

THE GENEVA SCHOOL Magazine

FALL 2025

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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In the Presence of Lifelong Learners, Students Flourish

DIGNIFYING THE TEACHING CRAFT AND PROFESSIONAL DEVELOPMENT AT THE GENEVA SCHOOL

The Geneva School's Values Statement reads as follows (emphasis added),

The Geneva School seeks to instill in the educational community it cultivates *an enduring love of learning*, a commitment to serve others, and a dedication to the pursuit of religious truth, moral goodness, and aesthetic beauty, forged from the historic models of orthodox Christianity.

This “enduring love of learning,” first and foremost, is one of the chief attributes of the Portrait of a Master Teacher at The Geneva School. Jesus once referenced an axiomatic truth when equipping his disciples for fruitful living this side of the new heavens and new earth: “A disciple is not above his teacher, but everyone when he is fully trained will be like his teacher” (Luke 6:40). So in many ways, we want every Geneva Knight to become “like his teacher”: a teacher who is equipped with, in pursuit of, and bearing the fruit of an enduring love of learning; a teacher who has a growing mastery of the intellectual virtues—curiosity [wonder or inquisitiveness], autonomy, humility, attentiveness, carefulness, thoroughness, open-mindedness, courage, and tenacity (from *Deep in Thought: A Practical Guide to Teaching the Intellectual Virtues*, Jason Baehr). A teacher whose love of learning is only eclipsed by love of Jesus and the students entrusted to him or her. A teacher who dignifies each student out of a functional, biblical anthropology. When a teacher possesses these characteristics, he or she becomes an exemplar of a life of joy in God and his good creation. The manner in which our teachers pursue the intellectual life forms students for a lifetime of epistemic flourishing applied to all aspects of life. The old adage “We learn more by what is caught than what is taught” proves true once again.

Opportunities for professional development among intellectually virtuous teachers are a practice of exceedingly great delight. Requiring professional development is a

mandate to experience joy. This practice reflects the proverbial “kid in a candy shop” dilemma. So much desired to take in with limited capacity as finite image-bearers of God. Nevertheless, we embark on this glad journey together, continuing to develop in the noble craft of being Christian classical educators.

What forms does professional development take at The Geneva School? One platform for professional development is sending our faculty to conferences and seminars. This past June, Geneva sent fifteen faculty members to the Society of Classical Learning conference in Dallas, Texas. In words of gratitude extended to the school for their experience at the conference, one of our teachers said the following:

Your investment in my education opened doors to experiences that greatly enriched my journey as an educator. As an enthusiastic learner, I am always looking to expand my knowledge, and the conference inspired me to consider the paths we, as educators, must take to ignite our students' passion for learning and cultivate their mindsets.

Other forms of professional development are the hiring of master teachers to mentor and coach new faculty members, reading books together, and investing in continuing education for each of our teachers via a membership to ClassicalU—an online, resource-rich platform giving our faculty access to seasoned trainers in the Christian classical movement. Over the years, Geneva has also assisted faculty in their pursuit of advanced degrees in their academic disciplines. This investment in our teachers is also a robust investment in each student, who will benefit from the ever-deepening cistern of knowledge of the true, good, and beautiful. Inspired teachers inspire students to love beauty. Deep thinkers invite others to muse beyond the surface of ideas. And those who

are in pursuit of Christ's calling themselves serve as examples and guides to those who are just beginning to exercise a firsthand faith in pursuit of Jesus.

I would like to share one final observation: Our philosophy of education is committed to the union of knowing and doing. As our teachers grow as educators, they also grow in their commitment and ability to direct all learning to human flourishing. In other words, we don't just learn so we can win at Trivial Pursuit or Jeopardy. We learn so that we might live differently in this world as we await the King's return. David Hicks captures this commitment in his book *Norms and Nobility*:

The purpose of education is not the assimilation of facts or the retention of information, but the habituation of the mind and body to will and act in accordance with what one knows.

Education is transformation! It is a transformation born out of the liberal arts tradition—that is why we seek to grow together! Teachers being transformed. Teachers being shaped by God's word and western civilizations greatest ideas. Herein lies our commitment to professional development at The Geneva School.

At Geneva, we love to learn and it shows! Our prayer is that our commitment to professional development will inspire our teachers who will in turn inspire your children to love beauty, think deeply, and pursue Christ's calling.

FROM HEADMASTER
RUSS KAPUSINSKI



ROOM TO GROW

A NEW TEACHER DEVELOPMENT INITIATIVE

We, at The Geneva School, offer an idea to prospective parents: your children need room to grow. Come to Geneva where our model of education gives your children space, time, experiences, curriculum, challenges, gospel-centered discipleship, and rich content that help produce growth, maturation, and joy. We also express to those same parents a complementary idea that, as the children grow, we desire that each one would leave these halls owning the mantle of being a lifelong learner and continuing to grow. Actually, we say this about youth and adults alike in the Geneva community. Our hope is that not only the students who enroll but the adults who work here and the parents who pour into this school community are all known as lifelong learners.

We all have room to grow. We know that we are not finished, and will never be, and yet we press on for excellence with humility: “Not that I have already obtained this or am already perfect, but I press on to make it my own, because Christ Jesus has made me his own” (Philippians 3:12).

A teacher or a coach who is eager to continue learning and who recognizes, joyfully, that there is more to discover, more to refine, more to transform *inspires* students and those around them to do the same!

This year, Geneva has launched a new strategic initiative through the generosity of donors who believe that investing in growth bears much fruit. This initiative has a number of components that will extend beyond this year.

1 Consulting with Carrie Eben

Carrie will be working with Geneva for the entire school year. She will be on campus in person four times, meeting with all faculty as well as working closely with the academic administrative team. She will be coaching; modeling effective methods; evaluating curriculum; observing habits, rhymes, and cadences; and helping to produce a playbook for ongoing professional development.

Carrie Eben has been described as a visionary consultant, seasoned educator, and lifelong learner who champions Christian classical education in both the private school and homeschool arenas. Over twenty-four years ago, she began her odyssey as a classical educator; like many classical heroes, she had no clue about the journey she had begun! Carrie relates, “Classical education awakened something deep in my soul, something that had been stifled by the postmodern theories of education offered in my master’s program.”

As the owner of Classical Eben Consulting (classicaleben.com), she passionately leads teachers and parents in the classical model of education. She serves as strategist, consultant, and mentor in the pursuit of cultivating classical education excellence. She develops and delivers customized workshops and coaching for administrators, teachers, and parents, complete with appropriate deliverables at the end of her time with the school.

She currently serves as founding board member at Sager Classical Academy in Siloam Springs, Arkansas, a preK–12 Christian classical school. In addition, Carrie leads the CiRCE (Center for Independent Research on Classical Education) Institute Master Teacher Apprenticeship program for the Ozark Mountain Region. She holds a BSE in intermediate education from John Brown University, and an MSED in curriculum and instruction from Oklahoma State University, and is a PhD student in the humanities program at Faulkner University. Her first book about classical pedagogy, co-authored with Dr. Christopher Perrin, *The Good Teacher: Ten Key Pedagogical Principles That Will Transform Your Teaching*, was published by Classical Academic Press in 2025. You can also find her writing in numerous blogs and on CCE (Christian classical education) websites.



