

WINTER 2016

Ex Veritate

IN ACCORDANCE WITH THE TRUTH

*Geneva
Celebrates
20th Year!*





Greeting from the Headmaster

Geneva Classical Academy is celebrating 20 Years!

Imagine you are 20 years old. What's it like to be 20? If you're 15 or younger, 20 seems like you'll be all grown up. You get to drive, vote, make your own schedule, and generally be responsible for yourself. If you're 50 or 60, 20 seems like being a kid again, seeing the good and the bad that comes with youth. Geneva Classical Academy is 20 years old this year, 1996-2016. In some ways, we have grown up, and in other ways, we still have a lot yet to experience.

As Geneva turns 20, we are celebrating another 10% increase in enrollment, accreditation through the Association of Classical and Christian Schools (ACCS), faithful support of our financial partners, and our largest graduating class yet. We thank God for these blessings, and we are eager to see how God will continue to use Geneva Classical Academy in the future.

Part of doing the work of discipling young people is our need for our own permanent facility, and we are asking God to provide. We need a place on a highly visible road, strategically located in the Lakeland area for our families coming from Bartow and Winter Haven, that has classroom and office space enough for current use as well as future growth. At this time, we have real opportunities for purchase, so please prayerfully get behind us and support this when we launch a capital investment campaign in the near future. Geneva has many more lives yet to touch!

It is our hope and prayer that in another 60 or 80 years, Geneva will still be steadfastly teaching the Trivium and the great books of Western Civilization through the lens of Scripture, blessing your family through your grandchildren and even great-grand children!

God bless you,

RICH CALL, Headmaster

Ex Veritate

MAGAZINE

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Design & Production PATTERSON PUBLISHING
Photography DANIEL BARCELÓ

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MISSION STATEMENT

Geneva Classical Academy exists to assist families in fulfilling their biblical obligation to educate and train their children by providing an extraordinary education founded upon a scriptural worldview, distinctively Christian and classical, thus equipping students to know, love, and practice all that reflects goodness, truth, and beauty and encouraging them to live purposefully and thoughtfully in the service of God and man.

GENEVA CLASSICAL ACADEMY, INC.

4204 Lakeland Highlands Road, Lakeland, FL 33813
863.644.1408
GenevaClassicalAcademy.com

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Featured Teacher:

DOUG SMITH'S PASSION FOR MATH

How long have you been a Lakelander? What do you like best about Lakeland?

My family moved here in the summer of 2010, so we have been here a little over five years. I can't decide if Lakeland is a small city or a big town. Like Goldilocks, I feel as if Lakeland is just right, not too big or too small. We have good access to both Orlando and Tampa, as well as the Atlantic and Gulf coasts. My wife and I are beach people, so we enjoy being able to drive to either side. Of course, we also enjoy Orlando's theme parks and Tampa's restaurants.

What is your educational background?

I graduated *cum laude* with a Bachelor's of Engineering in Mechanical Engineering from Vanderbilt University in 1982. I completed about one third of the requirements for a Masters in Divinity from Capital Bible Seminary, studying Hebrew, Old Testament, and New Testament. I also completed several Navy schools (Nuclear Power School, Basic and Advanced Submarine School, Prospective Executive Officer Training, and Naval Nuclear Engineering School). I have been told I have the equivalent of a masters in nuclear engineering; however, the school and course content have never been accredited because of the classified material taught there.

How long have you been teaching?

I am in my 14th year of teaching. After retiring from the Navy in 2002, I spent three years teaching physics, chemistry, and mathematics, as well as coaching soccer and serving as the athletic director, at Westminster Academy in Memphis, TN, where my three oldest children attended. When my second son graduated, we felt led to move to Murfreesboro, TN, to live with my father-in-law. In Murfreesboro, I taught science courses from sixth grade to 12th grade at Providence Christian Academy. After my father-in-law passed away in 2009, we decided to move to Lakeland.

What are your greatest strengths that you bring to your students?

