



The Courier

The Geneva
School
newsletter
NOVEMBER 2005

November 2005

Nov 14: GPA Meeting - 7 p.m. in the Music room

Nov 15: Rhetoric Choir & Geneva Consortium Concert - 7:00 p.m. at First Presbyterian Church, Maitland

Nov 17: Rhetoric Choir performs at the Festival of Trees - Orlando Museum of Art from 1:00 - 1:30 p.m.

Nov 23 - 25: Thanksgiving Holidays

Looking Ahead to December

Dec 2: Progress Reports Sent Home (Grades 3 - 12)

Dec 6: Lessons and Carols for Grades 3 - 12. 6:30 p.m at First United Methodist Church, Winter Park

Dec 8: TGS Science Fair - 7 p.m. in the gym (grades 3 - 12)

Dec 9 - 10: The Geneva School Book Fair

Dec 13: Lessons and Carols for Grades K4 - 2. 7:00 p.m. at Christ the King Episcopal Church, Orlando

Dec 16: Early Dismissal

Re-Accreditation

By Robert Ingram

"In 15 years of evaluating schools, this is the strongest academic program I have ever seen." So said the leader of the Florida Council of Independent Schools (FCIS) accreditation team five years ago in his summation of their visit to The Geneva School. He and other members of the team shared how, when they first saw the curriculum guide, they thought it hard to believe and felt it was quite ambitious. What they discovered during their visit was that Geneva was not only meeting those standards, but, in fact, exceeding them. "What your teachers are doing in the classrooms is extraordinary!" Each member of the panel expressed excitement about what they saw; in their opinion the only way they could do justice in sharing Geneva with their own schools was to bring some of their faculty and staff to Geneva in order that they might experience it on their own.



The same final report of the accreditation team also included this comment from the administrator who evaluated our Bible and theology faculty. "I have never seen the Bible and Christianity woven so beautifully into a school." Another member of the team wrote, "Students are not afraid to ask questions and are very comfortable in the classroom, but at the same time they were very respectful."

That was then; this is now.

Geneva will soon be undergoing a re-accreditation process that is required every five years. Our accrediting agency, the Florida Council of Independent Schools, is one of the nation's largest organizations of independent schools. FCIS is easily recognized by college and university admissions counselors throughout the country because of its longstanding commitment to quality educational standards within the schools that seek accreditation through them. Locally, Trinity Preparatory School, Lake Highland, and Park Maitland are some of the schools that also carry the FCIS accreditation standard.

The present re-accreditation process began with the administration last spring, and it required the revision of many existing documents and the creation of several newer ones. These documents included

Continued on page 2....

Auction News

Watch your mailbox for a letter in the next week or so with information about how you can be involved.

Moms in Touch

Led by Julie Tressler, a group of dedicated moms meets every Monday at 8:15 AM for approximately one hour to pray for The Geneva School students, parents, teachers, staff and Board. Come as you are to the office at Cascades (across the street from the School) after you drop off your children.

THE GENEVA SCHOOL

2025 SR 436

Winter Park, FL 32792

407-332-6363

407-332-1664 (Fax)

www.genevaschool.org

Accreditation continued.....

the Board Policy Manual, the Employee Handbook, the Parent/Student Handbook, the Administrative Handbook, the Faculty Handbooks, the Dialectic and Rhetoric Academic Handbook, the Grammar School Curriculum Objectives, the Grammar School Curricular Scope and Sequence, Dialectic and Rhetoric Syllabi of all courses, the Sports Philosophy, and the Donor Development Philosophy.

As the process moved into the summer months, the Grammar School faculty worked on a re-write of their classes' scope and sequence. This fall, the Grammar School also began a two-year process of curricular mapping which was described in an article published in last month's Courier.

