

THE GENEVA SCHOOL Magazine | SUMMER 2023

# THE COURIER



Inspiring students to LOVE BEAUTY, THINK DEEPLY, and PURSUE CHRIST'S CALLING.





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## MISSION

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

## ADVANCEMENT OFFICE

Katie Deatherage (Director)  
Anna Classe  
Sarah Cloke  
Cat Hackenberg  
Carol Beth Haynes  
Allison Hendrix  
Kedi Milajecki  
Christina Walker

## CONTACT

1775 Seminola Boulevard  
Casselberry, FL 32707  
407-332-6363  
[genevaschool.org](http://genevaschool.org)



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# HEAD OF SCHOOL

Dear Geneva Community,

*Esse Quam Videri*

This Latin phrase is a popular one, used as the motto for many schools and organizations. It is pulled from an essay that Cicero wrote on friendship and is translated as “to be, rather than to seem.” The phrase is related to an observation made by Cicero that many people would rather appear to be virtuous than to actually be so. Virtue is, after all, not easily obtained.

I was introduced to this phrase years ago when I was pressed into teaching Latin to fifth graders at my first school in Dallas. It has stayed with me and comes to mind from time to time as I think about the schools where I have served: are they schools that appear to be good or are they actually good?

My ability to answer that question is limited to my observations and experiences, albeit ones that are informed through visits to classrooms and conversations with students, parents, and employees. Even then, I am subject to “observer bias” in which I see what I want or expect to see, not what is actually happening. For this reason, I welcome feedback from the school community, especially from surveys.

During my first two years at TGS, we conducted student (seventh through twelfth grade) and faculty surveys, establishing a baseline against which we can compare future student and faculty results. This past school year, we conducted a parent survey.

For the parent survey, we partnered with Independent School Management (ISM), a large consulting organization that works exclusively with private schools. While the survey was produced by ISM, we made changes where we could to the phrasing of questions in order to align them with our mission and values. Some questions were not alterable as they tied into research conducted by ISM.

The survey was conducted in April, and the results were sent to me and my team the last week of the school year. I am sharing a brief overview of the data here and will share more with the school community in the fall after my team and I have digested the information. As promised, the anonymity of all responses has been protected. Here are some key takeaways from the report:

- 276 parents completed the survey out of 416 invited. The response rate of 66% is very good and provides the school with reliable information. *Thank you to all who completed the survey!*
- Almost half of the responses (49%) came from parents who have been at TGS for four or more years.
- In choosing a school for their child, the top three factors that matter most to parents are the following (NOTE: The

number in parenthesis is a score derived from a Likert scale of 1–5):

1. Faculty care and concern for your child(ren) (4.85)
  2. School atmosphere/culture (caring, positive, etc.) (4.83)
  3. Quality of faculty (4.76)
- When it comes to giving an opinion on the size of the TGS student body, 81% indicated it is “about right” while 7% indicated it is “too big” and 13% “too small.”
  - As for an opinion on the emphasis on the Christian faith at TGS, 91% indicated it is “about right” while 3% indicated it is “too much” and 7% “too little.”

Two questions that were central to a school’s evaluation of its program and parent satisfaction were ones related to perceived value for tuition paid and the Net Promoter Score.

- Responses to the statement “Please rate the overall value of the education your child(ren) is(are) receiving at The Geneva School, based on the tuition and fees paid” are made on a Likert scale ranging from “1—Unacceptable value” to “5—Excellent value.” The TGS score was 4.38. This compares favorably to the ISM benchmark of 4.20.
- As for the Net Promoter Score, this is determined by responses to the question “How likely are you to recommend Geneva to another family?” The TGS score was 58.8, placing our school in the “Great” category based on ISM’s research (derived from 28,477 parent responses from ninety-five schools). A score of 70 or higher would place us in the top category, “Excellent/World Class.”

The survey asked lots of other questions that my staff and I will dig into this fall, questions about homework, curriculum, communications, admission, tuition assistance, etc. We appreciate the comments that speak to our “areas of strength” as well as those that speak to our “areas to strengthen.” The feedback is both an encouragement as well as a challenge to make our school even better. We hope that the resulting discussions, plans, and changes will allow us to better fulfill our mission to “provide students in grades K4–12 an extraordinary education.”

Please look for more information on the survey later this year and thank you again to all who participated in the parent survey!

Sincerely,

Brad Ryden

# Treasure Seekers

Rare, precious, valuable . . . Words that we have long used to describe treasure can also be used to describe the Christian classical education The Geneva School offers and the skills and tools this education provides to students during their Geneva careers. God is at work through teachers, coaches, and many others, who spend years leading and nurturing, sharing with students knowledge of what is good, true, and beautiful in every arena: literature, mathematics, science, history (both world and biblical), languages, music, theatre, and many other disciplines and subjects. Teachers and students alike dedicate many hours to discovering how creatively, intricately, and divinely these spheres of life are woven together by our Creator; students have uncovered invaluable treasures. The most amazing thing about this treasure trove is that it is unending—there is always more to learn.

All of the experiences students have, both in and out of classrooms, leading up to commencement—reading, writing, discussing, memorizing, reciting, experimenting, conjugating, discovering, wondering, creating—have equipped them to continue to delve into God’s word and explore his world for a lifetime of treasure seeking and finding.

Below are this year’s senior thesis titles along with the intentions for the TGS Class of 2023. Years of preparation have led to this moment, performing in the *Three Piggy Opera*, *The Trojan War* play, *Brave and Free*, or *I Never Saw Another Butterfly*; hands-on science experiments; in-depth conversations about *To Kill a Mockingbird* or *The Lord of the Rings*; discovering math concepts; and diving into Scripture passages. There are innumerable moments that help prepare seniors for the end of their last year and beyond in their college years, work endeavors, and relationships.

<sup>S</sup>**Sarah Christina Andreasen** | Quest Award | House of Alexandria | University of North Florida | *The Missing Puzzle Piece: Why Alternative Medicine Should Be Integrated into the Modern Healthcare System*

<sup>E</sup>**Eleanor Clara Austin** | Quest Award | House of Iona | Wentworth Institute of Technology | *One Small Click for Man, One Giant Cost for Mankind: The Impact of Fast Fashion on Society*

<sup>M</sup>**Elle Jo Black** | Quest Award | House of Alexandria | Florida Atlantic University | *Play Instead of Pay: Why the Gender Wage Gap Movement in Professional Sports Has Been Misinterpreted*

<sup>S</sup>**Luke Addison Bowen** | House of Alexandria | Rollins College | *Tripping on Truth: The New Mental Health Psychedelic Breakthrough*

<sup>S</sup>**Addison Pearl Bowman** | House of Alexandria | Florida State University | *Let’s Talk Politics: What Americans Can Do to Remedy the Polarization Crisis*

