

VOL. 2 FALL 2009

GreatHearts

classical education, revolutionary schools

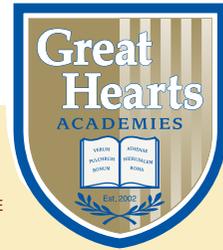
The Traditional High School

Historical debates over
its nature and function

Heart of a Teacher
Graduation 2009
Annual Report



Great Hearts Academies
 Lead Office
 444 North 44th Street, Suite 100
 Phoenix, Arizona 85008
 602-438-7045



ACADEMIES



Veritas Preparatory Academy
 2131 East Lincoln Drive
 Phoenix, Arizona 85016
 602-263-1128
 Established: 2002



Chandler Preparatory Academy
 2020 North Arizona Avenue, Suite G-62
 Chandler, Arizona 85225
 480-855-5410
 Established: 2004



Mesa Preparatory Academy
 6659 East University Drive
 Mesa, Arizona 85205
 480-222-4233
 Established: 2006



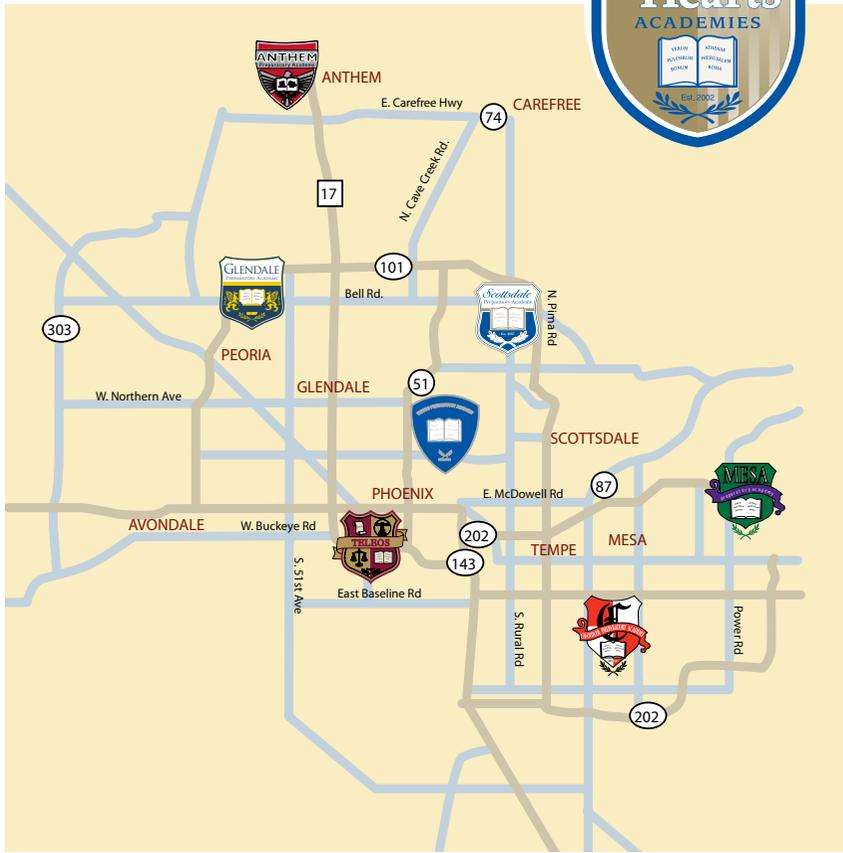
Glendale Preparatory Academy
 7151 West Beardsley Road
 Glendale, Arizona 85308
 623-889-0822
 Established: 2007



Scottsdale Preparatory Academy
 7496 East Tierra Buena Lane
 Scottsdale, Arizona 85260
 480-776-1970
 Established: 2007



Teleos Preparatory Academy
 1401 East Jefferson Street
 Phoenix, Arizona 85034
 602-275-5455
 Established: 2008



Anthem Preparatory Academy
 Establishment Date: 2009

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Barbara Ralston, Vice President President and CEO,
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Andrew Ellison, Veritas Preparatory Academy

Headmasters

- C. Diane Bishop**, Scottsdale Preparatory Academy
Helen Hayes, Chandler Preparatory Academy
Reginald Johnson, Teleos Preparatory Academy
Robert Wagner, Mesa Preparatory Academy
David Williams, Glendale Preparatory Academy

heart of a teacher

by Dr. Daniel Scoggin, CEO



Dear Families and Friends of Great Hearts Academies,

The past year has been an exciting one for Great Hearts. We have opened three new schools since our last magazine publication. Glendale Prep and Scottsdale Prep have flourished this year and are on their way to fulfilling their destiny as superb liberal arts academies, and Teleos Prep is the first classical liberal arts school to serve downtown Phoenix.

Chandler Prep also joins Veritas Prep in graduating seniors this year. Having seniors on a Great Hearts campus is always a critical milestone, if not an academy's most important one. Senior leadership on the campus - in moral and intellectual maturity - sets the cultural tone for the classes to follow. Glendale Prep, Mesa Prep, and Scottsdale Prep will be the next schools to have seniors with the class of 2012.

To understand what it means to be a Great Hearts senior and graduate, I encourage you to read the valedictory address of Joel Malkin (Veritas Class of 2009). Joel offered this speech this past May and received a standing ovation. "Both in delivery and content, it is the best valedictory address I have ever heard; at 18, Joel is more eloquent than I will ever be." The speech is titled "Love Up Close." Joel will attend Dartmouth this fall.

Please also enjoy our cover article, Jeffrey Mirel's essay on the historical evolution of the American high school. Dr. Mirel explains the origins of the "big box" high school and the deliberate decisions made over the past century to move American culture away from offering a liberal arts education to all students, and towards increasing the quantity of education without real thought about its quality.

As a counterpoint to the story of the devolution of the American high school, you should peruse the eloquent curriculum defense by Reginald Johnson, the headmaster of Teleos Prep, and the related student, alumni, donor and teacher profiles. I was especially delighted to read the teacher profile of Jerilyn Olson from Chandler Prep, whom I had the honor to have as a student in my 10th grade Humane Letters course over a decade ago.

Jerilyn talks about her return to our schools as a teacher as an act of giving back her own reward of discovery. Her calling, and the calling of all of our teachers, speaks to both the origin and purpose of our schools. When people ask why the name Great Hearts (why not *Great Minds* or even *Great Expectations*?) I talk about how the heart of our teachers and students is the core of our program. Of course we want students to be smart. Of course we want them to be rational, clear thinkers, and problem-solvers. And, yes, we want them to transition to top-tier colleges and have successful careers.

Other excellent prep schools join us in wishing their graduates such critical formation and success. But even above these important things, we want our graduates to have great hearts.

What does it mean to have a great heart? I agree with Plato, Aristotle, and Augustine that to be great-hearted is for a person to love and seek what is lasting and true and be disgusted by what he or she should avoid. It is to be a fully *balanced and integrated* human being, to love what is true, good, and beautiful, and to dislike what is false, bad, and ugly. A classical education is, then, ultimately about properly directing our love just as surely as it is about forming our reason. As C.S. Lewis stated in his classic book *The Abolition of Man*:

In the Republic, the well-nurtured youth is one 'who would see most clearly whatever was amiss in ill-made works of man or ill-grown works of nature, and with a just distaste would blame and hate the ugly even from his earliest years and would give delighted praise to beauty, receiving it into his soul and being nourished by it, so that he becomes a man of gentle heart. All this before he is of an age to reason; so that when Reason at length comes to him, then, bred as he has been, he will hold out his hands in welcome and recognize her beauty because of the affinity he bears to her.'