Because the accreditation process is designed to involve all members of the staff, faculty, administration, and Board, 40 standing committee reports are required. Each member of The Geneva School staff is serving on at least one committee; some are serving on as many as six. Maria Francis, a Geneva parent, has been hired to direct and oversee the work of these 40 committees. A specific set of guidelines from FCIS has been given to each committee, and reports must be written to account for what we do, how we intend to accomplish it, and why we are committed to our distinctive approach. In addition, particular practices, procedures, and policies that Geneva has adopted must be incorporated into each of the reports. A critical self-assessment in each of the 40 reports is also required. The final drafts of all reports will be completed before Christmas break. The complete notebook will be sent to each of the 12 members

of the accrediting team in January so as to give them time to read and prepare for their February 15-17 site visit.

During the site visit, the 12-member team of faculty and administrators from FCIS schools across central Florida will have the freedom to go anywhere, see anything, and talk to any of the School's employees. They will observe classes, speak with Board members, audit the School's finances, perform safety checks of all of the School's systems, and examine our record-keeping and filing. Their main focus will be to see if what is written in all of our manuals and curricular guides is actually taking place in the School. They will be seeking to discover the degree of consistency between our own standards and the learning experience our students receive in the classroom and by the administrative support team.

FCIS has very high standards. Our first accreditation with them five years ago went well, judging by the comments quoted at the beginning of this article. The Geneva team has been hard at work since last spring getting ready for next February. We are confident that the significant changes in the facility, faculty, student body, administration, budget, teaching standards, and organizational efficiency will be noted approvingly. In many ways we are the same Geneva as in 2000, with the same mission, vision, values, goals, and objectives. Yet in other dimensions we have grown and matured through the experience of the intervening years. As we pray together for a very successful report of the committee, let us do so trusting that in the end it shows that our students are very well educated in Christian classicism.

Governance Committee of The Geneva School Board of Governors

By Crosland Stuart

Editor's Note: This article is the second in our series focusing on the committees of the Board of Governors that work alongside the School's administrative team. This month's focus is the Governance Committee.

The Governance Committee is one of four standing committees of the Board of Governors. Its principle roles are to manage the process by which policies of the School are created or modified as well as to oversee all matters relating to the Board's function. When there is a need for a new policy, this committee either drafts the specific language needed or works with the appropriate committee until the policy is adopted by the Board. Periodically, the Governance Committee will review the entire Policy Manual for necessary revisions and make recommendations to the Board.

This Committee also functions as a nominating committee. The responsibility to identify and submit qualified candidates for Board membership falls primarily with this body. This is true for the at-large positions on the Board in addition to working with the Geneva Parents Association (GPA) and its election process for parent-elected Board members.

There are a variety of other matters that fall under the purview of this Committee. For the last several years the Board has tried to set aside either a long weekend or several days for a Board retreat and the Governance Committee is responsible for organizing this event.

The overall mandate of the Committee is to enhance, develop, and further the operations of the Board so that best practices can be achieved.

Geneva Student Receives Prestigious National Award

The Boy Scouts of America National Court of Honor for Lifesaving and Meritorious Awards has recognized 15-year-old Life Scout Drew West (10th grade) with the National Merit Certificate Award. The presentation ceremony took place Monday, October 10, at Orangewood Presbyterian Church in Maitland, which sponsors Troop 687.



Last February 12th, a group of scouts from Troop 687 planned to spend a quiet Saturday canoeing eighteen miles along the Oklawaha River near the Ocala National Forest. As the boys came around a sharp bend in the deep, fast-flowing stream, they heard the shouts of two stranded canoeists who were clinging to a dead tree in the middle of the current. Earlier the two



women had been picking up trash from the water when their canoe overturned, and they found themselves unable to right it or to reach the swampy shoreline. Drew West with his friend Andrew Holzhauer, who also received the award, were among those who fought an upstream battle to rescue the women, bail their canoe, and retrieve their belongings.

The National Certificate of Merit is awarded to a youth member or adult leader who has performed a significant act of service that is deserving of special national attention. Less than 1% of all Scouts nationwide receive such recognition. The national offices of the Boy Scouts of America approved both boys for this commendation based on their use of scouting skills to render aid in this incident.