<sup>M</sup>**Liam Robert Cassidy** | House of Wittenberg | University of Central Florida | *Why Being a Human Being Is Still the Best Career Move*

<sup>S</sup>**Aubrey Elizabeth Clark** | Quest Award | Capstone Thesis Award | John Colet *Fide et Literis* Award | National Merit Commended Student | House of Iona | Rollins College | *Resurrection Takes Practice*

<sup>S</sup>**Grace Marie Coplin** | J. S. Bach Imago Award | House of Florence | Florida State University | *Why ‘The Little Mermaid’ Is a Big Problem: Sexism in Hollywood*

<sup>M</sup>**Leticia Clelia Fernandez** | House of Florence | Rollins College | *Speaking the Language of Faith: The Importance of Young Foreign Language Instruction in Christian Classical Schools*

<sup>C</sup>**Aurora Crystal Flores** | House of Alexandria | University of Central Florida | *3, 2, 1, Liftoff: Funding the Space Industry*

<sup>S</sup>**Anjolie Arielle Francois** | Blaise Pascal *Fide et Literis* Award | National Merit Commended Student | House of Wittenberg | University of Florida | *The Fault in Our Movies: How Media Affects Romantic Beliefs*

<sup>S</sup>**Lillian Marie Frazer** | House of Florence | Seminole State College | *The Case for Chickens*

<sup>M</sup>**Olivia Katherine Kyle** | Quest Award | House of Florence | Palm Beach Atlantic University | *The Missing Piece: How Christians Fit in the Foster Care System*

<sup>S</sup>**Evangeline Olivia Limber** | Quest Award | House of Wittenberg | University of Florida | *If Music Be the Food of the Brain, Play On: Why Music Matters for the Classical Student*

<sup>C</sup>**Benjamin Bradshaw Magruder** | House of Alexandria | Rollins College | *Side Effects May Include Damage to Public Health: How Pharmaceutical Advertising Has Created Ill Outcomes for the Public*

<sup>S</sup>**Bishop Owen Martin** | Quest Award | House of Alexandria | Palm Beach Atlantic University | *Charging Ahead or Falling Behind: Exploring the Untold Downsides of Electric Vehicles*

<sup>S</sup>**Mitchell Paul Moyer** | House of Florence | University of Alabama | *Unjust Justice: Why We Should Limit Victim Impact Statements*



**Sophie Lyn Orndorff** | House of Iona | Palm Beach Atlantic University | *The Theology behind Ecology: Why All Christians Should Prioritize Environmental Stewardship*

**Rysam Warner Hayden Peters** | Quest Award | House of Florence | Flagler College | *Tradition Revived: Why Schools Should Teach in the Classical Method*

**Gabriel Alexander Philippe-Fisher** | House of Iona | University of Florida | *Don't Give Me the Ouchie, Dr. Fauci: Examining the Issue of Platforming Controversial Ideas through the Anti-vax Lens*

**James Cooper Reid** | National Merit Finalist and Merit Scholar | House of Florence | University of Central Florida | *Razing Forests, Enslaving Minds: Why Consumerism Cannot Continue*

**Joseph Robert Rowe** | House of Alexandria | Rollins College | *Empowering Minds of the Future: Why Dyslexia Is Important to Address in Our Education Systems*

**Eliot Grace Ryden** | House of Wittenberg | The Culinary Institute of America (Austin, TX) | *Deprogramming Kids: How Replacing Technology with Creativity Is Critical for the Mind of a Child*

**Kelly James Sevor** | House of Iona | Oklahoma State University | *The Fight to Bear Arms: The Issue of the Second Amendment in Modern America*

**Colson Thomas Smith** | Quest Award | House of Wittenberg | Entrepreneur—Colson's Critters | *Under Pressure: A Deep Dive into How Global Warming Threatens the World's Coral Reefs*

**Madison Grace Stafford** | House of Wittenberg | University of North Florida | *Protecting Kids from the "Unprotected": Keeping Dangerous Topics Out of Elementary Classrooms*

**Sarah Ann Stander** | Quest Award | Rembrandt Imago Award | National Merit Commended Student | House of Iona | University of Florida | *What Shows Really Show Us: Exploring Suicide Contagion in Fictional Media*

**Josiah Rupert Swain** | Salutatorian | National Merit Finalist | House of Florence | University of Virginia | *National Pride and Prejudice: A Case for American Patriotism*

**Regan Joy Taylor** | House of Alexandria | Samford University | *A Cleaving in the Mind: The Impact of Schools and Teachers on Students with ADHD*

**Ryan Emerson Taylor** | House of Alexandria | Palm Beach Atlantic University | *Powering Humanity's Dreams: Examining the Role of Nuclear Energy for a Sustainable Future*

**Abigail Grace Thomas** | Quest Award | House of Alexandria | Florida Southern College | *Shining a Light on Introversion: Illuminating the Benefits and Necessity of Pedagogical Adaptation*

**Charley Crowe Turnbull III**

| Quest Award | House of Alexandria | University of North Florida | *Knowledge Is Power: How Big Tech Conquered the World*

**Charles Drew White** | Valedictorian | Quest Award | National Merit Commended Student | House of Iona | Northwestern University | *Planning for a Trip Down Memory Lane: The Case for a Multicultural US History Curriculum*

**Catherine Mae Wilhite** | House of Florence | Wheaton College | *How to Screen-Save Your Child: Why Parents Should Not Give Their Children Smartphones*

**Jinglin (Eric) Zhang** | House of Florence | Penn State University | *More Melting Pot and Less Salad Bowl: Why Colleges Should Emphasize Truth, Unity, and Commonality*

<sup>S</sup>summa cum laude 3.75+

<sup>M</sup>magna cum laude 3.50+

<sup>C</sup>cum laude 3.25



**Luke 6:45** The good person out of the good treasure of his heart produces good, and the evil person out of his evil treasure produces evil, for out of the abundance of the heart his mouth speaks.

**1 Timothy 6:18–21** They are to do good, to be rich in good works, to be generous and ready to share, thus storing up treasure for themselves as a good foundation for the future, so that they may take hold of that which is truly life. O Timothy, guard the deposit entrusted to you. Avoid the irreverent babble and contradictions of what is falsely called “knowledge,” for by professing it some have swerved from the faith.

