Thus grew the tale of Wonderland

Slowly, one by one,
Volunteers were added
working past the setting sun
until they were confident that the whole event was done!

By Katie Deatherage, Assistant Director of Development

Alice discovered only one golden key on her passage through Wonderland. We, at The Geneva School, on our journey to Wonderland, discovered a multitude of golden keys that opened doors leading to a successful 18th annual Auction.

Tom and DeAnne Hutchison, our honorary chairs this year, led the way by securing fabulous trips all over the country, inviting guests who were delighted to get to know The Geneva School, and providing encouragement to our volunteers along the way. Many thanks to the Hutchison family for demonstrating, once again, their dedication to furthering the mission of Christian classical education found at The Geneva School.

Last year, the development office began conversations with current parent Shea Figler and alumni parent Susan Meyer to begin making plans for this year's theme. As we brainstormed themes, the notion of how best to steward our resources provided an overarching framework. Knowing that our sixth grade students annually perform Alice in Wonderland, we thought that An Evening in Wonderland would provide a great fit—the sets, the costumes, and the decorations for the auction would also benefit another ongoing activity at the school. So the artistic juices began flowing: sketches came to life, paintbrushes and paint were purchased, volunteers were found, Blooms of Winter Park offered to create and donate all of the flowers again this year, costumes and decorations were purchased, and the production began. Kudos to Susan Meyer, Shea Figler, and their volunteers for an amazing, creative, and well-run production.

Unlike Alice, instead of finding characters unable to help along the way, we found an army of volunteers willing to help with whatever tasks were before us. Praying, soliciting donations, inviting people to join them as guests, taking photos of students, running here and there, stuffing envelopes, designing displays for items, creating PowerPoint presentations, speaking to our audience, (whew!) and the list of both people and tasks could go on and on. To name each one would take pages but I would like to highlight those who ran an extra mile to help make the evening what it was. Jennifer Pruitt, Malia Dreyer, Alli Hendrix, Kelly Mathias, and Sarah Cloke all volunteered at least 175 hours each for the benefit of the auction. Well over an estimated 4,000 total volunteer hours from both staff and parents poured in to complete various aspects of the auction process and God blessed the efforts of their hands.
And then the evening arrived …

“*The King and Queen of Hearts were seated on their throne when they arrived, with a great crowd assembled about them*”

Colors swirled; guests arrived; “you’ve been outbid” dinged on the handheld bidding devices; food was served; videos telling the Geneva story played; and our guests heard a personal statement from rhetoric faculty member Kevin Clark and senior student Michael Ikegami attesting to the indelible mark that God, through the work of The Geneva School, has imprinted on each of them. A spontaneous standing ovation brought the 310 guests to their feet in recognition of the work that God is doing in our midst.

Alas, the evening came to a close but everyone had won and all went home with prizes! We found 310 golden keys in attendance as people bid generously, knowing that their treasure would benefit the school. We are truly grateful. Our guests left with items and certificates while the entire Geneva community—faculty, students, staff and families—benefitted from the great generosity of the evening. The Auction raised over $190,000, 20% of the funds needed to meet the gap between tuition and annual budget!

By any measure, the evening was a huge success for our whole community. Many new faces “met” The Geneva School, many of our own community mingled and enjoyed each other’s company, and many of our 11th and 12th grade students made a stellar impression as they assisted throughout the evening and thanked each attendee for supporting their school. And, finally, unlike Alice, who in a quandary asks the Cheshire cat for directions without caring which way to go, The Geneva School knows where it wants to go: toward the goal of human flourishing. Our mission challenges students to know and love both God and his handiwork in this world. For this delightful journey, the school endeavors, by God’s grace, to shape and form our students into virtuous scholars, who are filled with wonder, inspired by the arts, sharpened by healthy peer friendships, and mentored by a caring and knowledgeable faculty.

*Non nobis Domine.*
Click and Send:
Geneva Unveils New Promotional Videos

Five new Geneva School videos have been created and are now available for digital distribution to prospective families and current friends of the Geneva community. Four of the five videos are about 3½ minutes long; the fifth is about 1½ minutes in length. Each one speaks to a different aspect of the school, including topics of faith, classical education, community, faculty investments in students, and a kindergarten mother’s first impression of the school. These videos are available on the school website at www.genevaschool.org/video and also posted on our Facebook page.

The goal behind their creation was to capitalize on the ease with which they can be sent to untold numbers of people in order to interest them in Geneva. Our hope is that each Geneva family will share them with their network of social contacts, and in so doing give these videos exposure to countless thousands of people over the next week or two. March, April, and May are those months when prospective families tour schools and make decisions regarding their academic futures. With only a few clicks our 300 families (nearly 1100 individuals) could exponentially multiply the number of people who might come to appreciate and consider The Geneva School.

There are many “cultures” that make up the school. There is a student culture, a faculty culture, a culture of giving, and there must also be a recruitment/admissions culture whereby all the families and members of the school participate in providing for its growth and expansion. No admission department at any school is capable of recruiting new students entirely by itself. Word of mouth endorsements account for about 90% of all new families who enroll, and thus a school-wide culture of recruitment is necessary. These new videos will greatly facilitate conversations and will give each of us ample opportunity to speak well of Geneva to our neighbors.

The videos were shot over the course of a week and the post-production editing of them took place during January. Over eight hours of interviews featuring dozens of parents, staff, and students were filmed. From this time-coded raw footage themes emerged, story-lines took shape, narratives were developed, and eventually these five short videos were ready for distribution. While not all of the remaining seven and a half hours of footage is usable, we hope to produce more and more from this “gold mine” of wonderful anecdotes, insights, “Geneva moments,” and endearing comments that so many spoke so freely. Thank you to all who were willing to endorse the school and promote it to a growing number of new families and friends. A special thank you is reserved for Scott Smith, our video photographer and editor. For many years Scott was on Ligonier Ministries staff performing this same work for Dr. R.C. Sproul and was the production editor for R.C’s national radio program. Scott currently lives in Iowa and does free-lance work shooting Google commercials and promotional videos for numerous Christian ministries, and works with businesses who want to tell their story to current and prospective clients.

Watch these delightful videos, enjoy experiencing what makes The Geneva School such a special place, and then share the videos with your network of friends and family.
The College Board and University of Cambridge International Examinations are collaborating to offer an AP® | Cambridge Capstone Program and Credential for high school students. It is designed to equip students with knowledge and skills that are increasingly valued by colleges and necessary for life in an interconnected world. How does this new initiative compare with Geneva’s new Capstone Program?

When I read about this program recently in an educational magazine I jokingly said to Jim Reynolds that I wanted to sue them for copyright infringement. The College Board’s Advanced Placement Program® (AP) and University of Cambridge International Examinations have developed this program following feedback from higher education organizations requesting that high school students develop stronger backgrounds in independent research and writing.

Over a year ago I unveiled The Geneva Capstone, a program designed so that students would learn critical thinking skills, research methods and techniques, and be required to write a thesis paper that would be about 20–25 pages in length (about 6000–7500 words) under the direction of Dr. Grant Brodrecht and Dr. Edward Chandler. To validate the Capstone project requires having people who themselves have already attained that level of research and proven writing skills. Having named it The Geneva Capstone, I wanted it to symbolically sit on top of and be the finishing stone of a Geneva education.

I am quite certain the College Board was not aware of the program I designed, nor was I privy to their plans. However, it is amazing and intriguing to me that both programs have used the same name in an effort to achieve similar goals.