Geneva's Faculty: Growing Professionally

By Scott Bucko and Michele Lewis

Geneva endeavors to build an admirable faculty by recruiting, hiring, training, and retaining the best school teachers. Geneva is currently blessed with a faculty that is not only committed to developing the craft of teaching but to loving the students under their care. Such development and such loving concern does not take place on its own. It needs to be intentionally and proactively cultivated. Teachers themselves often request workshops and other opportunities that would enhance their knowledge and skill. Such professional growth is necessary in providing a quality educational experience for each child.

There were several professional development opportunities offered to our teachers during the summer, and several more will be offered throughout the year. Our annual Teacher Training, held this past August, consisted of two components. First, the large majority of our faculty attended the annual CiRCE conference - this year hosted by The Geneva School at Stetson University in Deland - where the purpose, essence, and practice of Christian classical education were explored and discussed. Second, following the conference our teachers also attended several formal in-house workshops which pinpointed reading comprehension strategies, effective use of the SRA program, and a reformed covenantal approach to teaching Bible.

Professional development is an ongoing, long-term affair. In the Dialectic & Rhetoric School, professional development begins with teachers taking ownership of their growth by writing a personal plan for professional formation. In cooperation with the Principal, the plan provides the basis on which to observe, evaluate, and mentor the individual teacher.

Since the school year began, the Grammar School has had a workshop on emergency medical procedures led by the school nurse, Lou Jones, and another workshop on the identification of speech and language concerns led by Rhonda Hemphill, a local speech and language pathologist.

On November 11, Grammar school teachers in grades 3 through 6 will begin the first of several Excellence in Writing workshops which will help unify and improve our approach to composition. On November 22, Rick Duvall, a nationally-renowned reading specialist, will be leading a one-day guided reading comprehension strategy workshop to build on what we began in summer training. Also in November, Boz Tchividjan, a former prosecutor for child abuse cases in Volusia County and the founder of the GRACE Foundation (Godly Response to Abuse in the Christian Environment), will lead a presentation before the whole faculty on reporting child abuse and other issues as they relate to the Christian school.

Music at Geneva

By Michael Miller

An early lesson we have in our Kindergarten violin class is that of bow placement. I have the students watch and listen as I play the open *A* string with the bow in three different locations. The first *A* is played with my bow close to the bridge. As I play it, their little faces wrinkle up and some of them plug their ears. I ask them for some adjectives to describe the sound. "Scratchy" and "shrill" are some of my favorites. The second *A* is played with my bow over the fingerboard. "Windy" and "weak" are often used to describe the airy, unfocused tone. The third *A* is played between the bridge and the fingerboard. As my bow begins to move, anxious faces relax and smiles break out across the room. Everyone agrees that the third *A* sounded the best, and we decide together that we want our violins to sound like that. So we embark on the journey of making beautiful sounds together, each child working to keep their bow in the "sweet spot" of the string. In subsequent classes we make similar discoveries. It sounds better when our bows move parallel to the bridge and not side-to-side like windshield wipers. It sounds better still when our bows move together, the same direction and speed.

One of my favorite lessons is when we begin to use our left hand to change the pitch of the strings. I place my index finger down on the *A* string and instruct one of the students to do the same. Our strings are not quite in tune with each other and we all wince. I ask the student to move his/her finger up the fingerboard just a bit until the note matches mine. The class holds their breath as their peer tries again. This time the pitches blend perfectly, and everyone breathes a collective sigh of satisfaction. We all agree that it sounds much nicer when our notes match.

Music-making is an endless cycle of performance and evaluation. Mrs. Miller often says to her classes, "That wasn't a bad sound, but how can we make it better?" She proceeds to demonstrate the difference between a supported sound and an unsupported sound. The choir does an exercise to grasp the concept physically and sings their music again with an obvious improvement to the sound. "Now how about improving our diction so the audience can understand our words?" Mrs. Miller takes them through the music a third time, urging everyone to articulate every sound of every word.

