



THE COURIER

THE GENEVA
SCHOOL
NEWSLETTER
OCTOBER, 2007

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The Geneva School

A Christian Classical School



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Educating for Life

Welcome to the official web site of The Geneva School. We are pleased that you are visiting. Whether you are a parent looking for a prospective school for your child, or a faculty member or student, [genevaschool.org](#) is the web site for you. [read more](#)

Mission, Vision, & Values

The Geneva School seeks to provide students in grades Pre-K-12 an extraordinary education, by means of ... [read more](#)





The Geneva School Stories

Gain greater insight into The Geneva School through our more personal student and faculty stories. This is theory in the classroom... [MORE](#)

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The Geneva School Launches New Website

As we desire to maintain the finest communication with our families, we are pleased to announce the launch of Geneva's new website.

We believe you will find the new website more inviting to use, easier to navigate, and more elegant in graphic design.



**Celebrating 15 Years as a
Community of Faith
and Learning**

Our website, as with all we strive for at Geneva, seeks to express our mission, vision, and values in such a way that truth is adorned with beauty.

The new site will launch during the week of October 8th. We encourage you to explore it fully as there are new pages, different pictures and much of the content has been rewritten.

Giving a Good Referral

by Rev. Robert Ingram

Michael Eatmon's newest and most frequently used comment is now, "You might want to speak to one of the two new Deans about that question."

I am very pleased with our new organization chart and those that have been hired to fill new or previously vacant positions. Dr. Edward Chandler, Dean of Students, and Mr. Bill Wood, Dean of Faculty, began their work this past summer. Both men report directly to Fr. Michael Eatmon, our Academic Dean.

It is important for us to understand that the recent changes at Geneva are not merely in personnel. We have re-configured the internal organizational of the school so as to reflect more of a British and collegiate model that has traditionally been the organizational basis of classical and preparatory schools throughout history. Last November the Board authorized this new organizational chart proposed by Michael and me as a new way of envisioning how Geneva could best accomplish its educational mission.

The new organizational chart now separates our staff into two realms, one being business/operations and the other academic. Few changes took place on the business side, but the academic underwent systemic change. In the past, Principals were required to adopt a bifocal approach to their work. The Principals of the grammar and the dialectic & rhetoric schools directed the work of the entire faculty under their division, and they also concerned themselves with all the parent/student relationships within their division. This diversified approach did not permit either of them to focus their full and undivided attention upon one or the other's needs, and at times both aspects suffered. Under the new arrangement each of the Deans will have a singular focus.

In the capacity of Dean of Faculty, all full and part-time faculty as well as teacher aides now report to Bill Wood. In addition, the educational administration consisting of Mrs. Robin Candeto (Early Childhood Director), Mrs. Joy Schaffer (Director of Curriculum), Mr. Dan Harger

(Upper School Athletic Director), and Mr. Bill Ledbetter (Grammar School Athletic Director) are under his supervision. Mrs. Isabel O'Driscoll, his administrative assistant, works with Bill in this office.

Edward Chandler, Dean of Students, oversees parent and student concerns, student culture, discipline, co-curricular opportunities and those on the administrative support staff who assist him in fulfilling this role. His team consists of Mrs. Patti Rader (Director of Admission), Mrs. Candy Houk (Admission Coordinator), Mrs. Pattie Fulmer (College Counselor), Mrs. Lou Jones (School Nurse), Mrs. Maria Francis (Volunteer Coordinator), the Aftercare staff, and the Lunch staff. Mrs. Jill Kong serves as Registrar and as Edward's administrative assistant.

Because we believe that the educational leadership of Geneva should be validating their calling by teaching in the classroom, each member of the Executive team regularly teaches. Currently Michael Eatmon is teaching the seniors' capstone course on Aesthetics, Latin to the seventh grade, and is tutoring daily in Greek. Dr. Chandler is teaching two Latin classes daily to eighth graders, and Bill Wood teaches Greco-Roman History to the eighth grade. I teach Applied Logic to seventh grade students, and regularly deliver the homily at each of the weekly chapels in grades 2-12.