Geneva’s writing program begins in kindergarten with Published Authors, and continues in earnest through 8th grade with writing specialists assisting our language arts teachers. In grades 9–12 it is accelerated through two courses of rhetoric complementing four years of English, with AP English Language and AP English Literature offered in grades 11 and 12. The Capstone elective is designed to prepare seniors for collegiate level research and writing. It would not be unusual if students were never required to write as significant a paper during their four years of college. Not all colleges, even good colleges, require this kind of research and writing. To do this as a senior in high school, knowing that they may not be asked to do something as comprehensive and in-depth during college, is quite an undertaking.

As we head into the fourth quarter—the home stretch of this school year (my, the year has flown by)—I hear a couple of our seniors had some exciting news this week.

Yes they did. Two of our students, Michaela O’Driscoll and Ian Seddon, heard last weekend that they are two of eight students who won entrance into the Alfond Scholars Program at Rollins College. They were 2 of 44 students from the US and seven foreign countries that were invited by Rollins, based on their academic record, to compete for the award. It includes a four-year full scholarship of tuition, room, and board (valued at over $205,000) as well as travel and research opportunities. The scholarship is awarded annually to entering first-year students in the College of Arts & Sciences with the desire and commitment to pursue additional prestigious recognition such as Rhodes, Goldwater, or Truman scholarships during their undergraduate years. April Jackson is also going to Rollins on a nearly-full scholarship combination of a volleyball athletic scholarship and the Dean’s Scholarship that she was awarded based on her academic record. Also Katee Gmitro recently accepted a full four-year tuition scholarship to Oglethorpe University in Georgia. This was not only due to her academic record but also in part because she so impressed the admission department at Oglethorpe by the interview she sustained and her work on her Capstone thesis project.

We have had wonderful commendations from colleges regarding our seniors this year. And we anticipate more good news from other colleges—some of our senior class members are still waiting to hear back from some of the Ivy Leagues. What a wonderful validation of the decision to stay at Geneva through high school! Feedback from college admission departments consistently commend our students for their poise and thoughtfulness during interviews, the breadth of their knowledge and critical thinking skills, and character that distinguishes them from so many of their high school peers. The Geneva reputation is certainly growing among college admissions departments. I can assure you that at Rollins College right now the Geneva reputation is exceptionally high.

I heard we are going to have some visibility on local radio and through some new promotional videos.

Yes, just this afternoon, Dr. Bill Bennett, former secretary of education under Ronald Reagan and author of The Book of Virtue, has agreed to be the voice of Geneva for a radio campaign beginning on March 26. The ads will be run on...
Z88.3, WTLN 950, and WORL 660. We also have some great promotional videos that are on our website (www.genevaschool.org/video) and also on our Facebook page. These professionally produced videos were made over the last few months. We are hopeful that the Geneva message and story will spread to a huge number of people in Orlando and Central Florida by folks sharing these videos with their friends and family. We hope by spreading our message in this way to continue to grow the school.

What were your feelings on the State of the School Address that occurred last month?

I was very pleased with how this meeting was received. Board member John Riley hosted the evening and Mr. Jim Seneff, chairman of the board, and Dr. Luder Whitlock, vice-chair of the board, both spoke. To hear them speak was an enormous confidence builder for the whole community. These men understand what we are striving to attain and they are intent on seeing The Geneva School grow and prosper. It was quite evident from their remarks that they are committed to Geneva. They have led us well over the past four years when the economy has so negatively affected everyone—Geneva has weathered that storm well and we are thankful for their leadership. It was quite a morale booster for parents and friends of the school who came to hear them. You may hear their remarks on our website at www.genevaschool.org/stateoftheschool. Our intent is for this event to become an annual meeting.

It was so encouraging for me as a parent and staff member to hear the many encouraging questions and comments from the parents who were present.

I agree. I wish we could have all those strong and encouraging comments that were shared transcribed and posted somewhere. It was extremely reassuring to the board and to the administration to hear the uncommonly gracious things that were said about Geneva. The parent community seemed to be fully attuned with the board’s leading. It was a very important and unifying evening—for the parents to hear from the board and for the board to hear from the parents. There was an energy in the sanctuary that night that seemed to be contagious.

Last month I interviewed the five senior students who are involved in the new Geneva Capstone. Can you tell us about the dinner they recently had with the administration and board?

We wanted to give these five seniors the opportunity to meet with the board of governors, the administration, Drs. Brodrecht and Chandler (directors of the program), and to also have their parents present. The students were each asked to give a synopsis of why they chose to be involved in the program, what they chose to research, what their final thesis topic is and the progress that they have made to date, what they anticipate the final outcome to be, and what they have appreciated about the program. To a person, each one of them said that while it seemed daunting in the beginning and an overwhelming prospect, even now, as they are in the midst of their writing, they have full confidence that they can do this. Incrementally they have been able to do all the reading, acquire the skills, and work with the directors and their individual mentors. They are all very pleased that they made the decision to do the Capstone.

In addition, each senior spoke of the particular historical period they are researching and that they will represent for their part in the Western Narrative seminar at the da Vinci Center at CNL in April. This, too, is an additional component of the Capstone project.

We are now looking for members of the junior class to become enthusiastic about The Geneva Capstone for next year and soon they will be introduced to the idea and asked to consider it. Also, the dates when each of the five students currently in the Capstone will present their thesis, defend it, and answer questions about it will be set very soon. When we have those dates, we will let the Geneva community know because the public will be invited to each one.

Jim Seneff at the State of the School Address
I recently had the opportunity to sit down and discuss college decision making with four seniors: Emily Walker, Janzen Harding, Michaela O’Driscoll, and Ian Seddon. First let me say that our seniors are wonderful people to spend time with. They are interesting, articulate, and forward-thinking. They talk passionately about wanting to lead and serve. I am honored to know them and look forward to seeing how they continue to build on the service and scholarship they have started well at Geneva.

The students’ current thinking regarding majors are Emily—Nursing, Janzen—Classics or Business, Ian—Physics and Pre-Med, and Michaela—undecided but interested in a liberal arts school.

Since this interview, Michaela and Ian have been award the highest scholarship offered at Rollins College. See the interview with Mr. Ingram on page 4 for more information.

Below is a summary of our discussion:

What are your leading college choices so far and which colleges did you visit?

Michaela: My top three are Rollins, Furman, and the University of Florida. We visited these three and many more: UNC, Duke, Davidson, Wake Forest, UCF, and FSU.

Janzen: Michaela and I visited many colleges together. I have the same top choices as Michaela, but also am considering UCF and FSU.

Ian: My top choices are Rollins, Wake Forest, Miami, Duke, and Stetson. I visited all of these except Miami which I will visit soon. I also visited Davidson and Furman.

Emily: Although I did not start out thinking I would go to FSU, I was surprised when I visited the campus how much I liked it. I have been accepted into FSU’s nursing program. [Author’s note: This is a highly competitive nursing program and the big benefit for Emily is that acceptance into this program takes place right out of high school, not after the sophomore year—so Emily has her acceptance into this nursing program locked in and will not have to re-apply later. Congratulations, Emily!]

What are you looking for when you “interview” colleges?

Michaela: I am looking for a liberal arts college with the right atmosphere—one where I can see myself there. I also look at the campus life, the facilities, and service opportunities. I want to know that it is a good next step from Geneva where I have the freedom to choose from many classes. Also, the people I meet should be awesome.

Emily: I was looking for a competitive nursing program with friendly people. Florida State surprised me—the students were very friendly.