So it is we teachers who must mold our students' affections by showing every day what we love about the enduring objects we study: the best thinkers, ideas, arts, and science of the West. Simply put, we must model heart. As our students enter rational maturity, they then have already made a habit of the vision of greatness.

C.S. Lewis talks about how, in the complete person, it is the heart that must umpire between our rational capacity - our heads - and our fickle appetites - our bellies. The problem with modernity is that our minds and our stomachs run unchecked. The result is a self-serving, technological culture gone astray. As Lewis would say, it is only in our hearts that we are fully human; for in his intellect alone a person is mere spirit, and in his appetite alone a mere animal.

Hence, we have chosen the name Great Hearts as our hope for our students and as our call to our time. For our students to inherit the freedom of the West and the cultural memory of mankind, they cannot rely on reason alone or, even worse, an unrestrained consumerism divorced from the moral or intellectual life. All the more today, our hearts must carry us.

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Great Hearts by the numbers

Arizona continues to be a national leader in education reform through public charter schools, with **522** individual schools meeting the needs of **98,750** students - **10.03%** of all public school students. Great Hearts Academies is proud to be in this number.

2,075 students will attend a Great Hearts academy during the 2009-10 school year. Veritas Prep welcomed **115** students on its opening day in 2003. **240** students had their first day of school at Teleos Prep on its opening day in 2009. At full growth, Great Hearts Academies will educate more than **5,000** students each year. **11** teachers made up the Founding Faculty of Veritas Prep. Great Hearts Academies received more than **1,200** applications for 63 new teaching positions for the 2009-10 school year. **51%** of Great Hearts teachers are recruited from out of state. **571** families are currently on the interest list for Anthem Preparatory Academy, scheduled to open in 2010. Great Hearts opened **2** new academies in 2008 - Glendale Prep and Scottsdale Prep. There are **6** Great Hearts Academies valley-wide.. At graduation, a Great Hearts senior will have read **70** unabridged works of literature and philosophy, taken **28** semesters of advanced math and science classes, and defended a Senior Thesis, a **20**-page work of original scholarship. In June 2010, Great Hearts will graduate **102** seniors from Veritas Prep and Chandler Prep. By June 2012, **625** seniors will have graduated from a Great Hearts academy. More than **95%** of Great Hearts graduates go on to attend a 4-year college or university. Great Hearts students are taught to pursue **3** virtues in their lives: Truth, Beauty, and Goodness.

Headmaster: Andrew Ellison
 Number of Students during the 2009-2010 School Year: 339 in grades 7-12
 Number of Teachers during the 2009-2010 School Year: 29



academic highlights

2008-2009 / Veritas Preparatory Academy



- In total, the Class of 2009 received \$1.4 million in four-year college scholarship offers. 81% of the class was offered at least one college scholarship. The graduating class contained two National Merit Finalists (Joel Malkin and Joseph Heiler) and two National Hispanic Scholars (David Hurtado and Maria Fugazza).

- 100% of eligible students in grades 7-10 participated in the statewide MathFax competition and the worldwide National Latin Exam (NLE). Junior Sarah Coughlin earned the unique distinction of a gold summa cum laude medal on the NLE for her fourth consecutive year and won an Oxford Classical Dictionary.

- Students, faculty, and parents participated in the "Iliathon", a semi-annual 24-hour continuous reading of Homer's *Iliad*, with music, food, and very little sleep.

- Every member of the Junior and Senior classes acted in a Shakespeare play, including *Much Ado about Nothing*, *Twelfth Night*, *Julius Caesar*, and *The Taming of the Shrew*.

- Along with participants from Chandler Prep and Scottsdale Prep, our students took part in the first Great Hearts "Honor Choir" festival, a day-long rehearsal and performance under the direction of faculty from the three schools.

Faculty Andrew Alexander, Pre-Calculus, Calculus, B.A. Chemistry Fred Baldwin, Geometry, Algebra II, M.S. Education Rita Calvert, Spanish, M.A. Spanish Linguistics Robyn Chancellor, Algebra I, Algebra II, B.S.E. Mechanical Engineering Brandon Crowe, Humane Letters, Ph.D. Student Religious Studies Jeff Dick, Studio Art, M.F.A. Painting Benjamin Dickerson, Humane Letters, M.A. Religious Studies Thomas Doebler, Exceptional Student Services, B.A. Psychology Michael Fink, Humane Letters, M.A. Candidate Political Science Rosalind Freeman, Spanish, Medieval History, M.A. Spanish Linguistics Jaime Hanson, Latin, B.A. Liberal Arts Laura Inman, Music Theory / Choir, D.M.A. Choral Conducting Manjola Koci, Music Theory / Recorder, M.A. Musicology David Loar, Drama, M.F.A. Creative Writing Steven Mapes, Pre-Algebra, Algebra I, John Mulhern, Athletic Director, B.S. Business Admin. and Finance Jennifer Oby, Humane Letters, Literature/Composition, M.A. Education Alan Putzke, Biology, Earth Science, D.C. (Chiropractic Physicians) Lilli Roberts, French, M.A. French and German Marcia Robinson, Life Science, B.S. Nursing Roger Sorbo, Chemistry, Physics II, Ph.D. Nuclear Chemistry Michael Sullivan, Humane Letters, Latin, Greek, J.D. Law Emily Swaine, Latin, Greek, B.A. Christian Studies, emphasis in Greek Maldi Terry, Literature/Composition, Poetry, M.F.A. Creative Writing/Poetry Thomas Thoits, Humane Letters, Literature/Composition, M.A. English Erik Twist, Humane Letters, Medieval History, M.Div. Candidate Theology Thomas Vierra, Humane Letters, Ancient History, Ph.D. Candidate Philosophy Oliver Vietor, Humane Letters, Poetry, Medieval History, M. Div. Theology James Ward, Physics I, Earth Science, B.S. Physics Alison Westerlind, Director of College Counseling, B.A. Psychology and Dance



Headmaster: Helen Hayes Headmaster of Middle School: Wayne Porter
Number of Students during the 2009-2010 School Year: 552 in grades 6-11
Number of Teachers during the 2009-2010 School Year: 41



- Chandler Prep sent five students to the Arizona Junior High Science Fair. 7th grader Erica Mohr won first place in her category of Physics and 7th graders Shreya Narain and Jena Wingett placed third in their categories of Physics and Animal Sciences respectively.
- CPA's Select Choir has been invited to perform at the Kennedy Center in 2010.
- Sophomore Joshua Quenneville and Senior David Rosales held two of the top four positions in the state on the Arizona State Math Contest, Division B. Freshman Kelli Rockwell tied for first place in the Contest.
- Chandler Prep's 2008-09 Junior Class staged six productions including *The Crucible*, *Hamlet*, and *Much Ado About Nothing*,
- CPA's musicians did exceptionally well in the state's solo and ensemble competition. All music ensembles and soloists earned excellent or superior ratings and Seniors Allison Weidemann and Amalie Sielaff earned a place on the state's select choral ensemble.

