



THE COURIER

THE GENEVA
SCHOOL
NEWSLETTER
FEBRUARY 8, 2008



Capital Campaign Kickoff Let's get together!

Almost exactly one year ago, The Geneva School announced the purchase of 52 acres on which to build our permanent home. Since then, the school's Board and various leadership committees have been steadily advancing plans toward the goal of moving into the new facility. By the grace of God, we have reached another milestone: the commencement of the public phase of the capital campaign, "A Legacy Worth Building." **A great occasion calls for a grand event, and we are preparing the largest party in Geneva's 15-year history on our new property!**

A Legacy Worth Building

At The Geneva School, a community of faith and learning, we can barely contain our excitement over the Capital Campaign Kickoff on February 24, our very first chance for us all to be together ...

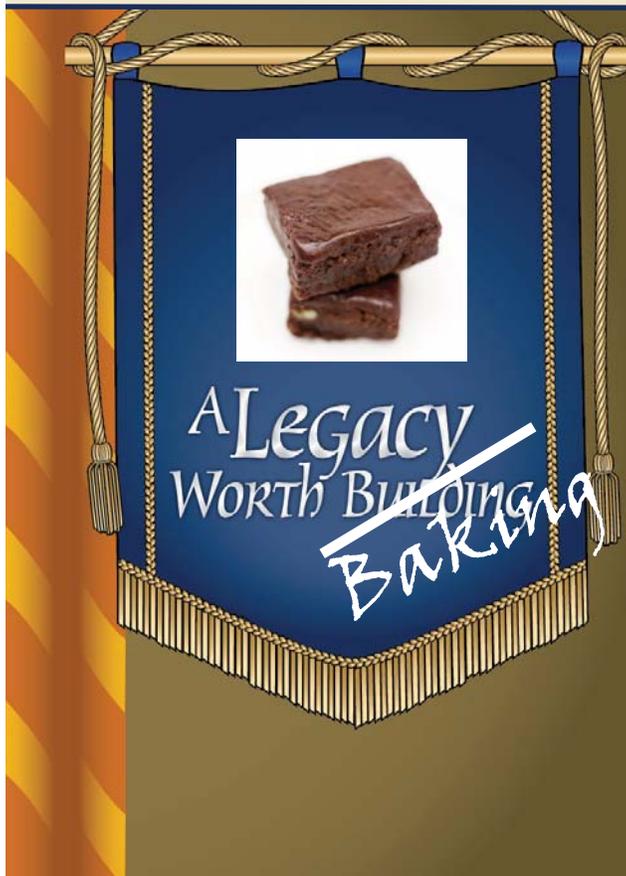
- to **hear together** the vision for the future;
- to **remember together** God's goodness through all of Geneva's 15 years;
- to **pray together** that God would graciously grant our hearts' desire and fulfill our plans (Psalm 20:4);
- to **dream together** about the new classrooms, the lush sports fields, and the ample parking;
- to **walk together**—and run and jump—on the acres and acres of expectant soil;
- to **share together** great conversations with old and new Geneva friends;
- to **savor together** some of John Rivers' truly wonderful barbeque;
- to **indulge together** in a treat from the Brownie Bakeoff, sponsored by our fabulous 2nd grade team;
- to **laugh and play together** with family and friends ... Anyone for a round of Frisbee golf or a turn in the bounce house?

Let's get together to celebrate God's great faithfulness to Geneva—past, present, and future. The chance to see and explore the new property has finally arrived!

The afternoon will begin with a short program featuring Dr. Joel Hunter, senior pastor of Northland Community Church; Dr. Sandy Shugart, president of Valencia Community College; Mr. Jim Seneff, chairman of The Geneva School Board of Governors; Mr. T. Cason, The Geneva School class of 2001; and Dr. Mike Beates, associate pastor of Covenant Presbyterian Church. Mr. Seneff will introduce the capital campaign and share the wonderful progress toward raising the necessary \$25 million for the new campus. After the program, there will be food, fun, and games for all ages!

We hope to see you there! Mark your calendar and make your reservation for the Capital Campaign Kickoff: Sunday, February 24, 2-5 PM at the Legacy Park property.

RSVP (by February 14) AND DIRECTIONS
www.genevaschool.org/RSVP
or call the school at 407-332-6363.



A Legacy Worth Baking

TGS Brownie Bakeoff at the
Capital Campaign Kickoff

Bring a batch of your best
brownies and dazzle our
distinguished judges...