Ian: I want a college with a great reputation and a small student body. Also, I want it to have enough programs so that I have choices from a variety of classes.

Janzen: I am looking for a small, liberal arts college that has an academic edge.

How important are college visits and what should you do when you visit?

Janzen: They are mega-important. I really did not think I would like Furman, but my visit there turned this around. I could see myself going to school there.

Ian: College visits give you a realistic perspective. Brochures and websites can show you all the beautiful people and best buildings, but college visits let you see behind the scenes. When you are there, do the tour but do more than that: talk to students, visit dorms, see professors, attend classes, and check out the library and the student center or gym. Some colleges have preview weekends where you can stay in the dorms.

What is the best advice you received about choosing a college?

Emily: Be open-minded; keep your options open. My mom told me this when I did not want to visit FSU. Also, apply early as some colleges do early acceptance.

Janzen: Keeping options open is important. You really do not know what you want, so you need to explore many colleges to see what fits.
If you could go back and talk to yourself when you were a 9th grader, what would you say to yourself about college and high school?

Michaela: Aim high, work hard, and be balanced. Care about tests and prepare for PSAT, SAT, and other tests. Ask your parents for help making good college choices. Also go after your passions and be a leader.

Janzen: Anyone at Geneva can be a leader if they follow their passions. We live in Orlando, so get involved. I would tell myself, “It is what you make it.” I would also tell myself that academics are not everything. Geneva has some killer resources so it is worth exploring different activities.

Emily: I agree. I started a Bible study for freshman girls and love drama. These passions gave me a chance to be a leader.

Ian: I would tell myself to aim high and work hard. A good GPA gives you options and helps with scholarships. I would also tell myself to pursue passions. I love basketball, and it gave me leadership opportunities.

How about the advice you would give this year’s juniors?

Emily: The college search process can be overwhelming. Take it a step at a time and do not put it off just because it seems like a lot of work.

Michaela: Keep up to date on requirements for college submissions. Do not get negative. It will work out.

Also, don’t be afraid to take hard classes your senior year: you can do it.

Janzen: But be careful not to overload your senior year. Be wise regarding the classes you take as there are other things you need to do your senior year to apply for college and playing sports can be demanding, too. [Author’s Note: Janzen plays sports very well. She had over 1,000 points in her Geneva basketball career and helped lead the team to regional runners-up. This is the first time the girls basketball team has gone this far.]

Ian: It will be crazy, but you can do it. In some ways, the college search is simple. Set priorities, and, after each college visit, do a list of pros and cons. You will get through it.

Finally, I asked the students if they are ready to go to college. They believe they are ready and feel prepared. They will miss their friends, but look forward to new people and new studies. In an article in last month’s Courier, you had a chance to meet five students who are writing a senior thesis for the Capstone project. I hope you have enjoyed meeting four more accomplished seniors and learning about their college plans and planning. I am always impressed with the wisdom, eloquence, and maturity of our seniors. We set out at The Geneva School to help students grow into virtuous scholars. Michaela, Emily, Janzen, and Ian—thank you for showing us what this looks like.
The Spirit of the Lord God is upon me, because the Lord has anointed me to bring good news to the afflicted; He has sent me to bind up the brokenhearted, to proclaim liberty to captives and freedom to prisoners. Isaiah 61:1

It was a defining moment: “that is the end of her childhood,” I thought as I drove away from the airport. My daughter, Rebecca, was leaving for a two month trip to India, where she and six other girls planned to work in special needs orphanages in Kolkata and Ongle. Rebecca had joined Adventure in Missions, a mission organization that focuses their trips for college-age students. This group sends 10–12 teams out every few months to work among the indigent in Africa, South America, India, and other parts of Asia. These enthusiastic young people aim to work among, and share God’s love with, people who are often the derelicts of society.

So it was with Rebecca’s group; they encountered the blind, lame, chronically ill, and deformed children—all outcasts in India—and poured love into these broken lives. Living in a small apartment, and daily going to the orphanage, the girls were taken out of their comfortable middle-class cocoons, and exposed to naked need, lice, and filth. This experience surprised them with immense rewards—despite the primitive conditions, the children responded with love and cries of delight. The ongoing and often dire medical needs of the orphans they worked with stirred these seven girls to a sacrifice that they would never have considered while living in the comfort of North America. They donated their food budget for three weeks, and lived on one dollar a day, for all seven of them! Beans, rice, and oatmeal were their staples, and they developed a new appreciation for the food they had taken for granted all their lives. This experience deepened their compassion for the orphans.

Profoundly affected by her experiences in India—including a desire to adopt a sweet little blind girl—Rebecca returned to Orlando with eagerness to make a
difference in the lives of the outcast and downtrodden peoples of India. What an enormous, overwhelming task! Where to start?

She began to consider applying for an internship with International Justice Mission. This organization sends its workers to thirteen different countries in Asia, Africa, and Latin America where they, in conjunction with local government authorities, work to rescue victims of slavery, sexual exploitation, and other forms of violent oppression. In preparation for that application, Rebecca discovered that the Office of Global Perspectives at the University of Central Florida offered internships to juniors and seniors. Prayerfully she decided to apply for an internship there first, despite being a sophomore. She was rejected for an internship; instead the Director of Global Perspectives offered her a fellowship. Rebecca accepted and is now the India Fellow at UCF for this semester. This means that she researches information on India and puts together news briefs each week which are connected to a semester research project, works with the office to organize forums on international subjects with distinguished speakers, and is published in *UCF Today*. She will also have the opportunity to speak at a high school with an international relations program about her time in India and what it looks like to be a globally aware citizen working to effect change.

In considering the path that Rebecca is currently pursuing, I think back to how this began, and I can point to the formative influence of The Geneva School. The godly guidance of her teachers, such as Mr. Shriner, Dr. Brodrecht, Mr. Clark, Mr. Jain, Mr. King, and Mrs. O’Driscoll, together with their discussions during discipleship groups, chapel homilies, and her experiences working at Orlando Children’s Church, all planted seeds for Rebecca. “To have teachers who cared about me for more than just intellectual ability, who really had a desire to see me thrive abundantly in all aspects of my well-being, that is something which I can look back on and see to have profoundly impacted who I am becoming,” she says.

*Not that I have already attained, or am already perfected; but I press on, that I may lay hold of that for which Christ Jesus has also laid hold of me.* (Philippians 3:12).

Rebecca Wise is a member of The Geneva School Class of 2010.
In and Around, Out and About:
the Goings-on of The Geneva School’s Art Department

By Matt Clark, Shelly Bradon, and Rachel McDaniel

If you have been at Geneva for longer than a year, Art at TGS will now look simultaneously familiar and different. Some things have remained the same, but a great many things have changed! What follows is a review of what has been going on over the last three quarters and a little peek into the future.

Two new art teachers joined the Geneva faculty this year—Rachel McDaniel, who teaches art to students in grades pre-K–2 and also 7th grade, and Matt Clark who teaches art to students in grades 3–12. This is a net gain of one teacher over last year and has afforded the art department more breathing room and time to confer on projects and to make innovations in our art program. It also gives us the benefit of more perspectives and more diverse areas of strength. In addition, Mrs. Bradon continues to teach while working on obtaining her MFA from the University of Central Florida.