Faculty Lisa Brady, Latin, Greek, M.A. Classical Philology William Brittain, Pre-Algebra, Algebra II, M.A. Religious Education Lea Brock, Humane Letters M.A. Eastern Classics Kara-Anne Carpenter, Life Science, Biology, Earth Science, B.S. Biology Dennis Cates, Calculus, Physics II, Ph. D. Mathematics Michael Caviness, U.S. History, Medieval History, B.A. Liberal Arts Tracy Challis, Literature/Composition, U.S. History, B.A. English Literature Kathryn Craven, College Counselor, M.Ed. Educational Counseling Matt Drowne, Exceptional Student Services, M.A. Special Education Leanne Fawcett, Introduction to Science, Pre-Algebra, B.S. Elementary Education Kenneth Fitzgerald, Ancient History, B.A. Philosophy Amy Gottry, Music Theory / Recorder, B.A. Music Education Lauren Hesse, Humane Letters, Physics I, M.A. Philosophy Erin Huelsenbeck, Geometry, Calculus, B.A. Mathematics Phoebe Hunt, Biology, B.S. Psychology Emily Hyde, Humane Letters, Medieval History, M.A. Humanities Diana Kendrick, Spanish, B.A. Modern Language and Secondary Education Anna Komor, Chemistry, Life Science, B.A. Chemistry Martha Kurus, Spanish, B.A. Spanish Matthew Lindbloom, Latin, Medieval History, B.A. Classical Studies and German Ian Lindquist, Humane Letters, Literature/Composition, B.A. Liberal Arts Thomas Lulling, Humane Letters, M.A. English Literature Sudha Doshi, Algebra I, Enriched Pre-Algebra/Algebra I, M.S. Computer Engineering Nicholas Miller, Latin B.A., Classical Studies Marie Morey, French, Latin, M.A. French Literature James Myers, Humane Letters, Latin. B.A. Liberal Arts Eric Nash, Literature/Composition, German, Ph.D. Germanic Languages Jerilyn Olson, Humane Letters, Literature/Composition, B.A. Literature and Government Darryl Orletsky, Physics I, Algebra II, Ph.D. Candidate Mathematics Education Rich Polley, Algebra II, Geometry M.Ed. Secondary Education and Business Carolyn Pyde, Algebra I, B.S. Mathematics Education Sandra Secunda, Studio Art, B.A. English Literature Daniel Sullivan, Humane Letters, Drama, Introduction to Fine Arts, B.A. Humanities Danya Tiller, Music Theory / Choir, D.M.A. Candidate Choral Conducting Kevin Topper Humane Letters, Latin, M.A. Liberal Arts, Latin and Greek Rachel Wallington, Algebra I, II, Calculus, Ph.D. Mathematics Shannon Young, Humane Letters, Literature/Composition, B.A. English and Classical Studies

Headmaster: Robert Wagner
 Number of Students during the 2009-2010 School Year: 296 in grades 6-10
 Number of Teachers during the 2009-2010 School Year: 24



academic highlights

2008-2009 / Mesa Preparatory Academy



- Mesa Prep earned full accreditation through North Central Association / AdvancED in May 2009.
- Mesa Prep became the first school in Arizona and one of only three in the nation to earn the Math Counts Gold Level Award for outstanding performance in *The Ultimate Math Challenge*.
- Sophomore **Matthew Ginty** received the 2009 Prudential Spirit of the Community Award for collecting and recycling aluminum cans and using the money to buy food for the homeless.
- On the National Latin Exam, Mesa Prep students earned one blue certificate of merit for Poetry, four gold *summa cum laude*, nine silver *maxima cum laude*, three *magna cum laude* and six *cum laude* recognitions.
- 34 outstanding students were selected and began training as MPA's first Student Mentors who will serve all new students entering the school in the fall of 2009.

Faculty **Melanie Berg** Science B.S. *Biology* **Laura Birdwell** Literature/Composition M.A. *Liberal Arts* **Julia Blaze** Exceptional Student Services Coordinator B.S. *Special Education* **Nick Cabbiness** Literature/Composition, History B.A. *Liberal Arts* **Melinda Carrera** Literature/Composition B.A. *Liberal Arts* **Amy Carter** Spanish I, Literature/Composition, Humane Letters, M.A. *Political Science* **Roshanne Etezady** Music D.M.A. *Composition* **Jodi Folley** Mathematics, Latin B.A. *Ed., Latin and Mathematics* **Neil Gillingham** Studio Art M.Ed. *Elementary Teacher Education* **Joseph Glascock** Earth Science, Algebra B.A. *Secondary Education, Biology* **Liam Goodacre** Literature/Composition B.A. *Liberal Arts* **Anthony Hagmann** Ancient History, Medieval History B.A. *History* **Anthony Hagmann** History B.A. *American History* **Holly Hansen** Latin M.A. *French* **Jodi James** Science M.A. *Dance Kinesiology* **Daniel Jordan** Literature/Composition, Introduction to Classical Languages M.A. *Eastern Classics* **Jamie Kronwald** Spanish B.A. *Interdisciplinary Studies* **Jesse Lasser** Latin B.A. *Liberal Arts* **Jana Minov** Choral D.M.A. *Orchestral Conducting* **Klaus Mortensen** Mathematics Ph.D. *Physics* **Martha Rummel** Life Science, Pre-Algebra, M Ed Science Education D. **Ryan Thompson** Mathematics B.A. *Liberal Arts* **Kelly Wilson** Poetry B.A. *Liberal Arts*

Headmaster: David Williams
 Number of Students during the 2009-2010 School Year: 270 in grades 6-10
 Number of Teachers during the 2009-2010 School Year: 20



academic highlights

2008-2009 / Glendale Preparatory Academy



- Glendale Prep earned full accreditation through North Central Association / AdvancED in May 2009.
- On the National Latin Exam, Glendale Prep students won 10 gold medals, 22 silver medals, 24 *magna cum laude* recognitions, and 11 *cum laude* recognitions.
- Glendale Prep students took home 15 awards at the Arizona Classical League convention, including 1st place in Latin I Grammar (Sophomore Maria Clark), 1st place in Archery (Sophomore Tanner Hartigan), and 1st place in Chess (Sophomores Brian Shea and Trevor Sullivan).
- A group of nearly 50 students in grades 6-9 translated portions of *Carmina Burana* by Carl Orff and then attended a symphony performance of the musical piece.
- Several Freshmen were invited to participate in faculty seminar days. These students had lunch with the Headmaster before observing and participating in faculty seminar discussions of short stories by Flannery O'Connor. The goal of this initiative was to foster shared inquiry and to help students grow as leaders in their Humane Letters classes.