My oldest son, Jake, says the only reason I spent 20 years in the Navy was so that I would have a lot of stories to tell my students. My greatest strength is probably the connections I make between mathematics and other subjects. While I feel drawn to helping struggling math students, I do feel I have something to offer gifted mathematicians as well, because I am willing to go deeper with them and to help them connect their interests to the Great Conversation. I love when my geometry students connect Euclid's First Common Notion ("Things that are equal to the same thing are equal to each other.") to other ideas (Abraham Lincoln's application to civil rights, as well as the apparent contradiction between Euclid's First

Common Notion and the Trinity). Mathematics teaches us to think in a manner that no other discipline does, and that is why even the non-gifted mathematics student needs to wrestle with it. It teaches him or her to think better and to make better connections.

How do you approach teaching science and math as classical educators? How is your teaching different?

In Classical Christian Education circles, much has been said about the Trivium, or three ways. The Trivium is the classical model's approach to the language arts. The ancient medievalists, who developed the classical model, believed that every citizen should be trained in the Trivium. However, these same educators believed that leaders must be trained beyond the Trivium in the Quadrivium, or four ways. They believed the Trivium was the basis for teaching and understanding the Quadrivium. The Quadrivium constituted the mathematical arts, arithmetic (the study of numbers), geometry (the study of numbers in two and three dimensional space), astronomy (the study of numbers in two and three dimensional space in motion), and music (the study of numbers in two and three dimensional space moving beautifully). Physics and chemistry combined encompass what the classicists meant by Astronomy, while they would have taken the first three ways together to help describe "the music of the heavenly spheres." My teaching seeks to connect the modern versions of the Quadrivium to their roots in the classical methodology. We teach Euclid, instead of the modern geometry text books, not because those books are evil, but because Euclid is better. It takes the same ideas modern geometry does and puts them in the context of a greater argument. In the same way, I want tenth graders to understand how the mathematical models for circles and ellipses entered into the arguments propounded by Galileo and Kepler regarding planetary motion. I want older students to

understand the reasons why Newton and Leibnitz developed calculus and how these mathematical concepts impacted history, the Reformation, as well as modern debates between the Church and scientists. I want them to make the connection between faith and reason that our forefathers were able to make, but that, sadly, much of the modern world, both sacred and secular, cannot.

Is science, by nature, an atheistic (secular) endeavor, or does religious faith have anything to do with scientific pursuits?

I'll add to what I've already said that many, if not most, scientists in history were believers. The ancient believer did not have the fear that many modern believers seem to have – namely that what we discover in science might contradict what we see in Scripture. Many of the ancients (Saint Augustine, for example), appeared to believe that if general revelation (what we see of God from Creation) appeared to contradict special revelation (the Holy Scriptures), then one of two things was wrong – either my interpretation of the scientific data (general revelation) was wrong, OR my interpretation of Scripture was wrong. Early Christian scientists like Galileo did not confuse a correction of interpretation as an assault on the infallibility of God's Word.

What do you think about the push in U.S. public schools for the STEM program?

I cannot comment deeply about the STEM program, since I have never taught in it. My back ground is in engineering, so it is commonplace for me to make connections between math and what we are studying. However, it seems to me that disconnecting any subject, particularly math and science, from its impact on other subjects, including theology, detracts from the ability to make the subject relevant.





A High School Student's Tough Choice

THE FOLLOWING IS
A TESTIMONIAL GIVEN
BY SOPHOMORE DESSY
MARAVILLA AT THE 2ND
ANNUAL GENEVA GALA HELD
AT THE LAKE LAND YACHT
CLUB ON NOVEMBER 14, 2015.

We often take for granted the blessings that have been planted in our lives. In some cases, we become accustomed to their presence. We begin to desire additional blessings and neglect the ones we already have. We forget to cherish them, and they die out leaving us wanting and even despondent. Sometimes, if we are fortunate, we recognize this absence and, provided it is not too late, work to revive the blessing which we ignored.

I came to Geneva in first grade after attending another private Christian school. I continued at Geneva through the sixth grade, after which I became a homeschooled student in order to pursue competitive volleyball. For the next two years, I took classes at Geneva, at home, and online. Last year, I took two Geneva classes and enrolled in a local classical Christian homeschool co-op.