You might be a winner!
Let us know to expect your entry:
email Mary Chris Rowe at
mcrowe@genevaschool.org

THE AUCTION?

I wouldn't miss it for the world!

“It's the only time we get to really mingle with parents and teachers from the entire school.”

“The bidding wars—what a riot!”

“We're so glad we don't have to really dress up this year—we can just relax and have fun.”

“I never know what my husband is going to bid on!”

“Other bidders beware: I WANT THE KINDERGARTEN POT!”

The comments continue—from parents of Pre-K students through alumni—all eagerly awaiting this treasured Geneva tradition: the annual Auction. It's a time to kick back and enjoy the incredible range of generous donations from Geneva families and the community. It's a time to envision yourself as the proud auction winner of the third grade quilt or a new pinball machine for your game room. Perhaps you will come home with a basket of wine to enjoy with friends or a gift certificate to your favorite restaurant.

Your upper school students will be winners of perhaps the most valued auction offerings: Mentor Moments. Students will have a first-hand opportunity to learn about careers in a variety of spheres and find out what education or training is necessary, hints on job hunting or best colleges, and insights on how to make godly decisions in worldly professions. With the huge cost of college education, Geneva Auction Mentor Moments is a great investment in your child's future!

A listing of items is available online to view prior to the Auction at www.genevaschool.org. A select group of “Buy it Now” items is also offered on the website for purchase prior to the Auction.

Please note: In-home babysitting is available to Geneva parents for the night of the Auction by our rhetoric students for a flat fee of \$25 per household. For details and to sign up, please visit the website at www.genevaschool.org.



DIAMOND HUNT

Your invitation has been mailed. A delicious dinner and very entertaining evening is waiting. Come and join us as we embark on Geneva's Ultimate Diamond Hunt and discover acres of diamonds in our own backyard.

14th Annual Geneva School Auction:

Geneva's Ultimate Diamond Hunt

Saturday, March 8, 2008

The Ballroom at Church Street

Dress: Smart Casual

Doors open promptly at 6pm for the silent auction. Dinner and live auction begin at 7:30pm

RSVP by February 20

Homeward Bound

By Rev. Robert F. Ingram

Great stories have drama and intrigue, heroes, the intervention of the gods, and death and resurrection motifs. They express joy, anguish, a quest theme, and, normally, the longing for home. Does that sound vaguely familiar to some of the great classical pieces of literature like Homer's *Odyssey*, or Melville's *Moby Dick*? Come to think of it, that sounds rather like the Gospel's record of the life of Christ, the Greatest Story ever told.

Well, Geneva has a story, and while it is not an epic like Homer's or inspired revelation like Luke's, it is nonetheless our story. And strange as it may seem, Geneva's story has all the themes of the epics named above.

The Quest

During the spring of 1993 several friends began reading and circulating Douglas Wilson's newly published book, *Recovering the Lost Tools of Learning*. In this book Wilson gave a cursory treatment of numerous topics, one of which was his personal pursuit of Christian classical education. As an appendix he included an original essay by Englishwoman Dorothy Sayers entitled "The Lost Tools of Learning," an essay she had written in 1947 bemoaning the poor estate of education in her own day, and how far it had fallen from England's historical ideals of classical education. The book gained traction among us, and more copies were purchased and circulated. Eight of us gathered for a Memorial Day picnic dinner and because the idea of a classical school was so deserving of it, a discussion of the book. (The dinner party included Dr. and Mrs. RC Sproul, Rev. and Mrs. Michael Malone, Mr. and Mrs. Marlin Detweiler, and Rev. and Mrs. Robert Ingram.)

The discussion that evening was morally compelling. We had tasted of the ideals that once ennobled education. Wilson and Sayers had uncovered treasures that had long lain buried under the sands of time, and the archeological process of rediscovering the beginnings and ends (purposes) of

education stirred us to action. By evening's end the Quest was enjoined; we constituted ourselves as the Board of Governors of The Geneva School and purposed to open the school less than three months later.