Faculty Will Bertain, Latin, B.A. Liberal Arts Peter Bloch, Studio Art B.A. English Sarah Junker, Literature/Composition, Poetry, M.A. Liberal Arts Bruce Clark, Geometry, Latin, M.A. Theology Peter Crawford, Humane Letters, Medieval History, Ph.D. Candidate Philosophy Jennifer Cunningham, Latin, M.A. Classics Diana Dinshaw, Exceptional Student Services Coordinator, M.A. Special Education Mac Esau, Algebra I, M.A. Education Kelly Burton, Humane Letters, M.A. Philosophy Ryan Garrison, Music Theory / Choir, Music Theory / Recorder, D.M.A. Candidate Choral Conducting Stephen Gordon, Humane Letters, M.A. English Literature Daniel Gordon, Biology, Life Science, B.A. English Laura Junker, Pre-Algebra, Algebra I, B.A. English John Kersting, Literature/Composition, Drama, B.A. Drama Michelle Moore, Introduction to Science, Ancient History, B.A. Philosophy Jonathan Rickey, U.S. History, B.A. Education/Coaching David Ring, Humane Letters, Latin, B.A. Classical Philology Kip Stewart, Algebra I, Algebra II, B.A. Mathematics Sarah Walter, Literature/Composition, Ancient History, B.A. Liberal Arts Steven Weiner, Physics I Earth Science, B.A. Classical Studies

Headmaster: C. Diane Bishop
 Number of Students during the 2009-2010 School Year: 377 in grades 6-10
 Number of Teachers during the 2009-2010 School Year: 28



- Scottsdale Prep earned full accreditation through North Central Association / AdvancED in May 2009.
- Scottsdale Prep's Junior Classical League was deemed the outstanding National Junior Classical League Chapter of 2008-2009.
- 7th Grader Cecina Babich Morrow received a perfect score on the National Latin Exam. In total, Scottsdale Prep students earned 8 gold medals, 32 silver medals, 21 *magna cum laude* recognitions, and 29 *cum laude* recognitions on the exam.
- Scottsdale Prep students took part in the first Great Hearts "Honor Choir" festival, a day-long rehearsal and performance under the direction of faculty from Chandler Prep, Veritas Prep and Scottsdale Prep.
- 75 Scottsdale Prep students were inducted into the National Latin Honor Society in recognition of their scholarship, leadership, and service.

Faculty **Brian Abbott**, Humane Letters, Literature/Composition, *M.A. Education* **Alexandra Booth**, Latin, *B.A. Classics* **Roy Chancellor**, Algebra II, Geometry, *M.S. Mechanical Engineering* **Alison Chaney**, Music Theory / Recorder Music Theory / Choir, *M.A. Music Performance* **Wade Chapman**, Humane Letters, *M. Ed. English* **Maggie Cohn**, Latin, *M.A. Classical Philology* **Sarah Dodd**, Literature/Composition, *B.A. English* **Augusto Feliu**, Ancient History, *M.A. Ancient History* **Diana Feliu**, Humane Letters, Literature/Composition, *M.A. English* **Rick Fitzgerald**, Pre-Algebra, *M.Ed., Educational Administration* **Lois Francis**, Exceptional Student Services Teacher, *M.A. Special Education* **Judson S. Garrett**, Medieval History, *M.A. Liberal Arts* **Douglas Harbin**, Music Theory / Recorder, Introduction to Fine Arts, *M.A. Music Composition* **Jennifer In-Albon**, Life Science, *B.A. Elementary Education* **David Kaye**, Humane Letters, Literature/Composition, *B.A. English* **Gisèle Losier**, French, *Ph.D. Linguistics* **Kerstin Manley**, Latin, *B.A. Classics* **Randal McDonald**, U.S. History, *M.A. American History* **Robert McGehee**, Biology, Introduction to Science, *B.S. Biology* **Jeffrey Meyers**, Earth Science, *M.S. Quaternary Sciences* **Amanda Moon**, Introduction to Fine Arts, Poetry, *M.A. Liberal Arts* **Hallie Mueller**, Studio Art *B.F.A. Visual Art* **Katherine Nimlos**, Pre-Algebra, Algebra I, *B.A. Elementary Education* **Sebastian Pagani**, Latin, *B.A. Liberal Arts and Classics* **Agee Springer**, Physics I, Algebra I, *B.S. Physics* **Teresa Trout**, Literature/Composition, *B.A. English Literature and Classics* **John Villaca**, Introduction to Science, *M.A. Elementary Education* **Christopher Weaver**, Algebra I, Algebra II, *Ph.D. Mathematics and Psychology*

Headmaster: Reginald Johnson
 Number of Students during the 2009-2010 School Year: 240 in grades 3-8
 Number of Teachers during the 2009-2010 School Year: 21

Teleos: *Greek [Tel-e-ahs]*
 1. Purpose
 2. Being brought to maturity
 3. Man's highest end



Faculty **Bruce Black**, Studio Art, *M.F.A. Painting* **Winston Christie-Blick**, Literature/Composition, U.S. History, *B.A. Economics - Philosophy* **Teresa Clark**, 3rd Grade, *B.A. Liberal Arts* **Sonia Gates**, Academic Services Director, *B.A. Special Education* **Moir Hyde**, 3rd Grade, *B.A. Liberal Arts* **Tara Koleski**, Physical Education, *B.A. Sociology* **Michelle Levan**, 4th Grade, *B.A. English* **Brittany McBride**, Saxon Math, Earth/Physical Science, *B.A. Liberal Arts* **Karyn Mercado**, Music Theory / Recorder, *M.A. Spanish* **David Muns**, Lab Instructor, *B.S. Biblical Studies* **Suzanne Nee**, Saxon Math, M.B.A. Business **Joseph Prever**, Latin, Literature/Composition, *B.A. Literature* **Forrest Raub**, Experiential Science, Life Science, History of Science, *B.A. Zoology and Philosophy* **Alexandra Ritson**, Literature/Composition, Chess, *B.A. English and Spanish* **John Robinson**, Introduction to Music, Outdoor Leadership, 7, 8. *M.S. Organizational Leadership* **Purvi Shah**, Academic Services Coordinator, *B.A. Elementary and Special Education* **Nick Smith**, Astronomy, Saxon Math, *B.A. Physics* **Mary Tetzlaff**, Latin, *B.A. Philosophy and Classics* **Carrie Tovar**, Introduction to Fine Arts, Latin, *M.A. Art History* **Timothy Wypiszynsk**, U.S., Ancient, and Medieval History, *B.A. Economics* **Esther Wysong**, 4th Grade, *B.A. Art History*

Teleos Preparatory Academy opened its doors on July 20, 2009 on the beautiful educational campus of Pilgrim Rest Baptist Church. The Academy, starting with grades 3rd through 8th and growing to grades 3rd through 12th, is located so that students in Phoenix who are most underserved by our educational system can receive the best education possible. Students at Teleos Prep will study music or art every day from third grade until they graduate; they will study chess, and have courses in outdoor leadership. For the first time, the children of the downtown and south Phoenix communities will have access to a full, classical curriculum including rigorous courses in History, Literature, Math, and Science. As at other Great Hearts Academies, students will graduate having taken two years of Physics, a year and a

half of Calculus, and four years of college-level Socratic engagement in History and Literature.

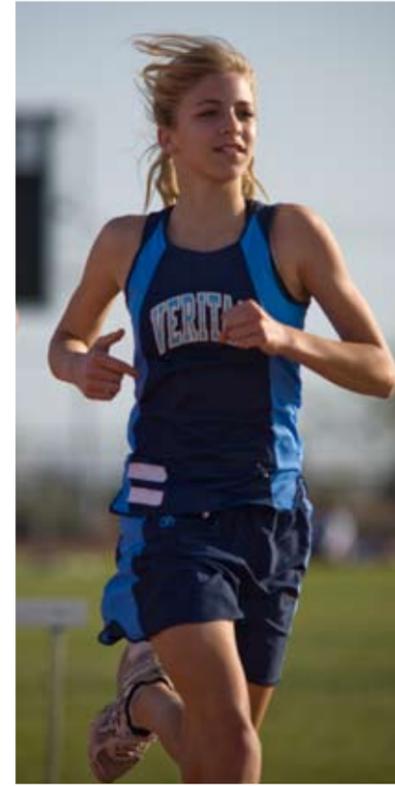
Teleos Preparatory Academy will give its students an often overlooked group of students the opportunity to achieve goals that they never imagined they could achieve. At Teleos Prep, through the Great Hearts approach to classic liberal arts learning, these students are being invited to dream big dreams. They will raise the level of expectations that they place upon themselves and reach heights once thought reserved for private school students. The education at Teleos Preparatory Academy will deepen the intellect, broaden the imagination, and widen the heart of these students for years to come.