The new organizational chart is proving effective. All these changes are contributing to our strong start to this academic year. Leadership is being exerted, new accountabilities are in place, expectations have been raised, and faculty, staff, parents and students have commented upon the positive changes. The transition into the new model and new personnel has been graciously received, and for that we are grateful. Thank you for your cooperation and understanding during the past eight weeks. And please know that when Michael Eatmon says, "You know, I think you would prefer to talk to Dr. Chandler about that," he is actually doing you a greater service by referring you to someone who is gifted and tasked to serve you well.



Bill Wood



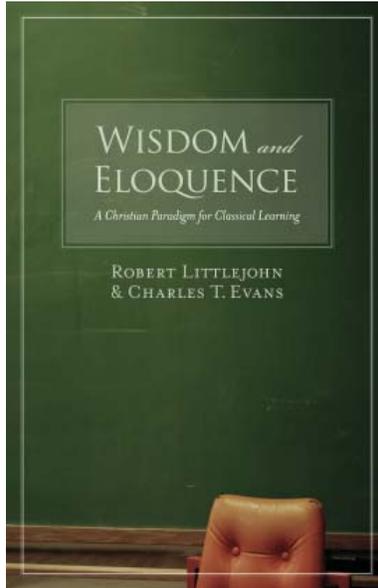
Edward Chandler

Wisdom and Eloquence

by Fr. Michael Eatmon

You perused Dorothy Sayers's essay. You read Doug Wilson's *Recovering the Lost Tools of Learning*. You pored over Veith & Kern's *Classical Education: The Movement Sweeping America*, and you've just begun Tracy Lee Simmons's *Climbing Parnassus*. Still, you want to know more; you want to understand better what Christian Classical education is and what it hopes to become at The Geneva School. *Wisdom and Eloquence* is the book for you—even, frankly, if you haven't gotten to the others.

In this most recent contribution to the literature on the subject, authors Robert Littlejohn and Charles Evans explore in readable style the nature and work of the education we pursue. What are grammar, dialectic, and rhetoric?



How do maths and sciences fit in? What are the liberal arts, anyway? What's the relationship of leisure to learning? What about athletics and physical education? How important is character formation in the life of the student? What are our real goals in education, and can they be measured in dollars and decimals? What are virtue and scholarship all about, finally?

If you want to know, understand, and love even more than you already do the ideas and ideals that define and move Geneva, then *Wisdom and Eloquence* is truly the book for you. It's become the centerpiece of the next several months' worth of the school's teacher in-service training, and we're confident that you too will add it not only to a reading list, but to your life.

**WHAT IS INSPIRATIONAL, ENTERTAINING,
AND WILDLY HILARIOUS?**

THE GENEVA SCHOOL VARIETY SHOW

**Featuring acts by students (Gr. 6–12) and faculty
Saturday, October 27, at 7:00 pm
Aloma United Methodist Church
(3045 Aloma Avenue, Winter Park, one light south of the school)**