These concepts may be foreign to you if you have never played an instrument or sung in a choir, but to Geneva students these ideas are being made obvious through direct observation. We listen to music performed in different ways, and we strive to imitate the better sound. Ironically, we also

teach the students that there is no such thing as a perfect performance; there is always room for improvement.

So why do we go through this endless cycle of performance and critique? Do we simply want to elevate our noses and declare that our students are superior to those of other institutions because they are "cultured?" Are we trying to make our school more diverse in its extra-curricular offerings because it is neat and trendy so to do? Or is there more to this activity than meets the eye?

I would submit to you that the essence of what we are doing has roots that reach back to the dawn of time. As Christians in the Reformed tradition, we understand our human place in creation to be one of humble exaltedness. We gangly, awkward, two-legged sons of Adam and daughters of Eve stand small in stature beneath the celestial objects, yet God has called us to lead all creation in singing His praises (Psalm 8). This mighty task is best achieved when we assume our roles as *vice-regents*, working with God in the cultivation of His creation. It is in imitating our Creator that we fulfill our place in His world and bring Him glory.

That is the cosmic framework in which we need to view music classes at The Geneva School. These students are children made in the *imago Dei*. Are they sinners? Yes. Prone to laziness and compromise? Absolutely. Beyond the redemptive reach of God? By no means! As we work our way through the craft and artistry of playing the violin and raising our voices in song, we are nurturing within students the desire to pursue musical goodness because it is reflective of our Creator-God.

Over time Geneva students are afforded the opportunity to make literally thousands of musical evaluations like those described earlier in this article. Every time a chord is struck, a breath taken, or a vowel formed, there is potential for discerning between that which is mediocre and that which is better. Whether the context is a Kindergarten class playing "Twinkle, Twinkle Little Star," a fifth-grade class singing an early-American folk tune, or the Rhetoric Choir mastering a solemn setting of "O Magnum Mysterium," each experience represents the culmination of minute steps taken towards musical goodness. Geneva students accumulate a wide range of musical experiences and instruction that equips them to be culturally discerning in music performance and appreciation. Our hope is that they will leave Geneva as strong image-bearers of a magnificently creative God who is thoughtful and mysteriously joyful in all that He does.

God has called us to
lead all creation in
singing His praises.

Fall Sports Round-Up

By Athletic Director, Dan Harger



As this historic fall sports season comes to a close, I can't help but reflect on our journey to this place. In just the seventh year since our athletic program's inception, we have reached state series status in nearly all of our varsity level programs. We have graduated from begging kids to play (experienced or not) in order to fill uniforms to adding teams to accommodate the masses. Although it hasn't come to the point of making cuts (and I pray that it won't), the number of students participating has presented our coaches with the unheard of (at least in these

The Geneva School. The difference is that when we look back having achieved our goal, we will have done it, all the while maintaining the godly character and principles on which our school was founded.



VOLLEYBALL - This fall marked the addition of our school's first-ever bona fide JV team. This team, in addition to our usual Middle School and Varsity teams, became necessary after an unprecedented 37 girls came to try-outs (55 if you include the fifth and sixth grade teams). New Varsity head coach Jose Seary along with assistant coach and former Geneva student Amy Scholz led the Varsity and JV teams, while sixth-grade teacher Melinda Brito coached the Middle School girls. These teams combined for 23 wins and 12 losses. Special thanks to senior Amanda McPhail whose leadership, sportsmanship, and friendship will be greatly missed next year.

parts) luxury of actually choosing teams based on a student's athletic prowess, attitude, and determination. This is a far cry from the days of cheerleaders being asked to play in the girls' basketball game before quickly changing into their uniforms just in time to cheer on the boys.



