

THE GENEVA SCHOOL Magazine

WINTER 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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All Scripture quoted from the English Standard Version unless otherwise noted.



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COVER PHOTO: Anna Mandalfino

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STAY CONNECTED @GENEVA





— The Good Teacher —

A Commitment & Exercise in the *Arete* Tradition of Christian Classical Learning



Headmaster Russ Kapusinski

This year, our faculty has embarked on a professional development journey pursuing the tenets, habits, and skills of *the good teacher*. The good teacher serves as a double entendre for (1) the aspirational telos of every Geneva teacher and (2) the name of a recently published book on the principles of an excellent teacher in the Christian liberal arts tradition. *The Good Teacher* is published by Classical Academic Press and co-authored by Dr. Christopher Perrin and Carrie Eben, MEd (Master's in Education). Perhaps you recognize the name Carrie Eben. Carrie is serving alongside our academic leadership this year, assisting in the professional development of our faculty in the never-ending pursuit of teaching excellence, or *arete*.

The “arete tradition of Christian classical learning” is excellence in this tried-and-true form of education that has shaped some of the greatest minds in Western civilization. *Arete* (pronounced: ar-ah-tay) means excellence, and it applies to animate and inanimate objects. In other words, if something is fulfilling its purpose with excellence, like a well-forged knife, it is considered to possess arete. If anything is arete, it's approaching its full potential and is substantially fulfilling its inherent function with excellence. As it applies to teachers,

it denotes being an excellent teacher: the good teacher as defined by the Christian liberal arts tradition.

Good teachers teach from a robust Christian worldview seeking to align all learning under the lordship of Jesus Christ. They seek to be, and more fully become, an integrated Christian. In other words, the good teacher seeks to integrate all learning with an active faith in Jesus that de-compartmentalizes Christianity and allows it to govern all spheres of human existence. As Abraham Kuyper rightly observed,

There is not a square inch in the whole domain of our human existence over which Christ, who is Sovereign over all, does not cry, “Mine!”

The good teacher understands and teaches from a posture of the “mine-ness” reality of the resurrected Christ. Correspondingly, the good teacher models a commitment to the local church. They model the life of a joyful congregant who delights in worship and fellowship, and actively participates in the life of the church as both gift and calling. At the heart of their self-understanding lies the biblical doctrine of adoption. The good teacher is a hopeful heir who lives in light of God's promises,

trusting in the sure hope of eternal life and the restoration of all things. This posture of hope creates a gospel contagion that shapes young lives simply by exposure. As Francis of Assisi was credited to have said, “Preach the gospel at all times; when necessary, use words.” A good teacher preaches the gospel at all times, thus preparing the fertile soil for deep learning and Christian formation.

These three attributes define what The Geneva School means by the good teacher in relationship to God: an integrated Christian, a joyful congregant, and a hopeful heir. It is this articulation of the good teacher’s Christian commitment that shapes the lived, and aspirational desire, of every teacher at The Geneva School.

A good teacher is also committed to the liberal arts tradition, or classical education. We often use these terms synonymously in Christian classical school circles. And while Carrie Eben and Chris Perrin’s book *The Good Teacher* is unapologetically centered on the lordship of Christ (the Logos Principle); it is exceedingly practical in equipping educators using the principles of classical pedagogy.

The two principles we have been focusing on this fall are *festina lente* (“make haste slowly”), and *multum non multa* (“much, not many”), leading to the growth and cultivation of virtues that lead to the mastery of subject content. This develops habits and necessary skill. In *festina lente*, a student “slows down in order to go fast.” So our teachers are intentionally working with school leadership, our master teacher cohort, and Carrie Eben to more thoroughly apply these critical pedagogical principles in every facet of their teaching.

Multum non multa (“much, not many”) is the second principle that has occupied our conversation, coaching, and intentional application this fall. The metaphor of agricultural “pruning” is exceedingly helpful in understanding this principle. Perhaps you’ve also heard the modern proverb “less is more.” This phrase has been defined as follows: simplicity and restraint often lead to greater beauty, power, or effectiveness as opposed to excess. To actually “master” subject content, a new habit, a virtue, or a skill requires doing more with less. That is to say, the “much” of multum non

multa is not only the ability to “master” something, but to cultivate the corresponding habits and skills that mastery requires. Students learn more and are formed in much-needed habits when given the opportunity to marinate in a particular truth, principle, practice, or skill set. One of our “big projects” this year is to evaluate every aspect of our lower school curriculum, especially the amount (the “many” component) of it. We are in this process of “pruning” because we believe so deeply in this multum non multa principle.

All these classical pedagogical principles transcend the classroom into everyday life. Have you ever made a mistake because you failed to “measure twice and cut once?” That is, because in your haste you didn’t slow down enough to attain all the relevant information to succeed? Or have you ever had so many projects going at once that none of them were executed with any degree of excellence? Have you ever lost the joy and wonder of a thing because it was being suffocated by the “tyranny of the urgent”? These principles matter. Discuss them with your children and discover ways to apply them to home life, relationships, your commitment to your local church, your employment, and/or any other facet of your life.

Be encouraged that these principles are shaping the manner in which your child is being educated at The Geneva School. They are deeply embedded in their daily experience at school. The result of this long-term exposure to such life-giving principles will serve them well beyond their tenure at The Geneva School.

FROM HEADMASTER
RUSS KAPUSINSKI





Sage '26 and Silas '29 Duplechain, *The Soul of the Rose*



Mrs. Shelly Bradon, *Peonies*

FALL INTO ART CHALK ART COMPETITION



Kalena Rose Beagle and Livi Blackwell '27, *Roseate Spoonbill*

WINTER PARK, NOVEMBER 1, 2025

Two high school teams and art teacher Mrs. Bradon participated in the Fall Into Art chalk art competition this fall in Winter Park.

Rising to the challenge of competing all day in a chalk event and preparing for the Homecoming dance, Sage and Silas Duplechain completed *The Soul of the Rose* by John William Waterhouse, Livi Blackwell and her friend Kalena Rose Beagle completed *Roseate Spoonbill* by John James Audubon, and Mrs. Bradon did *Peonies* by American artist Charles Courtney Curran.

It was a good day in downtown Winter Park!





Little Women

Review by Lotsie Pappas, TGS Parent and Board Member

The Merely Players presented *Little Women*, yet another beautifully crafted performance from some very talented Geneva upper school students. The story is set during the Civil War and shows the heartwarming bond between four sisters, as well as many relatable family dynamics. The play wrestles with themes that are important to think about in our own lives: navigating challenges with kindness and moral strength, trusting when life seems uncertain, practicing contentment by thinking about our own blessings, and staying grounded in hope and faith.

Each character so uniquely embodies such different personalities with varying gifts and burdens. Rachel Thigpen, playing the part of Jo March, mastered her role as the strong, independent heroine who goes against societal expectations. Jo shows us how she finds contentment by staying true to who she is and embracing her passions as a writer. Harper Swift portrayed Amy, the youngest March sister, and graced us with her humor and expressiveness as we watched her character grow in age and maturity throughout the play. Julia Cota, playing the part of Meg, beautifully showed us how the oldest sister takes on the traditional role of wife and mother during that time. Montserrat Poblete-Maruri captured our hearts portraying the complex role of Beth, who shows us her quiet strength in both her musical talent and in her humility, which are defining and inspiring character traits.

Selah Frakes shared a compelling performance as Marmee, the matriarch of the family, who provides wisdom and steadiness to those around her. Jude Geiger played Laurie, displaying loyalty and compassion to his dear friends. Sophia Holcomb played Aunt March and kept the audience laughing with her stern and opinionated lines. James Armstrong, who played John Brooks, gave a convincing and delightful performance as Laurie's tutor and suitor to Meg, later becoming her husband. The supporting actors did a fantastic job as well.

These young actors displayed such complex emotional range. I am grateful for the opportunity to have watched this play. Mr. Forrester and all those who worked so hard to make it such a huge success did a wonderful job sharing this story with our community.



HAVE YOU EVER WONDERED ABOUT WONDER?



Have you ever wondered about wonder? My family didn't listen to classical music very much when I was growing up. I will never forget the time I first heard Pachelbel's "Canon." The Academy of St. Martin in the Fields came to perform at Arizona State University when I was living in Phoenix, Arizona. As I sat there in the auditorium, my eyes filled with tears because of the intense beauty of that piece of music. I was transfixed! My heart was flooded with a profound sense of awe and appreciation for the amazing power that music has on the human soul.

Wonder has the power to transform us. In my science classroom, I loved seeing students discover something for the first time: watching aurora lights dance across the night sky in a video and learning how they form, viewing delicately formed crystals found one mile below the surface of the earth deep in a cave, or finding out that it was the continuously circulating ocean currents that first brought Columbus to the new world! Their faces would display amazement, often mixed with surprise, caused by something beautiful, unexpected, or seemingly inexplicable. Moments like this bring forth a deeper, more emotional response in the students—almost a sense of transcendence.

At The Geneva School, our teachers are wonder builders. This year in my role as a master teacher, I have had the privilege of visiting many classrooms to see the myriad ways our teachers nurture a love for beauty and a love for their peers in our students. When interacting with their classmates, students are encouraged to see them as God sees them, as friends who are worthy of their attention, time, prayers, encouragement, and help.