Tickets on sale October 1 at the front desk

**OR send a check to Mr. Miller indicating "Variety Show" in the memo.
The tickets will be sent home with your child.**

**\$8 in advance/\$10 at the door
(please make checks payable to The Geneva School)**

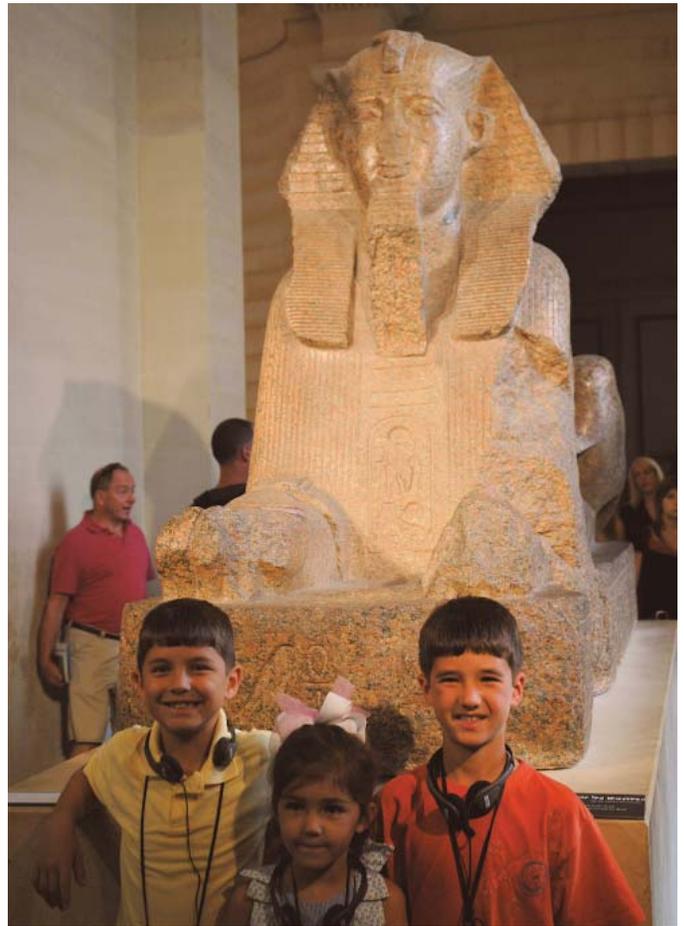
A Priceless Education

by Trisha Dunnavan

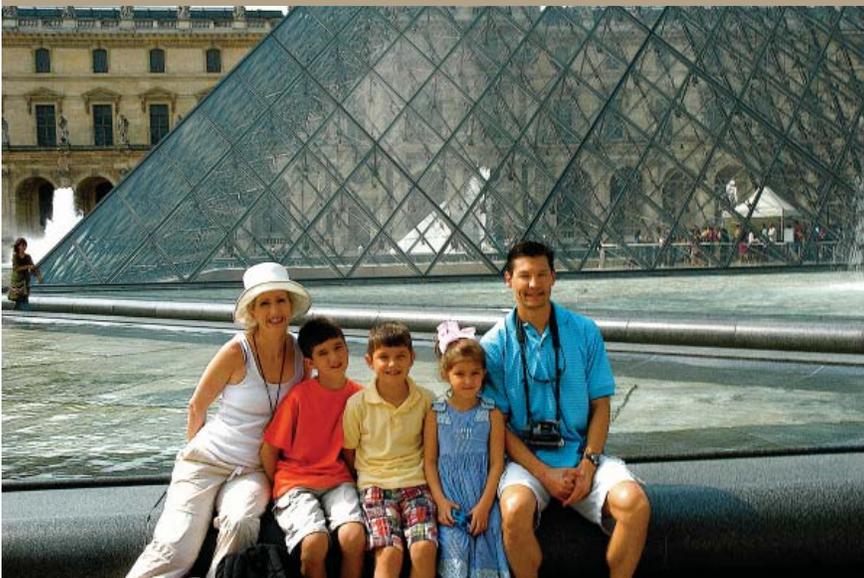
Roger and I had an opportunity to take the children on their first overseas trip last summer to visit his sister in France. A few months before we left, I asked Dale Wayne if she could provide me with a list of a few of the artists that my sons, Dane (8) and Grant (8), had studied at Geneva. Not only did she provide me with a list of the artists but she also told me which museums housed them.

It wasn't until we got on the plane and I was perusing our travel guide that I realized an entire wing of the Louvre is dedicated to Egypt. Anyone who has experienced second grade at Geneva would understand the excitement that brought to my boys. We spent five hours in the Egyptian wing of the Louvre and were amazed at the depth of understanding and excitement that the boys had for Egypt, thanks to their fabulous second grade teachers.

At each exhibit, they not only told us about the artifact but also tied in other historical facts or information from that era. We have never doubted that what they were learning at Geneva has been beautiful and good, but to see them tying the Bible, history, and art together, much better than either of us could, caused us to value their education even more.