The Intervention of the gods (God)

June, July and August of 1993 witnessed the birth of the school. Within the first few days Miss Laura Grace Alexander joined the Board and Mr. Michael Eatmon was hired as our first faculty member and architect of Geneva's curriculum, culture, and pedagogy. A suitable facility was found and refurbished; faculty members were hired and together with Board members received training under Doug Wil-

son in Idaho. Soon thereafter the curriculum was established, the school was furnished with desks, white boards and books, and 34 students registered for grades K-6. That year we combined students in K and 1st grade, 2nd and 3rd grade, and Mr. Eatmon taught a combined class of 4th-6th grade. How this all came about remains astounding even to this day. Other than the grace of God intervening at every point and turn, there is no

way to explain the unusual success of that summer and first academic year.

Drama and Intrigue

The start of year two dawned bright and clear. Nearly 100 students now were enrolled at Geneva. The school had moved to Prairie Lake Baptist Church, a facility that for the next nine years would be the home of TGS. Individual classes were now possible for each grade, and the school had grown to include 7th grade, with Mr. Eatmon teaching all subjects at that grade level. All, however, was not well. Rapid growth caused problems internal to the Board. What seemed like the second year of the honeymoon period was actually a time filled with drama and intrigue as leadership struggles mounted. Boards, like students, have a learning curve that must be successfully navigated. The Geneva School was being put to the test.



The Geneva School in the fall of 1993

Death and Resurrection

Ideas have consequences, and they are not always positive. In June of 1995 a schism fractured the Board, causing great dismay among the faculty, students, and families. For several weeks Geneva's future was uncertain. Again God intervened and graced the Board with the wisdom to restructure itself, its personnel, and its work. The Board made the necessary changes, clearing the way for the resurrection of the school and the resumption of its original mission, vision and values. Year three was sobering, but character was formed, a vision clarified, and faith was tested.

Joy and Anguish

Institutional lives mimic individual lives. Years three through ten witnessed steady growth as Geneva began to mature in its culture, faculty, Board, students, and Christian classical model of instruction. Rhythms of joy and anguish were the continual counterpoint of life. Seeing the sense of wonderment on students' faces gladdened the hearts of faculty members. Teenagers began to request Pachelbel's Canon as Christmas presents, and European field trips capped off the academic year. Geneva outgrew the Prairie Lake campus, and in year nine and ten a second campus facility at Northland Community Church was added. Kindergarten through 6th grade stayed at Prairie Lake and grades 7–12 moved to Northland. The first graduating class of seven seniors in the spring of 2001 became the highlight of the school's young history. Joy is never constant though, and sadness pervaded at times as well. The death of several parents during these years distressed the entire Geneva family. In addition, it was always sad to say goodbye to faculty and students who moved or transferred. During these years a constant prayer was for additional facilities, more students, and seasoned leadership who could secure Geneva's future. Like Christian in Pilgrim's Progress, the quest was taking a long time to reach Home.

Heroes

The lesson must be learned over and over again—God's timing is always best. All along God had been preparing some very dear friends of Geneva, and in due course he

raised them to leadership within Geneva's Board of Governors. Crosland Stuart, John Maynard, Chrissie Schutz, Dan Pugh, Jim and Dayle Seneff, John Riley, Rick Tressler, and Gordon Cloke quietly came alongside the school, infusing it with leadership, energy, and resources from within the community and across the country. Each pledged to uphold the founding mission, vision, and values of the school. These men and women, along with founding board member LG Alexander, constitute today's Geneva School Board of Governors. They are faithful servants all, heroes on behalf of The Geneva School.

Longing for Home

In January 2003 Geneva purchased our present building and began the transformation of the former Jumbo Sports into the beautiful, state-of-the-art facility that we enjoy today. At that same time Rev. Robert Ingram stepped down as the Board Chairman and assumed the responsibilities of Headmaster while Mr. Jim Seneff and Mr. Dan Pugh were elected by the Board of Governors as Co-chairmen of the Board. The confluence of new leadership on the Board, new leadership within the school, a new facility that garnered community attention, and an influx of students and families has resulted in the momentum that characterizes The Geneva School of today. The longing for home has not been satisfied, however. Our present facility has always been deemed but an incubator where the school could be nurtured into the next stage of growth and maturity. Having outgrown our present facility and once again making use of a second campus, Geneva continues to long for that place she can finally call home. With our recent purchase of 52 acres and the capital campaign underway for our new campus and facilities, home appears to be on the horizon.

Our new home has been found, but the quest will not end, for the quest is always about the greater ideals of a Christian classical education. We are ever in pursuit of the cultivation of wisdom and virtue by nourishing the soul on goodness, truth, and beauty. This is an ennobling ideal, "A Legacy Worth Building."