I have seen an art teacher display a page from one of the illustrated manuscripts written during the Middle Ages, pointing out its detail. Fourth grade students were then inspired to paint their own initials in the same style as the medieval manuscript. I have seen a music teacher point out the various melodies found within a single piece of music, only to have the students notice one of those melodies further along in the composition.

I have seen a Bible teacher reading about the three hundred Israelite soldiers who, under the leadership of Gideon, famously defeated the much larger Midianite army. As this teacher read about how Gideon's men were chosen, she asked the students how they would drink water from the edge of the spring. Most said they would cup their hands to drink the water. The children were amazed as the teacher read about how three hundred of Gideon's ten thousand men were selected to go to battle based on their method of drinking water from the spring: those who lapped water with their hands like a dog were kept, while those who knelt to drink were sent home.

I have seen a Latin teacher invite his students "to think, to wonder, to see, and to imagine" by observing a colorful drawing projected on the whiteboard. Not only did he use the visual image, but he included a beautiful piece by Chopin for them to hear so as to stimulate their creativity. Immediately, one student saw a *stella*. (I was amazed that they went to the Latin words right away!) One by one, the students noticed that the whole list of their Latin vocabulary words was found within the image: *silva*, *terra*, *vita*, *unda*, *regina*, and *rex*. What a wonderful way to creatively inspire students during a Latin vocabulary review!



Geneva classrooms, hallways, and outdoor spaces are also wonder builders. The beautiful classroom murals help our students feel like they have stepped back in time to the period of history they are immersed in. The lovely student artwork displayed in the hallways, the students singing or reciting poems as they walk to class, and the beauty of Grace Commons, which students pass daily, all point to the wonder that infiltrates this noble institution and calls students to raise their gaze.

So how can we incorporate wonder in our homes? The benefits of wonder can be missed if we don't regularly attend to the beauty and glory of the world: of nature, art, language, music, and our neighbors, *imago Dei* who are all around us. We need to take action. Wonder takes time, thought, and effort. We must attend to the people God has placed in our lives, considering what may lead to the flourishing of those around us, and we must learn to attend to the small details of creation. Attend to the grandeur of the immense parts of creation: seaside vistas, mountains, streams, rivers, lakes, and fields. In a sermon on 1 Corinthians, John Calvin writes, "There is not one blade of grass, there is no color in this world that is not intended to make us rejoice."

Recently, I have been struck with the wonder displayed in the seemingly mundane and common things around us. For example, while cutting up a pomegranate several weeks ago (and silently grumbling about how intimidating it was to seed!), I instantly stopped and looked down at the fruit. Having cut the fruit in half crosswise, five chambers were exhibited making the fruit have a star-shaped design in its center. It was a moment of wonder—seeing the beauty revealed inside of that fruit. Shortly after, another portion of wonder struck me as I ate the tasty seeds, savoring their juicy flavor: "O, taste and see that the LORD is good!" (Psalm 34:8).

Several days later, my husband told me he had a photo he wanted to show me. The photo was taken of a glorious cloud formation he had seen from the window of his fourth-floor office. The wonder he experienced had moved him to get up and photograph the beauty

of those lofty clouds in that moment. Clouds and pomegranates are ordinary things, just like many of the countless other things we encounter every day. Let's make time to be wise to the beauty and complexity of the ordinary!

"And amazement seized them all, and they glorified God and were filled with awe, saying, 'We have seen extraordinary things today'" (Luke 5:26). This verse points to the supreme wonder-maker, Jesus. His disciples had just seen Jesus heal a paralyzed man and then tell that man that his sins were forgiven. The many miracles of the Bible are sometimes referred to as signs and wonders. When we as families read God's Word together, let us pause to ponder the miracle or wonder found in its pages.

Ultimately, wonder exists because the glorious God of creation is the originator of all things good, beautiful, and wondrous. Psalm 40:5 says:

You have multiplied, O LORD my God,
your wondrous deeds and your thoughts toward us;
none can compare with you!
I will proclaim and tell of them,
yet they are more than can be told.

Recognizing God's goodness in the gifts he has given us in the people around us and in his creation will guide us to a sense of wonder. When we express our gratitude and give glory to God for all that we have, this transforms the world around us; we recognize how significant even the smallest things are, how much there is to see and delight in, and how beauty may be found in the most unlikely of places or even people. Let us practice pausing with gratitude to the One who is behind everything that we gaze on in wonder. After all, he is the God of wonder!

I hope you have a WONDER-full life!

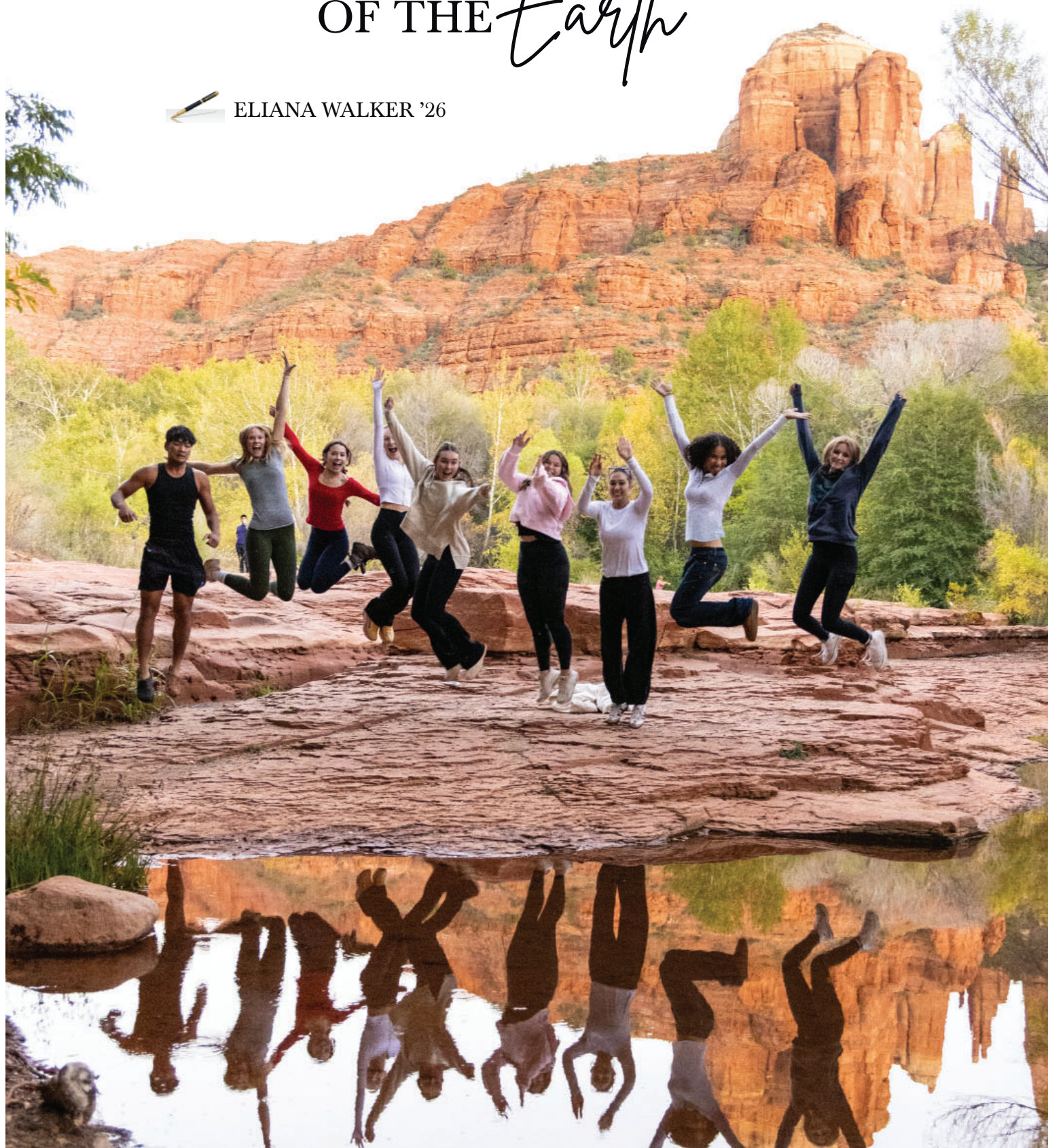


CAROL ANDREWS

FOR THE *Beauty* OF THE *Earth*



ELIANA WALKER '26





At Geneva, students are encouraged to love beauty, think deeply, and pursue Christ's calling. One of the opportunities that we have specifically as AP photography students is a trip to Sedona, Arizona. Over fall break, AP students spent four days surrounded by red rocks, connecting with one another, and in awe of the beauty of God's creation. Doing at least two shoots a day, we had ample opportunity to capture the unique landscape.

Each morning, we woke up with the cool air surrounding us and watched the hot air balloons rise above the mountains while we sipped our coffee and enjoyed one another's company. On our first full day, we visited the Grand Canyon, where we were able to walk around, take pictures, of course, and enjoy the view, all while making memories. That night, we also had the opportunity to take photos of the Milky Way, something that we can't do at home because of light pollution and heavy cloud cover.