In the grammar school we have introduced many fun, new projects. Throughout the year we have used a wide variety of media including oil pastels, watercolor, clay, soft pastels, acrylic paints, colored pencils, and a range of techniques including drawing, paper casting, batiks, and printmaking. All the projects have related in some way to their core curriculum. Some examples are given below:

- The pre-K students learned the basics of making a batik. While they were learning the letter “E” in class, they painted whimsical, colorful elephants on fabric.
- The kindergarten students recently spent several weeks working on a butterfly sculpture while they were learning about community in their classrooms. They worked collectively to paint 47 aluminum butterflies, each one containing only two analogous colors. The end product is a gorgeous swarm of colorful butterflies covering the spectrum from red to purple. This sculpture will be sent to a Christian Haitian community, called Danita’s Children, to be hung in their school, an orphanage home, or a new hospital building.
- First grade students learned the art of printmaking. While they read *Frog and Toad* in literature and dissected frogs in science, they drew and made prints of frogs in their art class.
- Second grade students have spent many months learning about the early Egyptian culture. In their art class we worked on making a scarab beetle cast. To the Egyptians, these bugs were symbolic of rebirth. Each student created a mold of a winged beetle, then learned the process of paper making, and cast the paper pulp into their molds.

Outside the classroom we have been busy too:

- Last November, Mrs. Bradon and Mr. Clark, along with two student teams from Geneva, participated in the Chalk Art festival at the Festival of the Masters at Downtown Disney. One of our high school teams won the “Best Still Life” in the student category.
- This year, for the first time, The Geneva School will participate in the Third Thursday event at FAVO (Faith Arts Village of Orlando). The Senior Show will be on Thursday, March 15, 6–9 pm. Geneva will also participate in the Third Thursday event on May 17, involving artwork from various grades and a sidewalk chalk piece that will fall into the category of performance art.
- The Geneva School will be participating in the Winter Park Art Festival this year, March 16–18, with all the grades represented. Please be sure to visit the student exhibits when you attend the festival.
- The rhetoric class will be returning to the Casselberry
Art House for Earth Fest on April 28. One of their latest projects has involved making animal skulls, repurposing cardboard boxes and transforming them into works of art with master copy paintings on them. Their work will be displayed in Casselberry for several weeks during the month of April, with an awards ceremony on April 28.

• Earlier in the year, Mr. Clark and Mrs. Bradon collaborated on a painting for Advent. This piece was then turned into a banner to be displayed at chapel services throughout the season. More artwork concerning the church calendar, which will then be made into banners, is in the works. The original artwork for the Advent banner was donated to the auction.

• The rhetoric and dialectic art students all worked in unfamiliar art mediums to produce two beautiful mosaics and two outstanding chess sets to contribute to the annual auction. None of us had much familiarity working on such large pictorial mosaics and we had never made a chess set before! It was certainly a learning experience for all of us.

• In May, members of the National Art Honor Society will be making a colorful Chihuly-style arch to be installed as an entrance gate to Mead Gardens in Winter Park.

Earlier this year Mrs. McDaniel was able to bring in a local artist to speak to the students about his work in stained glass. Jim Piercy is a professional stained glass and mosaic artist and has worked for many churches and other institutions throughout the nation. He brought examples of his work for the students to see, and conducted demonstrations in cutting, fitting, and soldering glass.

In January and February, Mr. Clark gave a three-part lecture series to the community on art and faith entitled Picturing Christianity. The subject of the lectures was the representation of Christianity throughout art history, specifically how artists tried to show sophisticated doctrines and piety in their pictures. These lectures were given at St. Alban’s Anglican Cathedral and were a wonderful way of introducing our school to a new group of people, many of whom were not familiar with The Geneva School.

In the future, we plan to use the talents and abilities of the art students and faculty to benefit the school and the community at large. We desire to do this through beautification of our campus as well as through showing artwork outside of the school at the various festivals and competitions that surround us here in central Florida.

**Left:** The kindergarten swarm of butterflies on the wall at the ECC and Savannah Harding’s animal skull made out of cardboard boxes.

**Right:** Two mosaics made by rhetoric students—a marlin mosaic and the face of Christ mosaic based on a piece by Roualt. One of two chess sets made by dialectic students. All these pieces were donated to the annual auction.
Congratulations to TGS Athletics!

At the conclusion of the winter sports seasons, our athletic programs (as a whole) rank 13th in FHSAA class 2A (123 total schools) for the 2011–2012 school year. Our girl’s athletic programs currently rank 5th. This represents our highest ranking in school history. Click on the website given below for the complete list of schools and details of the scoring system used to rank them: http://www.fhsaa.org/news/2012/0308.

This year the girls varsity basketball team finished with a season record of 25–5. Their season came to an end when they lost in the regional finals to FAMU from Tallahassee (the eventual state champions). This marks history for The Geneva School and the girls basketball program. Last year the Lady Knights lost in the first round of regional play against Agape Christian School. The 2012 Lady Knights really worked hard, prepared, won their second straight district championship going undefeated in conference play for the second year in a row.

This team was led by senior Janzen Harding who was the leading scorer and also the team captain. Janzen was also chosen as the district MVP for the second year in a row. A special congratulations to Adri and Kiki Hooks who were selected to the district all-tournament team for the second straight year. The Lady Knights program is continuing to grow and we look forward to an even better finish in years to come. Congratulations Lady Knights on a great season!

“The past three years have been a complete joy for me to coach at The Geneva School. I have enjoyed the opportunity to work with each and every one of the girls in the program. I am extremely grateful for this chance that the school and administration have given to me. I will deeply miss our senior Janzen Harding and wish her the best in her future endeavors. I look forward to next year and expect an even better finish. Congratulations girls on all your hard work during this season!” Coach Jenkins

District Champs 2012!
The boys varsity basketball team started the season with leading scorer and team captain, Ian Seddon, injuring his thumb and having to sit out for most of the season. With Ian cheering and offering support from the bench, the boys fought hard night in and night out finishing with a record of 8–15. Congratulations to freshman Elijah Noel for making the all-district team, leading this year with an average of 19.5 points per game. Although the season was plagued with injuries, the players fought hard to compete every night.

The season came to an end during district play when they took the district champs and regional runners-up, Trinity Christian, to overtime with two of our starters fouling out. Coaches Noel and Sweeney were extremely proud of the team and are looking forward to working with them next year to go further into post-season play. With most of the players being freshmen and sophomores, this team will continue to build on chemistry and camaraderie in the years to come.

Coach Noel says, “I am very proud of the boys this year. They practiced and played hard and Overcame many challenges. I would like to wish our seniors, Ian Seddon and AJ Selvaggio much success in their future endeavors and thank them for leading the younger guys on and off the court. A huge boost to our program is always the support that we receive from the parents, and I thank them also for everything they do in support of the team.”

The girls middle school basketball team had another outstanding season. Coaches Jonathan Armstead and Ted Sanford were very pleased with the work that the young Lady Knights put in all season. Led by guards Julia Bryant, Grace Gunter, and Grace Natale, these ladies were consistent in putting the ball in the basket. “The Bigs” (Allison Dooling, Kathryn Abely, and Patricia Abely) were aggressive in their play in the paint all season. Kara Hellweg brought much needed leadership. Annie O’Driscoll and Cassidy Goble were asked to play every position on the court, making them very valuable to the team. Newcomers Stacy Helman and Shelley Downward demonstrated that they truly belong on the basketball court by getting better and better as the season progressed. The young Lady Knights won six games in a row before their first loss in two years. The girls finish the season at 10–4–0, losing the championship game of the Metro Conference tournament.

As the boys middle school basketball season came to an end, it is easy to look back and analyze. This team had a lot to be proud of.
this year. The players gave 110 percent in practice and developed as a team throughout the season. As a team, the players learned to communicate, play aggressively, and reduce mistakes. With every game the Knights played, they gained more experience and knowledge.