2 Providing Master-Teacher Mentoring: You might see familiar faces more often in the lower school halls this year! And we guarantee they all still love your hugs and hellos! Carol Andrews, Ruth Bingham, Leslie Coggins, Leigh O'Donoghue, and Lorrie Stewart are working as mentor teachers for teachers with less than three years of Christian classical education teaching experience.

3 Providing materials, such as *The Good Teacher: Ten Key Pedagogical Principles That Will Transform Your Teaching* for the faculty to read and discuss with Carrie, and other articles and books to study throughout the year.

4 Developing a comprehensive curriculum and process for all teachers who are new to Geneva. This initiative will begin with the interview and bolster on-boarding and professional development. It is a five-year curricular plan of professional development and mentoring that will grow teachers' understanding of the model of Christian classical education, the development of students, and the culture of Geneva, as well as their own faith.

5 Sending at least thirty additional teachers to the Society for Classical Learning conference in summer 2026, in addition to the fifteen budgeted for this year.



Carol Andrews: Carol has twenty-seven years of teaching experience, four years homeschooling her own children, six years teaching science at Geneva Academy in DeLand, Florida, a sister Christian classical school, and seventeen years (2008–2025) teaching lower school science at TGS. A nutrition science graduate of the University of Georgia, she loves to guide students as they explore the wonders of creation. Carol is working with LLAMPPS and third grade teachers.

Ruth Bingham: From the time she entered first grade, Ruth Bingham wanted to become a teacher. She graduated from The King's College with a degree in Christian education, and has worn many hats at The Geneva School since joining the faculty in 2002. She began as an aide in first and third grade before teaching third grade from 2003 to 2006. From 2010 to 2020 she taught K4, second grade, and third grade. and then transitioned to mentoring teachers in 2020. Ruth is working with second and fourth grade teachers.



Leslie Coggins: Leslie taught at TGS for five years (2020–2025): fifth grade for two years and Latin for three years. She has a broad range of experience in a variety of school settings in Florida, Kentucky, and Georgia. Leslie helped to start The Habersham School, a classical academy in Savannah, Georgia. While there, she taught in fifth through seventh grade and later served as the dean of the lower school. She also served as an exceptional student education (ESE) support facilitator in the Volusia County school system. Leslie graduated from Stetson University with a BA in elementary and early childhood education. Leslie is working with fifth and sixth grade teachers.

Leigh O'Donoghue: Leigh came to Geneva in 2004 and taught kindergarten for seven years before spending six years as a member of the first grade teaching team. Since retiring from full-time teaching in 2017, Leigh has been a regular substitute teacher. She grew up in Charlotte, North Carolina, and graduated from Appalachian State University with a BA in English. She continued her early childhood education with graduate courses at Rollins College and PBS TeacherLine. Leigh is working with kindergarten and first grade teachers.



Lorrie Stewart: In 2000, Lorrie's oldest son started kindergarten at TGS and Lorrie began her twenty-five-year TGS career. She began as an aide in kindergarten. Three years later, Lorrie created and implemented the K4 program at Geneva and taught K4 students for twenty-two years while growing and guiding the program. Lorrie received a degree in elementary education (K–6) and also became certified in early childhood from the University of Central Florida. Lorrie is working with K4 teachers.



Other professional development opportunities that the school is committed to and has already budgeted for this year include the following:

- Investing in a membership for each of our teachers and staff to ClassicalU—an online resource-rich platform giving our faculty access to seasoned trainers in the Christian classical movement.
- Working with the Table Group, a firm, founded by Patrick Lencioni, committed to helping organizations and companies be more successful, healthy, and fulfilling. One piece of the consulting includes having all employees take the Working Genius test in order to strengthen team dynamics by aligning gifts and tasks.
- Sending approximately forty teachers to additional content-specific trainings such as Orton-Gillingham training, language training, math conferences, music conferences, writing workshops, art workshops, cohort mentoring.
- Inviting Keith McCurdy to present a seminar with the teachers, administration, and coaches on how to better engage the student population, taking into consideration key developmental aspects and healthy communication strategies with students and parents.
- Sending at least fifteen teachers to the Society for Classical Learning conference.
- Maintaining the school's membership in Independent School Management, an organization providing ideas, perspectives, and guidance based on research and data from and for private K–12 schools, Florida Council of Independent Schools, professional organizations, and CiRCE.



BY DR. RUSS KAPUSINSKI

Fighting the Good Fight to *Abide in Jesus*

Reflecting on growing up in northeastern Ohio, with four distinct seasons, can sometimes lead me to nostalgic daydreaming—the refreshing cool evenings when autumn finally arrived, the harvest moon that appeared apocalyptic in the night sky, the enchantment of the first snowfall, the resurrection-power unveiled as springtime gave birth to new life, and the summers filled with as many adventures as the imagination could propagate. Those Ohio days of my youth!

Both of my parents grew up on a farm. As a result, they both later enjoyed having a family garden even though no longer committed to farm living. Therefore, part of my summers as a youth involved planting a garden and observing the wonder of food growing out of the ground. Watermelons, cucumbers, tomatoes, and squash from one's own garden always seemed to satisfy more than those same items purchased at the local grocery store. Oh, and those apples! Fifty-five Nantucket, where I grew up, boasted two apple trees in our yard. Trees that would become so hunched over by the amount and weight of apples that had come of age that the whole neighborhood could feast upon the bounty. No one ever had to wonder what kind of trees these were between the months of August and October. Those two trees, nestled adjacent to our garage, publicly displayed their fruit-bearing capacity, proudly declaring their identity, and generously satiating anyone who desired a ripe apple plucked right from the tree.

One doesn't have to be an arborist to know that healthy trees bear the fruit that they were designed to yield in accordance with the divine plan of their Creator. By design, God created trees in such a way that the branches would bear fruit consistent with the tree's identity. Not surprisingly, those branches didn't have to "fight" to remain connected to the tree. In fact, barring some destructive force, those branches would simply remain vitally connected to the life-giving source of nutrients that pulsed through the tree, eventually bringing forth the sweet fruit. And the fruit was abundant! There is no scarcity of fruit on a healthy apple tree. On average, we may have seen fifteen to twenty bushels of apples per tree at forty to forty-eight pounds per bushel. That's six hundred to almost one thousand pounds of apples per tree. Fruitfulness!

In John 15, Jesus compares his father to a vinedresser and himself (Jesus) to the true vine. Jesus says his followers are the "branches." That is you and me if we call upon the name of Jesus as our Savior and Lord. As branches, we are called by Jesus himself to abide in him—the true vine. No less than ten times in John 15 does Jesus call, command, or demonstrate the non-negotiable nature of our abiding in him. According to Jesus, life, salvation, fruit-bearing capacity, joy, and the power to love others sacrificially are only found if we are abiding in him. And, unlike branches in the realm of nature and all things physical science, our abiding must be intentional—we must fight to abide!

Paul, in one of his final epistles, exhorted Timothy, “Fight the good fight of the faith. Take hold of the eternal life to which you were called and about which you made the good confession in the presence of many witnesses” (1 Timothy 6:12). “Fight,” “take hold,” and make the “good confession.” We see a similar theme in Ephesians 6, that epic text on spiritual warfare, wherein Paul exhorts Christians in Ephesus,

In all circumstances take up the shield of faith, with which you can extinguish all the flaming darts of the evil one; and take the helmet of salvation, and the sword of the Spirit, which is the word of God, praying at all times in the Spirit, with all prayer and supplication” (Ephesians 6:16–18a).