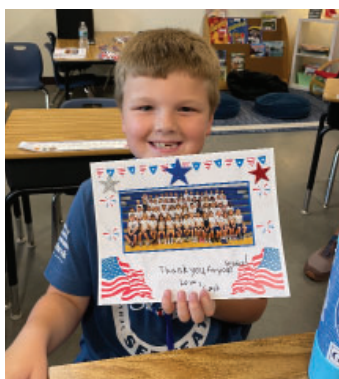
The next day, we did similar activities, seeing the wonder of God's creation, while Mrs. Harding and Mrs. Medina encouraged us to capture every moment and scene we could. For some shoots, we had to think outside of the box, changing positions to get the perfect framing. We even had to get in the freezing water to find just the right angle for a reflection of the massive rock formation in the background. At the end of the day, we came back to the house grateful to smell a home-cooked meal prepared by Mrs. O'Driscoll, complete with cookies for dessert.

The days were full, but every moment has become a lasting memory. This opportunity further cultivated our love of beauty. As we walked across the side of one of the many mountains in view, we looked over the valley, able to fully appreciate the vastness of what was before us. Overall, the experience furthered my and my peers' appreciation of the world that God created for his children and the beauty that is embedded within it.



THANK YOU!

This year, the Geneva community (YOU!) raised **\$420,294** during our SALT Serveathon fundraiser! We are incredibly grateful for every donation. We are also grateful for and proud of the SALT day volunteers—all the students, faculty and staff, parents, and grandparents who gave of their time and talent on SALT day. This special day brought so much joy to everyone involved!





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Catherine & Gabriel Youssef
Xuehui Zhu & Xiaoyang Lu

*Multiple



KEITH McCURDY on RAISING STURDY KIDS



CHRISTINA WALKER

The Geneva School had the privilege of hosting Keith McCurdy this fall; Keith is a Family and Parenting Educator and Consultant, as well as a Licensed Professional Counselor and Licensed Marriage and Family Therapist in the state of Virginia. He has worked with families, children, parents, and individuals for over thirty years in the field of mental health. He spent two days giving talks to our faculty and staff, our parents, and our upper school students. In his presentation for parents, titled “Raising Sturdy Kids,” he shared on topics such as the rise in anxiety and depression in our country over the last few decades, the dynamic between the field of psychology and mental health over the last forty years, how cultural trends have shifted over the years, what the current cultural moment means for our children, how parents can raise sturdy kids, and the lasting impact that can have for their lives.

From an hour and forty minutes’ worth of material (I have six pages of notes!), it is difficult to narrow down the takeaways, but there are two points that stand out as foundational for raising sturdy kids and building strong, healthy, connected families. First, we must recognize that “healthy struggle is the engine to growth and maturity” for our children. Healthy struggle equips children to be resilient leaders who are able to handle challenges, work hard, connect with others in meaningful ways, and experience true joy. Second, parents can work toward growth and maturity for their children using key family principles: (1) declaring the big yeses, (2) answering three key identity questions, and (3) using an emotional Richter scale when responding to our children.

HEALTHY STRUGGLE IS THE ENGINE TO GROWTH AND MATURITY

One of Keith’s main points throughout his presentations is that “healthy struggle is the engine to growth and maturity”; he notes how fragile young people are today as well as how parenting over the last forty years has led to a generation of children and young adults who do not know how to handle difficult circumstances, overcome obstacles, or resolve conflict.

Healthy struggle does not mean that we make things hard on purpose for our children. We have the privilege of knowing our children better than anyone else, which sometimes means advocating for them and other times allowing them to navigate a difficult situation on their own. Leaning on God, studying his word, and praying for the wisdom to know when to step in and when to encourage our children to work on and figure out a solution to their problems will be a process for us as parents as well. But we can lovingly help our children rest in the idea that we, as parents, are always for them, even when we allow healthy struggle.

Many factors have led to the present state of affairs: the self-esteem movement, which, ironically, propagated a rise in anxiety, along with one of the great lies of our lifetime, that feelings are the most important part of who we are. As Keith puts it, feelings have become both the goal and the compass. When we think honestly about feelings, however, we recognize that feelings are not reliable and do not always discern truth. Feelings and emotions are valuable in our



lives for many reasons, but we cannot rely on them to always tell the difference between what is real and what is not real. Keeping our children happy all the time isn't the goal of parenting either; rather, we as parents should want to help our children grow up to be mature and healthy adults. Keith directs parents to the charge James gives his readers: "Consider it pure joy, my brothers and sisters, whenever you face trials of many kinds, because you know that the testing of your faith produces perseverance. Let perseverance finish its work so that you may be mature and complete, not lacking anything" (James 1:2–4 NIV). Trials require perseverance, and perseverance actually works in us to bring about maturity and a sense of completeness.

Maturity is knowing what is right and good and doing the right thing even when it is hard; this requires self-regulation, which parents can help their children learn and practice through setting expectations and boundaries and sticking to them firmly and lovingly.

KEY PRINCIPLES FOR PARENTS

Parenting today is challenging, but we also have the greatest opportunity to help our children grow into healthy and mature young adults. Keith offered parents a few things to think about to help work toward this worthy goal: say yes to amazing things; ensure that children know they are valuable, capable, and connected; and keep our emotions in check when we respond to situations that arise.

THE BIG YES

We may be tempted to begin by telling our kids "No" to things like smart phones, iPads, or video games; instead, we should reframe the conversation. Keith suggests drawing a large box (this could be figurative or literal . . . if visuals work for your family!) and putting all the things that you say "Yes" to for your family inside the box: things you recognize as good for you and your children and that identify what it means to be who you are as a family. Keith says, "Be the family of the big yes! Cultivate danger, chaos, and mayhem in the lives of your children." Think of it as adventure! We live in a state that offers ample opportunity to think outside of the box: teach kids to fish, get them a boater's license, go camping. Explore the areas in which you live and vacation. Allow your children to help cook or build or fix things or learn a new skill that interests them. Put the things that are not in line with your family's priorities or health outside of the box; these are the no's for your family. Creating memories that outcompete the other nonsense fighting for your children's attention will help them understand which things are inside the box and which ones are not.

ANSWERING THREE KEY IDENTITY QUESTIONS

Three questions that we all ask about ourselves are, Am I valuable? Am I capable? and Am I connected? To help our children answer these questions with a "Yes," Keith encourages parents to do less for their children and require more of them, beginning when they demonstrate what he calls functional capacity. Children can be responsible for things when they are as young as two years old. Children who grow up with jobs that contribute to running the household know that they are valuable members of the family—unloading the dishwasher and setting and clearing the table, putting dirty clothes in the laundry room or clean clothes away, helping prepare meals, dusting, running a vacuum, and the list could go on. When parents rely on them for jobs and give them jobs that grow with them as they develop, children grow in their confidence and know they are capable. And because they are contributing to the successful functioning of the home, they know they are connected; family relationships and trust grow stronger.

USING AN EMOTIONAL RICHTER SCALE

Since we live in a world deeply affected by the fall in the Garden of Eden, we will not always get things right and our children will mess up too. Sin and brokenness will certainly rise up in our lives, but a helpful tool to deal with our emotions in these situations is what Keith calls an emotional Richter scale. As a Richter scale measures the intensity of earthquakes, an emotional Richter scale can help parents gauge their own emotions when handling situations with their children. Whenever we engage with our children (or anyone, for that matter) at a five or above, we cause damage. Dealing with things calmly, after everyone has taken a minute to cool down, leads to healthier, appropriate exchanges and less damage. Remembering that the average family may have one real emergency in a year can help us to pause and reconsider if any given moment is indeed an emergency-level situation. And, of course, when we do blow it (we will—that sin nature will get us sometimes), we can take the opportunity to reconcile with our children, which lets them know we are human, too, while demonstrating the right way to handle sin or wrongdoing.

When it comes to life with children, we can be sure that there will be plenty of hilarious, joy-filled, challenging, unpredictable, and messy moments. The beautiful thing about being a part of The Geneva School community is that we are in this together: as parents, as teachers, as coaches, as administrators. At school, the Christian classical model of education helps students learn to engage with material and teachers and to take responsibility for their education. At Geneva, they learn who they are as children of God and who God is as their creator, sustainer, provider, savior, and so much more. It will be the ride of their lives, and our children are capable of great things when we give them ownership and empower them to do the right thing even when it's hard. When they leave Geneva, they will be better prepared to face the ups and downs of the real world. And that is a parenting goal worth pursuing.

THE GENEVA SCHOOL ATHLETICS HALL OF FAME

The Geneva School made history over TGS Homecoming weekend with the launch of the TGS Athletics Hall of Fame, inducting Sophie Meyer '10, Troy Jackson '15, and Elijah Noel '15, three outstanding athletes whose achievements on the field and court have left a lasting mark on their legacy as Geneva Knights. The legacy of these athletes goes beyond wins and records; their character, leadership, and pursuit of excellence demonstrate the spirit of the Geneva Knights.

The celebration included a special dinner for family, friends, coaches, and former teammates, where guests enjoyed stories and reflections. The following day, Troy spoke to upper school students at the homecoming pep rally; that evening, we recognized inductees during homecoming halftime.