First United  
Methodist Church,  
Winter Park



## TAKE COURAGE

Dr. Scott Swain

*Immediately he made the disciples get into the boat and go before him to the other side, while he dismissed the crowds. And after he had dismissed the crowds, he went up on the mountain by himself to pray. When evening came, he was there alone, but the boat by this time was a long way from the land, beaten by the waves, for the wind was against them. And in the fourth watch of the night he came to them, walking on the sea. But when the disciples saw him walking on the sea, they were terrified, and said, "It is a ghost!" and they cried out in fear. But immediately Jesus spoke to them, saying, "Take heart; it is I. Do not be afraid."*

*And Peter answered him, "Lord, if it is you, command me to come to you on the water." He said, "Come." So Peter got out of the boat and walked on the water and came to Jesus. But when he saw the wind, he was afraid, and beginning to sink he cried out, "Lord, save me." Jesus immediately reached out his hand and took hold of him, saying to him, "O you of little faith, why did you doubt?" And when they got into the boat, the wind ceased. And those in the boat worshiped him, saying, "Truly you are the Son of God" (Matthew 14:22-33).*

*The following has been abridged for length by The Courier's editorial staff.*

Courage is one of four cardinal virtues, and we can trace it back as far as we can trace anything back into Greek antiquity. . . . Aristotle in his great work on moral philosophy discusses courage, and he defines it as the willingness to face death and the dangers of death with bravery. For Aristotle, the perfect example, the finest example, of courage is the soldier who is willing to lay down his life for the city. The soldier knows that there are some things more worthy of our love than life itself. . . .





When Christianity came on the scene, it did many things to revise and transform Greek moral philosophy, but among the many things that we find in that tradition, Christianity kept the cardinal virtues. But it transformed them in light of the gospel. . . .

The charge I have for you, soon-to-be graduates, is summarized in two words in our passage (and you Greek readers out there know it is one word in Greek): Take courage. . . . You need courage because when you step out of the boat, you are going to step into a world that is oftentimes hostile to your faith. The winds are set against you. . . . In these circumstances, the question arises, Where can we find it? . . .

Jesus is the answer to the question, What is the source of courage? . . .

The source of courage lies outside of us in the one who says, “I am, and I am with you.” This is why faith is essential to courage, because faith reaches out to the one who is our strength, and it finds its salvation and deliverance in him. . . . The one who meets us in our trials, the one who meets us when the winds are standing against us, the one who gives us courage will still be there to save us when we lose courage. . . . The great lesson of this text is that even then the Lord is . . . there to hear you when you cry, “Lord! Save me!” . . .

Courage is only virtuous when it is ordered to the right thing. Matthew leaves no doubt for us regarding the ultimate reason for courage in the Christian life, and that is to confess Jesus’ name. . . . With the coming of Christianity, we not only see the nature of courage transformed by its being ordered by faith, hope, and love—ordered to God in Christ and all that God is for us in Christ—but we see a redefining of what is the premier example of courage. It is no longer the soldier who is willing to die for the city. It is what early Christians called the martyr: the witness who is willing to confess Jesus’ name even unto death. . . . The great example of Christian courage is the one who, in all callings of life, steps out of security and is willing to confess Jesus Christ as Lord. . . .

Class of 2023, take courage. Step out of the boat, step onto the path, whatever it is the Lord is calling you to. The winds may be against you, but the Lord is with you. Whether your path leads to the pacification of the roaring nations or suffering for Christ’s sake, you too can overcome the world. Jesus Christ the Son of God is worthy of your courage; he is worthy of your lives; he is worthy of your confession.



## WHAT'S YOUR FREEDOM FOR? BECOMING WHO YOU SHOULD BE

Dr. Grant Brodrecht

*The following has been abridged for length by The Courier's editorial staff. If you would like to read the address in its entirety or want particular citations, please contact the author directly.*

We use the words graduation and commencement to signify that one stage of your life is ending and another is commencing. But towards what? For what? What are you going to do with your new freedom? I know some of you seniors likely have grown tired of me asking you that set of questions: “Freedom from what?” “Freedom for what?” . . .

What’s our freedom for? We have a lot of it in America, and so it’s a question for everybody, but especially for you seniors. You are about to be freed from The Geneva School, from its uniforms and routine, from me and my making you read, from the rest of the faculty and their many idiosyncrasies, and even freed, to some extent, from your parents and their oversight. . . .

Being free has long meant being free to become human, to become who you have the capacity and potential to be within God’s created order, natural and moral. To state it slightly differently, being free means becoming who you should be. . . .

It’s fitting that commencement occurs with summer just around the corner, as it’s ready-made to help us here. There’s a sort of sacramental quality to things during the summer. By that I mean there are visible signs of invisible workings everywhere. Everything is green and growing, plants are flourishing, becoming more fully what they are supposed to become.

That’s what flourishing means. Happy plants everywhere. Last summer I “liberated” a jasmine plant that was being dominated by other plants. I freed it up to flourish—which is what it is now doing. It is doing what it is supposed to do by freely climbing my back fence. All of this is similarly on display when I look at a queen palm I planted from a seed fifteen to sixteen years ago. That tree was latent in the seed I buried; that is what it was in

*Willow Creek  
Presbyterian  
Church, PCA*



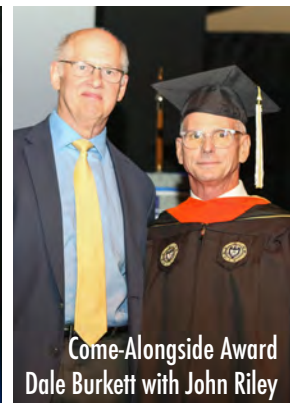


its essence—a queen palm in seed form, waiting to come out, waiting to flourish, waiting to become what it should be—a large, beautiful palm tree with abundant fruit.

And so it is with the Christian life. Who you are tells you who you should be, which, in turn, shapes what you do with your freedom. If you remember nothing else from what I say today, remember this: Who you are tells you who you should be, which, in turn, shapes what you do with your freedom. . . .

Let me urge you, as you end one stage of life and commence another, to take the long view, to understand your life in narrative form, “as a quest” (to borrow from the philosopher Charles Taylor, who has thought a lot about being a self in the modern world)—as a quest that is just beginning, but a quest to become who you should be in Christ. That’s what your freedom is for.

It is about far more than becoming a good citizen, becoming fit for the American republic, as important as that still is. It’s about becoming fit for a very different society, a very different polis, a very different city, the “city of God,” which has begun here, on earth, in the Church, and will continue into eternity in the presence of God. As mysterious as all of this is. That’s what your freedom is for.



# WORDS FROM STUDENTS



## JOHN COLET *FIDE ET LITERIS* AWARD

### *Arts and Letters*

*John Colet Fide et Literis Award speech given by Aubrey Clark*

Reading is forbidden. People stare at meaningless shows on huge screens all day. They fall asleep to the chatter of information playing in their ears. In this dystopian America of Ray Bradbury's *Fahrenheit 451*, firemen burn books and people fear the stories of the past. They lose happiness, love, knowledge, wisdom, and even their community because they abandoned something crucial and inherently human: they abandoned story.

To be human is to be part of a story. The stories we live shape the people that we are. If you live in the story of the world, you will become part of the world. If you live in God's redemptive story, you will become part of the kingdom of heaven. Alasdair MacIntyre says, "I can only answer the question 'What am I to do' if I can answer the prior question 'Of what story or stories do I find myself a part?'" Stories are necessary to life. But how do we become part of one?

