narration is derived from the Latin verb *narrare*, meaning “to tell.” Jason Barney (*A Classical Guide to Narration*) describes narration as “a teaching practice in which students are asked to communicate back the substance of content they have learned. It has two core components: (1) the exposure of the student to content and (2) the student’s narration of that content” (p. 11). Narration often follows the reading of a classical text but could also be a response to a work of art or a mathematical concept. Once a student has retold all that he or she can remember, classmates are prompted to give additions or corrections in a thoughtful and considerate manner. Processing information in this way helps to solidify understanding.

The process of narration also mirrors the trivium of the classical education model. Information is taken in (grammar), processed and organized (dialectic), and then communicated to others (rhetoric).

Phonetic skills, grammatical understanding, and narrative retelling are building blocks of the language development that occurs throughout a child’s growing-up years. As we prepare our students for their dialectic and rhetoric years—and far beyond—we seek to equip them to communicate confidently using language that is cultivated, precise, and articulate.

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING



Eric Johnson,
5th Grade Teacher



THANK YOU!

Merci Ευχαριστώ Gracias GRATIAS TIBI 谢谢

Out of all the annual traditions at Geneva, SALT is one of the most iconic and influential. SALT was established in 2012 by Katie Deatherage—director of advancement—and a team of Geneva staff and parent volunteers. Previously, Geneva had raised money by having students run laps around the field, but Deatherage wanted to take the fundraiser a step further.

“A couple of us thought that we could create a student fundraiser that creates more impact on the students, the school, and the community,” Deatherage said.

Bob Ingram, Geneva’s headmaster at the time, had heard of other schools raising money through service days and suggested that Deatherage investigate a program like that.

Under Deatherage’s leadership, and with the help of parent volunteers and the advancement team, Geneva created its very own Serveathon, whose goal was to help nonprofit organizations within Central Florida. Deatherage named this new fundraiser *SALT*, inspired by Jesus’s parable in Matthew 5:13.

Over the past twelve years, SALT has grown tremendously, both in terms of the student population and the fundraising goal. Whereas the original goal was around \$70,000, with 470 students enrolled, that number has now more than quadrupled to \$400,000, with just under 700 students. This is mainly a result of Geneva’s expanding campus and, of course, the increasing generosity of the Geneva community.

“Our numbers have grown as the student body has grown,” said Carol Beth Haynes, advancement coordinator. “But every year, the Lord provides big. Seeing him at work in the hearts of everyone is really exciting.”

However, despite these changes, there is still one thing about SALT that has remained the same—the emphasis on community and servant leadership. For twelve years, SALT has helped rally the school together and build close relationships within the Geneva family, which is why it is such a valuable and memorable tradition.

“When you’re working hard together, you get to know each other in a different way than just meeting at a party or a mom’s coffee,” Haynes said. “I think it’s a really beautiful thing, and it’s cool to see how that develops friendships immediately.”

And of course, SALT’s influence stretches far beyond Geneva itself; it also has a huge impact on Central Florida. The students at Geneva work hard every year to help nonprofits accomplish their missions, whether through making teddy bears, sorting food, or bowling with special-needs adults. Even something as simple as weeding has a big impact on nonprofits like Mead Botanical Garden.

“The ongoing annual support is something we truly value!” said Emily Smith, the programs and volunteer initiatives manager at Mead Garden. “We look forward to seeing the fifth grade every year, and we rely on their yearly invasive removal maintenance in areas that don’t receive routine attention.”

And the impact of Geneva students doesn’t stop there. On a larger scale, some Geneva students are even making a dent in global issues, such as hunger and poverty. The sixth grade, for instance, served at the Second Harvest Food Bank once again this year, sorting food products for those in need.

Ian Dixon, a volunteer manager at Second Harvest, said, “The work that all of our volunteers do is vital in helping us maximize the efficiency with which we can get food in the hands of those who need it most. We could not do what we do without the help of volunteers.”

In addition to meeting quotas and accomplishing tasks, the students at Geneva serve with the right heart, which is just as important. Jody Buyas, the natural resource program manager for GreenUp Orlando, was particularly impressed by the good attitude of the seventh graders. This year, the seventh graders were full of joy and enthusiasm during SALT, even though they spent the whole day doing yard work.