Through homeschooling, I was able to focus more of my time on volleyball. I played for a local private school in seventh and eighth grade, and for Plant City High School last year. In addition, each spring I played for an extremely competitive club, traveling as far as Atlanta to compete in tournaments. I spent hours upon hours at practices and games, perfecting my skills in hopes of attaining a scholarship to play at the collegiate level. The prospect of being able to play in college fueled my dedication to the sport – collegiate volleyball was my primary focus.

To my utmost surprise, however, my outlook

on playing competitive volleyball was shaken and altered last year. I began to question my goals and priorities. In the long run, what would I accomplish if I landed a spot on a collegiate team and at what cost? I had sacrificed time I could have been using to enrich my mind and soul to pursue a material goal of transient worth. I know that sports have value, but volleyball had taken an unbiblical place in my heart. I realized I had overemphasized it to the point where I was no longer playing it to bring glory to God. It had become the center of my life. I have no doubt that this providential realization resulted in large part from my time at Geneva, where I am taught to glorify God in all that I do. I had taken for granted the opportunities Geneva presents and the virtues I learn there. Would I have recognized my misplaced priorities without my many years at Geneva, which have taught me so much about life, theology, and virtue? I believe the answer is no. This invoked a renewed sense of gratitude for my education at Geneva. Thus, after realizing the value of my education at Geneva, I decided to return as a full-time student in the fall of 2015 and give up my dream of collegiate volleyball, which I had once valued above all. While some might view this as a waste of talent or the abandonment of a dream, I believe it has enabled me to study and learn in a way that has increased my appreciation for the work of God in every aspect of life.

At Geneva, I am encouraged to think deeply and critically about all concepts, and wrestle with crucial questions, which some would dismiss as impractical. For instance, in both theology and history, we have discussed epistemology at length, questioning both Rene Descartes's conclusion, "Cogito Ergo Sum," and our individual conclusions. These impassioned discussions, that sometimes leave us unsettled – determining how you know what you know is no easy task – are what make Geneva distinct. Society tells you to hide these questions in a box and live as though they bear no real significance, but Geneva doesn't let you off that easy. Geneva wants you to find the truth.

Geneva aids students in finding truth by integrating all subjects and teaching us to evaluate them in light of a Christian worldview. In literature we are reading *Frankenstein* by Mary Shelly, which brings out the monster in everyone when it comes to discussion on romanticism versus enlightenment. We have debated which movement, from a Christian perspective, is true, and ultimately how much trust you can place in your finite reason and corrupt heart. And *Frankenstein* merges with our discussions in science class. What is

man's responsibility in the realm of scientific knowledge? Does he have the right to recreate life whether organic or mechanical? By teaching us to critically examine developments in modern science, our science classes equip us with the wisdom we need to defend our faith in the midst of scientific skepticism. Geneva does not isolate subjects, but instead creates a system in which all subjects flow together, reflecting the handiwork of God in all of human history.

These deep and delightful discussions

could not take place without the guidance and instruction of Geneva's admired faculty. The teachers at Geneva truly desire to instill a love for learning and longing for Christ in every student. While it may come as a surprise, getting students to be enthusiastic about learning sometimes proves difficult, yet Geneva teachers continuously work passionately to inspire students and show them the joy of discovery and glory of God. And when they are successful in this challenging task, students grow in appreciation for learning

and education, and more importantly the awe-inspiring God of the universe.

And so the blessing I had taken for granted was revived, and I applied myself to its nourishment. Abigail Adams once said, "Learning is not attained by chance, but is continually sought for with ardor and attended to with diligence." And by attending the blessing of learning you may reap its eternal fruits: goodness, truth, and beauty. This is a gift for which I am humbly grateful. Thank you, Geneva Classical Academy.

Geneva Is Accredited

When choosing a school, parents often ask a simple and important question of the institution they are considering: "Are you accredited?" Accreditation is a way of communicating to inquirers that the school is accomplishing what it claims, that it is accountable to someone outside the organization, and that it has done the hard work of meeting the accrediting agencies' standards.

Geneva recognizes that the assumptions of the agencies matter, and consequently, we have chosen the Association of Classical Christian Schools from which to seek our official recognition. ACCS' requirements are meant to observe how effectively a school truly educates classically and Christianly by nourishing students' souls and passing on our historic heritage.