Teleos Preparatory Academy Firsts

- First Great Hearts school in the nation to serve a majority African-American population
- First Great Hearts School to serve elementary grades
- First Great Hearts school to offer a full year of Astronomy as part of the curriculum
- First school in Arizona, and one of very few schools in the nation, to require all students to study competitive chess
- The first Great Hearts school to be a Teach for America partner

Great Hearts Academies High School Athletics

- Veritas Prep's Varsity Volleyball team won the 1A State Championship.
- Chandler Prep's Varsity Girls Basketball team won the Charter Athletic Association Championship and won the regular season East Division Championship.
- Glendale Prep's Varsity Girls Basketball team, without a member older than freshman, came in second in the Charter Athletic Association (CAA) State Tournament.
- Veritas Prep's Varsity Cross Country, Boys Basketball, Girls Tennis, Golf, and Track and Field teams qualified to participate in the state championships.
- Glendale Prep's High School Baseball team finished 5-5 in CAA high school baseball, while not having a player older than freshman.
- Mesa Prep's co-ed freshmen Soccer and Varsity Volleyball teams competed in the Charter Athletic Association for the first time.
- Scottsdale Prep was one of the only schools in the Phoenix Metro area to field a competitive high school archery team.



Great Hearts Middle School League

The Great Hearts Middle School League was created to foster a deeper sense of community between the Academies and to extend the values of truth, beauty and goodness to healthy competition between the schools. The members of the Great Hearts Middle School League include all Great Hearts academies and Phoenix Country Day School.

Inaugural Season 2008-09 League Champions

- Baseball: Veritas Prep
- Girls Basketball: Scottsdale Prep
- Boys Basketball: Veritas Prep
- Boys Cross Country: Veritas Prep
- Girls Cross Country: Scottsdale Prep
- Football: Mesa Prep
- Softball: Veritas Prep
- Girls Soccer: Chandler Prep
- Boys Soccer: Veritas Prep
- Boys Track: Chandler Prep
- Girls Track: Chandler Prep
- Volleyball: Veritas Prep



curriculum defense

by Reginald Johnson



Classical Liberal Arts education at Great Hearts Academies is that education which most makes available to students the truly universal through the careful study of the True, the Good, and the Beautiful. In providing such an opportunity, classical education transforms the soul in a most profound way: students develop the intellectual depth, the imaginative breadth, and the emotional and social sensitivity to become who they are meant to be.

A Classical Liberal Arts education is composed of two parts: The first is the classical notion of education as seen in Plato's *Republic*. Here, Plato shows that education is intensely interpersonal and relationship based. The philosopher, the teacher, the one who has experienced the upward way - that is, the pursuit of truth - establishes a relationship with a student, who has his own view of reality, and (like most teenagers) believes that he already understands the world and his role in it. In the *Republic*, the student's head must be wrenched around so that he can see something other than what he has been accustomed to seeing as reality. That which affects his conversion is conversation. Once the student is moved to look beyond himself, he begins to see the wisdom of the ages.

Seeing, but not fully understanding, the student wants to learn more. The trust he has developed in his teacher allows him to consider carefully, with his teacher, what he now sees: a world that he doesn't own and a society that doesn't exist to serve him alone. It is at this moment - the teaching moment - that the teacher must see the powerful means at his disposal to goad the student onward: conversation. The conversation is both literary and philosophical. The imagination and intellect of the student will be broadened and deepened. Immediately, the world and its possibilities are revealed to the student. The notion of the True, the Good, and the Beautiful begin to appear less like ideas and more like real, knowable objects. The student's teacher remains a model and mentor for the pursuit towards truth. While he may struggle at times, the student is convinced of the nobility of the pursuit of knowledge and truth, and with the help of his teacher, the student engages the wisdom of the ages and begins to make it his own.

This understanding of the intensely interpersonal basis of education is re-emphasized and immortalized by Dante and his great comedy, the *Divine Comedy*. There, it is clear that mentoring - as Virgil does for Dante - is necessary for the achievement of the ultimate end of education: the recognition and fulfillment of what it means to be human. For an individual, this means *becoming what one is meant to be, heeding the call of one's own vocation in the light of all that is possible.*

The second part of a Classical Liberal Education is

the content of the conversation, that through which the student and the teacher bond. The conversation in which the teacher engages the student, if it is to move the student beyond his own reality in order to help him come to understand the world around him, himself, and the relationship between the two, must itself be engaging, accessible, and penetrating. The conversation rests on the seven liberal arts, divided into two categories.

The *trivium*—grammar, logic, and rhetoric—is an aid to the development of man's understanding of himself, that is, man as man. It consists of those disciplines which offer insights into the nature of humanity such as Literature, History, Philosophy, and Latin.

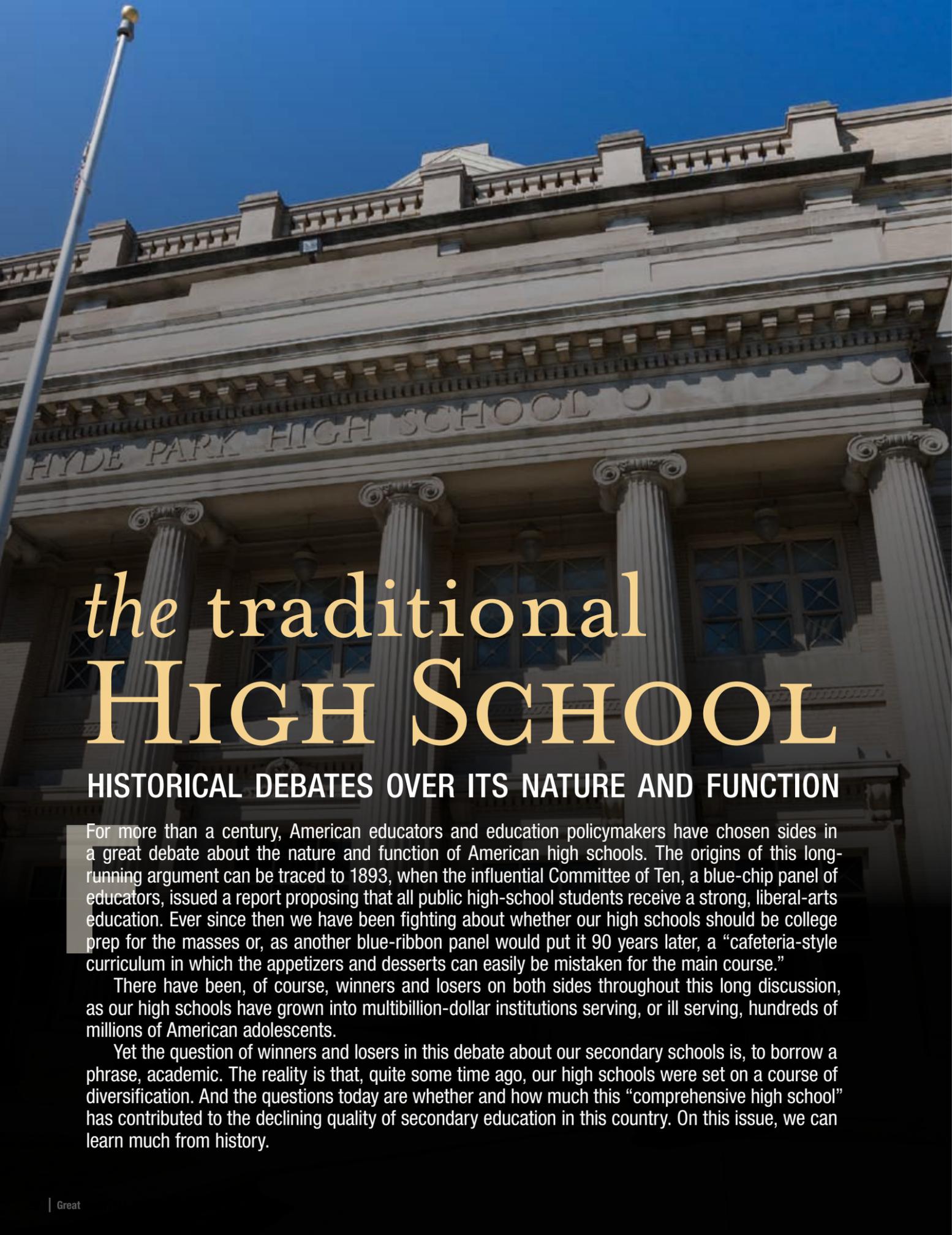
The *quadrivium*—Mathematics, Astronomy, Geometry, and Music—is most properly an aid to man's understanding of the universe, or universals, or first principles. It consists of those disciplines which offer insights into the nature of the universe.