We become part of a story through education. True education forms us through the stories that are necessary for the good life. This year I was struck by how W. E. B. Du Bois describes this kind of education; this is what he says, "Nothing new, no time-saving devices—simply old time-glorified methods of delving for Truth, and searching out the hidden beauties of life, and learning the good of living... not to earn meat, but to know the end and aim of that life which meat nourishes." Here he shows us both the means and the end of true education.

The means is the telling of stories. In literature, we read the myths that point us to the story of Christ. In history, we learn the stories of our past and understand who we are and how we fit in the narrative. In science and mathematics, we learn of God's creation by understanding the order of his universe. In the arts, we tell the stories of humanity through beauty. These are the "time-glorified methods" of which Du Bois writes. The telling of stories, the rehearsing of narratives, the understanding of our place in creation are hard and slow ways of educating, but necessary because the effects of losing story are drastic, as MacIntyre warns us: "Deprive children of stories and you leave them unscripted, anxious stutterers in their actions as in their words." The world of *Fahrenheit 451* is full of "anxious stutterers," people who have no story, no script by which to live their lives, and no purpose.

But we Christians have a final purpose. It is also the goal of a Christian education: it is "not to earn meat," as Du Bois writes, but to "know the end and aim of that life which meat nourishes." That aim is Christ. The purpose of Christian classical education is to be formed to know and love God, and to live according to his story. Christian classical education, then, is the most practical kind of education because it forms a person's soul to live as he ought. This is a goal far more practical than the goal of getting into a prestigious college or getting a job that makes a lot of money. "For," as Jesus says in the Gospel of Mark, "what shall it profit a man if he shall gain the whole world, and lose his own soul?" (Mark 8:36, KJV).

Now, as we think about the stories that form us, I want to share what are perhaps the two most important things I have learned as a student at The Geneva School.

Geneva students, you have likely heard from your teachers that you will get what you want out of your education. They are right. No one can force you to love what is good; you have to want to learn. Your teachers will have you do difficult, time-consuming things because they believe that the things you do actually matter in shaping the people you will become. Only you can learn; your teachers can't do it for you, so do the difficult things they ask you to do. Graduating seniors, we have had a formative education. Remember as we go to college that there is a chance for us to continue to be formed more and more towards God. But you have to want that formation, and you have to work hard to learn.

The other thing I have learned is a line from Wendell Berry that captivated me: "Invest in the millennium." What does that mean? What does that look like? We can find the perfect example in John Colet, the man after whom this award is named. Colet founded St. Paul's School in London more than five hundred years ago, using his entire fortune to endow the school. He brought Christian liberal arts education to England, which included the study of classics. St. Paul's School educated men such as John Milton, G. K. Chesterton, and Samuel Johnson, and John Donne



even served as the dean. And now we have a Christian classical school where we can think with the ancients, read the literature of Milton and of Chesterton, and receive a liberal arts education. We have all of this because John Colet invested in a future he would not live to see. We too should invest ourselves in loving our neighbors, even those who will come after us.

Now I want you to think back to the story of *Fahrenheit 451*. The characters in that story began to lose their very humanity because they had forsaken story. We must remember the importance of story, both in education and in life. We should seek to live inside of the Christian narrative and continue to learn throughout our entire lives. We cannot forget our story and we cannot forget our goal—the end and aim of life, seeing God face to face. Only through faith in God and a desire to learn his story, can we remember our final end, and we can only pursue that end *fide et literis*, by faith and by learning.

## BLAISE PASCAL *FIDE ET LITERIS* AWARD

### *Mathematics and Natural Sciences*

*Blaise Pascal Fide et Literis Award speech given by Anjolie Francois*

The average American can only last about four seconds in silence before feeling the need to continue a conversation. We constantly fill our lives with noise; those wireless earbuds most of us own drown out the sounds of the living world around us. We've made it so easy to forget that nature knows how to sing a song that human voices alone cannot replicate. We distance ourselves from the natural world, forgetting that we were ever once a part of it. There is a place for us out there somewhere, in the fields of clover, grass, and dandelions where the soul finds an explanation for the inexplicable. The Scientific Revolution made us believe the only answers that matter are the ones that can be proven by science. René Descartes said "I think, therefore I am." And man became the pinnacle of reason, a mind unbound by the body. Man must know all that he does not yet know. He will go mad if he cannot find an answer, for he believes he is powerless without knowledge. You will fear the unknown because you cannot comprehend it. You will fear death because you cannot know what it leads to. Science will never tell you why the world is ordered as it is, only that it exists. It will not tell you that you already know the truth engraved upon your heart. The mountains cry that their beauty is no accident.

Knowledge is power, but it cannot be an end in and of itself. Knowledge is merely something gained on a long, long road. We must search for wisdom. There are questions to which we have no answer based on scientific study. I cannot tell you how non-living atoms become a living cell, or how each person develops their unique personality. But a wise teacher once told me that the mystery is part of the answer. And this is Geneva's purpose. Science is incomplete. It will tell you that love is a chemical reaction in the brain, beauty is an entirely subjective opinion, and that it can replace your need for a God. But step into a Geneva classroom, and you will find that the sciences are not the enemy of Christianity. Just as an artist studies a subject to fully capture its form, we study the world to see the goodness of God's creation. We

can appreciate the beauty of nature because of every detail that allows life to flourish, because we know it is good and true. We can be joyful though we have considered all the facts.

Students, I challenge you to live up to the calling of Geneva. Love your classmates as Christ has called you to love one another. Pursue your studies with passion and vigor. Do not just hear and read the lessons set before you, but listen, understand, and reflect so that you may live in this experience you will find nowhere else. Sit at the elders' feet and listen to their stories; they will teach you how to live the good

life. My fellow seniors and my dearest friends, you will face a brave new world. It will tell you many things: it will tell you lies, and truths, and lies that seem true. Remember who you are. A thinker, a student, a friend, a child of God. The world is dark, that is no secret. So may you be light. A light that shines in the darkness, which the darkness shall not overcome.



Geneva, continue to be the bridge between the city of man and the city of God. The Enlightenment succeeded in bringing the light of knowledge, but you focus on the enlightenment of the soul. I pray that you never lose sight of that great mission you have been given. You have given me so much already, but I must ask one last thing of you. I ask that for as long as this school continues to take students, you will continue to show them the love of God, that you will save them from the snares of sin

and death hidden in the confused darkness of the world. That you will show them the beauty of creation and the glory of its Creator. I ask that you will love them as you loved me.