Our Accreditation Coordinator, Linda Morrison, a former Geneva teacher and long-time friend of the school, managed this project over a two-year period, gathering information, accumulating documentation, and writing reports to complete the self-study which, with the help of the fan staff, she submitted in April 2015.

The ACCS Accreditation Team arrived at the end of September and met our teachers, students, and board members to evaluate the results of the study. The fact that their priorities match Geneva's was seen in how much time they spent in our classrooms observing the teaching and learning taking place.

As a result of their visit, ACCS Accreditation Team's officially noted commendations for Geneva:

Grammar School history timeline is remarkable; its usefulness in Upper School attested to by older students.

Upper School course offerings exceed ACCS's requirements in Latin in the 11th and 12th grades.

Our faculty is outstanding.

The Headmaster demonstrates a thorough understanding of classical education.

Furthermore, they made repeated mention of the generous care and hospitality of our PTF, expressing deep gratitude for the kindness shown during their stay. Though we are now accredited by ACCS and have several commendations, we have several minor discrepancies to address over a two-year period, when they revisit for our five-year renewal.

Reflecting on the process, Linda Morrison said, "When Mr. Cali and I first discussed the accreditation project, we agreed it would be a sometimes-painful, but ultimately, a profitable endeavor for GCA. Profit is accrued from the tedious, systematic process of self-study, a process which revealed areas where we can improve our practices. Moreover, profit lies in external validation for what we already knew: GCA provides a high-quality education facilitated by an outstanding staff and faculty. I was privileged to partner with the board, staff, faculty, and families in a significant feat for GCA."

Confirming this, a donor was recently visiting the Headmaster's office, and when she heard that we have achieved accreditation status, she responded, "That will go a long way for you in the community; it gives people even more confidence in the great work you're doing here."



What God is doing through Geneva Students

One of the fruits of the Spirit that the Bible teaches is humility, and Christians in the classical movement desire that fruit. It is human nature to want to boast, but Christians seek to boast only in the Lord. It seems to go against what we believe to brag on achievements, and as a consequence, people often do not know what God has accomplished in our lives. Please allow us to share some of what God is doing in the lives of Geneva students. This year, Geneva students have achieved the following honors:

Karis Gibson's poem, "The Bent Tree at Lake Hollingsworth," was printed in the June issue of *The Lakelander*, in the Kids Create Art contest.

Nine new students were inducted into the Geneva Classical Academy chapter of the National English Honor Society on October 22, including Taylor Barr, Luke Brandt, Adeline Goodson, Kati Leonard, Dessy Maravilla, Brianna Ross, Tyler Snively, and Bryce Warneke

The Theater Arts Class won the Platform Kids Performance Award in February with their piece, *Je Suis Charlie*.

To date, senior Jackson Maravilla has been accepted to the University of Alabama, the University of Mississippi, and Mississippi State University; senior Tyler Snively has been accepted to Auburn University and University of Mississippi; and Virginia Lawrence has been accepted to Flagler College.

Congratulations to Geneva students for their academic accomplishments, and we give God the glory for His blessings to you! *Non nobis, Domine*: "Not to us, Lord, not to us, but to your name be the glory." Psalm 115:1



Geneva Senior Trip and The Monuments Men

This summer, I watched a movie that made me reflect on Geneva's recent senior trip to Europe. The movie was called *The Monuments Men*, and there were several aspects of the film that made me recall and contemplate our travel experience.

We began by flying to Athens, Greece. After riding a train from the airport into the city, we walked up out of the subway. The smell of garbage wafted into our nostrils. Athens is a dilapidated, dirty city, and it saddened me to see it with graffiti on every building. We saw firsthand the ruined economy that is so much in the news right now. Thankfully, in the midst of this crumbling city, they have preserved and are preserving the Parthenon, the Ancient Agora, the Temple to Hephaestus, and the artifacts found in the museums. When we climbed the Acropolis, I sat looking at two cranes lifting stones to refurbish the Parthenon. I thought about how amazing it was that ancients built this huge structure without engines or power tools. I also could smell and see the Aegean Sea from there, and I imagined the Apostle Paul landing in a boat, winding his way through the town, and climbing to the top of Mars Hill where he gave his famous sermon recorded in Acts 17. We took a boat ride to the Island of Hydras, and it embodies the Greece of the imagination with its port, fishing, whitewashed buildings, and swimming in the Aegean Sea. Gyros were my favorite food there, but the olives and feta cheese were the best I've ever had.