“A group of students was working along the bike trail at Lake Druid, and they started a fun chant to march to as

they went from one location to another,” Buyas said. “It set the tone for a great day working together.”

Another example comes from the twelfth graders, who go bowling with the residents from The Russell Home every year. This is one of the most popular SALT projects at Geneva, because the twelfth graders get a chance to interact with special-needs adults, make friends with them, and create lifelong memories together at a bowling alley. Betty Hoover, administrator at The Russell Home, remarked how the senior class did an amazing job this year caring for Russell Home residents.

“It takes someone very special to handle our residents, and these students have never been afraid of our residents, or have ever not wanted to speak to them or hug them and let them know they are loved,” Hoover said. “They do it with a smile on their face, and they do it with love in their hearts.”

These stories show how Geneva students serve the community not because they have to but because they *want* to. They have a genuine desire to share the love of Christ, and that is a deep source of inspiration for the nonprofits whom they serve, almost like a ripple effect. For example, Janice Woody—executive director of Orlando Children’s Church—explained how fourth grade encouraged her to keep striving towards OCC’s mission.

“This year, the fourth graders were so genuinely interested in OCC,” Woody said. “They asked such insightful questions and worked with a real sense of purpose. They inspire me and remind me about the great things OCC is doing.”

Those are just some of the ways that SALT is changing lives, one service project at a time. That’s what SALT is all about, after all—teaching students how to love their neighbor as themselves and giving Geneva a chance to serve the community the same way that Christ has served us. Ultimately, that is what sets SALT apart from other fundraisers.

“Our mission is to build up students with a heart for lifelong service and generosity, essentially,” Haynes said. “And hopefully, that’s what students are taking away as they graduate.”

Article written by Mercia Steinborn for the fall edition of *The Post* magazine 2023. Mercia (TGS Class of 2024) is design editor of *The Post*, the rhetoric student publication.

Mercia with a new friend from The Russell Home





680 BOXES OF FOOD
PACKED TO FEED A
FAMILY FOR A WEEK



\$7,484.61 RAISED
FROM K4-6TH GRADE
PIGGY BANKS



48 TEDDY BEARS
MADE



92% OF STUDENTS
HAD A PLEDGE

2023 PROJECTS

K4: Making Teddy Bears for the Fire Station

Kindergarten: Gifts for the Residents at Alabama Oaks

of Winter Park and Allegro, Winter Park

1st Grade: Care Packages for the Military

2nd Grade: Blessing Bags for the Homeless

3rd Grade: Feeding Children Everywhere

4th Grade: Orlando Children's Church

5th Grade: Mead Botanical Garden

6th Grade: Second Harvest Food Bank

7th Grade: GreenUp Orlando

8th Grade: Choices Women's Clinic

9th Grade: United Against Poverty (UP) Orlando

10th Grade: House of Hope Orlando

11th Grade: The Sharing Center

12th Grade: The Russell Home



\$404,860+
TOTAL RAISED



4,650 LBS
OF ONIONS SORTED



56 SUCCULENTS
POTTED



116 SPONSORS



1,110
VOLUNTEERS



14 PROJECTS

SALT SPONSORS

DIAMOND

Armstrong Financial
Jesus Loves You
Brian King
Laura & John Riley
University Dental Group and Breathing
Wellness (Rosello)

PLATINUM

Altamonte Implant & Cosmetic
Dentistry (Miranda)
Laura Grace Alexander
The Armstrong Family
Coldwell Banker Realty – Rhonda
Hunter Vredenburg
Hangry Bison (Liguori)
Marjean & Bob Ingram
Mother Goose Club (Jho)
Nation Law
Onsite Enviro (Ault)
Rivendell Ventures
Sotheby's – Dan Haber
Staylah Vacation Experiences (Hammer)
Westbrook Service Corporation
The Wilson Family