Finally, I part with these words to you all: Take a walk through the forest; leave behind your earbuds and human distractions. Let your heart be overcome with wonder. Look at the stars and calculate how they drift through the night sky. Listen to the wind as it rustles the grass, to the birdsongs, the buzzing of bees and scurrying of squirrels. They will tell you that there is a God, a God who painted the wings of each butterfly, a God who has ordered the universe so perfectly that nature sings his praise, a God who created you and me—as his children, in his own image.

So, brothers and sisters, study our Father's world. Let your observations be an act of worship. Join all creation as it sings, "Praise be to God! He has created all things and declared them good."

## CHARLES WHITE, VALEDICTORIAN

I don't like fruit. My friends know this by now, but every once in a while, they will, knowing how much I love food, offer me a banana. I then remind them how much I hate potassium and tell them to take their nutrition-filled meal elsewhere.

Yet some fruits we all need. If you are unfamiliar with this fruit salad, I will do my best to remind you of the ingredients.

**Love.** It's when a classmate who hasn't seen you in months calls to tell you that you are worth being around, even when he is struggling more with his self-worth than you are with yours. He doesn't mention himself once, but focuses wholly on you.

**Joy.** It's when a classmate launches into senior year in eager anticipation, despite her classmates prophesying a hectic, stressful disaster, and holding on to that eagerness even after encountering the foretold obstacles.

**Peace.** It's when a classmate refuses to stress about exams because she knows life is more than grades.

**Patience.** It's when a classmate understands, very clearly, how Coulomb's law relates to physics and could turn in his homework and relax for the night, but instead he stays up with you for thirty minutes to explain the concept again.

**Kindness.** It's when a classmate goes out of her way to ask how your day is going, knowing that you will give the same depressed, self-centered, self-pitying answer as yesterday. Still, she listens all the way through your response.

**Goodness.** It's when a classmate treats as many of his friends as possible to dinner because he wants everyone happy and together.

**Faithfulness.** It's when a classmate consistently relays information about grade hangouts to you because you can't join the group chat. And when that same classmate drives you to and from a hundred events because you, admittedly, can't drive.

**Gentleness.** It's when a classmate knows that you are living poorly, and that he has every right to abandon you to failure. Yet he stays by your side, day in and out, to eventually show you the truth.

**Self-Control.** It's when a classmate listens to you talk to students, teachers, and yourself all the time and will still be friends with you.

I know my grade particularly, but give these fruits to your grade daily, and let others do the same for you. Let our meal, as Geneva, be the Fruit of the Spirit.



## JOSIAH SWAIN, SALUTATORIAN

I have two older sisters who both have graduated high school (and one from college). That means I've heard my fair share of graduation speeches. As you may know, sometimes graduation speeches tend to contain platitudes like, "Be yourself!" "Work hard!" "Never give up!" and the oddest one but one I hope you all recognize, "I wish you Hunger. I wish you Hard Work. I wish you Uncertainty."

Unfortunately, I don't have any platitudes or pithy statements. I do, however, have many, many memories of our shared time to draw upon. I can say that it's been a really good run, friends. From the field days to the rhetoric retreats, the regular school day routine and the hyper-focused exam days, from the house sorting ceremonies to the knighting ceremonies, the chariot races and the Covid year, from the infamous Cheeto hiding in Señora's room and the Homie Huddles to the fact that we all have now been trained like Pavlov's dogs to, upon the hearing of pretty much any steady beat, burst out in a resounding chorus of "I'll fly away, O glory," . . . We have made many lasting memories.

I'm so grateful to have been a part of this graduating class with all of you. I can't imagine going anywhere else for school the past five years. You all are some of the best friends anyone could ever ask for. I wish I could have started at Geneva even earlier to share in even more memories with you all. In my opinion, *The Lord of the Rings* is applicable in any situation, including this one. That's why I close by shamelessly stealing from *Return of the King* when Frodo says, "For the Quest is achieved, and now all is over. I am glad you are here with me. Here at the end of all things, Sam."





# ACADEMIC AWARDS

## EXCELSIOR AWARDS

### ART



**DIALECTIC:** Mrs. Shelly Bradon to Zoe Harne  
**RHETORIC:** Mrs. Shelly Bradon to Catherine Wilhite

### BAND



**DIALECTIC:** Mr. Eric Mendez to Kale Blanchette  
**RHETORIC:** Mr. Eric Mendez to Ford Robbins

### BIBLICAL STUDIES



**DIALECTIC:** Dr. Mike Beates to Gabriella Sonbol  
**RHETORIC:** Mr. Rob Shelton to Charles White

### CHOIR



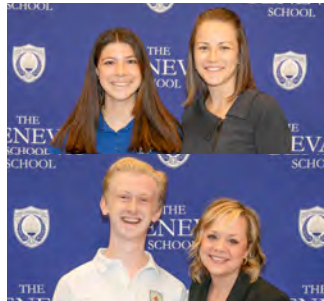
**DIALECTIC:** Mrs. Kacie Melvin to Charley Young  
**RHETORIC:** Mrs. Kacie Melvin to Addison Bowman

### DRAMA



**DIALECTIC:** Mrs. Lisa Hines to Maya Turkanik  
**RHETORIC:** Mrs. Lisa Hines to Lydia Faith

### ENGLISH



**DIALECTIC:** Miss Alicia VanDerhoof to Montserrat Poblete-Maruri  
**RHETORIC:** Mrs. Mandy Turnbull to Jedidiah Flood

### FRENCH LANGUAGE



**RHETORIC:** Miss Tamara Molyneaux to Olivia Liguori

### GREEK LANGUAGE



**RHETORIC:** Dr. Joseph Tipton to Aidan Vollenweider

### GUITAR



**RHETORIC:** Miss Mona Dawkins to Anthony Gilas

### HISTORY



**DIALECTIC:** Mrs. Kelli Brodrecht to Jacob Cross  
**RHETORIC:** Dr. Grant Brodrecht to Josiah Swain

### JOURNALISM



**RHETORIC:** Ms. AnnMarie Hamilton to Sarah Paul

### LATIN LANGUAGE



**DIALECTIC:** Mr. Jordan Stewart to Harper Swift  
**RHETORIC:** Mr. Nick DeGroot to Josiah Swain

## LOGIC



**DIALECTIC:**  
Mr. Joe Moon to  
Alayna Shepherd

## MATHEMATICS



**DIALECTIC:** Mrs. Kamillia White  
to Maja Turkanik  
**RHETORIC:** Dr. Janet Andreasen  
to Abigail Grace Thomas

## ORCHESTRA



**DIALECTIC:** Miss Mona Dawkins  
to Sophia Holcomb  
**RHETORIC:** Miss Mona Dawkins  
to Kaden Smith

## PHOTOGRAPHY



**RHETORIC:**  
Mrs. Kellie Harding to  
Lillian Frazer

## PHYSICAL EDUCATION



**DIALECTIC:** Coach Hollie Benjumea  
to Harper Swift  
**DIALECTIC:** Coach Tony Medina to  
Charley Young

## RHETORIC



**RHETORIC:**  
Mr. Nathan Raley to  
Charles White

## SCIENCE



**DIALECTIC:** Mr. Evan Pedersen  
to Alayna Shepherd  
**RHETORIC:** Mr. Lou Ford  
to James Cooper Reid

## SPANISH LANGUAGE



**RHETORIC:**  
Mrs. Susan Hering to  
Ford Robbins

## STAGECRAFT



**RHETORIC:**  
Mr. Scott Zellner to  
Luke Raffenaud

## NATIONAL FRENCH CONTEST

### *Mention d'Honneur Certificate*

Evelyn Crosby—Level 1	Sage Duplechain—Level 1
Arianna Flood—Level 1	Giuliana Flores—Level 2
Jordan Hanyecz—Level 2	Rachel Thigpen—Level 1