Please do not misunderstand me. We're not completely out of the woods just yet. We will, undoubtedly, have sports and seasons in which we find the "pickin's" a bit slim. But, if our beloved Geneva School continues on its current course of growth, and assuming we're able to weather the occasional (and inevitable) storm, I would venture to say that there are district and (who knows!) state championships in our not-to-distant future. Fielding competitive teams should be the goal of all high school athletic programs. It is certainly our goal here at



From the top: Varsity Volleyball, Middle School Volleyball, JV Volleyball, and Varsity Soccer.

SOCCER - The first season of the boys' Varsity soccer program competing in the FHSAA State Series concluded on Friday, October 21, in the semi-finals of the District-3 playoffs with a 5-2 loss to top-ranked Montverde Academy. Highlights for the Knights this season, with a 9-5-3 record, included ties with district powerhouses Luther (1-1) and Faith (2-2), advancing as the #4 seed to the



District Playoffs and earning votes in the Fall Soccer State Poll. Top offensive performers for the squad were Eli Beates (14 goals/5 assists), Johnny Frame (11 goals/9 assists), Marco Randazzo (7 goals/4 assists), Chris Randazzo (7 goals/3 assists) and Bennett Robinson (3 goals/6 assists). Top performers on defense, who allowed an average of less than two goals per game, were Noah Bradon, Scott Ritchie, Foster Lerner, Jonathan Spilman, and goalkeeper Weston Eakman. Head Coach Mike McAvoy stated, "The effort of all the players this season as we played our first-ever district schedule was incredible. Each person worked extremely hard, and the reason for such a successful season was that they believed in each other and the team as a whole. The future looks bright as we were very young and will be returning all but three players next season." A special acknowledgement goes to seniors Marco Randazzo, Alex Cloke, and Daniel Stevens who will be graduating in the spring. We could not have done it without you! Our first ever JV soccer team was led by seventh-grade sensation Blake Habicht and freshmen Zach Schutz, Luis Perez, and Ryan Killoran. Referring to these and other talented young players, JV coach Philip Levy said, "The future looks pretty good for this program."

GOLF - The fall golf season was great fun. All the students who participated were outstanding in character and effort. The practices were short in time, but the players worked hard to improve.

The team ended the season one game over .500 with the only big loss coming at the hands of the mighty Master's Academy. Win or lose, the Geneva golf team demonstrated Christ-likeness and coach Greg Hickok remarked, "it was my pleasure to be associated with them." He is looking forward to next season. Thanks to all the players: Jared Hudson, Michael Gmitro, Charlie Fitzgerald, Ryan Delk, Steve Candeto, Andrew Allen, Kyle Shepherd, Timmy Burtrum, Austin Padgett, Davis Anderson, and Sammy Knight.