GOLD

Air Flow Designs (Kennedy)
Aloma Church
Anderson Motors (Pigula)
Armor Building Systems (Alwinson)
Barham Court Consulting (Haynes)
Cahill Homes
Chick-fil-A (Tuskawilla Road and
Forsyth Road)
DDA Architecture (Dixon)
Floridian Custom Homes (Muto)
Garden Veterinary Clinic (Lindblad)
Gator Door East (Platts)
Hackenberg Engineering
Christine & Joe Johnson
Kelly's Homemade Ice Cream (Seidl)
Knight Dermatology
Lowndes (Brian Smith)

Match-Up
Puff 'n Stuff Events and Catering
(Dietel)
Shutts (Costar)
Smear Skincare (Richards)
SML Consulting (Sultan)
St. Paul's Presbyterian Church
Tailwinds Development (Infantino)
Nancy Tanner

SILVER

4Rivers
"All Glory to God"
AFM Healthcare (Alilin)
Mary & Jon Aycrigg
The Classe Family
CNC Machines (Doherty)
Cote Periodontics
Rebecca & Ben Davis
Sally & Tom Davis
Divine Power and Light Services
Edyth Bush Charitable Foundation
The Endras Family
The Fernandez Family
Fortress Storage
Generator Super Center (Thompson)
Goodwin Dentistry & Medicine
Grit & Grain (Crosby)
Grounding Roots (Mellick)
The Gruninger Family
The Hensley Family
Herzing University
The Hill Family
Holladay Properties
The Jadidian Family
Robert & Sabrina Johnson
Liz & Steven Kennedy
The Koufos Family
The Kupietz Family
Meg & Jason Mages
The Maughan Family
The Maynard Family
The McDade Family
The Phillips Family
Prestige Worldwide Marketing (Forney)
RAM Performance & Rehab (Mendez)

Renewal by Anderson (Mellick)
Martha & James Shiflett
Trinity Psychiatric Health & Trinity
Internal Medicine
Universal Roof & Contracting (Mellick)
The Vollenweider Family
The Wasson Family
Xtreme Mats (Burkey)

BRONZE

The Aitcheson Family
Ben Aycrigg
Bettye Lou & Tommy Barkley
Jennifer & Bassem Barsoum
The Blanton Family
Lindsay & Ben Blood
Iola Cox
Sunshine & Jeffrey Cross
The CURE Initiative
Engage the Brain
Lindsay & Jason Harne
Amy & John Heidmann
Rebecca & Brandon Hueber
Joanne & Robert Kim
Kirsten King
Ashley & Nicholas McAlister
Michelle & Shane McGuinness
Lana & Wesley McKee
Liliana & Emerson Mosquera
Belinda & Jared Novick
Shital & Chris Pearson
Tiffany & Jimmy Phipps
Holly & Jeffrey Pohlig
Constance & Vernon Rainwater
Reformed Theological Seminary
Fabiana & Manuel Rendon
Abigail & Ty Roofner
Becky & Brad Ryden
The Spears Family
Karen & Jonathan Thigpen
Abby & Jeremy Torrence
Peggy Wilson
Shirley & Michael Yacoub
Linda & Paul Yantorni



Alumni Updates

'04 *(20th reunion year)*

JOHN CANDETO

John Candeto graduated TGS in 2004 and met his soon-to-be wife Carrie Beth ("CB") at Furman University. They graduated, got married, and moved to Singapore in the summer of 2008.

John worked in corporate strategy for various companies in Southeast Asia while CB pursued a master of science in environmental management at the National University of Singapore. They were both active members of the International Baptist Church in Singapore.

A few years later they moved to Malaysia and then to London, where John pursued a master's degree in management science at the London School of Economics and CB pursued her passion for cuisine and patisserie at Le Cordon Bleu.

Both builders by nature, John helped launch and grow an enterprise software-as-a-service firm while CB grew a by-the-box on-demand storage firm. While in London, they were active members of St. Helen's Bishopsgate.

The family moved to Philadelphia in 2017, where their son, Conrad, was born. John helped expand the London-based software firm in North America while CB and Conrad immersed themselves in the Northeast. They were active members of Tenth Presbyterian Church.

In 2020, daughter Isabella was born, and John and CB launched a private investment partnership, which eventually created the possibility of moving

to Orlando. Preferring to take the scenic route, the family embarked on a 15,000-mile, 34-state road trip, eventually landing in Orlando in early 2022. They worship at Celebration Community Church.