Right: Dane, Grant, and sister Emmalise pose in front of a replica of the sphinx. Below: The Dunnavan family in front of the Louvre



Unfortunately, we ran out of time and were not able to track down all of the impressionist works that Mrs. Wayne had suggested. However, a day trip to Giverny, where Monet's gardens are located, once again made us realize the value of their Geneva education. Mrs. Wayne had given them such an appreciation for impressionism that, as they stood on Monet's Japanese bridge where he painted the water lilies, the kids were awestruck that the beauty in the paintings transcends time and medium.

To steal from a familiar ad: Subway fare to the Louvre for five people: \$15; lunch at the Louvre for five: \$60; a Geneva education that makes the Louvre (and all of God's beauty) come to life: PRICELESS!



Alumni News

from Amanda McPhail, Class of 2006

I attend Samford University, a liberal arts school in Birmingham, Alabama, that has over 3,000 undergraduates. It also has 1,500 graduate students pursuing degrees in business, divinity, education and professional studies, law, nursing, performing arts, and pharmacy. Returning to Samford's campus this past August filled me with excitement. I saw places that I love and that brought back enjoyable memories from my freshman year. Entering college as a sophomore is still an adjustment, just not as monumental as the adjustment made as a freshman.

As a freshman, I was apprehensive about my roommate situation as well as adjusting to a new place, routine, job, people, and teachers. I was excited about the change, but this excitement was mixed with a nervousness about the unknown. It was also hard to meet so many new people, but I eventually adjusted to that as well.

One thing that helped in meeting new people was the assurance I had, and still have, in Jesus Christ. Because I relied on Him for my identity, I wasn't insecure when I arrived at college. Since Samford is a Christian university, most people on campus would say they are Christians, and so I didn't encounter much hostility or opposition to my faith. But in the opportunities that I had to share my faith, I felt prepared, not only because I was raised in the church, but also from the Bible classes and philosophy discussions at Geneva.

An advantage to being a sophomore this year is that I have a better sense of the expectations of professors and the estimated work load. I feel equipped to tackle each of the assignments because of the education Geneva provided. By the time I graduated from Geneva, I had the writing, speaking, scientific, and

mathematical skills that have prepared me to move into higher education.

As I am an education major and an advocate for the Christian classical model, I would like to share some examples of how Geneva prepared me in a few particular ways. There is a set core curriculum at Samford; two of these classes are Cultural Perspectives and Communication Arts. The first is a philosophy class that is a continuation of the philosophy course at Geneva, studying the original philosophers and how modern thinking reflects their ideas. I was the sole contributor in class discussions, and when I didn't answer, everyone in the class stared at me as though I was doing something wrong. The other is a writing and speaking class, which correlates to the English, rhetoric and debate classes at Geneva. Because I had the Kings and Mr. Eatmon for these subjects, my college professors were sometimes easier than my Geneva teachers.

I am currently taking Calculus III and although I was previously aware of the relationship between calculus and physics, I have really begun to better understand the connection between the two. Because I had physics at Geneva and truly grasped the concepts we were taught, I have felt more than equipped for what I have been learning in college calculus thus far. In my work as a tutor to student athletes, I was thrilled when the most requested tutoring was for help in physics. I have been able to recall the concepts I learned from Mr. Jain during my junior and senior years at Geneva to tutor these students. These are all testimonies of how Geneva has prepared me for college.

I have seen the good, the true, and the beautiful this past year through my friends. They are strong Christians and God's glory has been displayed to me through their lives. They are what make Samford precious to me. I realized this more fully when I was home for the summer and apart from all of them. Being back with them again has been a valuable time of fellowship and encouragement.

The Liberated Imagination

Reviewed by Mary Chris Rowe

I enrolled in a course earlier this spring called “The Arts, Young Children and Learning.” Thinking it would be helpful to get a Christian perspective on creativity while taking the class, I dropped by the TGS library to talk with Kathy Muether. A few days later she came back to me with a suggested bibliography. “By the way,” she said, “my husband thought you might like to read this book.” With that, she placed *The Liberated Imagination: Thinking Christianly about the Arts* in my hands and left. Now, that is just the kind of book title to kick my imagination into high gear, but I couldn’t begin reading just then. It was the last week of school and there were many details to attend to, so I laid the book down on my desk and there it stayed.