CONTINUING THE TRADITION

If you know a deserving alum or coach who exemplifies Geneva's commitment to excellence, integrity, and teamwork, we invite you to submit a nomination for future inductions on the Alumni page of our website.

Here's to our Hall of Famers—once a Knight, always a Knight!



Top Right: Elijah Noel with his family. **Bottom Left:** Troy Jackson (third from right) with his family (including sister April '12, and wife Brooke '15). **Bottom Right:** Elijah and Troy.

Unfortunately Sophie was unable to attend due to distance, family commitments, and being 8 months pregnant.



AN ALUMNI HOMECOMING

We loved seeing so many alumni and alumni parents return to their alma mater during our homecoming events in October. Hearing stories of how graduates continue to love beauty and think deeply as they pursue Christ's calling is exciting. One of the great honors for faculty and staff at The Geneva School is when alumni visit.

Alma mater means “nourishing mother.” Much like mothers provide food, shelter, guidance, and discipline rooted in the love they feel for their children, Geneva strives to provide wisdom, opportunities for discovery, room for dialogue, and mentorship, rooted in God’s love, which blesses each member of our community. We pray that, as students have conversations with teachers or one another, they feel like this place is home, and that they look forward to coming home once they leave these cozy spaces where relationships have been nurtured.

Unlike colleges and universities, schools that serve students from K4 through twelfth grade enjoy a unique relationship with the whole family, which we love at Geneva. We hope alumni parents enjoy this community in the same way alumni do—that being a part of The Geneva School community is life-giving and that the school nourishes those who enter our doors.

Building relationships is at the heart of Geneva’s mission—providing students with an extraordinary education is rooted in personally connecting with students. We nurture students in ways that make them confident that they are seen, known, and loved deeply as fellow image bearers and young men and women who will graduate Geneva equipped to learn for a lifetime, serve others well, and grow in their faith. Geneva faculty and staff strive to foster a deep sense of wonder, a desire to know more, and a love for God that will deepen as students mature. When students return to say hello, give updates, and cheer at games, the joy we feel as an alma mater is immense, like that of a mother welcoming home an adult child.





FALL ATHLETICS WRAP-UP

VARSITY FOOTBALL

Coach David Langdon

The Geneva Knights varsity football team completed their inaugural season playing 11-man football with a 2–10 record. The Knights were very competitive during the season and won two out of their last three games. The season was highlighted by a 45–0 homecoming win in front of a huge crowd of fans.

The football program, which began three years ago with 8-man football and twenty-three players, now has a developmental team along and a varsity team boasting seventy players.

Defensive lineman Duke Carpenter was named to the first team Florida Athletic Coaches Association, District 11. Duke has also received official offers from Wake Forest University and Harvard University. Quarterback Luke Gilmartin was also named to the All-District team.

Senior wide receiver Trenton Johnson will be graduating as the school's all-time reception leader. Senior linebacker Andrew Gilmartin leaves the school as the all-time leader in tackles and

interceptions. Senior linebacker John Gabriel will be leaving the program holding most of the team's weightlifting records.

Junior utility player Baker Costar, after much hard work during his two years on the team, emerged as a dual threat on the offensive and defensive sides of the football. Another second year player, junior Mateo Medina, has also become a force to be reckoned with in the future on both sides of the ball. Three-year offensive lineman starter, junior Spencer Smith, had a big year of improvement and will be a key component in what looks to be a more developed and improved offensive line for next season.

In his first year, sophomore William Thigpen has proven himself to be a big play option at wide receiver, and he had two interceptions (one for a touchdown return), in limited time at defensive back. First-year player and sophomore Joel Nedved has given a glimpse into his future potential as a play maker. First-year kicker and sophomore Coltin Cahill kicked the school's first-ever field goal and has committed himself to being the future of the Knights' kicking game. Sophomore defensive backs Collins Davis and Taylor Mitchell improved during the season and have the opportunity to anchor a reliable defensive secondary next season. Sophomore offensive linemen Severus Jho and Ben Weissfisch



MARCUS JHO



GARRETT FREDERICKS



MATEO MEDINA



LUKE GILMARTIN

showed constant improvement throughout the season and are looking to take a big step forward going into next season.

Freshmen Braddock Carpenter and Shamus Houf had exceptional freshmen seasons and proved they will be formidable to future opponents. Offensive lineman Anthony Andreacchi, also a freshman, has shown the potential to be a very special and dominant player.

With a bridge-building senior class and the success of a 4-3-1 developmental team, there is great optimism heading into the 2026 season.

DEVELOPMENTAL LEAGUE FOOTBALL

Coach Eric Johnson

The developmental league football team finished the 2025 season with a 4-3-1 record, improving from their 0-5 record last season. After losing one-score games to Merritt Island Christian and Holy Cross to start the season, the Knights got their first win against Windermere Prep. They got revenge against Holy Cross the following week and then had their biggest game at Windermere Prep, winning 40-6. After a bye week, the Knights were a fingertip away from completing a miraculous comeback at All Saints, and then ended the season 1-0-1 in the playoffs. The team was led offensively by Bentley Dailey and Stowe Johnston and a trio of quarterbacks who all had games where they commanded the team to victory: Noah Dalton, Hugh Harris, and Ashton Muir. Defensively, Wesley Bellamy and Layson Vann drove the Knights' opponents back with major tackles. The highlight of the season was Hugh Harris throwing multiple touchdown passes to Palmer Harris, his twin, in the final game.



**ANNABELLE TURNBULL &
CAROLINE COSTAR**



**KENSEY CHAMBLEY &
MARIA SENEFF**

VARSITY VOLLEYBALL

Coach Hollie Benjumea

The varsity volleyball team had the best season since 2016, with an overall record of 22 wins and 6 losses. The season can be summed up as magical for the nine seniors, two underclassmen, and Coach Benjumea, coaching her twentieth volleyball season at TGS. Coming off a devastating loss last year in the regional quarterfinals, this team was determined to come out strong and show up big.



JV VOLLEYBALL TEAM

FRESHMAN VOLLEYBALL TEAM

This year's theme was Made for More, based on Ephesians 1:18–19. The team focused on showing up with purpose and on mission this year, knowing that we are created for more than just volleyball. With that in mind and some essential team bonding throughout the off season, the girls were ready to take off. The squad placed second in both tournaments it participated in this year, losing only to Cascia Hall Preparatory School, Tulsa, Oklahoma, and Spruce Creek High School (a 7A school in Port Orange). The team experienced several tough losses: one to International Community School in a thrilling five-set match during the regular season and another five-set marathon to St. Edward's School, Vero Beach, in the regional semifinal. The fans at these two matches were fun to watch and brought so much energy to the game. In spite of these close losses, the team finished in the sweet 16 for class 1A and was ranked 1st in the region going into the regional tournament.

The team as a whole saw exponential growth from last season to this year, doubling their wins and having several players finish with honors. The Florida Athletic Coaches Association named Caroline Costar, Ella Mariniello, Maria Seneff, and Annabelle Turnbull to the All-Academic team; Caroline Costar, Ella Mariniello, and Maria Seneff were also named to the All-State team. When the team advanced to the district final, Ella, Maria, and Annabelle were part of the All-District team and Caroline Costar was the District MVP. While the team did not advance to the regional final as they had hoped, it was an outstanding season of growth!

The program graduates nine seniors who have been dedicated participants in the volleyball program, some since they were third graders. Annabelle Turnbull will continue her volleyball career at Oglethorpe University in the fall of 2026, and the Geneva team will move on with a new crew of underclassmen and lone senior, Montserrat Poblete-Maruri, leading the way.

JV VOLLEYBALL

Coach Delaney Heidenescher

The junior varsity volleyball team wrapped up an outstanding season with an impressive 14–2 record, earning second place at the competitive KSA Volleyball Tournament. Throughout the season, the girls played with intensity, teamwork, and heart—executing advanced plays and serving tougher than ever, achieving a season-high in aces. They dominated several matches, holding opponents to scores under 10 in multiple sets and had one set that went 25–1.

Captains Caroline Lanier and Scarlett Newhartz set the tone for success. Scarlett led the team in kills, playing both aggressively and strategically, while Caroline led fearlessly, contributing in every rotation and scoring an incredible 19 points in a single game as both setter and hitter. Emmy Endras was a key force at the net, perfecting her quick 1 set and strengthening her blocking game. London Colclasure anchored the defense, serving as the team's steady presence in the back row with impressive digs and a consistent, reliable serve receive.

The team's chemistry and trust, built over years of playing together, shone through in every match. It was a season defined by growth, grit, and camaraderie—one that set a high standard for future teams to follow.

FRESHMAN VOLLEYBALL

Coach Jordyn Stiger '18

This season was nothing short of remarkable for the freshman volleyball team. Comprising both eighth and ninth graders, this talented group of athletes displayed tremendous growth, grit, energy, and team spirit throughout the season. Their journey was marked by resilience, hard work, and a shared passion for the game.

From the very first practice, it was clear this was a team of not only skill but also heart. With a remarkable number of victories, mainly playing JV teams, the athletes proved that age and experience were no match for their determination, athleticism, and cohesive play. The team finished the season with a record of 10–2. Looking ahead, this group of players has a bright future. Their potential is limitless, and if this season is any indication, they will continue to make waves in the seasons to come.