The Candetos reunited with the TGS family in 2022 when Conrad (TGS Class of 2036) joined Mrs. Stewart's K4 class. He is now in Mrs. McMurtrie's kindergarten class and "marketing" Geneva to his younger sister.

As relatively recent additions to the Orlando area, John, CB, Conrad, and Isabella are eager to connect with the local community.

'14

DANNY DOWNWARD

Danny married Emily Balcom on July 1 at a farm in New Hampshire.

'16

SHELLEY DOWNWARD

After graduating from Grove City College with a BS in Biology/Health, Shelley Downward has returned to Orlando, where she is working as an occupational therapist in acute care with AdventHealth.



Cassidy Goble '17
& Drew Foreman '17



Danny Downward '14



Dane Dunnavan '17



Shelley Downward '16
& her brother David

'17

DANE DUNNAVAN

Dane graduated from Samford University with a degree in finance. He married his Samford sweetheart, Heather, last year and they live in Birmingham, Alabama.

After working for Regions Bank for two years, he recently accepted a position with Southern Veterinary Partners as a mergers and acquisitions analyst.

GRANT DUNNAVAN

Grant graduated from Wheaton College in 2021 with a BA in International Relations. He works on Capitol Hill as a legislative correspondent for Senator Rick Scott (R-FL) covering the Homeland Security and Governmental Affairs portfolio. He is currently enrolled in graduate school at the U.S. Naval War College, pursuing a master's in defense and strategic studies.

CASSIDY GOBLE

For Cassidy, life in Alabama is so sweet. Through Redeemer Community Church, Cassidy has found priceless friendships and mentorships. During the day, she works at Regions Bank headquarters as an assistant vice president in the legal department. The job is a blessing—the people are fantastic and she can work from home whenever she wants. Additionally, although she mostly loves to be home in the hills of B'ham, she travels to meet up with friends and visit new places! She strives each day to pursue the good in life and spread the joy of Christ.

KIMBERLY GRAHAM

Kimberly is currently working for CHEP, a global supply chain company focused on sustainability and maintaining a circular economy.

CARRIE SLOAN

Carrie graduated with a master's in social work from Baylor University in 2022. She lives in Texas with her daughter, Clementine, who is almost three. Carrie works in a long-term care / nursing facility as a social worker.



Charlie Classe '18



Jack Blyth '18

'18

JACK BLYTH

In addition to running cross country and track at Palm Beach Atlantic University, Jack graduated early from PBA in 2021 with a bachelor's degree in business management. He then transferred to the University of Tennessee at Martin to fulfill his dream of competing as a Division I athlete while pursuing a master's degree in coaching and human performance. He is now living in Bradenton working at the top athletic prep school in the world—IMG Academy—as a mentor and assistant coach for track and cross country.

CHARLIE CLASSE

Charlie graduated from Anderson University in South Carolina in 2022 with a BA in Art Education and a certification to teach art for seventh through twelfth grade. Charlie is currently at the University of Florida, finishing her final year in the master of arts in art education while teaching and assisting with the classes Workshop for Art Research and Practice (WARP) and Introduction to Teaching Art. When she is not conducting research, she takes photos for UF's Chinese American Student Association (CASA). She looks forward to graduation this spring and future academic and educational opportunities.

'19 *(5th reunion year)*

COLE FOREMAN

Cole graduated from Samford University in 2023 with a BA in History and Classics. He is back at The Geneva School, teaching the seventh grade Antiquities I class, which inspired him to love and study history long ago. He has a keen interest in telling and preserving history; teaching allows him to share this love of history with students and colleagues alike.

Cole is happy to be back in Florida among family and old friends.

RAQUEL SMITH

In May 2023, Raquel graduated from Montreat College with a major in criminal justice and minors in art and honors studies. She is thankful to have been a part of a now nationally ranked NAIA cross country and track and field team. As of August, Raquel was hired by Black Mountain Police Department in North Carolina, and she is currently in basic law enforcement training at McDowell Technical Community College.

'20

LAURA BRAVO

Laura Bravo is currently in her senior year of college at the University of Central Florida, pursuing a degree in industrial engineering while also training as a cadet in Air Force ROTC—a program that develops officers for the US military. As a wing commander, she is responsible for leading a detachment of 150+ cadets; she will be commissioned as an officer in the US Space Force next December.