The boys finished the regular season 6–6, but saved their best game for the tournament—playing the team who beat them by 11 points earlier in the season. They played their hearts out throughout the entire game, but unfortunately came up short by just 4 points. With two 8th grade starters unable to play the second half because of injuries, the remaining players had to step it up and they demonstrated a strong determination to win and to work as a team. Although they lost the game it was a victory in the eyes of Coach Kevin Bickley. They should be very excited to anticipate what next season will bring. They will have the experience, drive, and determination to win more games. Congratulations to the Geneva Knights boys middle school basketball team for such a positive and exciting season!

Congratulations to Jordan Stewart

The 2011–2012 boys varsity soccer season looked very dim for junior Jordan Stewart as he was recovering from an illness he contracted while on a mission trip to Africa last March. The co-captain missed the first three matches and was not sure if he would be able to suit up for the Knights. Not only did he suit up, he helped lead the team to its best season ever (13–4–1), while recording the best statistics for an attacking player in the history of the boys varsity soccer program.

Once Jordan was able to take the pitch he was a force to be reckoned with as he tallied 31 goals and 9 assists which led to a total of 71 points. The 31 goals and 71 points were both school records and led the FHSAA Class 1A, District 5 as well. Jordan did all this while being double and sometimes tripled teamed. His effort did not go unnoticed throughout the Orlando area.

The Orlando Sentinel “All Central Florida” boys soccer team was recently released and Jordan Stewart was named to the 2nd team. He was the ONLY player from the FHSAA 1A classification and was one of three juniors selected (22 players total). This is the first time a player from The Geneva School has garnered such an award and we are all extremely proud of him. Jordan will look to surpass his record-breaking totals in his senior campaign, which will kick off in October of 2012.
I remember walking Geneva’s halls near the end of my tenth grade year, reflecting on the fading memories that had taken place there. You see, I had left Geneva for Oviedo High School after ninth grade because I wanted to experience the real world. I had wanted to see what it would be like to play on a highly competitive volleyball team, experience more diversity in a student body, and choose from a wide variety of classes. During that year I had successfully experienced each and every one of these goals, but I had gradually grown distant from both the family I had once been a part of at Geneva and my Christian friends there. The ethical standards to which I held myself were slowly beginning to decline and even disappear. Although I had thought I was ready to venture out and take on the world with the little faith that I had, I soon realized I was very mistaken—I was craving and conforming to the standards of public school.

During that moment of reminiscence in Geneva’s halls, as I was tracing the old path I had once been on, I suddenly realized that I wanted to be as far as possible from the person I was becoming. I had recently committed my life to Christ, but I was still having trouble with the peer pressure and temptations that public school presented. I knew God wanted me to return to Geneva, but I struggled with the decision because I was distracted by the empty promises of the world. Deep down, though, I longed for Geneva. I missed the close relationships I once shared with my teachers. I missed being on a volleyball team where I could be friends with my coach. I missed the Christian classical curriculum Geneva had given me. Most of all, however, I missed the special fellowship I once shared with my classmates.

Thankfully, God opened the door for me to return to Geneva for my junior year. I am not sure what kind of life I would be leading without the solid foundation this school has helped me develop. Geneva has built me up in God’s truth and has prepared me to be strong against the pressures and temptations I will inevitably face after high school. It has helped me grow stronger in my relationships and in my faith. Now, I truly feel I am prepared to face the sinful world we live in without fear of losing my way. As the Apostle Paul says, “Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is—his good, pleasing and perfect will.”

Olivia has attended Geneva since 6th grade with a year out at Oviedo High School in 10th grade. She will graduate this May and is planning to major in special education while at college.
During the last weekend in January, The Geneva School’s board of governors held its second annual tri-board retreat in Orlando. While the board of governors is the official governing board of the school, we also have two other boards composed of friends of the school from Orlando, the state of Florida, across the United States, and even three international members: Oxford University professor John Lennox, Jonathan Aitken of London, and Dr. Andrzej Turkanik of Austria. One group is called the advisory board and the other is termed the board of reference. The men and women who have agreed to serve (totaling 27) have an understanding of what Geneva represents, and by their association are committed to representing Geneva in their various spheres of influence. (For a complete listing of these highly impressive individuals and their bios, please go to the Geneva website at www.genevaschool.org and locate them from the About Us pulldown.

Mr. Ken Myers, one of the members of our board of reference and host of the MARS HILL AUDIO Journal, was our keynote speaker.

During this retreat several faculty members and administrators were asked to make presentations. The following article by second grade teacher Mary Chris is a condensed version of her talk giving an enticing look into the year that her students enjoy. As might be expected, many of the board members asked how they might enroll in her class!

Ken Myers noted that authority is viewed by our culture as an obstacle to overcome, rather than the embodiment of shared loves within a community. At TGS, we are blessed to begin our studies with creation, recognizing that the earth is the Lord’s and all its fullness. For example, memorizing Psalm 24 and “I Sing th’Almighty Power of God” (a hymn by Isaac Watts) introduces our students to wonderful commentaries on creation while also strengthening their ability to memorize significant passages. When the people of God are enslaved in Egypt, God brings them out with a mighty hand through many powerful plagues and miracles. This story is etched powerfully in our students’ memories as they not only read and discuss it in class, but also act it out in “The Exodus” play. Through chants, songs and dialogue, little doubt is left in their minds about God’s sovereignty.

Memorizing the Ten Commandments (also set in verse by Isaac Watts) opens our students’ eyes to the holiness of God, revealing his character to be just and merciful. They begin to understand that the commandments forbid some behaviors, but also invite us to relate to God and to others in ways that bring out the best in us. We discuss the relationship of superiors to inferiors, respecting our parents, teachers, and other authorities. We study what duties are required of each to the other, and what sins we should be alert to and avoid. Having accepted this idea, students are ready to relate to their classmates as equals, ideally seeking every opportunity to be a blessing.

One of my favorite teaching moments is when students realize that all of the commandments have application to them. To second graders, murder and adultery can seem like something only grownups have to be concerned with! We share stories and scriptures demonstrating how important it is to guard your heart against hatred and bitterness. We talk about how avoiding adultery means getting married and being loving and faithful to that person, but for now, while they are children, they can take good care of their bodies and dream about their future family. Eventually, students illustrate the commandments, another good way for them to demonstrate their understanding and picture themselves walking in God’s ways.

The question of authority also arises naturally from our study of ancient Egypt. After we have studied how Pharaoh Menes unified the country and demonstrated his power over it by creating the double crown,
we play a game to help our students experience what life might have been like for the pharaoh and his nobles, artisans, scribes, and peasants. Students are assigned a role to play and given small erasers to pay as taxes. Through their love of games and pretending, students are led to see the strengths and weaknesses of the power structure of that time and place. This experience opens the door to discovering more about their experience as Americans, and how they might view their parents, pastors, teachers, and government leaders.

Second grade students at Geneva spend the year studying the time period from creation through the Exodus. We introduce them to many fascinating aspects of the people who lived during that time in the Middle East. In my classroom you might:

• hear lots of story-telling, starting with *The City of Rainbows* and a re-telling of the *Epic of Gilgamesh*. We learn about the discoveries made by Sir Henry Rawlinson and Jean Francois Champollion as they deciphered cuneiform and Egyptian hieroglyphics.

• see us interact with original sources. That means looking at photos of the clay tablets on which the ancient stories were written, or holding a small replica of the Rosetta Stone. In this way we can train the habits and expectations of our students to consult original sources, long before they are able to do that on their own in the original languages.