### *Lauréat National Certificate: Bronze Medal*

Owen Endras—Level 3	Olivia Liguori—Level 3
Sofia Lopez—Level 3	Layla Mander—Level 2
Samantha Petrak—Level 2	Annabelle Puopolo—Level 1
Lura Shepherd—Level 2	Mattie Shepherd—Level 2

### *Lauréat National Certificate: Silver Medal*

Aubrey Clark—Level 4	Astrid Feeny—Level 1
Angelie Gonzalez—Level 2	James Cooper Reid—Level 4
Joseph Noah Reid—Level 3	Kaden Smith—Level 3

### *Lauréat National Certificate: Gold Medal*

Sophie Heidmann—Level 1	Michael Liguori—Level 1
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THE ORDER OF THE TOWEL RECIPIENTS

## NATIONAL LATIN CONTEST

*CAMWS Latin Translation Exam*

*High School Level Intermediate*  
Certificate of Commendation:

Augustine Jho

Book Award: Mercia Steinborn

*High School Level Advanced*

Book Award: Charles White

Cash Award: Josiah Swain

## CAPSTONE FINALISTS

Aubrey Clark (WINNER)

Charles White

Catherine Wilhite

## NATIONAL MERIT RECOGNITION

*CLASS OF 2024*

Anthony Gilas

Greta Hsieh

Joseph Noah Reid

Kaden Smith

Mercia Steinborn

## NATIONAL MERIT COMMENDED STUDENTS

*CLASS OF 2023*

Aubrey Clark

Anjolie Francois

Sarah Stander

Charles White

## NATIONAL MERIT FINALISTS

*CLASS OF 2023*

James Cooper Reid

Josiah Swain

## JUNIOR MARSHALS

Ella Raesly

Alysandra Thigpen

Mercia Steinborn

## QUEST AWARD RECIPIENTS

Sarah Andreasen

Eleanor Austin

Elle Black

Aubrey Clark

Olivia Kyle

Evangeline Limber

Bishop Martin

Rysam Hayden Peters

Colson Smith

Sarah Stander

Abigail Grace Thomas

Charley Turnbull

Charles White

## IMAGO AWARD WINNERS

J. S. BACH: Grace Coplin

REMBRANDT: Sarah Stander

## FIDE ET LITERIS AWARD WINNERS

BLAISE PASCAL: Anjolie Francois

JOHN COLET: Aubrey Clark

## VALEDICTORIAN

Charles White

## SALUTATORIAN

Josiah Swain

## THE ORDER OF THE TOWEL

DIALECTIC: Alayna Shepherd and Jacob Cross

RHETORIC: Anjolie Francois and Ford Robbins



# ATHLETIC AWARDS

## Most Improved Players



## Most Valuable Players



## Christian Leadership Award



## TEAM AWARDS

### BOYS GOLF

Most Improved Player: Jackson Allen  
Most Valuable Player: Thomas Milajecki  
Christian Leadership Award: Isaac Kang

### GIRLS GOLF

Most Improved Player: Leticia Fernandez  
Most Valuable Player: Noelle Endras  
Christian Leadership Award: Naomi Kinnett

### BOYS CROSS COUNTRY

Most Improved Player: Noah Reid  
Most Valuable Player: Michael Liguori  
Christian Leadership Award: Charles White

### GIRLS CROSS COUNTRY

Most Improved Player: Pippa Maughan  
Most Valuable Player: Ella Raesly  
Christian Leadership Award: Abigail Buffington

### SWIMMING & DIVING

Most Improved Player: Ella Incinelli  
Most Valuable Player: Lucas Rosello  
Christian Leadership Award: Amy Higerd

### VOLLEYBALL

Most Improved Player: Sarah Andreasen  
Most Valuable Player: Olivia Kyle & Eloise Johnston  
Christian Leadership Award: Catherine Wilhite

### GIRLS SOCCER

Most Improved Player: Sona Bowen  
Most Valuable Player: Taylor Kish  
Christian Leadership Award: Sophie Orndorff

### BOYS SOCCER

Most Improved Player: Joey Rowe  
Most Valuable Player: Palmer Hendrix  
Christian Leadership Award: Josiah Swain

### BOYS BASKETBALL

Most Improved Player: Luke Kime  
Most Valuable Player: Mateo Medina  
Christian Leadership Award: Josiah Dullmeyer



## ARCHERY

Most Improved Player: Hayden Peters  
Most Valuable Player: Connor Burns & Jack Calo  
Christian Leadership Award: Augustine Jho & Sarah Paul

## SOFTBALL

Most Improved Player: Katie Classe  
Most Valuable Player: Emma Bastian & Isabel Incinelli  
Christian Leadership Award: Ava Colet

## BASEBALL

Most Improved Player: Trenton Johnson  
Most Valuable Player: Cameron Lopez  
Christian Leadership Award: Ford Robbins

## BOYS TENNIS

Most Improved Player: Joseph Wood  
Most Valuable Player: Rafael Stahl  
Christian Leadership Award: Joshua Cox

## GIRLS TENNIS

Most Improved Player: Gracie Solis  
Most Valuable Player: Brianna Kennedy  
Christian Leadership Award: Lily Frakes

## GIRLS TRACK & FIELD

Most Improved Player: Loralei Flores  
Most Valuable Player: Ella Raesly  
Christian Leadership Award: Bailey White

## BOYS TRACK & FIELD

Most Improved Player: Charles White  
Most Valuable Player: Campbell Hendrix  
Christian Leadership Award: Michael Liguori

## BEACH VOLLEYBALL

Most Improved Player: Kaitlyn Moyer & Ella Petersen  
Most Valuable Player: Catherine Wilhite  
Christian Leadership Award: Taylor Kish



## Scholar Athletes

Scholar Athletes participated in at least two varsity sports and maintained a weighted GPA of 3.7 or better for the first three grading periods of the current school year.