Together, the *trivium* and the *quadrivium* provide one with the opportunity to understand himself, universals, and the relationship between himself and those universals. It is in their intersection or mutual participation that each of them are most fully realized. The *trivium* leads the student to an understanding of himself and humanity, and the *quadrivium* leads the student to an understanding of the intrinsic order of the cosmos. It is at the point of intersection that the student is at a high point of seeing clearly, poetically even, the nature of the universe. In summing up the liberal arts in *The Trivium: The Arts of Logic, Grammar, and Rhetoric: Understanding the Nature and Function of Language*, Sister Miriam Joseph writes,

Liberal arts is the highest of arts in the sense that it imposes forms (ideas and ideals) not on matter, as do other arts (for instance sculpture). These forms are received by the students not passively...

...the highest of arts in the sense that it imposes forms (ideas and ideals) not on matter, as do other arts (for instance carpentry or sculpture) but on mind. These forms are received by the student not passively but through active cooperation. In true liberal education, as Newman explained, the essential activity of the student is to relate the facts learned into a unified, organic whole, to assimilate them as the body assimilates food, as the rose assimilates food from the soil and increases in size, vitality, and beauty.

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the traditional HIGH SCHOOL

HISTORICAL DEBATES OVER ITS NATURE AND FUNCTION

For more than a century, American educators and education policymakers have chosen sides in a great debate about the nature and function of American high schools. The origins of this long-running argument can be traced to 1893, when the influential Committee of Ten, a blue-chip panel of educators, issued a report proposing that all public high-school students receive a strong, liberal-arts education. Ever since then we have been fighting about whether our high schools should be college prep for the masses or, as another blue-ribbon panel would put it 90 years later, a “cafeteria-style curriculum in which the appetizers and desserts can easily be mistaken for the main course.”

There have been, of course, winners and losers on both sides throughout this long discussion, as our high schools have grown into multibillion-dollar institutions serving, or ill serving, hundreds of millions of American adolescents.

Yet the question of winners and losers in this debate about our secondary schools is, to borrow a phrase, academic. The reality is that, quite some time ago, our high schools were set on a course of diversification. And the questions today are whether and how much this “comprehensive high school” has contributed to the declining quality of secondary education in this country. On this issue, we can learn much from history.

Committee of Ten v. Cardinal Principles

There is little dispute about the historical importance of the report of the Committee of Ten. Appointed by the National Education Association (NEA), the committee, composed mainly of presidents of leading colleges, was charged with establishing curriculum standardization for public-high-school students who intended to go to college. During the previous half century, from roughly 1840 to 1890, the public high school had gradually emerged from the shadow of the private academy.

While enrollments were still small by today’s standards (probably less than 5 percent of American teenagers attended public high school in the post-Civil War era), by the 1870s and 1880s the number of public secondary schools was increasing fast enough to occasion some attention. And the Committee of Ten was convened to bring some order to the varied curricula that were growing with them.

Under the leadership of Charles Eliot, president of Harvard University, the committee undertook a broad and comprehensive exploration of the role of the high school in American life, concluding, significantly, that all public-high-school students should follow a college preparatory curriculum, regardless of their backgrounds, their intention to stay in school through graduation, or their plans to pursue higher education. As Eliot, author of the final report, put it, “every subject which is taught at all in a secondary school should be taught in the same way and to the same extent to every pupil so long as he pursues it, no matter what the probable destination of the pupil may be, or at what point his education is to cease....”

From Eliot’s perspective, high schools fulfilled the promise of equal opportunity for education by insisting that all students take the same types of rigorous academic courses. While the Committee of Ten did suggest different programs of study for (for example, programs specializing in classical languages, science and mathematics, or modern languages) and introduced the concept of electives to American high schools, its guiding principle was that all students should receive the same high-quality liberal arts education.

It is not hard to see where the battle lines would have been drawn, even then, especially as a wave of new immigrants was bringing tens of thousands of foreign adolescents to our shores. G. Stanley Hall, a noted psychologist and president of Clark University, denounced the Committee of Ten’s curriculum recommendations, because, he said, most high-school students were part of a “great army of incapables ... who should be in schools for the dullards or subnormal children.” Numerous critics joined Hall in attacking the

Committee’s report as an elitist view of reality. But the reality was that soon the number of students aged 14–17 attending high school soared, rising from 359,949, less than 6 percent of the age group, to 4,804,255, almost 51 percent of the age group, between 1890 and 1930 (see Figure 1).

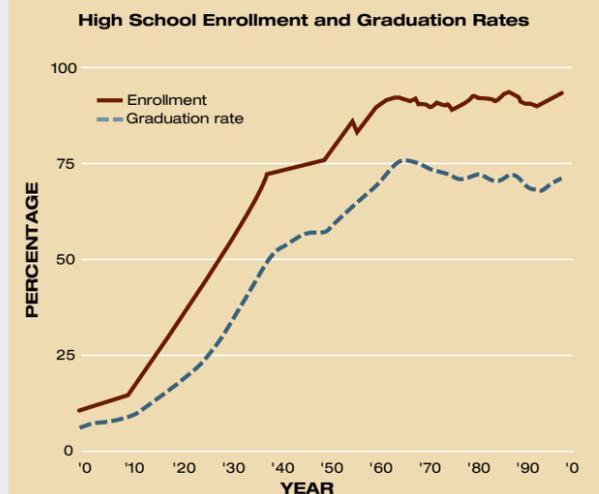
In the middle of this demographic revolution, in 1918, another NEA group, this one called the Commission on the Reorganization of Secondary Education, issued a manifesto that turned the fundamental belief of the Committee of Ten on its head. It called for expanded and differentiated high-school programs, which it believed would more effectively serve the new and diverse high-school student population.