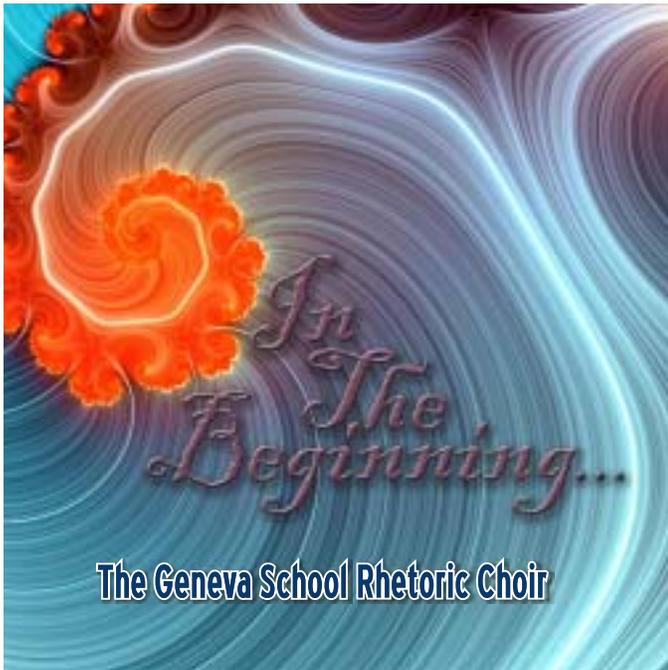


CROSS-COUNTRY - Coached by Bill Ledbetter, the boys' and girls' cross country teams are doing well in their inaugural season. The teams have run in some large meets and continue to improve each week. Daniel Ludwig has consistently led the boys by placing in the top 40 runners in meets with 150-200 participants. Adam Johnson has been pushing Daniel towards the finish line. Calvin Meyer, Stephen Rang, James Wayne, and Ben Elliott

continue to show much improvement and give the boys a chance to advance to the Regional meet with a top-eight placing in the District meet on October 27. The girls also have a chance to advance to the Regional meet with Kara Jones leading the way by placing in the top-40 runners in meets with Jordan Kong and Rachel Maynard closing the gap. Rebecca Lopdrup and Raquelle Rodriguez continue to improve weekly and give the girls the chance to advance.



From the top: JV Soccer, Golf, and Cross Country



The Geneva School Rhetoric Choir

Watch the School website and your email inbox for an announcement on the arrival of this breath-taking CD.

*\$15 each
\$60 for five CDs*

GPA - Positions Vacant

Calling all parents: The Geneva School needs you

By Gordon Cloke, Former President of the Geneva Parents Association, 1997-2005

As some of you may know, I stepped down as President of the Geneva Parents Association (GPA) at the end of the 2004-2005 school year after serving in that capacity for eight years. I always knew that serving in this way was a wonderful privilege and opportunity; I also know that it was among the most rewarding and stimulating roles I have ever undertaken. While I am prepared to provide whatever support may be needed, it is time for a new wave of parents to step forward, as the School itself grows and matures, to bring new ideas, energy, and imagination to these tasks.

At this time, however, I am sad to report that no one has stepped forward to lead the GPA for the 2005-2006 school year. This should be a matter of concern to all parents. Thanks to a wonderful parent community, parental involvement at the grass-roots level is as strong as ever, but I firmly believe the lack of a parent organization that works directly with the Board and administration presents a huge risk to the entire school endeavor moving forward. Why? Simply because I have come to understand that robust, collaborative involvement from parents is vital to the long-term prosperity of the School. I have concluded this on many grounds - practical, theoretical, theological, and experiential - and would be happy to expound on this at greater length. My task in this article, however, is primarily to explain what is involved in participating in the GPA, and to implore you to prayerfully consider whether God may be calling you to this important role.

The GPA President is responsible for overseeing the activities of the GPA, which have historically included (but are by no means limited to) the following:

- o Identify representatives from each grade/class to serve on the GPA committee
- o Coordinate monthly GPA meetings during the school year
- o Work with the GPA committee to facilitate parental involvement at all levels of school life and in school-wide events (as necessary)
- o Coordinate the annual nomination/ballot process for the parent-elected members of the TGS Board of Governors
- o Communicate and maintain cordial relations with the School and Board, collaborating with them to enrich the life of TGS

If you have a passion for The Geneva School and all it represents, and can spare around 6-8 hours a month, you may be the perfect candidate! GPA grade representatives support the President in these tasks, commit to attend GPA meetings, and coordinate/communicate within their grade or class as necessary. Neither role represents an overwhelming or complex commitment, although they can also become as broad and encompassing as you are prepared to make them.

If you have any questions, please feel free to look me up in the school directory and get in touch. Those interested in serving should contact me or Bob Ingram.

Biblical Counsel for the Teenage Years

By Michele Lewis

Robin Reisert, a family counselor with Key Life Ministries, recently addressed Geneva parents, faculty, and students in grades six, seven, and eight, at separate meetings on the topic of peer relationships. In her meeting with faculty, Mrs. Reisert offered insight into a desire to belong that is so strong it often overwhelms students and causes them to surrender their self respect or behave in ways they know to be wrong. She also made it clear that while teachers should address these issues whenever they are discovered, it is parents who have the highest responsibility as the people with the greatest love for and influence over their children. Faculty made a commitment to call parents as soon as possible regarding any situations which arise and to minister to the children whenever the opportunity arises.