From Greece we flew to Rome, where we were privileged to see the Coliseum, the Ancient Forum, the Arch of Titus, the Pantheon, the Sistine Chapel, and the Spanish Steps. We saw where Julius Caesar was killed and burned, where Caesar Augustus became the first emperor of the Roman Empire, and the cross marking the deaths of countless Christians to gladiators and wild animals. Thankfully, we left alive. After a couple of days in Rome, we traveled to Florence, Italy. There we climbed the stairs of the cathedral's Duomo and saw Botticelli's Birth of Venus, Da Vinci's Baptism of Jesus, and Michelangelo's statue of David. While visiting these extraordinary accomplishments of Western culture in Italy, we enjoyed pizza, caprese salad, and pasta carbonara. These two countries with their preserved history represented over 2,500 years of development of Western civilization, from our birth in ancient Greece, through the Roman Empire, to the Renaissance.

But we moved on through time and space to Paris, the most "civilized" city we visited. Everyone there is trim from all the walking and biking that they do to get around and from the fresh food that they eat. Morning breakfast is usually an espresso and a croissant. The people are very stylish, dressing casually only on Sundays when they head to the parks and open areas for sun and recreation. Every morning, street sweepers and cleaners head out to beautify the city. In Paris we saw the Eiffel Tower, of course, Arc de Triumph, Versailles, Notre Dame, and the Louvre. While in France, our graduates insisted on visiting Normandy on the anniversary of D-Day, June 6. We stopped in Bayeux to see the medieval tapestry on the way, but it surprised us all that the war memorial, official ceremonies, small French villages, re-enactors, and war museums of Normandy would actually turn out to be our group's favorite part of the trip.

I think that the answer as to why it was our favorite is revealed in the movie: the WWII soldiers fought to preserve freedom but also culture. George Clooney's character when speaking about soldiers giving their lives to save a painting or a statue says, "People ask, 'With this many people dying, who cares about art?' But they're wrong because that is exactly what we're fighting for: our culture and our way of life. If you destroy a people's achievements and their history, it's as if they never existed. That's what Hitler wants, and it's the one thing we can't allow." A Geneva education likewise strives to preserve art, history, and culture as influenced by the Gospel: we are "monuments men."



Geneva Classical Academy Supporter Honor Roll

Geneva Classical Academy could not exist without the faithful and generous financial support of many people. 2 Corinthians 9:6-7 says, "The point is this: whoever sows sparingly will also reap sparingly, and whoever sows bountifully will also reap bountifully. Each one must give as he has decided in his heart, not reluctantly or under compulsion, for God loves a cheerful giver." The following Major Donors have supported the work of classical Christian education cheerfully and generously, and we want to express our heartfelt gratitude to them as well as to those Major Donors who wish to remain anonymous and everyone who supports Geneva with time, talent, and treasure.

ATHLETICS

29 Properties
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Ridgway, James

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FINE ARTS

Macey, Bob and Jane
McGinnis, Jack

THE GENEVA GALA

Beytell, Phillip and Amelie
Blanton, Steve and Alexandra
Cali, Rich and Debbie
Carter, Michael and Cathalain
Germany, Eric and Lori
Lynch, John and Mary
McGinnis, Andy and Laura
McGuire, Joseph and Melanie
McMicken, Thomas and Kathy
Steverson, Karen

Steverson, Keith and Rebecca
Taylor, Rick and Libia
Weeks, Ted and Jessica
Young, Stephen and Kinsey

GIDEON'S ARMY

Boutwell, Ronnie and Allyson
Gardiner, Ron
Mathews, Thomas and Justine
McGuire, Joseph and Melanie
McMicken, Thomas and Kathy
Simpson, James
Smith, Georgiana
Steverson, Keith and Rebecca
Warneke, Tomm and Laura

WALK-A-THON

Mines, Cecil
Ridgway, James

Special thanks to the George W. Jenkins Fund within the GiveWell Community Foundation for three year support of Geneva's scholarship program and Technology for Teachers program.