As those who would abide, we are commanded to “fight the good fight of the faith,” and to “take up the shield of faith.

So abiding begins, continues, and finds its consummate fulfillment in faith. *Sola fide* (faith alone) was one of the main tenets of the Protestant Reformation. We are saved by faith alone, a faith that abides in Jesus the true vine. Faith is initially that gift from God to those of us who put their active trust in Jesus Christ as our savior—trusting in his finished work on our behalf. Subsequently, faith, for the follower of Jesus, becomes that very thing that we must fight to maintain. We fight that our faith in Jesus might express itself in experiential abiding, which results in much fruit that abides. To be clear, we don’t fight to maintain faith in faith. We fight to maintain a vital, life-giving, abiding faith in Jesus. Saving, biblical faith is that conduit that connects us to the One who enables us to bear fruit, experience joy, and love others with that sacrificial love known as agape. And this is what Jesus calls us to as his followers: namely, to abide in him that we might be a well-fruited people. That is, Christians whose lives manifest the fruit of Spirit: “love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control” (Galatians 5:22–23a), abounding in every good work.

The power for this kind of abiding faith in Jesus is found in John 15:3: “Already you are clean because of the word I have spoken to you.” This is shorthand for the gospel of grace. We are clean because of the redemptive work of Jesus accomplished on our behalf and applied to us by the power of the Holy Spirit. We are clean and therefore we are called to abide, abide, abide, abide, abide, abide, abide, abide, and abide! Perhaps Jesus wants us to abide in him! And perhaps this is more than just cracking the proverbial whip to get us in line and follow God’s rules. Perhaps this call to abide is more a condition of God the Father’s delight in having all his adopted children close by his side—that is us, you and me! Perhaps God the Father delights immeasurably more in our presence than even we do in our own children. Hard to imagine, but true. We love our children—but so does God! We are his children. The late Canadian-born Anglican theologian J. I. Packer once observed,

If you want to judge how well a person understands Christianity, find out how much he makes of the thought of being God’s child, and having God as his Father. If this is not the thought that prompts and controls his worship and prayers and his whole outlook on life, it means that he does not understand Christianity very well at all. Adoption is the highest privilege the gospel offers That justification, by which we mean God’s forgiveness of the past together with his acceptance of us in the future, is the primary and fundamental blessing is not in question (you are clean!). . . . But adoption is higher, because of the richer relationship with God that it involves.

Now this is true and lasting happiness: knowing that we are loved, accepted, adopted, and empowered to abide in Jesus so that our joy might be full and we would be set free to love others sacrificially. Therefore, by fighting to abide in Jesus, we are fighting for our experience of the joy that has already been purchased for us in Christ—“You are clean!” May the Lord enable us to rest in the wonder of that reality all of our days.

Theme for the 2025–2026 School Year
“Abiding in Christ that your joy may be full”
from John 15: 1–17

Finding Community

MAKING CONNECTIONS AT GENEVA



Each year, we give rising seniors a survey with questions like, What does being a Geneva student mean to you? What will you miss most about Geneva? and What about Geneva do you hope never changes? One of the words that shows up most frequently in their answers is community. Why is community so meaningful?

From the stories we read in the Bible to classic literature to more modern novels and movies, we explore, understand, and identify with ideas such as friendship, belonging, and connection because they are woven into our very being. While moments of solitude provide rest and refreshment, a life of solitude was never God's plan for mankind.

A common thread that links this community is the desire and ability to work together with a unified vision to fulfill the common mission of inspiring students to love beauty, think deeply, and pursue Christ's calling. As parents and staff members—teachers, administrators, and coaches—strive to “consider how to stir up one another to love and good works, not neglecting to meet together, as is the habit of some, but encouraging one another, and all the more as you see the Day drawing near” (Hebrews 10:24–25), we build on the legacy that has come before us for the generations who will come after us.

On the next few pages, enjoy hearing from Meredith and Darrell Carpenter, who spoke at the New Parent Dinner, and Rachel Smith, who shared at the New Moms Coffee, as they tell of their Geneva journeys.

A Place to Be Known and Loved

BY MEREDITH AND DARRELL CARPENTER



Meredith and Darrell shared their story at this year's New Parent Dinner on August 28.

The two questions we are answering tonight are, What initially brought us to Geneva? and What makes us continue to stay here?

Two years ago, we decided on Geneva as a school home due to a strong desire for our children to be both known and loved. We hoped as new Geneva parents for that experience to be true for our children, and we have been pleasantly surprised that we, as parents, have experienced this gift personally through the school community as well.

The answer to why we've stayed (and brought even more children over to Geneva) is actually the same. As we all know, the experience of being known and loved is one we don't easily walk away from. A

mentor of ours says it this way: "Our deepest desire is to be known and loved, but our greatest fear is that we will be known but then not loved."

To give a little background on our family, we have been married almost twenty years and have four kids. Our oldest son, Duke, is a junior; we have a freshman son, Braddock; our daughter, Katherine Pierce (K.P.) is in sixth grade, and has a rare genetic syndrome; and our youngest son, Knox, is in fourth grade. The three boys attend Geneva, and our daughter, K.P., attends our wonderful local public school.

Back to how we first came to Geneva. Two years ago, our oldest son was not doing as well as we hoped. We more and more felt disconnected from him and knew something had to change. Looking at his circumstances, we realized that he was in a spot where he was not thriving.

Thankfully, one of his teachers at the time observed that perhaps Duke was trying to become someone he *thought* he should be versus having the freedom to be himself. Duke, who is now 6'5" and 250 pounds (a very large young man), loves sports, but he's also quiet, very academic, has a love of books, and loves music. He was having trouble figuring out how all of these pieces fit together: how are the jock, the musician, and the academic all in one person? That teacher recommended the possibility of seeking out a smaller school.

In The Geneva School entry interview, Duke interviewed with Dr. Vande Brake, who asked at the end of the interview, "Is there anything else you would like to tell us about yourself?" Duke replied, "Well, I'm an introvert." Dr. Vande Brake stated that he was an introvert as well, and that although he knew introverts can be pretty good at hiding in the background, that would not be the case at Geneva. Rather, Duke would be known. We walked away from that interview saying, "We found our school."

Duke being in an environment where he wasn't thriving is what got us here. To answer the question of why we are staying is that we are huge believers in the truth of fruit. Jesus talks about recognizing fruit. It is extraordinary to see the fruit in Duke's life in the last two years. I (Darrell) am not heavily involved in the day-to-day, I barely know what classical education means, but I see the fruit. Duke is thriving in every way: he is considerate, he is engaging, he is encouraging, he has great friendships, and he is doing the things he likes to do. He may not be able to put words to it, but the fruit is what is telling.

Since our initial start at Geneva, Duke's younger brother Braddock started as an eighth grader, and our youngest son, Knox, began as a third grader. We asked each of them what makes them stay at Geneva; Duke, predictably, said the academics. He really does love

learning, and he also just applied for the worship band. He shared that music is a place where he comes alive and really connects with the Lord and he doesn't feel like he has to perform. (Side note: the music program at Geneva is incredible!) Braddock said it's the sports, but he went on to say, "It's the coaches. They understand that it's not just about sports but they actually want to know me." It's amazing when your fifteen-year-old son acknowledges that. Knox, our fourth grader, said, "It's so fun!" He loves that they get to eat lunch outside and have two different times for outside play, and he really loves being able to be in the plays (he had never been in a play before his time at Geneva).