• find children working with partners at a center. Students might shape clay into a tablet and print their name in cuneiform, or make a rubbing of a replica of the Rosetta Stone, or write their name in hieroglyphics on a papyrus cartouche.

• hear lots of conversations as we seek to shape a Christian worldview. Perhaps you would hear us discussing how technology has changed over time and the ways it impacts a people group. Or we might compare and contrast the different writing systems and marvel at the level of creativity and perseverance it took to recover those which were lost. Students learn that men can accomplish these great things because of the gifts of our creator, especially as he has formed us in his image. We like to discuss the importance of love and loyalty among friends as we find it in *Gilgamesh* and Enkidu. We marvel at the power of love to change a person, and the power of God’s love to bring new life.

• see culminating activities like Egypt Day. Students pretend to be an archaeologist as they hunt for objects in a sand dig and mend the pieces of an “ancient” pot. Each child creates a sarcophagus for the chicken leg they mummified in science class and carves a secret message in hieroglyphics into their own “Geneva Stone.” These activities allow students to synthesize the information they have acquired throughout the year and express it in a new, exciting way.

It was a great pleasure to describe for the board members what an exciting place second grade is at The Geneva School. This is due in part to the wonderful students we teach, who frequently express wonder and amazement at our studies. They take such delight in our activities!
Each spring the ninth grade class heads down to the Everglades National Park for a week of tent camping on the bay under the stars, while exploring the unique ecosystems and wildlife of South Florida. The Everglades is the only ecosystem of its kind in America and we are fortunate to be able to study it up close. The students get to see in person what they have studied in their biology classes, making this an invaluable educational lesson, while the adventures they have together during the week makes this a wonderful time for building relationships and community together.

Here are reviews from four of the ninth grade students.

Peter Schaefer: After being on the road for about seven hours, it was nice to arrive at the campsite and set up the tents. Setting up the eight-person tents was not for the faint of heart! They may look easy to set up, but if you and your group don’t camp very much and there is a wind off the bay, it can be a challenge. Thankfully, two of my tent mates were seasoned campers, and even with a couple of broken poles we were able to set up the tent. After all the tents were set up we had free time until dinner. During this three-hour period people played soccer, football, tag, or just enjoyed the stunning shoreline. Our meals consisted of lemonade or water, salad, green beans, apples, bananas, or oranges, pancakes and sausage in the morning, hotdogs, chili, chicken, burgers, and steak!

After a delicious and satisfying dinner, we would have some free time before a campfire, songs, and devotions. Nothing compares to sitting around a campfire under a sky full of celestial bodies. It puts into perspective how small and fragile we really are compared with everything else around us. After songs and devotions, we would sometimes go on a night-hike. On one of the hikes, we went to a trail called Eco Pond. Here, Mr. Andreason taught us that just as we trust him he lead us on a path that we did not know, so God leads us. We may not know where we are going, and the path ahead may get rough, but we need to trust in God’s leadership. After hiking, we had a chance to take showers before bed. After a long day in the sun, there is nothing like a nice, hot shower.

After a relaxing shower, it was time to find the correct tent and go to sleep. It is very hard to describe the feeling of sleeping in a tent with your friends, but it is a great feeling. I honestly have to say that it was hot in my tent at night, but it added to the experience. It was an astonishing trip, and it was hard to leave on Friday.

Moira Cloke: Walking on the docks at the marina in the almost absolute darkness of night, we scoured the brackish waters for crocodiles. On this our first night, our chaperones had decided to take us on a silent nature walk. I listened to the sounds of the Everglades while looking at the sky, where millions of stars shone. Looking out over the river water, I kept a close watch for the reflection of my flashlight on the eyes of a crocodile, while Asher, who seemed to be good at seeing animals, shouted every couple of seconds that he had seen one.

The next day, as we walked through several ecosystems, we saw many different kinds of birds and lots of alligators. The Anhinga Trail, which we stopped at first, was scattered with alligators and birds, the anhinga to be specific. Walking through the pine forest, we saw many multicolored snails that were stuck to the trees. We also walked out onto the tidal wetlands and even saw the mangroves from a boardwalk that was about fifteen yards away from the shore. When we came to our last stop, which happened to be a hardwood hammock tree island, we were very
lucky to be able to see a barred owl.

Canoeing the next day at Nine Mile Pond we saw mangroves (red, black, and white/buttonwood) which we have studied in class and, on Thursday when we snorkeled, we saw many different fish. I remember two fish, one little one and one larger multi-colored fish, who were swimming around the reef as if tied to one another. This was my first time snorkeling and also my first time to see a coral reef and I was fascinated by the variety of life living in and among the coral.

Patrick Chandler: Breakfast having been eaten, those in the morning canoe group left. Those of us who would canoe in the afternoon passed the time by playing sharks-and-minnows and watching crocodiles and manatees at the marina. We did this until, soon enough, the first group returned and we piled into the vans and began driving toward our point of embarkation. Canoe partners selected, we boarded canoes and set out—Mr. Polk in front, the students in the middle, and Mr. Andreasen bringing up the rear to catch stragglers (and because he was the only one amongst us who could wrestle a gator!). As for Mr. Santamaria, I was unsure as to where exactly he was stationed, but he popped up from time to time along the way. With three hours of canoeing ahead of us, we set out at a decent pace on the 115 checkpoint loop leading back to shore and the vans. Crashes, collisions, and speed variance shuffled the order of the canoes from time to time, but at around the 70th checkpoint, periphyton, a mixture of algae and plant-like bacteria, clogged an open route so that the order became more rigid and the progress slower—so much so that, for a time, Mr. Polk’s kayak became stuck. After we got going again, Isak and Anna decided to stand in their canoe like gondoliers, and this became something of a trend. There were variations, though: When Isak and Anna first passed my canoe, Kaitlin and I looked back to see how many were following their lead. No one was standing on their feet, but, of course, Eugene was standing pretty conspicuously on his hands, and he did this for several seconds before coming down.

When we had recovered from Eugene’s unexpected foolery and collected the group at the subsequent checkpoint, we canoed until we passed the shallow, clogged swamps and re-entered deeper, more easily navigable waters. We continued this way through the checkpoints until we finally disembarked at our starting point. We cleaned up, loaded up, and piled up people into the vans, bringing back experiences, memories, knowledge, and sunburn, all of which seemed like they would last a lifetime.

Brooke Riley: On Thursday morning we all woke up anticipating our snorkeling trip. Most of us had been looking forward to this for the whole week, and we were so excited that it was finally here. After breakfast and a not-too-long van ride, we arrived at our destination. The water was beautiful and we couldn’t wait to get in. We had a picnic in the grass and then went to the boat. The boat had three levels, and most of us hung out on top where we could see everything around us. We were lectured on safety and equipment, and then given our gear and wetsuits. The ten-mile ride to the reef was gorgeous! The water was light blue and turquoise, with patches of darker blue. It was a perfect day for snorkeling.