MS WHITE VOLLEYBALL



MS BLUE VOLLEYBALL

MIDDLE SCHOOL WHITE VOLLEYBALL

Coach Kaitlyn Farley

The middle school white team had a great year of growth and fun. The team had a record of 7 wins and 6 losses. Coached by Kaitlyn Farley, this small group of eight girls was excited to work hard and learn. The setters, Alex Locke and Olivia Wilcox, excelled in using their skills. They were not just setters and hitters, but they were also team leaders on and off the court. The hitters, Abby Bowser, Anna Faith, Ainsley Parker, Sophia Simpson, and Avery Valentine, were hungry for the ball and excited for the kill! Libero, Mary Grace Armineous, made the offense stronger with her hustle and passing skills. This team of girls worked hard and had fun together on and off the court!

MIDDLE SCHOOL BLUE VOLLEYBALL

Coach Meagan Wright

The middle school blue team ended the season with a strong fourth-place finish in the league, showing impressive growth and teamwork. With a roster of only seventh graders, several of them new to volleyball, the team came together quickly, growing in confidence and chemistry as they worked hard to learn the fundamentals and improve each week. As outside hitters, Giuliana Andreacchi and Bryce Clairmont showed great versatility and all-around skill, and Sarah Kinley anchored the defense as a reliable and fearless libero. While Marie Armstrong and Kylie Cramer ran the offense smoothly as setters, Elani Chamberlain, Chae Cody, Isabella Henao, and Charlotte Hueber brought energy and power to the net as middle and right-side hitters. Coach Wright is extremely proud of each player's improvement, positive attitude, and commitment to the team, which made this season a truly rewarding one.

5TH & 6TH GRADE VOLLEYBALL

Coach Emma Lytle

What an amazing volleyball season for the 5th & 6th grade team! All the players showed incredible growth by improving their skills and trying new things. From serving and passing to communication and teamwork, everyone made noticeable progress. The team worked hard to encourage one another and play with determination, and they embodied great sportsmanship both on and off the court. Captains Annie Aitcheson and Norah Blackston led the team with fantastic energy and incredible game play! Great serves all season came from Sarabeth Johnston, Harper Phipps, and Megan Sharp. Wonderful defense was shown by Courtney Cascante, Riley Dedekind, and Ella Valentine. Great swings at the net came from Molly Middendorf, Audrey Simpson, Eleanor Smith, and Kensi Swift. Coach Lytle is so proud of all the effort, dedication, and joy shown this season!

BOYS GOLF

Coach John Koestner

The Geneva boys golf team had a very successful season, with a strong core returning from the 2024 season. Coming off winning seasons, the team was hard-pressed to have another winning season due to an increase in matches against upgraded opponents. However, the team worked hard in the preseason, and showed great potential for another winning campaign.

The season began with a team record of 1–2, including a two-shot win over Orangewood with Thomas Milajecki shooting a 35 in the win and his brother, Andrew, shooting a 37. The momentum from this victory led to three more wins and an overall 4–2 start.

From there, after a four-game losing streak, Geneva finished the season with a three-game winning streak, including a team low score of 144 against Forest Lake. Individual highlights included low scores of 37 by Jackson Allen, 34 by Isaac Kang, 42 by Tate King, 32 by Andrew Milajecki, and 33 by Thomas Milajecki. The team finished with a 7–6 record and an average score of 156, even better than the previous year.

In the inaugural OG Cup versus Orangewood, Geneva won the cup, which will grace the athletic department for the next year. Cooper Cross drove the green and won his match to seal the victory for Geneva.

At the district competition, Geneva faced rain, winds, and a tough golf course, and the team finished 7th overall with a score of 332, five shots better than 2024. This may be the team's best district score of all time. Thomas Milajecki shot 77 (9 shots better than 2024) and Andrew Milajecki shot 80 (6 shots better than 2024).

Congratulations to senior Thomas Milajecki, who will continue his golfing career at Covenant College in the fall. Many thanks to Thomas and fellow senior Isaac Kang for years of hard work and dedication. They were a blessing, great leaders, and great examples for everyone on the team. They will be missed but have left a strong legacy and have bright futures.



ISAAC KANG



THOMAS MILAJECKI

GIRLS GOLF

Coach Ron Wood

The Geneva girls golf team wrapped up an incredible season marked by growth, leadership, and memorable achievements on the course. With a record number of seniors (seven), this year's team was one of the most experienced and cohesive groups in program history. Their dedication, sportsmanship, and camaraderie set a high standard for what it means to represent Geneva, making this season one to remember for both players and coach alike.

The team was led all season by the consistent and outstanding play of co-captains Noelle Endras and Naomi Kinnett, whose leadership helped guide the team. Their steady performances and positive example inspired the rest of the lineup to keep pressing on through the challenges that the sport of golf brings.

Adding to the excitement of the season was the return of Giuliana Fernandez after a year away from the team, along with the debut of six new players: Chaley Covelli, Arianna Flood, Zoe Holcomb, Kate Kapusinski, Faith Sandberg, and Selah Wood, each of whom brought fresh energy and enthusiasm to the team. They showed up to each practice and match with a positive attitude and willingness to grow, which led to significant development and improvement. The blend of experienced leadership and new talent made for a season defined by teamwork, progress, and pride in the Geneva name.



FAITH SANDBERG



NAOMI KINNETT



NOELLE ENDRAS

SWIMMING & DIVING

Team Coordinator Carlos Rosello

The 2025 Geneva swim team had another record-breaking season! We welcomed veteran swim coach and former UF swimmer Bernie Guenther to the deck. With his expertise, we nearly doubled the size of the team, bringing in many novice swimmers. These athletes showed great improvement in the pool as the season progressed. They are the future of Geneva swimming & diving!

This was Geneva's first-ever season with senior swimmers. After the fourth season of competition, there are so many accomplishments to be proud of, both in and out of the water. Seniors Amy Higerd and Astrid Feeny have been remarkable role models for the younger swimmers and will both be truly missed.



LUCAS ROSELLO



AMY HIGERD



MICHAEL LIGUORI



EMILI MOSQUERA



ATTICUS & WILDER CUNNINGHAM, CAMERON ORDWAY & VALENTINA RODRIGUEZ

The Geneva swim team broke records on a weekly basis, and swimmers battled throughout the season to see who would take over the title as the new record holder. By the end of the season, Amy Higerd held new records in the 200 freestyle, Ella Incinelli in the 50 freestyle and 100 freestyle, and Brylie Pappas in the 500 freestyle and 100 breaststroke; Astrid Feeny, Natalie Guenther, Amy Higerd and Ella Incinelli in the girls 200 medley relay, and Astrid Feeny, Amy Higerd, Ella Incinelli, and Sophia Rosello in the girls 400 freestyle relay. Lucas Rosello had a stellar season, capturing new records in the 50 freestyle, 100 freestyle, 200 individual medley, 100 butterfly, 100 backstroke, and 100 breaststroke.

This record-breaking team ended the season qualifying for a host of events at regionals: Astrid Feeny in the 50 freestyle and 100 backstroke, Amy Higerd in the 100 and 200 freestyle, Ella Incinelli in the 50 and 100 freestyle, Sophia Rosello in the 50 freestyle, and Jacqueline Guenther, Natalie Guenther, and Brylie Pappas in the 100 breaststroke. The girls also qualified to swim two relays at regionals: the 200 medley relay, swum by Astrid Feeny, Natalie Guenther, Amy Higerd and Ella Incinelli, and the 200 freestyle relay, swum by Astrid Feeny, Amy Higerd, Ella Incinelli, and Sophia Rosello. Lucas Rosello was the district champion in both the 100 freestyle and 100 breaststroke. He sailed through regionals and garnered a coveted spot at the state competition in both events. His hard work and dedication were evident as he swam a personal best in the morning preliminary swims, smashing past the one-minute mark in the 100 breaststroke with a time of 59.08 seconds, qualifying him for finals. In the evening finals, he placed 11th overall in the state (1A Division) with a time of 58.46 seconds.

CROSS COUNTRY

Coach Marty Phillips

From early summer training to the final races of the season, this year's cross country team embodied dedication, growth, and community spirit. Beginning in late May, all twenty-seven runners committed to tough summer workouts, including a bonding and conditioning camp high in the mountains of North Carolina. That early investment paid off as the team carried their strength and unity into a full season of meets.

Under the leadership of captains Michael Liguori and Emili Mosquera, the squad stayed connected, both personally and spiritually. Before each race, it became common to see more than forty runners from various schools locking arms and praying together, all because our captains invited them to join. Pre-race dinners the night before competition allowed the runners and families to have fellowship, pray together, and keep morale high. The tradition of ringing the team's cowbell whenever someone achieved a personal record created energy and excitement across the squad.

Michael Liguori delivered a standout performance this season. At the Harmony Invitational, he ran a 5K (3.1 miles) in 16:42, earning him the fourth-fastest 5K time in school history, a benchmark achievement for the program.