This commission’s final report, *Cardinal Principles of Secondary Education*, built its case on two interrelated assumptions that became central to discussions of the American high school for most of the 20th century. First, it assumed that most new high-school students were less intelligent than previous generations of students. Second, it claimed that since these new students lacked the intellectual ability, aspirations, and financial means to attend college, it was counterproductive to demand that they follow a college-preparatory program.

Such a hard-core regimen would force many of the “inferior” students to quit school, exactly the opposite of what the country wanted. Put simply, the

The End of the Secondary-School Surge (Figure 1)

High-school enrollment increased dramatically over most of the 20th century. But after 1970 it leveled off and graduation rates started to decline.



Note: Percentage enrollment is the total high school enrollment divided by the total population aged 14 to 17. The graduation rate is the number of high school graduates in a given year divided by the total number of 17-year-olds.

SOURCE: National Center for Education Statistics

America entered an era of democratic dumbing down: the equal opportunity to choose (or be chosen for) failing programs.

Cardinal Principles proponents believed that requiring all students to follow the same academic course of study increased educational inequality. The proposed solution to these problems was curricular differentiation, a policy that allowed students to follow programs and take courses suited to their interests, abilities, and needs.

The Faux Equality of Diversity

It's possible, of course, to see the origins of the fault lines in these early reports as a product of the differences of the perspectives of the people who were on the two committees. While the Committee of Ten membership leaned toward college (in addition to the college presidents, it included two headmasters and a college professor), the Commission for the Reorganization of Secondary Education was dominated by members of the newly emerging profession of education, specifically, professors from schools and colleges of education. Thus focused on high school as an increasingly independent entity, the Cardinal Principles team endorsed a new institution, the "comprehensive high school," which would offer students a wide array of curriculum choices.

As we know now, the Cardinal Principles team won. And they won because supporters of comprehensive high schools defined equal education as equal access to different and unequal programs. Guided by the new IQ tests (which did as much as any single thing to convince American educators that tracking was not only possible but preferable) and the rise of guidance and counseling programs (which could match young people with the curriculum track best suited to their "scientifically" determined individual profiles), America entered an era of democratic dumbing down: the equal opportunity to choose (or be chosen for) failing programs. Proponents of comprehensive high schools argued that these curriculum options would encourage increasing numbers of students to stay in school and graduate, already a standard by which to judge high-school effectiveness.

Unlike the Committee of Ten model, in which all students followed similar college preparatory programs, in the Cardinal Principles model equal educational opportunity was achieved because all graduates received the same ultimate credential, a high-school diploma, despite having followed very different

education programs and having met very different standards in the process.

Economic Imperatives

By 1920 most big-city high schools in the country were offering four high-school tracks: college preparatory, commercial (which prepared students, mostly young women, for office work), vocational (industrial arts and home economics), and general (which offered a high-school diploma without any specific preparation for future educational or vocational endeavors). But most American high school students were still following a college preparatory course of study, though few went on to college: less than 17 percent of 14–17-year-olds even graduated from high school. In 1928, for example, more than two-thirds of the classes taken by American high-school students were in the traditional academic areas of English, foreign languages, math, science, and social studies. Industrial arts and home economics, the most widely touted vocational courses, accounted for less than 9 percent of student course taking.

In essence, high schools in this period balanced important aspects of both the Committee of Ten and Cardinal Principles. These schools maintained strong academic programs, but they also offered enough vocational and elective courses for students to have some curricular choice. In effect, the nation's urban high schools, which served increasing numbers of young people from poor and immigrant families, were arguably providing the best academic and, for a smaller number of students, vocational education available in the United States at that time.

Unfortunately, this situation changed drastically in the 1930s. The collapse of the national economy, particularly the collapse of the youth labor market, forced a huge number of adolescents back to school. By 1940, 7,123,009 students between the ages of 14 and 17 were in high school, more than 73 percent of the age group. Amid this unprecedented enrollment surge (an increase of some 2.3 million students over 1930), education leaders once again argued that the intellectual abilities of the new high school entrants were weaker than those of previous groups of students; and these new students needed access to less-demanding courses. L. A. Williams, an education professor from the

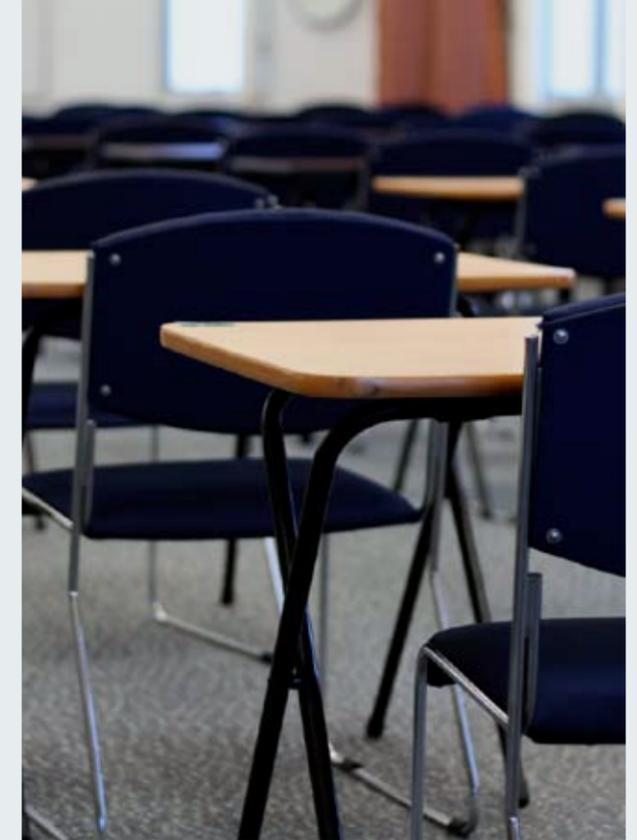
University of California–Berkeley, wrote in a 1944 book that most American high school students of the era were simply "incapable of learning so-called liberal subjects." These education leaders reiterated their belief that a rigorous regimen would force many new students to drop out, a dreadful prospect during the Great Depression.

The economic crisis and the resulting enrollment boom combined to produce a profoundly important shift in the nature and function of high schools. Increasingly, their task was custodial, to keep students out of the adult world (that is, out of the labor market) instead of preparing them for it. As a result, educators channeled increasing numbers of students into undemanding, nonacademic courses, while lowering standards in the academic courses that were required for graduation. Though justified by claims that these curriculum changes increased equal opportunity of education, in reality they had a grossly unequal impact on white working-class young people and the growing number of black students who entered high schools in the 1930s and 1940s. These students were disproportionately assigned to nonacademic tracks (particularly the general track) and watered down academic courses.

The Hell of Democratic Intentions

As David Angus and I discovered in researching our book on the history of the American high school (*The Failed Promise of the American High School, 1890–1995*), these curriculum policy changes led to changes in student course taking. Between 1928 and 1934, academic course taking dropped from 67 percent to slightly more than 62 percent. The most telling aspect of that shift: Health and Physical Education (PE) courses increased from 4.9 to 11.5 percent of total course taking nationwide. These courses were entertaining, relevant to young people's lives outside of school, required little or no homework, and, for PE, were amenable to high student/teacher ratios. Over the next half century health and PE was the fastest-growing segment of course taking. By 1973 it was second only to English in the percent of student course taking nationwide.