Athletics Update



In Hebrews 11:12, Paul acknowledges the benefits of discipline when he writes, "For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it." This principle is true of athletic competition and is what we desire at Geneva for our athletes. We want them to be trained physically as well as in character. This year, our fall sports athletes have done very well.

Geneva boys' varsity football made the playoffs, and the girls' varsity volleyball team placed second in the league tournament. The cheerleading squad earned 4 "Superior" ribbons at cheerleading camp, and our new cross country coach, Kris Smith, led our runners to place third overall at the Polk County Middle School Championship. At the state championship Knox Gibson placed 48th and Jack Brooks placed 66th out of 356 runners. We are thankful for how well our athletes did, and are most grateful for the good sportsmanship they learned.

Athletics Director Rick Strawbridge is hoping to add girls' soccer in the spring and is working towards golf and tennis for the future.

BUCKFIN BANQUET

February 26

At Geneva, we are raising up future community leaders. Our goal is to raise \$100,000 to support this high-quality, classical Christian education. Sponsorship opportunities are available:

THE BIG BUCK \$5,000

(Official event sponsor, table recognition, premier seating for eight, full page program ad, four Buckfin shirts, 80 raffle tickets)

THE BULL DOLPHIN \$2,500

(premier seating for 6, half page program ad, two shirts, 40 raffle tickets)

THE GATOR TAIL \$1,000

(premier seating for 4, quarter-page program ad)

THE WILD HOG \$500

(premier seating for 2, eighth-page program ad)

All corporate sponsors receive signage space at BuckFin and promotion in printed materials.

Model United Nations Assembly at USF

By Doug Smith

On Friday, November 13, 2015, I escorted six students to the Model United Nations Assembly at the University of South Florida (USF) in Tampa with the help of Geneva parents Amy Brown and Philip Beytell. The six participants were Deon Beytell in the high school portion; and Knox Gibson, Jacob McGuire, Isaac Bennett, Andrew Brown, and Bryson Guengerich in the middle school section. The event was a success, and Geneva students performed very well, taking several awards.

There were approximately 90 middle school students and a little over 100 high school students involved. These were subdivided into four committees. All our middle school boys represented countries in the International Atomic Energy Agency (IAEA) committee, along with about 40 other students from schools around Hillsborough County. Out of those students, Isaac Bennett's position paper, representing Germany's views on nuclear terrorism, was named Best Position Paper. Also, Knox Gibson and Jacob McGuire, representing the Republic of Korea, were named among the four top delegations (out of about 20) in their committee. Andrew Brown and Bryson Guengerich represented the United Kingdom in the IAEA, and Deon Beytell represented South Africa in the High School General Assembly.



Model
United
Nations

The middle school boys debated topics relating to nuclear terrorism, and they were successful in passing a resolution on the subject. All six were enthusiastic participants and looked great, particularly since this was our first Model UN. Every middle school boy spoke in front of their committee multiple times. Deon's committee was much larger, and while he was on the list to speak, his name did not come up. Everyone expressed a desire to do this again.

As a side note, the USF Model UN chapter, in only its second year and headed by Samuel Armes, a former Geneva student, competed in a Model UN event against other Florida universities and won the event, beating UF, UCF, and FSU, among others.

It is apparent that our classical model of education prepares students well for this type of event, and we should look for opportunities to participate in similar events, like the Model UN in Orlando in the spring, YMCA Youth Legislature, and mock trial competitions. We have great potential to compete and do very well.



You are cordially invited to attend

Brides of the Bard

a play produced by
Geneva Classical Academy Theatre Arts

Friday, January 15 at 7:00pm
Saturday, January 16 at 7:00pm

Polk Museum of Art
800 E. Palmetto St., Lakeland 33801

Admission: \$10/Adult, \$5/Student

Please join us for Geneva Classical Academy's 9th annual Shakespeare production: a conglomeration of Shakespearean tid-bits strung together with modern song and dance. This year's show features brides from seven different Shakespeare plays.

Geneva Classical Academy, Inc.
4204 Lakeland Highlands Road, Lakeland, FL 33813 ~ 863-644-1408
GenevaClassicalAcademy.com

During school hours, tickets can be purchased in the Main Office.