Lastly, a little about our daughter, K.P., who does not attend Geneva but is still very much fully a part of the school community. K.P. has Prader-Willi syndrome, a genetic syndrome that means she lives with severe disabilities. You wouldn't be able to tell that by looking at her, but if you came to our house, you might witness some of the daily challenges (the day these words were shared with TGS new parents, for example, was rough). What we have learned through her rich life is that many times, suffering or hardship also exponentially highlights goodness and life's gifts. When Duke was struggling, we also realized we didn't have the capacity to surround him because we had so much of our resources focused on our precious daughter. It was an amazing gift to enter into the Geneva community and to immediately receive offers of help without even having to ask. That is the way gospel communities work: we dive in to each other's stories. It's been a tremendous gift to be at Geneva, and it blesses our daughter as well, just as her life continues to bless others. We are so thankful how people are just as interested in her story as in our boys' stories.

In short, we're thankful to be at Geneva, we love being a part of the community, and we're grateful to be able to share a little part of our story with you.

Forming Our Kids: why We Chose Geneva (and Stayed)

BY RACHEL SMITH

Rachel Smith spoke at this year's New Moms Coffee, welcoming new moms and sharing her family's experience at Geneva.

I want to take a few minutes to share a little of our family's story—how we ended up at Geneva, why we have stayed, and what is shaping us now.

First, let me tell you about our family and how we got to Geneva. My husband, Brian, and I have three children: Spencer ('27), Oliver ('29), and Eleanor ('32). This is our sixth year at Geneva. We live in College Park; for a season, our neighborhood public school was

a great fit. Our children biked to school, swung by friends' houses, biked to the park; we are grateful for those years.

When it came time for middle school for Spencer, we knew we would make a change. We started to look at private options—and were most interested in a Christian one. We toured several schools with an open mind. A quick side note about my background: I moved a lot growing up and went to public schools, private schools, and Christian schools. And that taught me something important: there isn't one perfect formula for education. God is at work in all kinds of places.



When we toured Geneva, something stood out immediately. Yes, the campus is beautiful and the academics strong, but what struck us most was the depth of spiritual formation that felt markedly different. Faith was not just tacked on, but rather it was integrated—by the teachers, administration, and the parent community—into everything.

And it felt wholehearted and deeply integrated across all the groups. Also, funny enough, the classical education model wasn't why we came—at least not at first. Friends we love and trust highly recommended Geneva, and that carried a lot of weight. Over time though, the classical approach has become one of my absolute favorite things about this school. I'll share a couple examples about how we've seen it play out in our kids.

We found that Geneva cares about our kids' whole persons. In this community, the teachers, administrators, and parents are all striving to move in the same direction alongside us.

One of the greatest gifts has been the central focus on Jesus and the gospel. We have had our share of bumps—having to learn cursive or Latin coming from the public school, not getting the class with your friend, lots of “that isn't fair” moments, learning to work through friendship challenges like any child has to—but in these quirky and awkward moments, teachers and administrators listened, encouraged, and pointed us back to our relationship with Christ.

An example of that is if you have been to a parent-teacher conference, you will notice that the teacher always starts with a prayer. This posture has served as a reminder that we are together in this journey before God and has made all the difference.

I could tell you many, many stories of teachers shepherding, not just teaching—celebrating growth, noticing character, and speaking truth with grace. One of my favorite lower school Geneva traditions is the end-of-year “charge,” when teachers bless each child with a personal encouragement. Those moments remind me how deeply known and loved our children are here.

Faith and spiritual formation are not compartmentalized. For instance, students do not just take a Bible class and then have Wednesday chapel and that covers it. Rather, these threads run through everything: literature, logic, history, science, art, music, and athletics. The aim is not just academic achievement; it is the formation of wisdom and virtue, helping students understand they are part of a story far larger than themselves.

By the end of the dialectic years (seventh and eighth grades) and as they enter the rhetoric years (ninth through twelfth grades), students wrestle with big ideas in concrete ways:

- They are engaged in Socratic discussions about justice, courage, and redemption.
- They compare ancient Greek views of fate with the Christian understanding of grace and providence.
- They analyze choices and consequences—thinking not just about personal motives, but about what those choices mean for family, church, and society and how it has played out in history.

I want to give you two snapshots of what I am talking about and how I saw this play out with our own boys last year.

Faith and spiritual formation are not compartmentalized. . . . The aim is not just academic achievement; it is the formation of wisdom and virtue, helping students understand they are part of a story far larger than themselves.

Geneva is helping to teach our kids how to think; test ideas; discern that which is honorable, lovely, and excellent; and engage what they hear with wisdom and grace.

Spencer was telling us at dinner about his English class with Mrs. Becky Ryden and how she had assigned a debate in class between Orwell's *1984* and Huxley's *Brave New World*. They had discussed what similarities and differences we are seeing today, along with many other questions. What does it mean to be human; what safeguards human dignity; what do we gain (and risk) when we trade judgment for convenience or control? As they discussed and debated various ideas, they had to bring in what they knew from history, theology, Bible, logic, and science to formulate their arguments. It was naturally integrated. I am not sure if Spencer recognized this to be a classical education coming together, but for me it was an amazing picture of how he is being formed by what he is learning every day.

In another example, Oliver was reading a seventeenth-century historian in his eighth grade antiquities class. The historian claimed that the fall of Rome was due to "barbarism and religion," with a particular critique of Christianity. The students were asked to debate: Is that accurate? What does the evidence show? They examined how Christians related to the state, to their neighbor, to sacrifice and service—pulling in what they'd studied across subjects. The point was not to memorize a conclusion, but to think clearly, weigh arguments, and engage topics of enduring value with humility.

I was so excited for my kids—that they are being challenged in these ways at this age and in this encouraging environment. Geneva is helping to teach our kids how to think; test ideas; discern that which is honorable, lovely, and excellent; and engage what they hear with wisdom and grace. All of these small moments and hours at school grow and form our children. As they learn, they grow in confidence—they learn more of who they are. And they see this world as God's creation and discover their place in it.

I also want to make sure that I am honest and don't set false expectations by painting the picture of a perfect school that will most certainly come to disappoint you. Geneva is not perfect. It is a community of teachers, parents, coaches,

and students—who are fully human and fully in need of grace. We've had plenty of challenges too: feeling left out, misunderstandings with teachers, studying hard and not doing well, probably not studying enough and also not doing well, and all the other typical growing pains that come with parenting kids.

But here's the difference: we've found people who are quick to listen, quick to forgive, slow to dismiss or cancel, and always pointing our kids back to Jesus. No educational philosophy—classical or otherwise—can replace that. Geneva's commitment to truth, goodness, and beauty, always anchored in Christ, has given us a hopeful framework for navigating the messy middle.