Mrs. Reisert's meeting with parents provided time for questions and answers not only about peer relationships, but also about teen-parent relationships. The meeting was very well attended, and many parents were encouraged by the fact that so many Geneva families were concerned and involved. Parenting is without doubt a challenge during the teen years, and it was helpful to receive good advice from an experienced parent and biblically-grounded counselor while surrounded by other parents with similar hopes and desires for their children. One of the issues discussed was the use of instant messaging by students amongst their friends. Mrs. Reisert stood firm in her stance against the wisdom of allowing students to use this form of communication because it is so difficult to monitor and so frequently used for conversation that is destructive and unkind.

I spoke to Mrs. Reisert about her meetings with students and was thrilled to hear what she had to say. She was very encouraged that they seemed to truly desire to work things out together and had already initiated some relationship building. In answer to Mrs. Reisert's question most students said they did not use instant messaging and then raised several questions of their own. Sixth grade boys wanted to know what to do about students who seem to be deliberately annoying and what turning the other cheek means in everyday relationships. Seventh grade girls talked about trying to make their relationships better by being more sensitive to the feelings of others and talking things out. Eighth grade girls had gotten together over the summer to really get to know one another and work out ways to show greater kindness. Mrs. Reisert was very pleased that our students seemed to be so aware and concerned about healthy peer relationships.

We would like to extend our heartfelt thanks to Mrs. Reisert for the time she spent with us. Thanks also to the many parents who attended the meeting and to the students who so willingly participated in the group discussions. It is the prayer of every teacher that as students study the Word together they will grow in the understanding that true belonging and worth can only be found in Christ, never in popularity. It is also our hope that as students participate in devotions and prayer together that they will grow in love and respect for one another. Please remember them all in your prayers.

Course Syllabi in the Dialectic & Rhetoric School

By Scott Bucko

Though faculty who teach in grades 7 through 12 have always thoughtfully planned ahead using both lesson plans for the week and a scope and sequence for the year, this past summer I asked each of them to write a formal syllabus for each of their courses following a standard template. Each syllabus gives a brief description of the course, an anticipated course outline, the basis of student evaluation, and an annotated list of assignments, required texts, and classroom expectations. I collected 56 syllabi and reviewed them, and are available in a binder for review.

I encourage parents in the Grammar School, particularly in the 5th and 6th grades, to review this important document, for it will provide a window into what is ahead for them at Geneva.

In our desire to keep parent-teacher communications at their best, teachers reviewed their syllabi with their students during the first week of school and required that each be signed by a parent and then returned. At the end of each quarter, teachers will give parents an update on their child's report card on

progress made in the course up to that point. At the end of the year, teachers will be required to review their courses and syllabi carefully. They will consider ways of improving their courses in their quest for making each and every course in Geneva's Dialectic and Rhetoric School not only a good course, but a stellar and memorable learning experience.

Also of interest to parents and students alike is the recently-updated Dialectic & Rhetoric Academic Handbook, which covers high school graduation requirements, academic policies, and course descriptions. I encourage parents in the Grammar School, particularly in the 5th and 6th grades, to review this important document, for it will provide a window into what is ahead for them at Geneva. You can pick up a copy from the School office or view it on the curriculum page of the School website.

Where are they now?

News from Geneva's First Graduating Class of 2001

Brent Berry began his college career at Mercer University and is now taking online classes through Keiser College from his home in Winter Park to complete his Bachelor of Science in Business Administration degree.



He has been working for residential building companies over the past three years and just accepted a promotion to a superintendent position. Brent is currently in the process of getting his contracting license and plans to start his own residential building company in the future.

to be married to another former Geneva student, Sara Schaffer, in January of 2006, in Orlando.