Nathaniel Alilin	Michael Liguori
Sarah Andreasen	Pippa Maughan
Ellie Austin	Thomas Milajecki
Elle Black	Emili Mosquera
Caroline Costar	Kaitlyn Moyer
Jack Demo	Ella Petersen
Keith Dixon	Ella Raesly
Noelle Endras	Blake Raesly
Campbell Hendrix	Emma Ragsdale
Palmer Hendrix	Ford Robbins
Peter Houf	Maria Seneff
Isabel Incinelli	Bailey White
Isaac Kang	Charles White
Taylor Kish	Catherine Wilhite
Lily Konold	

## Three-Sport Athletes

**Pippa Maughan**  
Cross Country, Soccer, Track & Field

**Kaitlyn Moyer**  
Volleyball, Soccer, Beach Volleyball

**Maria Seneff**  
Volleyball, Soccer, Beach Volleyball

**Female Athlete  
of the Year Award**

Coach Allison Hendrix to  
Ella Raesly



**Male Athlete  
of the Year Award**

Coach Bill Cashman to  
Campbell Hendrix

**Female Excelsior Award**

Coach Hollie Benjumea to  
Catherine Wilhite



**Male Excelsior Award**

Coach James Williams to  
Charles White





# CONGRATULATIONS

to the HOUSE OF WITTENBERG

for winning the coveted House Cup for 2022-2023!

## CAPTAIN

Eliot Ryden

## OTHER OFFICES

Communications Officer: Lura Shepherd

House Ambassador: Pippa Maughan

Marquee Events Coordinator: Maddie Stafford

Hospitality Officer: Anjolie Francois

Games Officer: Ford Robbins

Treasurer: Liv Liguori

## COUNCIL MEMBERS

8th: Alayna Shepherd

9th: Mim Robbins

10th: Eloise Johnston

11th: Oliver Clark





# TGS SPRING SPORTS

## ARCHERY

BY ANNMARIE HAMILTON, HEAD COACH

As the arrows found their mark and the bows released their tension, Geneva's archery team had an impressive journey this season, with its largest squad of twenty-four varsity archers. In only the fourth year of competition, more archers began to compete at a higher level, which included several Junior Olympic Archery Development (JOAD) competitions, United States Archery Team (USAT) qualifying events, and, for the first time, National Field Archery Association (NFAA) events, along with Geneva's usual school league success.



JACK HAMILTON





**KAITLYN MOYER, CONNOR BURNS, KATIE CLASSE, JOSHUA COX, BAILEY WHITE**

# WRAP-UP

Junior captains Sarah Paul, Jack Hamilton, and Augustine Jho along with senior captain Evangeline Limber continued to lead the varsity team. Freshman Connor Burns had an accomplished regular season and postseason as the team's most decorated archer this year, with multiple medals at the conference, the state tournament, and the national competition (where he took fourth place). Sarah Paul finished the season as the school league national champion. Skye Alexion also had a very consistent season, earning her first varsity medal at the conference. The varsity team improved on all previous results, finishing third in

the conference tournament, the state competition, and also at the national level; middle school finished fourth at conference and state and tenth at national!

To cap off the school league, varsity had an impressive five medals in the spring mail-in, which was shot on senior night, with senior Evie Limber winning her first medal. The team finished first in the nation for this event! Thanks to all of the seniors: Evie Limber, Charley Turnbull, Hayden Peters, Anjolie Francois, and Ben Magruder.



Middle school had their best team results as well, with a smaller squad of only sixteen archers.

Archery medalists for the year included great performances from Ashton Reali, Matthew Sharp, Skye Alexion, Sarah Paul, Connor Burns, Jack Hamilton, Augustine Jho, and Evie Limber. Along with the hardware, the middle school and varsity teams continued to boast squads full of improving archers, with several archers becoming USA Archery Certified Instructors and others shooting personal bests.



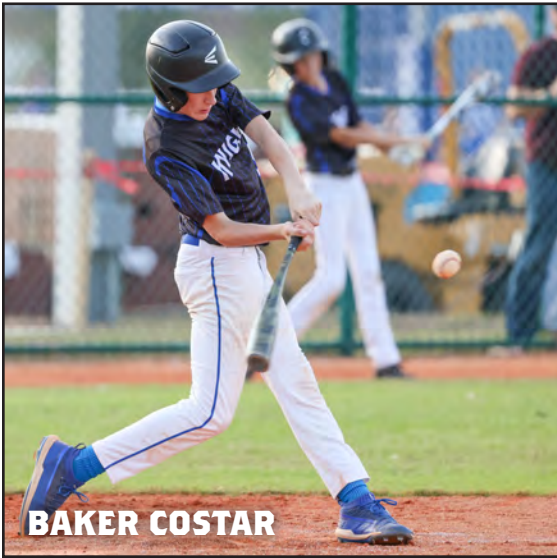
## SOFTBALL

BY JARED INCINELLI, HEAD COACH

It was an incredible season for the lady Knights softball team as they set many records on the field this season. As a team, they set a record for most wins ever with fifteen victories. The offense saw record-breaking improvement, with five girls hitting over .431. Highlight wins this season came against Seminole High School and East Hamilton (TN) and series sweeps against Trinity Preparatory School, The Master's Academy, and Orangewood Christian School. Emma Bastian set a record with six home runs this season. Katie Classe led the offense in average, batting .492. Junior Ava Colet batted .480 and also had a great year pitching. Eighth grader Chloe Incinelli led the team with ten doubles and batted .452, while also only making one error all season at second base. Alysandra Thigpen held down the left side of the infield and highlighted her season with a three-run home run against Seminole High School. Sixth grader Eden Bastian was stellar this season at catcher, while also putting up a .298 batting average. Isabel Incinelli contributed with her pitching and hitting, pitching seventy-three innings, striking out eighty-three batters, and batting .431. Faith Sandberg was a leader in the outfield along with newcomers Noelle Endras, Leah DePue, and Lura Shepherd, who were each a huge part of the team's success this season.







# BASEBALL

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BY BOB DOWN, HEAD COACH

Geneva's 2023 varsity baseball season had a little bit of everything as the team worked to overcome adversity and accomplish great things together. The team was made up of juniors and freshmen, and they worked to establish their identity over the first part of the season. However, the Knights hit their stride as the season went on, and they won ten of their last fourteen games.

Along the way, the boys racked up key wins against Legacy Charter and First Academy Leesburg. Additionally, varsity baseball secured its first ever Sunshine State Athletic Conference 4A state runner-up title in a game that featured several of the Knights middle school baseball players stepping up and filling in for the varsity players.