Let me leave you with a few things that others have encouraged me to do:

- First, jump in: Geneva makes this easy. They offer so many things you can be a part of—volunteer for SALT day, Parents Knight Out, plays, concerts, games, concession stand volunteering. Jumping in communicates to your kids "We are in this together."
- Second, find your people: You do not have to be best friends with everyone, but my suspicion is that you will find a few other families with whom you share quite a bit in common and who will make this journey lighter.
- Third, let your kids struggle (a little). I know this sounds hard, but a bad test, a teacher that doesn't click, friendship drama, challenges and hard-won successes are places where character and confidence take root.

Geneva has been lifegiving for our family. Not because it is perfect, but because it is intentional about shaping minds and hearts with truth and grace. Our prayer is that our kids leave here not just well-prepared for college and careers but also ready to be faithful, courageous, compassionate people anchored in Christ.

Alumni Updates



MARTIN LOPEZ '21

Martin graduated with merit from the United States Naval Academy in May 2025 with a degree in ocean engineering. He was commissioned as a naval officer and is a current ensign. Martin will report to Pensacola, Florida, for navy flight school as a designated student naval aviator.

Martin has a passion for the outdoors, and is still close with several friends from Geneva baseball. He participates in an annual hunting/fellowship trip across the country in search of white-tailed deer.

The Christian classical education at Geneva—where Martin was encouraged to live like the Bible teaches, grow in faith and wisdom, and attain academic excellence—prepared him for his experience at the Naval Academy. He says his teachers, like Dr. Brodrecht, Dr. Beates, and Miss Molyneaux, inspired him to pursue his vocation as people of character who had deep influences on him.

His advice for current rhetoric students is try not to be cynical. Geneva may be different than most other schools, but the classical education offered here can help “shape you into a kind, humble Christian adult with the skillsets required to succeed in this quickly changing world.”

Promises Made, Promises Kept by Dr. Mike Beates

About five years ago, a young rising senior at The Geneva School aspired to gain entry to the United States Naval Academy in Annapolis. That is a big goal. I told Martin Lopez then that if he got in, and if he persevered through the four-year gauntlet of training, I would gladly be present at his graduation. Tens of thousands of qualified students apply annually, but only twelve hundred or so are accepted. And of those twelve hundred, about one thousand have the guts and determination to see it through to graduation and commissioning as a US Naval officer.

Ensign Martin Lopez made it! He is a graduate of the US Naval Academy's Class of 2025! Martin is the first Geneva graduate to gain entry into and graduate from one of our premier military academies. And it is no small feat.

After fulfilling the application process and gaining a congressional appointment from a sitting congressman or senator, one has to survive the “plebe summer.” This is a grueling ten weeks of orientation, indoctrination, and self-reflection all while being constantly yelled at and running everywhere you go. Then come the four years of intense study, summers spent on temporary assignments at sea, or a plethora of other opportunities. All these requirements meld the young midshipmen into candidates for becoming an officer.

Ensign Lopez made it through. And I, for one, hope he is the first of many. As many of you know, Micah Swain ('25) is now at the United States Military Academy in West Point, New York, having survived his own plebe summer experience. And we have more students (two current seniors I know of) who also aspire to gain entry to USNA in Annapolis next year. May God grant their desires!

But back to graduation and commissioning at Annapolis in late May. It was a beautiful day! I joined not only Martin's family (parents, grandmother, and sisters, including Sophia, '24), but also by good Geneva friends the Gibson family (Grey is a close “brother” of Martin) and Angelo Segarra (a retired Naval aviator who has become a mentor and cheerleader for Martin and is also father of Geneva grads Maggie '19 and Katie '21).

Together we enjoyed watching the presidential helicopters fly over the Navy and Marine Corps Stadium to deliver Vice President J. D. Vance, who spoke and personally congratulated every graduate (that's a lot of hands to shake!); we thrilled at a thunderous flyover by the Blue Angels (I have the video if you want to see it), we listened to the patriotic music from the Navy and Marine Corps Band, and we enjoyed all the pageantry associated with any college commencement.

Martin now enters flight school in Pensacola as he aspires to “earn his wings” and become a naval aviator. Time will tell whether he flies “tailhook” (jets off of aircraft carriers), “fixed wing” (larger 737 type aircraft), or “rotary” (the helicopter community). Pray, as God brings Martin to mind, for his success, safety, and service as a US Naval officer. I, for one, sleep well at night knowing he and his classmates are out there serving our country in these strange times we live in.

I am glad I made that promise to Martin more than five years ago and that in God's kind providence I was able to fulfill it. The bittersweet part was that his ceremony coincided with Geneva's commencement, so I had to miss the final ceremony with our beloved students in our own class of 2025. But it was worth it. To God be the glory!



AMANDA GODWIN

AMANDA GODWIN '20

For the past two months, I have been working for an NGO called Global Unites in Sri Lanka, an island off the southeast coast of India. We initiate grassroots youth movements for peace-building to facilitate reconciliation and healing in post-conflict Sri Lanka. It has been an incredible opportunity to experience living in an Asian country for the first time and to learn about the unique culture from every person I meet here. Oftentimes, communities are divided along lines of ethnic or religious identity. Our programs bring together kids from very different religions—Buddhist, Hindu, Christian, and Muslim—and different ethnicities—Sinhala, Tamil, or Moor—and help them to see that difference of belief or experience is not grounds for hatred or prejudice. Instead, over the time we bring these young people together, real friendships bloom, and they realize that the people they were raised to believe were dangerous are human beings worthy of respect and love just like them.

My time in Sri Lanka has been a true privilege and a season of growth. Living cross culturally is uniquely challenging because so much of everyday, normal life is unfamiliar and different and, therefore, uncomfortable but also beautiful because my understanding of who God is just keeps expanding every time I view him through the eyes of the people of Sri Lanka. I find myself asking, Who is Jesus to my Sri Lankan friends, and how do they know him differently than I do? Because we come from entirely different backgrounds, each of us brings a unique perspective to Christianity that is shaped by our cultures, contexts, and experiences. The chance to live and work internationally is not just an opportunity to serve a cause I believe in. It is a challenge to see God all the more fully in every person I encounter and to find value in how they see him too.

NOAH REID '24

I graduated from Geneva in 2024 and am currently studying classics with Asian and Middle Eastern studies at Oxford University in England. Every week, I am locked in a room with an expert who is required to talk to me about the classics, and I love it. So far, I have been blessed to receive awards for my academic success in all my exams. The academic foundation I received at The Geneva School helped prepare me for this next step in my academic journey. I am currently diligently preparing for my larger exams in the coming academic year.

I have not just had my face buried in books. During my senior year at Geneva, Mr. Forrester encouraged me to participate in The Merely Player's production of *Les Misérables*. I enjoyed the experience so much that I decided to participate in a play at Oxford. I wrote, co-directed, and acted in a one-act play, spoofing Shakespeare, for a competition last fall. I also played guitar in a recent production of *The Fiddler on the Roof*.

For this coming academic year, I have been named treasurer of the Oxford C. S. Lewis Society, headed by Dr. Michael Ward. I met Dr. Ward at RTS when he came to speak at Geneva and RTS, and he invited me to come to some society meetings. I have thoroughly enjoyed being involved with the society, and Mr. Shelton is welcome to any of our meetings during term!

I have also been blessed with many Christian friends in both church and various Christian events at the University. Being on my own in another country has forced me to take ownership of my faith more than ever before, and the Lord has blessed me with opportunities to grow closer to him. It has been a big shift coming from Geneva to a mostly non-Christian environment, but Geneva helped ground me in my faith and prepare me for the wider world.