The Geneva School in the fall of 2009

Geneva's Grammar School Athletics Program

By Coach Ledbetter

The Geneva School's grammar school athletics program exists to give students the opportunity to play sports in a safe environment, allowing them to experience the social benefits of being part of a team, and giving them the opportunity to glorify and honor God by using the talents he has given them. The discipline that comes from practicing and being part of a team benefits each child as they grow and learn from a structured and competitive environment.



petitive teams if it is determined there is sufficient talent to allow them to compete well. I will always take into consideration the skill level, age, and experience of our athletes when making decisions about which leagues our teams will participate in. Factors such as deadlines, number of players registered, grade level of



the team members, skill level, age of competitors, all play into this decision.

The second reason Geneva encourages grammar school students to participate in sports is so that we can develop and grow our upper school athletic program—the more students play together,

Why do we encourage grammar school students to participate in sports?

The primary reason is to pique their interest in athletics—we want them to try out different sports so that they are able to make choices in the future about which sport (or sports) they would enjoy participating in. We want our younger students to enjoy playing sports with their friends and to learn the benefits of personal commitment and discipline that are by-products of playing on a team. Fifth and sixth grade students are given the opportunity to play on more com-



the more they are likely to be competitive as a team as they get older. We try to arrange the seasons for the younger students to coincide with those of our varsity teams as much as possible. We also only offer a sport once a year. It is very common in schools with under 800 students for athletes to play more than one sport. I always recommend to parents that children under fourth grade do not specialize in only one sport, but, rather, participate in two or more. Students need to be given the opportunity to determine which sports they enjoy the most and in which sports they have the potential to excel. The other advantage of playing more than one sport is that it helps

to eliminate burn out and also prevents many overuse injuries. It is not unusual for a student to surprise themselves when they realize they are good at (and really enjoy) a sport they had been encouraged to “give a try.”

What determines what team your child plays on?

When forming teams I take into account the competition’s age, the number of students registered from each grade, the skill level of the students, carpool arrangements, classmates, experience, practice days, and much more.

How can you help the Geneva youth sports program?

First and foremost, register your children to play with our teams—this not only benefits them individually but also us as a school. Secondly, volunteer to coach—our program is indebted to the parents and friends of the school who volunteer their time and their talents on behalf of our young athletes. Thirdly, consider a financial donation to the program to enable us to award scholarships

to families who need assistance. We also have some very sharp license plates, license frames, and t-shirts for sale to raise funds for equipment—visit the grammar school athletics page of the website to view pictures of items available for purchase.



I would like to take this opportunity to say thank you to everyone who has supported Geneva’s grammar school athletics program over the years. You and your children are what make the program successful. We have had many teams finish first in their league, and if we can encourage our students to continue playing together, the future is very bright for Geneva School athletics.



The Rise of Free Peoples

(adapted from Littlejohn & Evans, *Wisdom and Eloquence*)

One of the compelling characteristics of the liberal arts tradition is that it sprang from historical circumstances similar to our own. The inherent risk of the American form of government was not lost on the nation's founders or their contemporaries, and its success over the last two hundred years, and especially our rise to global prominence in the last century, would likely have surprised them. They had fashioned the framework for the American experiment on the democratic idealism of the Greeks and the republican sensibilities of the Romans; however, the radical democracy of Athens lasted only half a century, and the Roman Republic's golden age lasted less than two hundred years.

Over the centuries the principles that undergirded both have been carefully distilled, co-opted, and reapplied to the educational needs of modern societies. Christians are especially well placed to take advantage of these principles for the benefit of our contemporary educational efforts—and this because the Church has traditionally based most of its educational practices on a constant conviction that biblical Hebrew perspectives on God and human nature ought to guide and inform proven Greek and Roman approaches to philosophy and education.

Nearly one hundred years after Nebuchadnezzar had sacked Jerusalem, Darius, King of Persia, decided that it was time to head west to expand his empire into Europe. The first stop along the way was the Greek archipelago. A vastly outnumbered army of Athenians met Darius at Marathon. Miraculously, they beat the Hebrew prophet Daniel's adopted sovereign and sent him back to Babylon. Ten years later and under the rule of Xerxes, the Persians tried again, and thanks to a betrayal at Thermopylae, they breached the combined Greek defenses and poured onto the Peloponnesus. They burned Athens to the ground, and her citizens fled to the hills. They had kept their lives, but not their city, and Athenian civilization teetered on the brink of extinction.