The book’s title intrigued me: *The Liberated Imagination*. Liberated from what? I wondered. Liberated for what? I found myself wondering how a book like this would relate to our school, which emphasizes a classical education in the liberal arts. This type of education is (and was) intended to set people free (liberate them) from ignorance so that they might serve and act as true citizens should in their society. If that is correct, I wondered, what is the role of the imagination? How should it be shaped? And when can that process begin?

And then it happened. My professor assigned a project with a great deal of latitude in how I designed it. I could choose anything relevant to personal creativity in which I had an interest and which met the following criteria: Do something not a part of your regular routine (OK), experience enjoyment (sounds good), keep a journal of experiences (not a problem!), be risky in either thought or action (hmmmm....), write a Synthesis Report at the end

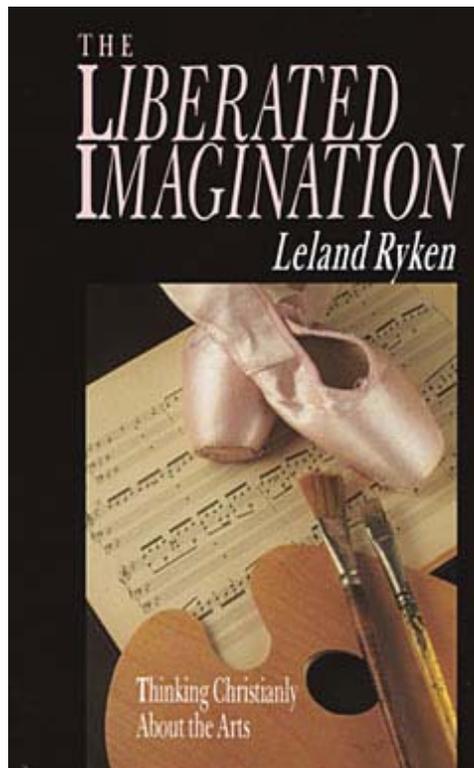
(yikes!), and include a rubric by which the professor could grade the assignment (horrors!) After recovering from the shock, I decided to read the book, write a book review, and submit it to *The Courier*. Now that I finally had a good opportunity to read Ryken’s book, I launched.

Upon reading, I found that Dr. Ryken wrote beautifully about the nature and purpose of the arts and how they uniquely convey the truths of life to us. The arts heighten our awareness and bring to a con-

scious level things we may already know. I remember experiencing this when I first played through Mendelssohn’s “Songs Without Words.” After playing songs like “Restlessness,” “Hope,” and “Consolation” I was much better able to describe those emotions verbally because the music had somehow organized my thoughts in a new way. We may have similar experiences at a ballet like *The Nutcracker* where youthful hopes and dreams are cherished or at a funeral when we express our grief through solemn hymns and ceremony. The arts are described as a lens, enabling us to look at them and then through them to see ourselves. “Artists turn our pain into art so we can bear it. They turn our joys into art so we can prolong them... By nature we

long to express and confirm what we know.” That is why the library, Latin, art, music, physical education and science classes at Geneva have all been favored with the acronym LLAMPS: these classes illuminate our curriculum just as the arts illuminate reality.

In a chapter devoted to what the Bible says about the arts, Ryken lists the many literary genres found in the Scriptures and emphasizes that these literary forms were used to express religious truth. He notes



that Jesus was one of the greatest story tellers and poets the world has ever known, constantly speaking in metaphors and symbols: “I am the light of the world.” “You are the salt of the earth.” “My sheep hear my voice.” This chapter was particularly encouraging to me because Dr. Ryken wrote at length about the tabernacle and its artists. The second grade curriculum covers Genesis through Joshua, so we study the symbols and artwork of the tabernacle and the gifted men, led by Bezalel, who brought it into being. Ryken shows how artistic ability is a gift from God and the arts are a worthy vocation. He goes on to demonstrate how the three “big kinds” of artistic styles—symbolic, representational, and abstract—were found in the tabernacle and later in the Temple. Lampstands of pure gold symbolized the illumination that God’s revelation affords. Pomegranates and lilies were used to decorate the pillars of the temple representing the natural beauty in the world around us. Abstract art, defined as a repeating pattern or design that is complete in itself, was found in the two tall pillars at the door of the temple and even in the robe of Aaron, the priest, decorated along the bottom with pomegranates and bells. We see God at work in the imagination of His people, created in His image, as they bring forth His truth and communicate it to others in beautiful, non-verbal ways.