Even beyond individual accomplishments, the season was defined by collective resilience and improvement. Nearly every runner posted a personal record, some taking minutes off their overall time. The middle school squad showed promising growth, with some runners improving so much they moved to the junior varsity and varsity squads when their short season ended. Both the boys and girls varsity squads climbed to become among the strongest teams in the district. By season's end, the boys had fought their way to the regional races and the girls had earned a spot in the state championship, a first-class result for both squads.

As senior Caleb Reid reflected:

I've run cross country for six years, and I have loved how the team kept its small community feel while continuing to become highly competitive. I have made great improvements not only in my time on the course but also my mental toughness and endurance.

In the end, the 2025 season wasn't just about races or times. It became a story of community, friendship, spiritual fellowship, individual growth, and team success. Geneva's cross-country program proved that with determination and unity, athletes can achieve far beyond any single race and build memories that last long after the final finish line.



MARCH 28, 2026

LIGHTS OUT & AWAY WE GO

THE GENEVA SCHOOL ANNUAL AUCTION

BECOME AN AUCTION SPONSOR

SPONSORSHIP INFORMATION

Table Sponsorships

All tables are for 10 guests

Pole Position \$15,000

TITLE SPONSOR (LIMITED TO ONE SPONSORSHIP)

- Placement on invitation and program (deadline for invitation is Friday, January 9)
- Premier table placement
- Four bottles of fine wine for your table
- Full-page advertisement in the event program
- Recognition and logo on the auction website
- Logo displayed during slideshow at the event

McLaren \$10,000

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

Mercedes \$8,000

TABLE & TENT SPONSOR (LIMITED TO ONE SPONSORSHIP)

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

Red Bull Racing \$6,000

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

Ferrari \$3,000

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

Aston Martin \$1,750

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

Additional Event Sponsorships

All sponsorships receive

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

Chequered Flag \$5,000

PADDLE SPONSOR (LIMITED TO ONE SPONSORSHIP)

- Logo on the live auction paddles
- Full-page advertisement in the event program

Pit Wall \$5,000

PROGRAM SPONSOR (LIMITED TO ONE SPONSORSHIP)

- Full-page advertisement on the back cover of the event program

Champagne Celebration \$3,000

BEVERAGE SPONSOR (LIMITED TO TWO SPONSORSHIPS)

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

Pop the Cork \$3,000

BAR SPONSOR (LIMITED TO TWO SPONSORSHIPS)

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

Race Suit \$3,000

T-SHIRT SPONSOR (LIMITED TO FOUR SPONSORSHIPS)

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

Race Number \$2,500

TABLE NUMBER SPONSOR (LIMITED TO ONE SPONSORSHIP)

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

Photo Finish \$2,500

PHOTO SPOT SPONSOR (LIMITED TO ONE SPONSORSHIP)

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

Pit Stop \$1,750

APPETIZER SPONSOR (LIMITED TO TWO SPONSORSHIPS)

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

Team Paddock \$1,750

DESSERT SPONSOR (LIMITED TO TWO SPONSORSHIPS)

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

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auction2026**

THE BENEFITS OF GOD'S DISCIPLINE



DR. PETER VANDE BRAKE

Recently, I shared Hebrews 12:1–11 in upper school chapel:

Therefore, since we are surrounded by so great a cloud of witnesses, let us also lay aside every weight, and sin which clings so closely, and let us run with endurance the race that is set before us, looking to Jesus, the founder and perfecter of our faith, who for the joy that was set before him endured the cross, despising the shame, and is seated at the right hand of the throne of God. Consider him who endured from sinners such hostility against himself, so that you may not grow weary or fainthearted. In your struggle against sin you have not yet resisted to the point of shedding your blood. And have you forgotten the exhortation that addresses you as sons?

My son, do not regard lightly the discipline
of the Lord,
nor be weary when reproved by him.
For the Lord disciplines the one he loves,
and chastises every son whom he receives.

It is for discipline that you have to endure. God is treating you as sons. For what son is there whom his father does not discipline? If you are left without discipline, in which all have participated, then you are illegitimate children and not sons. Besides this, we have had earthly fathers who disciplined us and we respected them. Shall we not much more be subject to the Father of spirits and live? For they disciplined us for a short time as it seemed best to them, but he disciplines us for our good, that we may share his holiness. For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it.

This passage about sanctification—becoming more holy and a more focused follower of Christ—using imagery of a great cloud of witnesses suggests that we are in a great stadium where we can look up and see our heroes of faith in the crowd to be

inspired by their example. They are surrounding us to cheer us on in our faith, which is like running a long-distance race.

I've coached both track and field and cross-country. Track and field is a lot about technique and positions and proper form. Cross-country is basically about pain management.

The author of Hebrews is talking to people who know something about pain management, and the race he speaks of—"struggle against sin"—is training us to be better runners—"that we may share his holiness." As Keith McCurdy told us when he was here, "Healthy struggle is the engine for growth and maturity." If you are going to be a better runner, you have to be willing to do the hard work. You have to get comfortable with the pain that comes with discipline. The discipline that the author of Hebrews is talking about here does three things: gives perspective, prepares us for the next thing, and provides proof we are loved.

Perspective

First, it gives us perspective. The author of Hebrews says to his readers, "In your struggle against sin you have not yet resisted to the point of shedding blood."

Let me tell you about Agnes, a young woman I taught for two classes at my previous school. I also coached her on the track team for three years, so I thought I knew her pretty well. When she asked me to write a letter of recommendation for her for college, I asked her to tell me more about her life, and I discovered how much I didn't know.

Agnes came to the United States from Tanzania as a refugee, through a program sponsored by the Methodist Church. She began school in fifth grade even though she didn't know English and she had not had any formal education.

In middle school, people would ask her what she wanted to do when she grew up. She understood the words they were saying, but it was impossible for her to process the question. For her entire childhood, she wasn't able to think beyond her next meal, much less to think about what she would be doing several years from that moment.

By the time I met her in high school, she was a joyful, straight-A student. She was often smiling. She was full of gratitude. She was full of faith. She became a fearless hurdler. And she could finally answer the question posed to her in middle school: she wanted to become a doctor and go back to Africa to care for children like the child she had been.

Listening to Agnes's story gave me perspective. Most of the struggles in my life pale in comparison. In my struggle against sin, I had not yet resisted to the point of shedding blood. Maybe I could try a little harder to put others before myself. Maybe I could be a little more joyful or a little more grateful than I was. Maybe I could be more focused on Jesus.

Talking with her was encouraging and humbling at the same time. It gave me some perspective that I had not had before. As we run this race, discipline does this for us. We realize that pain is relative. We have more capacity than we think we have.

Preparation

Secondly, discipline prepares us for the next thing. Wind sprints aren't fun. Running training intervals is not fun. Two-a-day practices are not fun. Writing papers, studying for tests, reading difficult books that I didn't choose to read—not fun.

But if we don't do these hard things now, we won't be ready for what comes next. You may need to play hard in the fourth quarter, but you can't because you are too tired, or you may get out-kicked in the last 50 meters, or you won't be able to do the work that you need to do when it matters. As Keith McCurdy told us, our kids and we ourselves can be uncomfortable now or ill-equipped later in life. Maturity is knowing the right thing and doing it even when it is hard. Part of our sanctification process is doing things that are right even when we don't want to do them.

Let me tell you about Justin, who came to be a student in the middle of his tenth grade year at the Christian classical school I taught at in Michigan. His parents could see that he was on a road that would lead to great trouble, both socially and academically, so they removed Justin from the public school he was in. When he began at the new school, he could not even write a coherent sentence, much less a five-paragraph essay.

A good group of guys took him in and helped him turn his life around. He found God; his attitude changed for the better, and he started wanting to do well in school. He began making good decisions, and he worked at things, hard. He set a goal: he wanted to go to West Point.

He willed himself off his ADD medications (West Point would not accept him if he were on them). He started reading Homer and Dante and Shakespeare. He learned Latin. He actually won speech contests. Juniors and seniors at this school were required to write thesis papers and give thesis

presentations. He rose to the challenge both years, and even went above and beyond his senior year. His senior paper was thirty-five pages long, and the presentation was forty-five minutes; it was spectacular.

He did not make it into West Point, but he did go to the Virginia Military Institute in Lexington, Virginia, and went on to make A's in freshman English. Many students in his dorm came to him for help with papers because he and one other peer also from a classical school were the only ones getting good grades on papers. The challenges that he faced and overcame prepared him exceedingly well for college life.

Doing hard things isn't fun, but, eventually, it will make your life easier because the things that you used to think were hard won't seem so bad anymore. Discipline makes it easier to do the right thing, even when it is hard. If we can do that, it means that we are maturing in Christ.

Proof

Thirdly, God's discipline provides proof that we are loved. God is educating and training us—the normal experience of children. Only irresponsible parents leave children to fend for themselves. Would you prefer an irresponsible God? We respect our own parents for training and not spoiling us, so why not embrace God's training so we can truly live?

The book of James says: "Count it all joy, my brothers, when you meet trials of various kinds" (James 1:2). And Paul tells us in Romans, "And we rejoice in hope of the glory of God. Not only that, but we rejoice in our sufferings" (Romans 5:2b–3a). How are these things possible?