In the ten years between Marathon and Thermopylae, however, the Athenians had shown the foresight to build a navy. Defeated on the ground, the Athenians took to the sea. In the bay at Salamis the Persian navy,

recently battered by a storm, was soundly defeated. Xerxes sat on his imperial dais overlooking the battle and watched Persian hopes of conquering Europe quashed once again by lowly farmers, upstarts who had figured out how to build boats, sail them, ram them into others, and burn enemy ships in the water. For the second time in ten years, the Persians retreated to Persia, this time nearly for good.

Most significantly for our discussion, the liberal arts educational tradition had its beginning in this great conflict between two civilizations, an Asian empire vast in population and resources and a band of Mediterranean farmers and shopkeepers who otherwise would remain as insignificant to us as modern educators. Given Babylon's military prowess, the Greeks should have been smashed. The Peloponnesus should have been overtaken by Persians, and Europe should have been converted into a western province of the Eastern dynasties. The result could very well have been a Greek civilization characterized by what Daniel describes as one ruled by Babylonian and Persian kings who sought to consolidate their power by creating disproportionate images of themselves. The Athenians might have been reduced to an oppressed, subservient populace whose rulers required their subjects to treat them as if they were deities, exaggerating their place in the world among their own people.

Instead, a new kind of civilization emerged in Athens: a free society characterized by limits and laws, rather than by the arbitrary will of rulers who were gods and laws unto themselves. It happened exactly the way that Daniel described in his prophecies. The irony is that Darius, the great king who invades Europe, is at the time being served by this brilliant, aged Hebrew prophet who proclaims that God lifts rulers up and sets rulers down, that God is in control of human history, and that nothing happens apart from His will. It is contrary to the Christian mind to interpret the Greek story apart from the providence of a personal God who holds sway over the whole of human history. The fortuitous result produced a brilliant flash that has illumined most of what has followed in the Western world, even to this day.



He Knows...

From the Desk of the Dean of Students

I'll never forget the look on my colleague Matt's face when I showed up for work that Wednesday. A very puzzled look, a tilting of his head, and the exclamation, "You're crooked!?" I didn't yet fully perceive my "crookedness" because it hadn't fully set in. But it was obvious to everyone else. You see, I had the previous Saturday returned from a trip to Greece and Italy. On the first day of that two-week trip, I had stumbled on a broken sidewalk in Athens and had, I thought, damaged my hip joint. It was only after my crookedness set in after we returned to the States that I realized something entirely different was going on. I had "severely" herniated a disc in my spine, and the herniation sent continuous pain all the way down my leg into my calf all the time, threw my spine way off center, and caused painful spasms in my lower back. To walk more than ten paces without stopping to lean against anything was exhausting; to scratch an itch on my side was excruciating; to stand up straight was simply impossible.

This sad state of affairs lasted for a number of weeks, with some relief from epidural steroids. After several months the problem was eliminated by a successful back surgery; but the surgery itself took months to fully recover from. All told, I suffered from this injury for close to a year.

People suffer for any number of reasons, be they physical, emotional, or spiritual. And suffering comes on a continuum of severity, from, say, "soft" persecution at home, work or even at church to the extreme kinds of suffering that lead to death. It is a fact of human existence; everyone, even we self-sufficient Americans, will eventually go through some form of suffering, and eventually we will die. There is sometimes a temptation in the midst of suffer-

ing not to call out to God at all; but even if we do call out to him, we may accuse him of causing or prolonging it, and demand release from and even an explanation for it. But often neither release nor an explanation is forthcoming, at least not the kind of explanation that we think we are entitled to. And even if we do get an "explanation" of sorts, it usually doesn't provide the comfort that we really need.

Where, then, is the comfort going to come from when we're suffering? If it's not likely to come even from a good explanation, then what can comfort us in our sorrow, uncertainty, pain, despair, or even our impending death? I would maintain that the only place to go is to the foot of the Cross. We may not be able to understand the reason for our suffering, but we can understand this much: that *God did not leave us alone in it*. Rather, in Christ, God took upon Himself the fullest (in)conceivable extent of human suffering. He did this because He is merciful and because He "so loved the world." This is why the book of Hebrews reminds us that we have a *sympathetic* high priest. Not sympathetic in its sentimental modern English sense, but sympathetic in the sense of being able to put oneself in another's shoes, to fully understand another's plight. Jesus the suffering servant is that sympathetic one. What this means is that the real comfort in suffering is not to be found in the answer to the question "Why?", but in grasping deep within our souls Jesus's own suffering. He knows. Better than anyone, He knows.