When we arrived at our first stop, six people at a time put their fins and goggles on and jumped into the cold water. We didn’t mind the temperature of the water because it was a hot day. Once in the ocean, we went towards the reef with our buddies. We saw fish, barracudas, seaweed, and some coral. There wasn’t too much to see besides these things, but it was fun relaxing in the water. However, some of us became seasick, and the upper deck turned into a large bed for nauseated ninth graders. Even though we didn’t feel good, we enjoyed lying on the boat. Not long after the sick people boarded the boat, the horn blew and everyone else came back. We headed to our next stop. About half of the group went into the water this time, while the others stayed on the boat and enjoyed the rest. There was more to see at this reef, and some people saw a shark and a large barracuda. When the final horn blew, we loaded the boat and rode the ten miles back to the dock. Most of us were worn out and slept on the way back to camp. Overall it was a very enjoyable trip that brought home lots of sunburned, exhausted ninth graders.
The deadlines have passed and the yearbook is finally finished; now it is time to come up with a graphic design project for the yearbook class for this last quarter. While drawing up a list of ideas for projects, there sat a simple white book with big bright blue letters: Start Something That Matters. I was intrigued.

Blake Mycoskie, the founder of Toms Shoes, filled pages with stories of how simple it is to change the world by becoming a social entrepreneur, the middle ground between starting a business and starting a non-profit.

This book was an encouraging leap in the right direction but it cannot stand alone. Blake is not the first person to call us to social change. The prophet Micah tells us, “He has told you, O man, what is good; and what does the LORD require of you but to do justice, and to love kindness, and to walk humbly with your God?” Pastor Tim Keller explains, “God’s grace makes you just. The gospel is such that even though you’re not saved by good works, you are saved by grace and faith—and it will change your life and lead to good works. According to the Bible, if you really have been changed by the grace of God, it will move you toward the poor.”

Do we have a heart for justice at The Geneva School? Can our students contribute to social change to the thousands of homeless children in Orlando? Can one act of kindness, in the name of Jesus, impact the illiterate; the hungry; our neighbors in need? How do we at Geneva accomplish doing justice and loving mercy among our neighbors, our community, and our city? Paul answers this in his letter to the Ephesians. “Be imitators of God, therefore, as dearly loved children and live a life of love, just as Christ loved us and gave himself up for us as a fragrant offering and sacrifice to God.”

This is a community of faith and learning. Our values statement states that “The Geneva School seeks to instill...
in the educational community it cultivates an enduring love of learning, a commitment to serve others, and a dedication to the pursuit of religious truth, moral goodness, and aesthetic beauty, forged from historical models of orthodox Christianity.” I can’t think of a better project than to start something that matters; something that really matters, something that matters to the kingdom of God.

As a class we will be discussing how each student can make a difference in the kingdom by reaching out to our city. For inspiration we will hear stories of how other students have changed communities; a sixteen-year-old who invented a clean water system; a twelve-year-old who fought for child labor laws; a girl who made and sold bags to feed a village. To change our community we will research our local problems and needs. We will watch the 60 Minutes special highlighting the thousands of homeless children in Seminole county, talk with local non-profit organizations, and research statistics via the internet. Once the students catch a glimpse of the hopelessness and heartache in our city they will each assess their personal passions and backgrounds to create an outreach program that personally matters to them. Geneva participates in many service projects already, but each student in the class will come up with a new project, flesh it out, and design a brochure and poster.

To promote their idea, each student will create, using Adobe InDesign, a brochure that fully explains their project, from the need they will address to the service they will provide. They will be required to write up a full plan before condensing it into this form. The aesthetics of the brochure will be important in portraying the vision of the project. As designers, the visual elements portraying a project are vitally important—if it is not worth looking at then most people won’t read it. Visually speaking, feeding homeless adults in the inner city will look very different than reading with elementary school children in the suburbs or visiting the elderly in a nursing home. While enthusiasm for the organization’s mission is key to engaging supporters, each student’s core passion for their cause and personal story will play an extremely important role in the strength and visibility of the nonprofit or project. Personal stories are what make an organization stand out and what draw others in to follow such passion.

A poster with similar colors, fonts, and design will sit alongside a student’s brochure, and will function as a tool to advertise their project. Using Adobe Photoshop, each student will design a poster that represents their mission in an abbreviated form. A designer only has 11 seconds to grab and retain a person’s attention, so a great poster must be well organized, readable, legible, and contain concise thoughts. Readability is how easily an idea flows from one item to the next. Legibility can be lost if a font is too thin, too small, or blends in with the background. Spatial organization helps a reader find all the information easily and quickly.

The students are not required to actually launch their project to receive a grade, but hopefully they will feel called to pursue their cause during high school, take it off to college with them, and respond like Isaiah did. “And I heard the voice of the LORD saying, ‘Whom shall I send, and who will go for us?’ Then I said, ‘Here I am! Send me’” (Isaiah 6:8).
A few weeks ago I began to notice numerous Geneva students carrying any one of three books from the recent trilogy *The Hunger Games*. Then I overheard their conversations as they excitedly anticipate the release of the first of the movies (March 23). So I read the books. Without spoiling the story for you, allow me to comment.

We are witnessing a growing number of stories in our day that fall into a genre portraying what I call a “post-apocalyptic dystopian world.” It’s not an entirely new notion. In fact, as long ago as 1957 Nevil Shute’s book *On the Beach* (with a 1959 movie starring Gregory Peck) introduced this genre to the American public. In that story, a crew of sailors on the submarine USS Sawfish were the last remaining Americans, waiting in Australia for the deadly nuclear fallout (the result of a war in the northern hemisphere) to drift south and wipe out the rest of humanity. More recently there has been no shortage of movies, including the *Terminator* series, the *Matrix* series, *The Book of Eli*, *I am Legend*, and more. All are set in a world where some event (usually man-made) has caused such destruction that human civilization has been threatened or profoundly altered. *The Hunger Games* approaches this subject from the first person perspective of a teenaged girl—thus some of the appeal to students in 2012.

A hundred years into the future in a completely reorganized North America, an unnamed country organized into 12 districts is controlled by “The Capitol.” Reminiscent of the Greek myth in which King Minos requires seven boys and seven girls from Athens to battle the Minotaur in a labyrinth, so the Capitol requires each “district” to choose one boy and one girl annually to compete in the Hunger Games. This fight to the death reminds the reader of the Roman gladiatorial games: the contestants are called “tributes,” they enter the “arena” in chariot-like vehicles before being thrown together in a fight to the death.

Some critics have said the book is one part reality TV genre (“Survivor” meets “American Idol”) and one part video game genre (look for the video game by September!). In the course of the “games” over the three books, many lives are taken, but the description of the violence is not nearly as gory or as detailed as is common practice in our day. The descriptions of violence seem rather to emphasize the unjust plight of the teen tributes and the gross desensitization of the Capitol dwellers who are entertained by the whole affair. In their existential boredom, the favored Capitol citizens seek extreme “entertainment,” which includes watching others suffer brutality and die gruesome deaths—again, much like ancient Romans.

All this said, the books offer some redemptive (if confused) ideas worth pondering. The two or three primary
teenaged characters spend significant time talking together about what it means to be human, what genuine love looks like, and how one can be loyal in the midst of terrible circumstances. These are certainly good questions for teens to consider.

Yet all of this is confusing as these important thoughts somehow emanate from a world with no mention of the divine or the supernatural. In the seventh grade Biblical History class last week we briefly discussed a verse in Proverbs: “Whoever oppresses a poor man insults his Maker” (Prov. 14:31a). Students quickly made the connection. We are created imago Dei (in the image of God). To degrade another human insults the God in whose image this person is made. Then I reminded them of Fyodor Dostoevsky’s observation: “If there is no God, everything is permitted.” In a world where there is no God, one must conclude there is no ultimate meaning,

The book concludes with one character continually asking a question (as he recovers from having been brainwashed by the powerful): “Real or unreal?” In the end, if God does not exist, this is THE question. If students can penetrate the mere drama of the story, there may be profitable questions to discuss from The Hunger Games.