I think that there are two things that can change us for the better: suffering and love. In his discipline, God gives us both. In fact, if it is true that God disciplines those he loves and if discipline is really another term for suffering, then maybe considering our trials pure joy and glorying in our sufferings start to make some sense.

Suffering changes us because it humbles us and helps us see our limitations—we are not self-sufficient. We are not as powerful as we like to think. But when we realize our weakness, God can show us that he is sufficient for us. It is in our suffering, in our weakness, that we can know his love in ways that we had not known it before. He is telling us: "My grace is sufficient for you, for my power is made perfect in weakness" (2 Corinthians 12:9).

By allowing us to suffer, God helps us gain perspective, fortifies and prepares us for the next thing we need to face in life, and proves to us that he loves us as he meets us with his grace, even and especially when we are weak. May we run with endurance and endure his discipline that we may share his holiness.

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).**



JOHN GABRIEL
(at TGS since 6th grade)

What does being a Geneva student mean to you? *Being a Geneva student makes you stand out and is respected by people in the community.*

What will you miss most about Geneva? *After I graduate, I will miss the people.*

What about Geneva do you hope never changes? *I hope the teachers' involvement never changes.*



TRENTON JOHNSON
(at TGS since K4)

What does being a Geneva student mean to you? *Being a Geneva student means being able to do hard things.*

Who has influenced you the most at Geneva? *Coach Langdon has been a strong influence because he has taught me discipline and respect.*

What about Geneva do you hope never changes? *I hope the house system never changes.*



SELAH FRAKES (at TGS since 8th grade)

What does being a Geneva student mean to you? *Being a Geneva student means trying to be a leader by example in all aspects of life: in kindness, humility, academics, and sports. It means giving God the glory in everything, and letting your identity as a student be shaped by what God says about you.*

Who has influenced you the most at Geneva? *Mrs. Noble has supported me, challenged me, and helped me grow not only as a vocalist but also as a person.*

How would you encourage kindergartners? *Be the friend that you would like to have, the one who remembers your birthday, plays with you, and is kind. Focusing on Jesus and being a kind person will bring you great joy.*

ARIANNA FLOOD (at TGS since 9th grade)

What does being a Geneva student mean to you? *Being a Geneva student means dedicating a lot of time and effort into becoming more Christlike alongside teachers, friends, and family who push and encourage you.*

Who has influenced you the most while at Geneva? *Mrs. Ryden has challenged me to think deeply and intentionally about literature, controversial topics, and the world. Miss Molyneaux has pushed me to work hard, appreciate little things in life, and seek to make everyone feel welcome and seen. My parents have given me a godly example of what Christ looks like in every aspect of life, and what it means to trust him even in hard times.*

How would you encourage kindergartners? *Try to never forget how blessed you are to be at this school! Cherish every moment along the way. It goes by so fast!*



REESE GALLO (at TGS since 6th grade)

Who has influenced you the most while at Geneva? *The upperclassmen when I was younger always showed me how to live in a culture where we all care for one another and love each other as Christ loves us.*

How would you encourage kindergartners? *I would remind them that God doesn't only care about how well you excel in school but about who you are as a person and how you love one another.*

What about Geneva do you hope never changes? *How much teachers actually care about their students is something I hope never changes.*

MARCUS JHO (at TGS since 7th grade)

What will you miss most about Geneva? *After I graduate, I will miss the rhetoric retreat and the Christian environment.*

Besides the Bible, what is the most influential book you have read? *The Great Gatsby was influential because it is a reminder that nothing is truly fulfilling except for God.*

What about Geneva do you hope never changes? *I hope the Christian environment never changes.*





NOELLE ENDRAS (at TGS since 9th grade)

Who has influenced you the most while at Geneva? *Mrs. Turnbull and Mrs. Ryden both gave me a love for English and literature. They influenced me by helping me learn to love to read and discuss books. Mr. Spears influenced me by helping me grow as a musician, which led to loving to play the cello on a deeper level.*

Besides the Bible, what is the most influential book you have read? *The Great Gatsby was the most influential book because it was the first book that my friends and I talked about outside of class, and it got us thinking about a lot. Mrs. Turnbull also taught it really well, which allowed us all to fully enjoy it.*

What about Geneva do you hope never changes? *I hope the rhetoric retreat never changes because it's such a good way to start off the year getting to know people. I also hope that the welcoming community never changes.*

PETER HOUF (at TGS since 9th grade)

Who influenced you the most at Geneva? *Mr. Andreasen—in 9th grade, he talked about ordering your loves: how we prioritize different people, commitments, or activities in our lives. I think about that so much, especially during the school year when I have a lot on my plate. In biology class and the practical anatomy elective I took, he also changed the way I view my body and how I exercise.*

Besides the Bible, what is the most influential book you have read? *The most influential book I read was The Road by Cormac McCarthy. I read it on my own, and then chose it as part of the required reading the summer before eleventh grade. In it, McCarthy paints a beautiful picture of a father-son relationship. It also shows that even amid the depravity of the world, little acts of kindness can go such a long way.*

What about Geneva do you hope never changes? *I hope the beauty of the campus never changes. It is a wonderful thing driving into school, wishing you were home and in bed, but then seeing the red stucco roof, Mediterranean facade, and the sunlight shine through the fountain.*



GIULIANA FERNANDEZ (at TGS since 7th grade)

What does being a Geneva student mean to you? *Being a Geneva student means having a family at school regardless of what happens. It means talking about my faith, no matter what class, and strengthening my relationship with God alongside my classmates and teachers.*

Who has influenced you the most at Geneva? *Many people have positively influenced my journey here at Geneva, especially Mrs. Hendrix. She has always been someone I can tell anything to; she does not judge, but rather gives her advice. She always makes me laugh even when I feel sad, and she has been someone who has helped me navigate the highs and lows of high school. She has helped me to strengthen my relationship with God, and has given me other perspectives when I feel down about what is going on in my life.*

What about Geneva do you hope never changes? *I hope the people never change; I hope Geneva continues to be a place where God and family are the top priorities for many!*



NALA GRIFFIN
(at TGS since 9th grade)

What will you miss most about Geneva? *I'll miss sitting in the da Vinci room after school, drawing on the whiteboards or chatting with my friends. I'll miss saying good morning to kind teachers during early mornings. I always complained about getting there so early, but now I appreciate how calm and peaceful those mornings were. I'll even miss the beauty of the building itself. The way the hallways were so clean in the morning, the windows everywhere that let in light and made me feel grounded. They made me feel connected to the truth and beauty in God's creation that we always learned about. Most of all, I think I'll miss the safety, familiarity, and the sense that I was known. The outside world feels bigger and more uncertain. But I know I've been prepared well. I'm ready for whatever the future holds.*

How would you encourage kindergartners? *I would tell them that it's okay to not have all the answers. School is about learning, growing, and discovery. Be kind to others and enjoy the small things. Grades are important, but don't let them steal your joy. Grades don't define you, God does, and he has a plan for you. Trust him.*



MARY GROSS
(at TGS since 9th grade)

What does being a Geneva student mean to you? *Being a Geneva student means being a part of a community that says we are children of Christ.*

How would you encourage kindergartners? *I would tell them to always remember what is most important. Always remember why you are working so hard to excel and make connections with the people around you at Geneva. Be kind to the people around you because you never know what someone is going through, and when you work hard in school or sports, do it to glorify God and become the person he has called you to be.*

Besides the Bible, what is the most influential book you have read? *I would say 1984 by George Orwell just because it really changed the way I see freedom.*

What about Geneva do you hope never changes? *I hope that the way most of the teachers care about the students and strive to make Geneva a safe place never changes.*



ANDREW GILMARTIN (at TGS since 10th grade)

What does being a Geneva student mean to you? *Being a student at Geneva to me means being intentional: in my studies, as we learn things that connect in different and unique ways and all tie back to God; in my relationships, with friends and staff as I continue to try and grow as a student and friend; and lastly, in my walk with the Lord in order to see his goodness in my life. In all these ways, being a student at this school has taught me to be intentional in all aspects of my life.*

Who has influenced you the most while at Geneva? *My biggest influences at Geneva are Coach Langdon and Coach Medina. Both of them share equally in having walked beside me through my time at Geneva. They have encouraged me as well as taught me to work harder and give my all in whatever I do, whether that's sports, academics, or just life.*

What about Geneva do you hope never changes? *I hope the community never changes. It is one of the greatest places to find friends and fellowship, and it's hard to find anywhere else.*



ASTRID FEENY (at TGS since 8th grade)

What does being a Geneva student mean to you? *Being a Geneva student means more than just being a student; it is being part of a community that values you and wants you to succeed. It is somewhere you can always return to, no matter where you are in life.*

How would you encourage kindergartners? *I would tell them, even through the hard work, to cherish every single moment, because you will easily forget late-night studying and hard quizzes, but the memories that you make with this community last a lifetime.*

What about Geneva do you hope never changes? *I hope the fun traditions like rhetoric retreat, SALT, and powder puff never change.*

ALLISON FORNEY (at TGS since kindergarten)

What does being a Geneva student mean to you? *Being a Geneva student means being genuinely cared for and known. The teachers here make it special, and growing up with all my peers makes it feel less like a school.*