Led by a strong group of juniors, including Thad Reudelhuber, Owen Endras, and Cam Lopez, the Knights also had several individual achievements throughout the year. Thad led the team on the mound with four wins and a 3.26 ERA. Freshman Luke Head stepped up with a 3-1 record with two saves and a 3.59 ERA and .316 batting average. Team MVP Cam Lopez led the Knights offensively, batting .396 with a .600 OBP, .547 SLG, and twenty-two stolen bases. Those numbers were good enough to earn Cam the honor of being named Seminole County Private School Male Athlete of the Year.

As the Knights return next year with this entire roster, they are poised to take the next step in challenging for a district title.

# TENNIS

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BY LUKE RUSSO, HEAD COACH

## MIDDLE SCHOOL

The Geneva School had its first middle school boys tennis team this year. The young team started the season with nine players, about half of whom were in sixth grade and had never played tennis before the 2022-23 school year. In the first match, the boys team lost 6-1 against Lake Mary Preparatory School. Led by sixth graders Hudson Harne and Cole Dedekind, the boys were motivated to improve their skills in practice, which led to them winning the next four matches!

After going head to head with tough teams and winning, the middle school boys competed in the end-of-year tournament and won all their first rounds against The Master's Academy and Circle Christian. They went on to play in the final, with a rematch against Lake Mary Prep. With Roe Robbins, Collins Davis, and Micah Sonbol winning all their singles and doubles matches, the boys ended up tied for first in overall points! In the tiebreak decision, the boys ended their season as district

runners-up with a winning record of 6-2. The future looks bright for the Geneva tennis program!

## HIGH SCHOOL

After an impressive season in 2022, where both the boys and girls teams made it to the regional final, both varsity teams would start off the 2023 season with their toughest schedule yet. Playing against five state finalist teams and one state champion team was no small task for our team that was composed of two middle schoolers for the girls (Gabriella Sonbol and Corrie Arguna) and boys (Jacob Cross and Joseph Wood) teams. The varsity girls team finished in the district with a perfect 8-0 record while the varsity boys team finished with a 6-2 record.

In the district tournament, the Geneva boys team fought hard every match, with eighth grader Joseph Wood winning his match in a tiebreak, Joshua Cox winning his match after



**ASTRID FEENY**



**JOSEPH WOOD**

battling for three hours and forty-five minutes, and Gavin Feeny winning his match in a tiebreak. This put the boys in first place after day one of the tournament. The boys went on to play Trinity Preparatory School and Circle Christian, who had multiple seniors on their teams, and Geneva varsity boys tennis finished their season in third at the district tournament by a one-point difference.

The varsity girls team surprised the district with a clean sweep! The district winners for singles were Astrid Feeny (ninth grade), Gabriella Sonbol (eighth grade), and Gracie Solis (eleventh grade); Gracie won her match in a third-set tiebreaker! Astrid Feeny and senior Brianna Kennedy won their line 1 doubles match and advanced to the state tournament! The girls competed against one of the top teams in the state and brought them to another tiebreaker but unfortunately lost in the first round.

Congratulations to this young team for all their accomplishments this year!

## BEACH VOLLEYBALL

BY JACKSON BENJUMEA, HEAD COACH

**F**or the Lady Knights, the 2023 season was very exciting and special as it was the inaugural high school beach volleyball season officially sanctioned by the FHSAA. The year began well with the biggest turnout for tryouts in five years, yielding twenty-five players.

As during many of beach volleyball's prior seasons, the team faced several challenges, including injuries, a difficult schedule, and last-minute lineup adjustments.

Along with the challenges, there were great accomplishments. Beach volleyball's third line team went undefeated during the regular season, and two soccer players with little volleyball experience became key players in helping us transform into a reputable team and opponent.

Overall, it was an amazing season where the girls worked hard and battled, earning the respect of opposing teams and their coaches. Returning players and coaches are very excited for next season!





**SARAH ANDREASEN**



**BEACH VOLLEYBALL TEAM**

## TRACK & FIELD

BY BILL CASHMAN, HEAD COACH

The Geneva track and field program had possibly one of the best years in its history. The goal of the year was to train these young athletes in a way that kept it fun for them while achieving competitive results.

This season, varsity track and field athletes set *twenty-nine* school records: fourteen in running events, eight in girls field events, and seven in boys field events.

Seven athletes qualified and competed in the state championship at the University of North Florida. In pole vault, Geneva garnered two silver medals by Lorelei Flores and Jack Demo and a seventh place medal by Campbell Hendrix. Campbell's medal was particularly rewarding as he also had to compete in both the very competitive 400 m (finishing tenth in the state) and in the 4 x 400 m relay (finishing fifteenth) before competing in pole vault! His performances were incredible under those circumstances since weather delays backed pole vault into the running events. Participants didn't finish until 11:30 pm! Ella Raesly was fourteenth in the 1600 m and tenth in the 3200 m, setting personal records in both.

Despite being a small contingent, the middle school team's achievements throughout the year were outstanding! At the middle school championship meet, Joshua Hernandez led the way with victories in the 100 m, 200 m, 400 m and 4 x 100 m relay! Scarlett Newhartz followed closely with championships in the 400 m and 4 x 100 m relay, and silver in the 200 m and 4 x 400 m relay. Scarlett, Aubrey Harrison, and Ella Incinelli moved up to varsity and were a part of setting the school record for the 4 x 100 m relay. Qualifiers for the middle school state championship included the girls in the 4 x 400 m relay, Scarlett Newhartz in the 400 m, Polly Cassedy in shot put, and Max Demo in pole vault.

Peter Vande Brake was a huge help as he assisted Coach Cashman; Jessica Marlier helped coach athletes for distance events, and Alli Hendrix assisted by keeping statistics. All praise goes to God. Without him, this season would not have been possible.



**LORALEI FLORES**



**CAMPBELL HENDRIX AND NATHANIEL ALILIN**



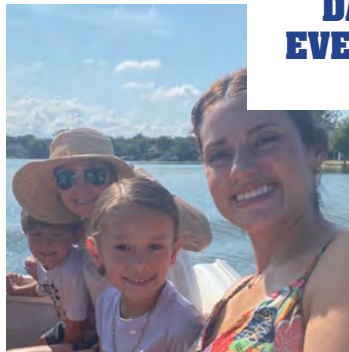
# K4 THREE PIGGY OPERA



## SPRING CONCERTS



## MOTHER'S DAY EVENTS



# END-OF-YEAR EVENTS





**“YOU HAVE BEEN MY FRIEND... THAT IN ITSELF IS A TREMENDOUS THING.”**

**FROM CHARLOTTE’S WEB (E. B. WHITE)**



**MAY 2023**



**GRAMMAR SCHOOL FUN DAY**



**6TH GRADE WAX MUSEUM**





THE GENEVA SCHOOL  
1775 SEMINOLA BOULEVARD  
CASSELBERRY, FL 32707



1993–2023

**30**

YEARS

THE GENEVA SCHOOL 2022–2023

*Together*

ONE MISSION ONE CAMPUS