For a more extensive discussion of these issues, one link to consider (of several on the web) is the following: http://jwwartick.com/2012/02/20/hunger-games-christian/.

Classical Education is for Lovers: Most of the people I meet take no special notice of my honorific, “Dr.” Occasionally, though, I’ll meet someone who has spent some time in graduate studies who will ask me what my doctorate is in. I’m always a bit reticent to give the full official name of my area of expertise—Northwest Semitic Philology—because it sounds somewhat arcane and somewhat pretentious (to me, anyway; nobody has ever told me that). As for Northwest Semitic, think of it as “Old Testament and some.” As for philology, well, I recently had a conversation with one of my sons, and he asked me what exactly philology is. Since he happens to know a little Greek, and since I am a teacher at heart, rather than answer the question, I urged him to apply his Greek knowledge to figure out the word etymologically: philo-logy, “the love of logos.” Logos is a Greek word that means “word, speech, account, reason” and many other similar concepts. In its most basic sense, philology is a love of learning, but particularly focuses on language, since language is the fundamental (though not the only) means of learning and communication. It is integrative by nature: the philologist must know not just language, but history, philosophy, religion, and culture, all of those things that animate a culture that produces literature.

As an aside, some readers undoubtedly recognized the word logos, and perhaps are wondering how what I have said ties in with the use of that word in the New Testament. Very briefly, the Greek philosopher Heraclitus (ca. 535–ca. 475 BC) is usually credited with bestowing a more technical meaning on logos: “that which gives shape, form, or life to the material universe.” It is this meaning (though not to the exclusion of the more general meaning) that John picks up in his gospel when he refers to the eternal Son as “the Word.”

A couple of years ago, Mr. Clark and Mr. Jain could be seen sporting pins with the clever slogan “Philosophy is for Lovers,” of course playing off the philo element of that word. I couldn’t resist the opportunity to join in, so I said to Mr. Clark, “Isn’t that cool, because philology is for lovers, too?” Not to be outdone, Mr. Miller, who was standing nearby, immediately added, “And philharmonia.” It was a somewhat geeky but still humorous moment; not unlike the linguistics jokes that I occasionally tell, which get good laughs from two or three people and uncomprehending stares from everyone else.

Nevertheless, it is striking to me how so much of what we value here at The Geneva School goes under the title “philo-X.” Whether it be philology, or philosophia, the love of wisdom, or philharmoia, the love of music, it is embedded in a tradition that is fundamentally animated by a philoChristos that can only arouse in us philadelphia, brotherly love, particularly toward the brothers and sisters—who also happen to be our children—that we are raising up to love and serve God.

Dr. Edward Chandler

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<tr>
<th>Date</th>
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<tr>
<td>March 19–23:</td>
<td>Spring Break</td>
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<td>Tuesday, March 27:</td>
<td>2nd grade Pet Parade, 1:30–2:30 pm</td>
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<td>Thursday, March 29:</td>
<td>3rd grade trip to Orlando Shakespeare Theatre (Charlotte’s Web), 9:30 am–1:30 pm</td>
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<td>Peter Rabbit rehearsal, 10:00 am–2:00 pm at Winter Springs Performing Arts Center</td>
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<td>Williamsburg parent meeting, 7:00 pm</td>
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<td>Friday, March 30:</td>
<td>Peter Rabbit performance, Ralls @ 10:00 am, Lewis @ 11:15 am, and DeWitt @ 12:30 pm at the Winter Springs Performing Arts Center</td>
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<td>Pre-K &amp; K to watch Peter Rabbit, pre-K will watch first performance and K the second.</td>
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<td>4th grade Canaveral National Seashore trip, 7:30 am–5:30 pm</td>
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<td>8th grade Greek movie night, 3:30–6:30 pm</td>
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<td>Report cards go home</td>
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<td>Saturday, March 31:</td>
<td>ISEE testing, 8:00 am–12:00 pm</td>
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<td>AP English Literature &amp; Comprehension practice exam, 9:00 am–12:30 pm.</td>
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<tr>
<td>Monday, April 2:</td>
<td>5th grade to Leu Gardens, 8:35–11:00 am</td>
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<tr>
<td>April 3–5:</td>
<td>6th grade Lake Yale Retreat</td>
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<tr>
<td>Wednesday, April 4:</td>
<td>Kindergarten Butterfly Encounter, 9:30 am–1:30 pm at Lukas Nursery, Oviedo</td>
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<td>2nd grade Exodus Play rehearsal at the Winter Springs Performing Arts Center, 10:00 am–12:00 pm</td>
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<tr>
<td>Thursday, April 5:</td>
<td>Kindergarten Butterfly Day, 1:45–2:30 pm (on campus event)</td>
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<td></td>
<td>4th grade Renaissance Day, 8:15 am–3:00 pm (on campus event)</td>
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<td>2nd grade Exodus Play performance at the Winter Springs Performing Arts Center at 1:00 pm</td>
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<tr>
<td>Friday, April 6:</td>
<td>GOOD FRIDAY HOLIDAY</td>
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<td>HAPPY EASTER!</td>
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<tr>
<td>Monday, April 9:</td>
<td>EASTER MONDAY HOLIDAY</td>
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<td>Tuesday, April 10:</td>
<td>Western Narrative Project at the da Vinci Center for select group of seniors</td>
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<td>College and curriculum informational meetings in the music room, 6:00–7:15 pm for parents of 9th &amp; 10th graders AND 7:30–8:45 pm for parents of 11th graders</td>
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<tr>
<td>Friday, April 13:</td>
<td>Kindergarten to Central Florida Zoo, 8:45 am–2:00 pm</td>
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<td></td>
<td>6th grade Kennedy Space Center trip, 7:30 am–5:00 pm</td>
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<td>Pastors Lunch, 11:30 am–1:00 pm</td>
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<td>Saturday, April 14:</td>
<td>Daddy/Daughter Dance, 7:00–9:00 pm in the gym</td>
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<td>April 16–20:</td>
<td>ERB testing for grades 2, 5, 6, 7 &amp; 8</td>
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<tr>
<td>Thursday, April 19:</td>
<td>Prospective parent night for grades pre-K–12th grade, 6:30 pm at the main campus</td>
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<tr>
<td>Friday, April 20:</td>
<td>1st grade Nate the Great Day, 9:00–10:00 am (on campus event)</td>
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<td>Honor society inductions, 7:55–9:00 am in the gym</td>
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<td>Tasty Friday</td>
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<td>Saturday, April 21:</td>
<td>ISEE testing, 8:00 am–12:00 pm</td>
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<tr>
<td>April 23–27:</td>
<td>ERB testing for grades 3 &amp; 4</td>
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<tr>
<td>April 23–28:</td>
<td>5th grade trip to Williamsburg</td>
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<tr>
<td>April 25–28:</td>
<td>8th grade trip to Boston</td>
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<tr>
<td>Thursday, April 26:</td>
<td>2nd grade Wekiva River canoe trip, 8:30 am–2:30pm</td>
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<td>Friday, April 27:</td>
<td>4th grade Knighting Ceremony, 7:00 am–2:00 pm at St. Paul’s Presbyterian Church, Orlando</td>
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<td>3rd grade Purim Feast, 9:15 am–3:00 pm (on campus event)</td>
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<td>Progress reports go home for grades 3–6</td>
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<tr>
<td>Saturday, April 28:</td>
<td>Knight of Comedy, 7:00 pm at the Winter Springs Performing Arts Center</td>
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