Who has influenced you the most while at Geneva? *Mrs. Brielmaier was my first grade teacher, and she has been close with my family for almost all of my life. I have grown up with so many people here, and it will be strange to leave it all.*

How would you encourage kindergartners? *Don't try to grow up fast; where you are now is perfect.*



HOPE EASTHAM (at TGS since 2nd grade)

Who has influenced you the most while at Geneva? *Mrs. Medina and Mrs. Harding—who have been my photography teachers—and Mrs. Goranson have been very influential to me; they have been a light and are always full of fun and laughter and such great advice. They have made my time here so enjoyable.*

How would you encourage kindergartners? *Cherish each moment. Things will get challenging, but if we learn to do hard things, it becomes easier to accomplish what is in front of us.*

What about Geneva do you hope never changes? *I hope SALT and the rhetoric retreat never change; these were core memories at Geneva.*

CALEB JUARBE (at TGS since 8th grade)

What will you miss most about Geneva? *After I graduate, one of the things that I will miss the most is the teachers, for I do not think I will find anyone nearly as good in any other school. They care for the well-being of their students, and that goes a long way in the life of the students.*

Who has influenced you the most at Geneva? *Elliot Myers '25 influenced me the most as he was my mentor and helped me through various stages of life.*

What about Geneva do you hope never changes? *I hope that the campus never changes as it is very beautiful (especially during sunset), and we should be thankful every day that we have such a nice campus.*



THIS I KNOW, *That God Is for Me*



DR. MICHAEL S. BEATES

During the early hours of Sabbath, November 9, was the first time I had had my computer screen open in two weeks. Then, and even now, I was not where I wanted to be, physically, emotionally, and so many other ways, but I would like to share some reflections as I continue to deal with the effects of influenza A, pneumonia, and one or two other piled-on conditions I still cannot pronounce or understand.

Headmaster Russ Kapusinski blessed Geneva with some thoughts in chapel this fall on the cave, particularly from Psalms 56 and 57. [Read those two Psalms before pressing on!] You know how sometimes you think you “get it”? But then suddenly, God surprises you all over again? I thought I got it from Dr. Kap—good stuff on living in the cave of defeat, fear, or loss. And yes, my dear wife and I have felt like our life in recent years has been one in a cave (from which my teaching at Geneva, as I have shared with many of you, is a gracious reprieve, for which I almost feel guilty). The cave in its various forms is a place of renewal, redemption, and rescue that reminds of God’s renown.

But then came October 25 and a new cave: isolation, weakness unlike anything I have ever experienced, new long-term unknown challenges, missing students and some of my favorite topics to teach each year. All these cause me to stumble in the darkness of a new kind of cave. But in the midst of this pain, loss, confusion, and anxiety, I have experienced the love of the Geneva community in ways unexpected, overwhelming, and indescribable. The expressions of love, prayer, and concern have been a balm to an otherwise beaten-up body and soul. Thank you.

But as the year 2025 wanes, and we look forward to celebrating Christmas with friends and family, my thoughts turn to another cave. It’s a little cave in Bethlehem in Judea. For centuries, it has been a holy grotto in a sub-level beneath the altar in the Church of the Nativity. I believe it is the accurate location of the manger since our forebearers in faith were intelligent people. “Place” had meaning and memory for them much more so than for us. If one visits that church now, the grotto has been preserved (perhaps too much so) by tiled artistry, with a star embedded in the floor of the small cave.

*You have kept count of my tossings;
put my tears in your bottle.
Are they not in your book?
Then my enemies will turn back
in the day when I call.
This I know, that God is for me.
In God, whose word I praise,
in the LORD, whose word I praise,
in God I trust; I shall not be afraid.
What can man do to me?*

PSALM 56:8–11

From such inauspicious places, God changes the world. Israel longed for a conquering king coming over Jerusalem in flashes of daylight with a heavenly host in his train to bring liberation from earthly oppression. Oh, how we so often think far too small. Instead, in the small watches of the night in a little cave, God was changing the world, bringing deliverance from sin for all who would believe!

Using an otherwise obscure, unknown young girl, God chose to turn the world upside right, undoing the curse, bringing light to darkness. And how appropriate that God revealed this not first to the noble, the powerful, the influential, but to shepherds, the humble, common, and poor of first-century Israel. God still delights in using the lowly, the marginalized, the weak, and the unexpected to change the world. And many times, they come out from caves, surprising us in the small watches of the night. To God be the glory.

DON'T ALL SCHOOLS HAVE THE SAME MISSION?

In Lewis Carroll's classic tale *Alice in Wonderland*, Alice asks the Cheshire Cat for directions as she is on her journey.

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where—" said Alice.

"Then it doesn't matter which way you go," said the Cat.

The paths in front of Alice appeared to be the same: sandy-colored dirt with twists and turns that seemed to go on for miles. Upon peering more closely, however, one could see that one path began to lead east and one turned west, ending in quite opposite cities.

In the same way, schools might appear to be the same. They all teach reading, offer art, perform science experiments, and engage in college counseling. But upon closer inspection, we see that the mission of the school—reflected in teaching methods, goals set, and the culture in which they live and breathe—makes a profound difference in who each student becomes.

At Geneva, an integrated curriculum provides myriad opportunities for teachers to nurture students' joy of discovery in every class and subject. These moments show up often, and each time, they help to illuminate the difference a Geneva education makes in the life of a student. One of our lower school art teachers shares this story about a recent lesson connecting third grade literature and art class.

Down, down, down went Despereaux Tilling and the spool of thread. Slowly, oh so slowly, they went. And the passage was dark, dark, dark.

"I will tell myself a story," said Despereaux. "I will make some light."

The Tale of Despereaux, Chapter 46, p. 237

When I reread *The Tale of Despereaux* to ideate third grade's next art project, I was reminded of the characters' names that held both literary and art history meaning. The antagonist is Roscuro, a rat whose name is derived from the Italian term *chiaroscuro*, meaning "light-dark." *Chiaroscuro* is also a technique popularized by Baroque artists to dramatize scenes through heavy shadow and contrast. During this period in art, the artist Caravaggio pushed *chiaroscuro* to the extreme, creating a technique called *tenebrism*. After introducing that term, I asked the students if it sounded familiar or where they might have seen a similar form of that word before. Throughout all the third grade classes, only one student raised their hand.

"It's on our shirts!" he exclaimed.

All the students pulled at their polos and craned their necks to inspect the crest. I then projected a larger image of the crest with the words "Post Tenebras Lux." Together, the third graders and I went through each word to arrive at the translated phrase "After Darkness, Light."



"That's what's on our shirts?" one student asked.

It was at this moment I realized that the warm glow of the torch, the crest students wear every day near their hearts, and the Latin phrase that had echoed throughout my own journey as a student at Geneva, was just now being introduced to many of my own students.

"What is the darkness?" I asked.

"Sin," they responded.

"Who is the Light?" I asked.

"God," they responded.

The redemptive moments between Despereaux and Roscuro mirror our own fallen nature and familiarity with darkness. Despite Roscuro's internal struggle of leaving behind the perceived comfort of darkness and the lies that this is all he should ever know, he still finds himself searching for the light. What was originally designed to teach third graders the parts of a composition and the charcoal medium, my lesson on *The Chase for Chiaroscuro* became an even more important art project that illustrated the literary themes of light and darkness and The Geneva School's own Latin motto.

These moments and conversations remind me that my art lesson plans pale in comparison to the only real source of the good, true, and beautiful found in the Lord and the plan he has for us. Through visual and physical depth, *The Chase for Chiaroscuro* comes to life through the highlights and shadows and reminds students that a beautiful story and beautiful art can create light and lead us to the ultimate Light of the world.

~Charlie Classe '18, Lower School Art Teacher



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WON'T YOU JOIN US IN OUR MISSION?

The Geneva School partners with parents not only to educate but to transform. The mission of the school—to inspire students to love beauty, think deeply, and to pursue Christ's calling—gives direction for the school but also provides the purpose for students we are aiming for. Geneva's unique approach to education, rooted in a biblical worldview along with the classical model of teaching, provides the answer to the question, Aren't all schools the same? The answer is a resounding, No!

All schools do not have the same mission; some are slightly different and some are dramatically different. But they all make decisions in light of their end goal, knowingly or unknowingly, that form students' lives. Unlike Alice, we have a picture of the kind of person we desire that our students become, the direction they take. And therefore the paths they take matter.

Your gift plays a vital role in helping Geneva shape lives, open doors, and help students reach their fullest potential. God has gifted each person uniquely, and we are delighted and honored to partner with parents in fulfilling who God has called their children to be. Your gift makes an immediate impact in the life of the school, no matter the size.

We invite your family to join this vital, missional work. With your gift, we can together inspire students to love beauty, think deeply, and pursue Christ's calling. Please consider partnering with us by making your annual fund gift today.



THE GENEVA SCHOOL

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“And the angel said to them, ‘Fear not, for behold, I bring you good news of great joy that will be for all the people. For unto you is born this day in the city of David a Savior, who is Christ the Lord.’” Luke 2:10–11

WE WISH YOU A CHRISTMAS SEASON
FULL OF GREAT JOY!