Nathan Patton graduated from Furman University in Greenville, South Carolina in 2005, with a Bachelor of Arts in English.

Nathan (along with Caroline Newkirk) spent one of his college summers in Sénégal, West Africa, as a missionary intern with Mission to the World assisting French speaking church planters.



He also competed in the Aikido (a Japanese martial art) world championships in Tokyo, Japan, where he took home the silver medal. He is currently living in Harlem, New York City, teaching English to high school students with Teach for America.

Caroline Candeto became Caroline Newkirk this past August when she married Matt Newkirk. They live in Casselberry, a short drive from her job at Geneva as the Registrar and Assistant to the Dialectic & Rhetoric Principal. Caroline graduated from the University of Central Florida in



2005, with a Bachelor of Arts degree in French and Spanish. During her time in college she spent a summer in Sénégal, West Africa, doing missions work and taught French to Geneva's 9th grade class last year.

T. Cason began his post-secondary studies at the College of William & Mary, and he will graduate this Spring from the University of Florida with a B.S.B.A. in Finance, with a minor in English. He is anticipating a future career in Corporate Law, Investment



Banking, or Financial Investment. T. is currently applying to graduate schools and is enjoying rooming with another Geneva alumnus, Brouk Jacobs.

Tim Fridsma graduated from Covenant College in Lookout Mountain, Georgia in 2005, with a Bachelor of Arts in English. When he was not studying, Tim was busy playing bass guitar in a rock band for three years during college. He also enjoys rock climbing in his spare time. Tim is engaged

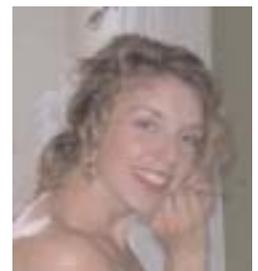


Anna Tiscione began her post-secondary education at Rollins College in Winter Park and has since moved to Texas, where her dad is now a Presbyterian minister and church planter. Anna is currently taking a break from school



and has been working in management for the past few years. She now works at Fossil's corporate headquarters near Dallas, where she just earned a promotion. Her visual merchandising job takes her to places such as Charlotte, Memphis, and Nashville where she oversees the opening of new Fossil stores.

Alyssa Yount became Alyssa Smith this past July when she married Adam Smith. They live in Sanford, where they are both planning to finish their education at Seminole Community



College. She spent her first year after graduation teaching missionary children at a school in Japan and has since studied dance and art history. Alyssa and Adam recently returned from a late honeymoon to Italy and are expecting their first child next May.

The Geneva School Drama Troupe will perform
Thorton Wilder's Pulitzer Prize winning play

Our Town

Saturday, January 28
(Please note the new date)

Park Maitland Auditorium

Please come out and support the dramatic arts at Geneva. Also needed are volunteers to help with making costumes, staging, and make-up. If you can help, please contact Brian Shriner (Geneva's Drama Teacher) at bgshriner@genevaschool.org.

Apologies: Last month we incorrectly stated that Jenna Conklin was the first student at TGS to earn a 5 on the AP Calculus BC exam. She was in fact the first junior - Gingie Maynard earned a 5 in 2003 as a senior.

Geneva Parents Association

Monday, November 14
7:00 p.m. in the Music Room

Literature Through the Ages

From antiquity to the present, from first grade to graduates, literature is the key that unlocks the treasure trove of heroes and villains, comedies and tragedies, virtue and vice. Nothing invites children to follow the good - and forgo the evil - quite so formidably as words well written.

Heads up for...

THE GENEVA SCHOOL BOOK FAIR & CLASS PRESENTATIONS

December 9 & 10
Barnes and Noble on Colonial Drive

MORE INFORMATION TO FOLLOW

If you would like to help with this event please contact Leigh Kennedy at 407-869-6347 or mrkrpk@aol.com

The Geneva School

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www.genevaschool.org

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