Participating in campus ministries such as Baptist Collegiate Ministries and Catholic Campus Ministries has helped her continue to grow in her faith. She and her fiancé, Moses Hinrichsen, were confirmed this past Easter at St. Alban's Anglican Cathedral. Laura and Moses will marry this coming spring.

Laura shares these thoughts, "I want to encourage anyone who takes a little longer than others to study for a subject (for me—that was math) that your work ethic is much more impactful on your success than the innate ability you were born with. Fear of failure has caused me to miss out on opportunities for growth, but God gives us a Spirit that does not make us timid but gives us power, love, and self-discipline."

Laura looks back fondly at her time at Geneva and is thankful for the guidance she received to seek goodness, truth, and beauty and to continually ask for wisdom.

LILY HENDRIX

While finishing up her pre-physician-assistant program at Wake Forest University, Lily Hendrix has been working on a research project through the University of South Florida medical school studying the demographics of the refugees who came to their clinic and follow-up rates, and assessing their trauma to then see how trauma is a risk factor for diseases.

ELIZABETH TROUTMAN

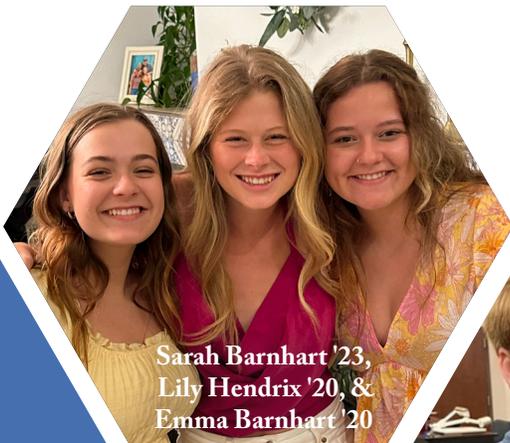
In September, Elizabeth Troutman got engaged to Alex Mitchell. Both Elizabeth and Alex are seniors at Hillsdale College in Michigan.

'21

CHRISTIAN WALKER

Christian Walker is a junior at Palm Beach Atlantic University pursuing a bachelor of fine arts in theatre. During his time at PBA, he has been a part of several school productions, including *Our Town*, *The Comedy of Errors*, and *Into the Woods*. This year, he will also perform in the play *Eurydice*.

Christian enjoys playing music, writing, and making movies; he has both filmed his own and had roles in film-department productions. He is also a resident assistant and enjoys building relationships with the residents in his dorm.



Sarah Barnhart '23,
Lily Hendrix '20, &
Emma Barnhart '20



Laura Bravo '20



Cole Foreman '19

Knights in the News



Click [here](#) to read the New York Times article.

MIKEY COLLINS ('32) comes from a long line of car guys. From the time he was very young, he has been driving one vehicle or another. From pushing and steering a red Mercedes push car as a toddler with his dad on his daily runs to an electric BMWi8 that helped him better develop his steering skills, he was on the move.

When Mikey was three, he began driving an electric Porsche 911—twice as powerful and twice as fast as the BMW. He handled it like a pro.

Mikey drove these cars until he was five. Then his family moved to Florida permanently so Mikey could attend The Geneva School. His first teacher was Lorrie Stewart in K4.

In June 2019, Mikey began driving gas-powered go-karts; in his first race, on September 8, 2019, he won a trophy in a kid kart. Mikey was hooked. Soon after this, he started driving the larger and more powerful Cadet Micro Chassis. He won his first race in this car in May 2020.

He has continued to win races over the last few years, including the Orlando Cup Championship (at age six and age seven), the Spring/Summer Championship at Andersen Race Park (St. Pete), and the Florida ROK Cup race in Orlando. Most recently, he won the Sunshine State Karting Championship and swept the local double header—Orlando Cup Rounds 5 and 6. Along with winning local races, he has placed as high as P2 and P3 on the national level.