Two days ago, on Ash Wednesday, the church entered the season of Lent, which is a season of repentance, fasting, and preparation for the death and resurrection of our Lord Jesus on Good Friday and Easter. There is no better time to remember that we truly do have a sympathetic companion-in-suffering whose own suffering makes ours meaningful and even *redemptive*. He really does know.

To be continued...

In Honor of Carol Reaves

On Tuesday, February 5, at the dedication ceremony for Geneva's new Early Childhood Campus, the following remarks were given by board member Dayle Seneff to honor Carol Reaves. Carol retired this past summer after serving The Geneva School for ten years.

Today, on behalf of all of us here, I want to take a few moments to publicly honor someone who has never liked public attention—someone who is a little bit shy and rarely speaks above a loud whisper. Yet behind that loud whisper is a voice that was able to control many classrooms full of rambunctious five-year-olds. Behind that loud whisper is a voice that profoundly influenced hundreds of lives here at The Geneva School. I am, of course, referring to the unique and empowering voice of Carol Reaves who has retired this academic year after 35 years of teaching, the last ten of which have been here at The Geneva School.

Trish Miceli, a Geneva School mother with two children enrolled here—Stephen and Marcus—will never forget the initial interview her son, Stephen, had with Carol Reaves. Carol said to Stephen, “My name is Mrs. Reaves. It rhymes with leaves.” This is what Trish says about Mrs. Reaves: “Every moment for her was a teaching moment. And who can forget her voice? You would even want to listen to her read from the phone book.” Trish also said, “No wonder the kids Mrs. Reaves taught were able to memorize incredibly long passages of anything. She has a voice that tells them, ‘Never underestimate what you can do! I believe in you!’”

I first met Carol 22 years ago—she is my friend. She and I sat next to each other on soccer and basketball bleachers and watched boys grow up. It wasn't until she came to teach at The Geneva School that I discovered what magic I had been sitting next to all those years—the magic Carol had with kids.

For me that magic is best symbolized in the airplanes hanging from the ceiling in these classrooms. This is one of the units of study Carol helped to create. Thanks to Mrs. Reaves, your children know the major parts of a plane and how it flies. You can go on “trips”—complete with boarding passes—to places you've never been before.

I know many of you parents are wondering if your house is big enough to save all of your children's work inspired by Mrs. Reaves and her team—their units of study, the books they write, the projects they delight in. You'll want to save them because they are treasures, for sure. But thanks to Mrs. Reaves, they are also something more. They are tickets. Tickets that took—and will continue to take—your children to places they never thought possible.

And yes, like Trish, we'll never forget her loud whisper—her unique and empowering voice. Carol can tell a story better than anybody I know. Watch her and see children who are totally riveted to her eyes. It's magical. She's a master at her trade. She was one of our master teachers. If we get to sit under one such master in our lifetime it's an amazing thing. And to think that our little ones started off with such a master sets the bar very high for the rest of the teachers here at The Geneva School. She honored the dignity of every child in a deep way. Every child who sat at her feet knew that he or she could be an artist or an author or a musician. Bottom line, each child knew he or she was important.



She opens her mouth with wisdom, and the teaching of kindness is on her tongue. Many women have done excellently, but you surpass them all. Charm is deceitful, and beauty is vain, but a woman who fears the LORD is to be praised. Give her of the fruit of her hands, and let her works praise her in the gates. (Proverbs 31: 26, 29-31)

This is her priceless legacy. For she not only taught children, she taught teachers who are now teaching children. Her legacy will be ongoing with the children, the teachers, and The Geneva School because we are using so much of what she wrote for our early childhood curriculum.

Today we honor the voice that so honored our children. Thank you, Carol, for honoring our Geneva children. Thank you for empowering them to believe that by listening to your voice—a voice surely gifted by God—they could soar as high as the airplanes hanging in your child’s classroom. Thank you, Carol.

The school thanks you today for your commitment to children; for loving them, for nurturing them, for teaching them all these years. Today we are presenting you with this commissioned piece of art that reflects what you love—children.

The Board of Trustees thanks you for your commitment to Christ with a piece of jewelry, a cross, with deep gratitude to you for pointing your students to the cross every day.