NOAH REID



JAMESON E. (JEB) BEATES '03

Bilbo Baggins once said, “It’s a dangerous business, Frodo, going out your door. You step onto the road, and if you don’t keep your feet, there’s no knowing where you might be swept off to.” That has certainly been the case for me since I graduated from TGS in 2003. After graduating from Geneva College in 2007 with a BA in history, I lived in Reading, Pennsylvania, for sixteen years. I earned my Pennsylvania Social Studies Education Certification and MEd from Kutztown University in 2014 and taught history with the Berks County Intermediate Unit and Reach Cyber Charter School. In 2023, my family and I moved to Lancaster, Pennsylvania, where, in December 2023, my newest adventure led me to accept a faculty position at Linden Hall School for Girls in Lititz, Pennsylvania teaching English literature.

Linden Hall, founded in 1746, is the oldest all-girls school in the United States. The school was created by Moravian immigrants (think Reformer Jan Hus) who founded the town of Lititz, about ten miles north of Lancaster City. Our school still follows some Moravian traditions with weekly chapels, a school prayer, and an annual Christmas Vespers service. Linden Hall is both a day school and a boarding school with an incredibly diverse student body representing over thirty countries. Last school year, I was blessed to teach students from across the United States (Arizona, Georgia, Florida, Maryland, New Jersey, and Pennsylvania) as well as students from countries like Australia, Austria, China, Georgia, Germany, Japan, Nigeria, Russia, South Korea, and Vietnam.

At Linden Hall, I teach tenth grade American literature, eighth grade humanities, and elective courses like Worldbuilding: Fantasy and Sci-Fi Literature, Mystery Fiction, and Writing Seminar. As an English teacher, I often find myself remembering the lessons that I learned from Mr. Dale and Mrs. Carlene King, who taught my literature and rhetoric classes when I attended TGS. I have no doubt the Kings would be thrilled to know that I’ve followed in their footsteps! My work at Linden Hall allows me to be grateful for the incredible foundation of faith and learning that I received at TGS from its founding in 1993 through my graduation a decade later. My classroom is a place where the True, the Good, and the Beautiful are pursued every day.

My wife, Tara, is also a teacher in Lancaster, where she serves as a reading specialist at J.P. McCaskey High School. Our son, Jack, attends Lancaster County Christian School, where he is following in his father’s footsteps by excelling academically in the classroom as well as on the soccer field and basketball court. This past April, Tara and I were amazed at the providence of God to learn that we would be adding another child to our family! This coming December, we will be welcoming another son, Jude Elessar. Jack, who just turned thirteen, is beyond excited to finally be an older brother. We are grateful to God for the blessings he has given our family in Lancaster!



COLLEGE MOVE-INS FOR

The Geneva School

CLASS OF 2025



Nathaniel Alilin '25, Keith Dixon '25, Sona Bowen '25, and Craig Godwin '25 at Florida State University



Micah Swain '25 checking in at the US Military Academy at West Point



Caedmon Clark '25 at the American College of the Building Arts in Charleston, South Carolina



Lindley Rives '25 at Professor's Gate at George Washington University



Bailey White '25 with her mom and dad at Wheaton College



Grace Clark '25 and Audrey Little '25 settling into their dorm at Samford University



Ashley Vandersluis '25 and her mom at Palm Beach Atlantic University



Palmer Hendrix '25 and his dad at Belmont University



Reece Peters '25 with her mom and brother, Hayden Peters '23, at Baylor University



Jack Demo '25 relaxing in his dorm at Samford University



Giuliana Flores '25 in her dorm at Clemson University



Landon Gerber '25 with his mom at the University of Central Florida



Members of The Geneva School Class of 2025 (with a few gate crashers!) on August 13, 2025, at a send-off gathering at Foxtail Coffee

Q & A WITH THE GENEVA SCHOOL CLASS OF 2026

As we prepare to send off these young men and women from the TGS Class of 2026, we would like to share some of their thoughts about being at Geneva. Since there are so many of them (sixty-three!), we will celebrate them throughout the year. We hope you enjoy hearing their perspectives and the insights they offer as they reflect on their Geneva journey.

Trust in the Lord with all your heart and lean not on your own understanding;
in all your ways submit to him, and he will make your paths straight (Proverbs 3:5–6).



Sage Duplechain
(at TGS since 9th grade)

What does being a Geneva student mean to you? *Being a Geneva student means having an education I can be proud of and a community I can depend on.*

How would you encourage kindergartners? *I would remind them to never stop being excited about the things you like, even if you're the only one who likes them.*

What about Geneva do you hope never changes? *I hope the quality of teaching and the way that the teachers care for their students never change.*



Chaley Covelli
(at TGS since 8th grade)

What does being a Geneva student mean to you? *Being a Geneva student means being in community and working hard.*

Who has influenced you the most while at Geneva? *Those who influenced me most were Mrs. Goranson, Dr. Vande Brake, and my friends.*

What about Geneva do you hope never changes? *I hope the care the teachers have for students never changes.*



Connor Burns
(at TGS since K4)

What does being a Geneva student mean to you? *Being a Geneva student means having a place to learn; it's a second home and a community that cares and wants you to succeed.*

What will you miss most about Geneva? *I will miss the funny locker conversations and the time before school starts to talk to people.*

What about Geneva do you hope never changes? *I hope the plays never change, the ones the younger kids do. They were very fun to do as a younger student.*



Evelyn Crosby (at TGS since kindergarten)

What does being a Geneva student mean to you? *Being a Geneva student means everything to me, since I have been at the school since kindergarten. I really can't imagine myself anywhere else. I'm so glad that this was my school. It was such a great experience. It was hard, but it was so enjoyable and worth it.*

What will you miss after you graduate? *I will miss the small hallway interactions; at a school like this, you know everybody, to an extent. Small things like saying hello, throwing a frisbee, someone almost getting hit with the frisbee . . . I really enjoyed the small things.*

What about Geneva do you hope never changes? *The teachers' openness and involvement in students' lives; it has made such an impact on me knowing there are several teachers I can look to for advice.*

Turner Davis (at TGS since 5th grade)

Who has influenced you the most while at Geneva? *My coaches have been the most influential to me because I've spent most of my time at Geneva with them year-round through three different sports.*

Besides the Bible, what is the most influential book you have read? *Frankenstein influenced me because it teaches the reader to not immediately judge someone for what they are on the outside but rather take time to get to know them and see who they actually are on the inside. This is a valuable life lesson: looks can be deceiving.*

What about Geneva do you hope never changes? *I hope the school culture never changes; it's what makes Geneva a special place. A place where everybody has someone and something to belong to or be a part of.*



Amanda Daniels (at TGS since 1st grade)

What does being a Geneva student mean to you? *Being a Geneva student means belonging to a community that cares about you. Throughout my experience, I've had nothing but the best and most caring teachers and classmates.*

Who has influenced you the most while at Geneva? *Mr. Ford significantly influenced me to learn to love physics when I was struggling with it. I had an amazing time in his class, and I improved my skill and discovered I actually love physics because of his class.*