Mikey practices every weekend: sixty laps every Saturday morning when he's not traveling or racing! He has a team that analyzes his data, and he is constantly developing his craft, working on perfecting his skills to drive the perfect line around the track. He is learning when to brake and accelerate and what part of the turn's apex to hit. It is hard work, but he loves it. He knows that anything worth doing takes a lot of work, and he would like to drive professionally one day.

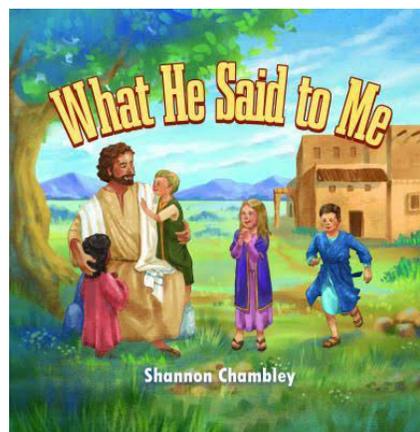
We are excited to share the news that our very own **SHANNON CHAMBLEY**—kindergarten teacher and Geneva parent and grandparent—has a new book out now: *What He Said to Me*. Shannon has invested twenty years and her whole heart in teaching and nurturing others, from young children and their families to her colleagues, family, and friends.

When her friend Peter Neumann wrote a song based on Mark 10, which tells the story of children who are brought to Jesus for his blessing, Shannon was reminded each time she listened to the song of God’s deep love for his children. She envisioned the words of this song as a book for children that would let them know how God cherishes them and has a plan for their lives.

Music has a powerful effect on memory. Children respond to music before they learn to speak; as soon as they learn to talk, they begin to sing. As a kindergarten teacher, Shannon sings with her students daily to reinforce routines, instill concepts, and encourage behavior. With her book, children are able to see and read and hear about and sing about how Jesus loves them.

The next generation needs to know that God created them on purpose, for a purpose. He calls them to run into his open and welcoming arms. And if adult children of God, reading the story to children whom they love, are reminded of how much they are loved, then that is an added bonus.

Shannon and her husband, Mike, have three children—Sarah, Will, and Kensey (’26)—and three grandchildren—Josie (’33), Maisie, and Finn. Her best weekends are spent cheering for her youngest on the volleyball court and attending East Coast Believers Church. When she can carve out time for herself, she enjoys reading, hiking/walking, and sitting on the beach.



Order Shannon's book [here](#).



SAGE DUPLCHAIN ('26) was one of several students chosen last spring to be a part of the Heart Youth Arts Residency, a division of Arts Fellowship Orlando, and a ministry of First Presbyterian Church of Orlando. She was paired with Joan Murray, a Christian fashion designer out of London with her own line, who mentored her during the four-month residency. Sage was challenged to connect her art and faith, and she worked to successfully bring a new fashion design to life.

In April, the students presented their work to about 150 people. In June, Sage was invited, as the only student to participate, to give her presentation with adult artists in the program at the prestigious Dr. Phillips Center to a crowd of over 300.

Following this experience, Sage was connected with a model, a fashion designer, and a bridal designer in New York City. These Christian women work professionally within their artistic disciplines and connect their faith to their art.

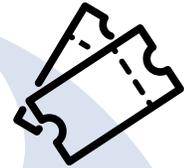
She was then invited to bring her dress to New York City and have it professionally modeled and photographed! This incredible opportunity will hopefully provide exposure and open doors for connections as Sage pursues a career in fashion design.

She also enjoyed her first trip ever to the Big Apple!

SAVE THE DATE FOR THESE UPCOMING EVENTS!

NOVEMBER 30, DECEMBER 1, 7, 9 TGS Fall Play *Les Misérables*

DECEMBER 2 Christmas Festival and Market



DECEMBER 8 Upper School Christmas Concert

DECEMBER 20 Lower School Lessons and Carols (2nd-6th Grade)

DECEMBER 28 Alumni Holiday Reunion

DECEMBER 30 Alumni Games



JANUARY 6 Skate Night

JANUARY 12 Grandparents Day



MARCH 23 Annual Auction Gala



THE GENEVA SCHOOL
1775 SEMINOLA BOULEVARD
CASSELBERRY, FL 32707

 TGS
Cultivating
2023-2024
wisdom & virtue