The Board also would like you thank you for your commitment to fun—your kids had fun simply being a kid. We hope this jar will allow you to have some fun of your own.

We love you and we honor you this day. You are greatly missed!

Two and a Half Cheers for The Geneva School’s Chapel Program!

By Mr. Dale King

If I could, like some spiritual Prospero, wave my magic wand and alter Geneva’s weekly chapels, what would I change? Not much! I’ve attended Christian school chapels for at least fifty of my last sixty years. I would have to be possessed of a double-digit dullness not to have seen a number of things that could be changed—to everyone’s benefit.

Take, for instance, those chapel programs where mere attendance seemed to be the maximum insistence. Just plop your bod in a chapel seat, and you meet the requirement. With your lumpy—or svelte—avoir du pois in place you could be as boorish or rude as you chose as long as you handed your attendance card to the usher on the way out. Even this could be faked: I knew a girl at one college who earned spending money by attending chapel for classmates and turning in their cards as she made her impious exit. What kind of spiritual growth or integrity is this kind of nonsense likely to promote?

Then there were chapel speakers who majored in entertaining the troops with lame humor, occasionally even tasteless jokes, humoring us into some sort of laugh-a-day sainthood. In any school, of course, spirited entertainment can be part of a necessary balance (an educational program so intellectually non-aggressive as not to need some comic relief must be cheating parents out of full value for the tuition shekels they shove into the school treasury). Still, chapel and entertainment programs are, properly, distinct genres—and ought to be kept so.

These pitfalls—and others—Geneva has avoided. The chapel messages have solid substance based on thoughtful attention to the biblical passages being expounded. The music, the litanies, collects, et al., conduce to thoughtful worship.

And yet . . .

Something may still be missing. All the virtues cited above can be present—with chapel still falling short of its proper goal. What we would all (administrators, faculty, students) do well to cultivate is a much higher “inner expectation.” Students should not simply quiet themselves to hear a message; they should prime themselves, gear up their anticipation, for real acquisition: theological, spiritual, moral. They should expect to leave chapel better informed biblically, better equipped morally and spiritually, to become the non-nominal Christians all true believers in Christ are intended to become.

And chapel presenters should cultivate an inner determination that a semester or year of chapels at Geneva will not leave the students where they were at the beginning of the year. Until students can quite naturally say, “It was in chapel that I learned . . . that I first realized . . . that I gained this or that life-changing truth,” we should not be satisfied.

Dale King retired from Geneva in 2006, but stays in touch by substitute teaching on occasion and dropping by regularly to encourage us.

Dates for Your Calendar...

- February 8: Fourth grade play *Beowulf* at Aloma Methodist Church—Miss Detrick’s cast at 6:30pm & Mrs. Hansen’s cast at 7:15pm
Progress reports sent home; grades 3–6
- February 11: Rhetoric Choir Austria Trip Parent Meeting; 7:00pm in the music room
- February 13: 2008/2009 Sixth Grade: meeting for current fifth grade parents;
6:30 in the music room
- February 14: Pre-K Valentine Party; 12:30–1:30pm
Kindergarten Valentine Party; 1:30–2:30pm
First grade “I love Daddy” Valentine Party; 1:30–2:30pm
Fifth grade Battle Re-enactment; 1:00–2:45pm at Legacy Park
Valentine Babysitting by the Rhetoric Choir; 6:00–10:00pm in the music room
- February 15: NO SCHOOL (Winter Break)
Jr. Thespian State Festival
D/R Valentine’s Dance; 8:00–11:00pm in the gym
- February 16: Jr. Thespian State Festival
RUMMAGE SALE; 7:00am–1:00pm at TGS
- February 18: NO SCHOOL (Winter Break)
- February 23: Central Florida College Fair; 11:00am–1:30pm at Bishop Moore High School
- February 21-25: Ninth grade trip to the Florida Everglades
- February 24: Capital Campaign Kickoff; 2:00–5:00pm at Legacy Park
- February 25: Prospective Parent Night; 7:00–8:30pm (with optional tours given at 6:30pm)
- February 29: Eighth grade trip to Islands of Adventure
- March 5: Second grade “Exodus” Play
- March 7: Third grade “The Lion, the Witch, and the Wardrobe” play at Aloma Methodist Church
Student vs. Faculty Basketball Game
- March 8: Admission Testing
Annual Spring Auction; 6:00pm at the Church Street Ballroom

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



**Celebrating 15 Years of
Faith & Learning
in Community**