What about Geneva do you hope never changes? *I hope all the fun grammar school themed days never go away, like Monastery Day, the Knighting Ceremony, and others. I loved those because they really cemented what I was learning back then, and I think it's really good for students to experience that.*

Kensley Chambley (at TGS since 8th grade)

What will you miss most about Geneva? *After I graduate, I will miss the community and being able to know so many people older and younger than me. I will also miss having teachers who know and care about me personally.*

Who has influenced you the most while at Geneva? *Mr. Shelton has been very influential because he has taught me so much and provided so much wisdom and has also shown me what it means to love others and be gracious toward them. He has prayed for me individually on multiple occasions and has shown me that I'm seen.*

What about Geneva do you hope never changes? *I hope that people keep sharing advice with people who are younger than they are and keep creating friendships with underclassmen.*





Ashley Ares
(at TGS since 5th grade)

What does being a Geneva student mean to you? *Being a Geneva student allowed me to grow more as a person and learn how to value myself as well as the people around me. That is what it means to me.*

Who has influenced you the most while at Geneva? *Throughout my experience in Geneva, the teachers have made a significant impact on me. With their endless support, it's helped me learn a better work ethic as well as learn balance between learning and rest. The teachers who contributed to my journey would be Mr. Ford, Dr. Andreasen, Mrs. Goranson, and Mrs. Hering. I'm also grateful for Miss Wyrick. I will miss her a lot.*

Besides the Bible, what is the most influential book you have read? *Huckleberry Finn is one of the many books that has influenced me in the way that I look at the world. I mean this in the sense that I cannot escape the world and its expectations, but I can always find a way to make my time here more memorable.*



Ann Dixon
(at TGS since 9th grade)

Who has influenced you the most while at Geneva? *Mrs. Hendrix has influenced me because she has shown me what it means to love others like Christ loves us. She has always been there for me with a good laugh, a hug, or even just a snack. I'm so grateful that I was able to experience her kindness while at Geneva.*

How would you encourage a kindergartner? *Don't be afraid to ask questions!*

Besides the Bible, what is the most influential book you have read? *Gilead was influential to me because it showed me the importance of not letting the past define your future.*



Garrett Fredericks
(at TGS since 9th grade)

What does being a Geneva student mean to you? *Being a Geneva student means that we're held to a higher standard and are truly learning, while also growing in faith. There's always something that I didn't know and every day was always a day of growth. I hope when people see me they can see the school in a positive light, being a representative for the school.*

Who has influenced you the most at Geneva? *Coach Langdon has always been there for me. He has given me so much advice and wisdom that I don't think I would've gotten anywhere else. He's also been an amazing coach, and I've loved getting to know him.*

What about Geneva do you hope never changes? *The staff, the teaching staff, and the coaches are all amazing, and they truly put all they can into their students and players. Nowhere else I've been have I had as good relationships with teachers as I do here; they're always there to support me and help me whenever I need.*



Caroline Costar
(at TGS since kindergarten)

Who has influenced you the most while at Geneva? *Coach Benjumea has been the most influential because, even though she hasn't been my teacher in school, she's been a role model to me through my athletic career at Geneva. She has pushed and encouraged me to get through hard things even when I thought I couldn't do it. She has also helped me create the leadership and courage I have in myself, and I look up to her as a big role model in my life.*

How would you encourage kindergartners? *To soak up every moment you have because it goes by quicker than you think it will.*

What about Geneva do you hope never changes? *I hope the rhetoric retreat never changes.*



Emma Daniels
(at TGS since 1st grade)

What does being a Geneva student mean to you? *Being a Geneva student means trying your hardest. It means coming into a challenging class with an open mind and being ready to learn because you'll get out of the class what you put into it. Being a Geneva student means working hard, but also playing hard. We have challenging academics and many ensembles, but we also have so much fun with house games and field days and other events.*

What will you miss most about Geneva? *I will miss having a community where everyone knows everyone and you always have someone to rely on.*

Besides the Bible, what is the most influential book you have read? *As soon as we started reading Gilead last year, I fell in love with it. The book was so influential to me in my journey as a Christian, and I resonated with many of the topics and themes it discussed.*



James Fulginiti
(at TGS since 4th grade)

What does being a Geneva student mean to you? *Being a Geneva student means being a humble servant and putting in hard work.*

Who has influenced you the most while at Geneva? *Coach Langdon, because he has helped teach me accountability through football.*

Besides the Bible, what is the most influential book you have read? *The most influential book I read was My Side of the Mountain because I've always wanted to do what Sam Gribbley does in that book.*

How would you encourage kindergartners? *Enjoy every moment you have at school.*



Allie Coplin
(at TGS since kindergarten)

What will you miss most about Geneva? *After I graduate, I will miss the off-topic conversations with teachers that actually taught the class life lessons, or just gave us a good laugh. Geneva's culture gives way for deep learning.*

Who has influenced you the most while at Geneva? *Mrs. Bingham in third grade was so influential. She helped me overcome scary things as a kid, and her lessons are still applicable to me now. When I get overwhelmed, I know to breathe, give myself a second, and face my fears head on.*

What about Geneva do you hope never changes? *I hope there will always be generous parents willing to help and hold up the community.*

Tanner Dietel
(at TGS since kindergarten)

What will you miss most about Geneva? *After I graduate, I will miss the close-knit community and always having someone to lean on or talk to.*

Who has influenced you the most while at Geneva? *Anyone who spent extra time to help me during my concussion or when my dad was sick was very influential. Mrs. White and Mr. Sharp especially took time from their families to help me, and that impacted me a lot.*

Besides the Bible, what is the most influential book you have read? *The Catcher in the Rye was a very influential book. I am a lot like the main character and share his viewpoint on people and the world.*





genevaschool.org/salt2025

In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.

Matthew 5:16

SALT (Serving and Learning Together) provides the entire Geneva community with an opportunity to be imitators of Jesus by serving nonprofits in our area and our school. This year, SALT day is Friday, October 3, and we cannot wait to spend this special day together with a common mission—to serve generously with our time, talent, and treasure. This service is threefold:

- The Geneva community serves local nonprofits on SALT day.
- The days leading up to the event serve to teach students about how and why we give generously for the benefit of others.
- The money raised from the students' sponsors covers the costs of each of the SALT projects as well as benefits programs such as tuition assistance, helps with campus improvements and technology advancements, and enhances the arts, academics, and athletics programs.

2025 SALT GOAL—\$400,000

Each year, students come up with creative ways to raise money for SALT along with seeking out sponsors who pledge to support them for their day of service. During the weeks leading up to SALT day, students begin to understand that there are important needs both inside and outside of the walls of their beloved school, and they are able to actively participate in philanthropically supporting the school—many students are able to attend Geneva because of the generosity of others, and the nonprofits we work with are served well by our students, staff members, and parent volunteers. We pray that SALT plants seeds in everyone's heart for a lifelong dedication to serving others with generosity.

Thank you for praying for Geneva's 2025 SALT Serveathon and for considering how you might support SALT this year.



SALT 2025 KICKOFF ASSEMBLY

During the SALT kickoff assembly, two teams each with three family couples (parent/child or sibling pairs) tested their knowledge of SALT 2025 in a friendly Family Feud game. The game was followed by Headmaster Russ Kapusinski and seniors Tanner Dietel and Allison Forney sharing about their SALT experiences over the years . . . this will be Tanner and Allison's thirteenth year. They have both been at TGS since kindergarten.