Because of their effect on our thinking and feeling and the value placed on them by God, the arts should always be prized by Christians. Additionally, the world of the imagination should not be looked on as something “to outgrow as one does childhood.” This is good news for second grade teachers like me: time spent shaping the imagination of our students and exploring in age-appropriate ways what we hope for them as adults is not optional, it is essential. Dr. Ryken writes that Christians should have a redemptive influence in the culture, and with that as our goal, we can develop our children’s imaginations and their responses to the culture through involvement in the arts. The benefits are many: a sense of community, greater compassion, a sense of

justice about what is wrong in the world, an affirmation of moral virtues, sensitivity to common human experiences, and tolerance for the sheer range of human experiences and attitudes.

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*The world of  
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~~~~~

At the conclusion of the book, I felt that my curiosity was more than satisfied. What are we liberated from? We are free from the idea that our creativity is inherently displeasing to God or unworthy of our life’s work. It is how we manage and direct it that is important. What are we liberated for? Because God created it, we are free to explore the world of the imagination just as we do the world around us. When the fruit of the imagination expresses worthy ideas and is executed with skill, it can help to bring out the best in us and contribute to our culture. We can teach our children to be thoughtful and perceptive readers, viewers, and listeners by using the wisdom and advice in books like *The Liberated Imagination*. With the benefits of Biblical truth and a classical education, our children are free to focus on the good, true, and beautiful as they mature into adults and to shine as bright lights in a darkening world.

Leland Ryken (Ph.D., University of Oregon) is Professor of English at Wheaton College. He has authored or edited several books, including The Word of God in English, The Dictionary of Biblical Imagery, and The Complete Literary Guide to the Bible. He served as literary stylist for The Holy Bible, English Standard Version.

Mary Chris Rowe is a second grade teacher at The Geneva School. She is a member of “The Twinklings” (a small group patterned after “The Inklings” which included C.S. Lewis and J.R.R. Tolkien) and couldn’t be happier to have even more reasons for singing and dancing every day. She is married to David Rowe, fifth grade teacher at TGS, who kindly edited this article and who, after 16 years of marriage, still finds his wife’s creative endeavors to be charming. Imagine that!

Dates for Your Calendar...

October 4:	Classical Close-Up Admission Event (9:00–11:00 am)
October 6:	Altered Books Workshop Fourth-Grade Parents' Knight Out
October 8:	Fall Picture Retake Day College Night; 7:00–8:30 pm in the Music Room
October 11:	End of First Quarter
October 12:	Student Holiday/Faculty Workday
October 15:	Student/Faculty Holiday (Fall Break)
October 17:	PSAT/NMSQT Testing for all students in grades 9–11
October 19:	Fifth-Grade Parents' Knight Out Report Cards Sent Home
October 20:	First-Grade Parents' Knight Out Dialectic and Rhetoric School Fall Dance in the Gym (proceeds to benefit the Yearbook)
October 23:	Scoliosis Screening for Sixth-Grade Students
October 25:	Classical Close-Up Admission Event (9:00–11:00 am)
October 26:	Pre-K Parents' Knight Out
October 27:	Variety Show: 7:00 pm at Aloma Methodist Church

SAVE THE DATE...

Mark your calendar for Saturday, February 9, at 6:00 pm when The Geneva School 2008 Gala Auction will be held at Rollins College! You can support the school through auction sponsorship, item donation, table purchases, event attendance, and bids on items in our exciting silent and live auctions.

For more information, contact Kelley Jain, Development Coordinator, at kajain@genevaschool.org or 407-657-4108.

The Geneva School
2025 State Road 436
Winter Park, FL 32792