WHERE WE ARE SERVING

This Year's Projects

K4: Teddy Bears for the Local Fire Station
 K: The Addison of Oviedo
 1st: Making Military Care Packages
 2nd: Blessing Bags for the Homeless
 3rd: U.S. Hunger
 4th: 4Roots Farm
 5th: Mead Botanical Garden
 6th: U.S. Hunger
 7th: GreenUp Orlando
 8th: The Sharing Center / Grace Medical Home
 9th: Special Hearts Farm
 10th: Quest: Camp Thunderbird
 11th: CrossTown 119
 12th: The Russell Home

Project Captains

CarrieBeth Candeto and Andrea Read
 Jen Cote and Alison Muscatello
 Lillian Drummond and Christy Lundy
 Thulasi Goodwin and Catherine Youssef
 Lotsie Pappas
 Kirsten Raser and Layne Spears
 Lisa Miranda and Tiffany Phipps
 Bridgette Cahill
 Angela Maniscalco
 Jen Graf and Jen McGaffic
 Rachel Smith
 Alex Anderson and Kate Lanier
 Michelle Blanchette and Lauren Geiger
 Paula Dixon and Gianett Fernandez

Projects like the SALT Serveathon would not be possible without the volunteer support of our project captains, who organize details and help make sure things go as smoothly as possible on SALT day. Thank you to our captains!

SUPPORT THE GENEVA SCHOOL SALT SERVEATHON

Donate at genevaschool.org/salt2025 or scan the QR code to make a pledge for this year's SALT Serveathon.

On the SALT Serveathon home page, hit the Donate button and follow the prompts.

Credit/Debit or Check? If you are making a large donation and are able to pay by check, we very much appreciate it. This saves us from paying platform fees and credit/debit card fees.

Note: When a donation is made by a credit or debit card, a 3.5% processing fee is assessed to help cover credit/debit card fees. Your total gift is tax deductible.



GROWTH AND MATURITY

When I was in middle school, I began delivering newspapers weekday afternoons in my neighborhood in Dallas, Texas. After a few years, I shifted to delivering newspapers each morning and did that work until I was about twenty-five. All through high school, college, and seminary, I got up early every morning to do my work and then went off to class. One of the best days of my life was the last day I delivered newspapers.

Early in my work, I had to collect my fee from my customers by going door to door. Some of the best life lessons I have learned have come from the discipline of getting up early for work seven days a week and asking my customers to pay their bill. It was not unusual for me to have the owner of a very expensive home in North Dallas ask me to come back another day to collect the twenty dollars they owed me. I learned the truth to the saying that “all that glitters is not gold.”

My job experiences as a young man were not all that unusual in my day, but they seem so today. Many of the students I have had the privilege of working with over the last thirty years have not held jobs, in part because jobs like paper routes no longer exist for young people. And yet I have seen that students have available to them opportunities that can produce some of the same results that a job once did when approached from a work-like perspective: knowing that it will be hard at times and there will be days you don’t want to do the “work,” but by persevering through the hard times, there are rewards to be gained including satisfaction and confidence.

A strong voice in the Christian classical movement in helping teachers and parents develop children and adolescents into adults who are strong and confident is Keith McCurdy. Keith is a family and parenting educator and consultant, as well as a licensed professional counselor and licensed marriage and family therapist in Virginia. He is also a regular speaker at Christian classical conferences. Keith’s approach to working with students and parents can be summarized by his statement that “healthy struggle is the engine to growth and maturity!”

I am pleased that Keith is coming to Geneva this fall. Russ and I talked with Keith this summer at the Society for Classical Learning conference, and we agreed that he would be a great person to have come talk with our teachers, students, and parents. Keith will be at Geneva October 9 and 10 to speak on three occasions: with faculty, with parents (faculty are encouraged to attend), and to upper school students (parents are welcome to attend).

As this school year begins, please pray for the Geneva community. Pray that students will recognize the value in working hard, having fun together, persevering through challenging situations, and experiencing the satisfying payoff of their diligence.



FROM SCHOOL PRESIDENT
BRAD RYDEN



GREAT CONVERSATIONS

YOU'RE INVITED TO AN EVENING
WITH KEITH MCCURDY MA, EdS

THURSDAY, OCTOBER 9, 6:30 PM
THE GENEVA SCHOOL—INGRAM GYM

6:30 PM FELLOWSHIP AND LIGHT APPETIZERS
7:00 PM PROGRAM BEGINS
8:30 PM Q & A

KINDLY RSVP TO CBHAYNES@GENEVASCHOOL.ORG

In addition to being an educator, consultant, and therapist, Keith McCurdy is president and founder of Live Sturdy, LLC, and president and CEO of Total Life Counseling, Inc.

“THE REALITY IS THAT STRUGGLE IS
REQUIRED IN ORDER FOR CHILDREN TO GROW
INTO ‘STURDY ADULTS’—ADULTS WHO CAN
FACE LIFE’S CHALLENGES WITH MATURITY,
RESILIENCE, AND PERSEVERANCE.”

Keith has worked with families, children, parents, and individuals for over thirty years in the field of mental health, providing consulting and coaching services nationally on improving parenting skills, building strong marriages, maintaining healthy relationships, leadership training, and addressing corporate stress management. One of his goals is helping parents understand the needed benefit of allowing their children to struggle to learn to do hard things.

Keith shares on his website,

The reality is that struggle is required in order for children to grow into “sturdy adults”—adults who can face life’s challenges with maturity, resilience, and perseverance. If we want our children to be able to do hard things, we must allow them to struggle.

The irony is that despite all the effort we spend trying to make our children happy, what we are actually accomplishing is ensuring they are fragile and will never be able to experience true joy. When people are fragile, they shy away from difficulty and challenge in order to protect themselves. But this means they miss out on the richest experiences life has to offer. . . .

Children who learn to struggle well throughout their school-age years will grow up to be the natural leaders of the next generation.

We look forward to welcoming Keith to Geneva and benefiting from the insight he has to share on the value of struggle and the importance of mature self-confidence won through perseverance and resilience.

OCTOBER 9, 3:30–5:30 PM

Faculty and Staff Presentation:
“Understanding Your Audience”

OCTOBER 9, 6:30–9:00 PM

Parent Presentation:
“Raising Sturdy Kids”

OCTOBER 10, 8:25–10:00 AM

Dialectic and Rhetoric Student Presentation:
“Perception and What Shapes It”
(Parents are welcome to attend)



THE GENEVA SCHOOL

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Have you opted in to the new weekly ZipCast audio feed? These 10–12 minute broadcasts are sent via text at 7:00 am each Monday morning. Stay up to date on happenings at Geneva and learn from trusted experts in the fields of Christian classical education and parenting.



YOU DON'T WANT TO MISS

October 2	Home Volleyball Game Honoring Volleyball Alumni, 6:30 pm
October 24	Homecoming Football Game, 6:30 pm
November 6–8	Merely Players Present <i>Little Women</i> , 7:00 pm
November 21	Lower School Grandparents Day, 9:30 am–12:45 pm
December 5	Upper School Choral & Band Christmas Concert, 7:00 pm at Willow Creek Church
December 18	Lower School Lessons and Carols (3rd–6th Grade), 6:30 pm in Riley Arena