As these less-demanding, nonintellectual courses proliferated, a new "movement" was born, the Life Adjustment Movement, a federally sponsored curriculum reform effort that began soon after World War II. According to Charles Prosser, the father of Life Adjustment, only 20 percent of American young people could master academic content; another 20 percent were capable of doing vocational subjects; and the remaining 60 percent needed courses in subjects like health and PE, effective use of leisure time, driver training, and knowledge of such "problems of American



democracy" as dating, buying on credit, and renting an apartment.

Stimulated by the Life Adjustment Movement, the dilution of the high school curriculum continued apace. In 1928 nonacademic courses accounted for about 33 percent of the classes taken by U.S. high-school students; by 1961 that number had increased to 43 percent. One stunning fact puts into perspective this dramatic growth of the nonacademic segment of the curriculum: in 1910 the share of high-school work devoted to each of the five basic academic subjects (English, foreign language, mathematics, science, and history) enrolled more students than all of the nonacademic courses combined; by 1982, more than 39 percent of all high-school coursework was in non-academic subjects.

Despite the sharp decline in the share of academic course taking, indeed, because of this decline, education leaders in the 1940s and 1950s declared that significant progress was being made toward equal opportunity for education. Pointing to growing high-school enrollments and graduation rates as evidence of the success of their policies, education leaders reiterated that getting diplomas in the hands of more students was far more egalitarian than having all students educated in discipline-based subject matter.

Still, as early as the late 1940s, researchers were discovering high correlations between track placements and social class. And by 1961, a study of the Detroit public schools found that students from the poorest families in the district were eight times more likely to be in the general track than children from upper-income families.

The Great Depression produced a profoundly important shift in the nature and function of high schools. Increasingly, their task was custodial, to keep students *out* of the market instead of preparing them for it.

As the cold war bore down on the nation, this transformation of the high school from a ladder to success into a vast warehouse for youth should have alarmed many Americans. Indeed, in the 1950s some critics, most notably University of Illinois historian Arthur Bestor, denounced these trends, claiming that they had turned high schools into “educational wastelands.” But educators gave little heed to such criticism

Part of the reason for this complacency lay in the apparent success of the curriculum reforms, a success defined more by quantity than by quality. Between 1950 and 1970, the number of students in grades 9 through 12 more than doubled, from 6,397,000 to 14,337,000, from 76.1 to 92.2 percent of 14–17-year-olds. Citing these enrollment increases, defenders of the comprehensive high school, primarily school superintendents and professors in schools and colleges of education, declared that the institution was functioning well. As one education leader in Detroit put it, “We are trying to keep the dropout rate down and keep youngsters in school as long as possible by offering interesting, attractive, and constructive courses.” Clearly, they argued, the relevant, less-demanding curriculum was attracting larger numbers of students and keeping them in school longer. They did not consider that the decline of the youth labor market, which had begun in the 1930s, may have been a far more powerful “push” on increasing high-school enrollments than the “pull” of easier courses and watered-down graduation requirements.

The percentages of student course taking in academic subjects continued to fall. Between 1928 and 1973, foreign language course taking across the country plunged from 9.5 percent to 3.9 percent. Mathematics dropped from 12.8 to 9.2 percent. Moreover, during these years, the number and percentage of students taking low-level math courses such as “refresher mathematics” increased.

Indeed, there were dramatic increases in the percentages of students taking less-demanding courses in all areas. Put simply, by the early 1960s, most students in American high schools were getting, at best, a second-rate education compared with that of the generation before them.

Slouching toward Anti-Intellectualism

Compounding the impact of these trends was the emergence of a new phenomenon related to the dominant presence of high schools in the lives of young Americans, the development of what sociologist James Coleman called “the adolescent society.” In his now-classic 1961 study *The Adolescent Society: The Social Life of the Teenager and Its Impact on Education*, Coleman identified a series of problems that resulted from the separate society that high school had created for teenagers. Most troublesome, he said, was that within the new adolescent society peer groups often superseded adult authority in shaping behavior.

Not surprisingly, the young people who set the standards for their peers were those with athletic prowess, good looks, and winsome personalities, not those who devoted the most time and energy to doing well in school. In a sense, the rise of this important peer group dovetailed nicely with the changes that educators had introduced in high schools over the previous 30 years: namely, downplaying the role of academic subjects and promoting the subjects and activities that appealed to teenage interests and lifestyles. The confluence of institutional and cultural anti-intellectualism, which was incessantly reinforced by similar messages in films, television, and music, would bedevil American high schools for the rest of the century. This drift toward increasing anti intellectualism did not go entirely unchallenged. In October 1957, following the launch of Sputnik, criticism of high schools became front-page news, spurring a high-profile debate about problems of secondary education. Even though this debate coincided with the passage of the National Defense Education Act (NDEA), designed to stimulate interest in math, science, and foreign languages, the percentage of students taking foreign language and math courses actually fell slightly between 1961 and 1973.

Throughout these years, education leaders effectively defended the comprehensive high school, declaring time and again that demanding greater academic courses for all students would lead to a wave of dropouts and, thus, to greater education inequality. In 1959, another Harvard president, this one retired, James

Conant, published a widely cited study that seemed to validate these views. Conant concluded that American high schools were sound and that the differentiated high-school curriculum was the key to secondary schools’ fulfilling their democratic mission. The Conant report, “The American High School Today,” effectively ended the debate about the quality of American high schools for the next two decades.

Today it seems surprising that Sputnik and the NDEA had so little impact on education. But equally remarkable is the modest influence of the major social movements of the 1960s and 1970s. Despite loud demands for greater education equality, access to first-rate college preparatory programs for large numbers of minority students remains an unrealized goal. Before the 1950s, most young black people, particularly those in the South, had few opportunities for any high-school education. But despite a series of unanimous Supreme Court decisions meant to reverse this trend, in the ensuing years large numbers of black students failed to gain access to the best programs the newly integrated schools offered. Indeed, in many large cities during the 1960s and 1970s, the problems facing minority high-school students actually worsened, as their schools became battlegrounds for such issues as busing and identity politics, issues that overwhelmed more routine efforts to improve the quality of education.

Given these developments, it was not surprising that academic course-taking patterns of high-school students nationwide barely changed between 1961 and 1973, increasing about 2 percentage points. A number

of new education policies contributed to this stability in course taking and to the declining quality of high-school education. First, many one semester courses, designed to be highly relevant, differed widely in rigor and content, ranging from potentially substantive courses in areas such as African American literature to trendy offerings like “Rock Poetry.” Second, school leaders began giving academic credit for various aspects of the extracurriculum, such as providing English credit for students working on the school newspaper or yearbook. Such actions further diminished the role that academic courses played in high-school education.

Third, educators began giving credit toward graduation for such courses as Consumer Math, Refresher Math, and Shop Math, watered-down material that had not previously satisfied a graduation requirement. In other words, even when the share of math course taking rose, the increases were coming largely from students taking less-demanding math courses, not algebra, geometry, trigonometry, or calculus.

Finally, but most important, during the 1960s and 1970s educators gradually shifted the onus of course and program selection away from guidance counselors and other education professionals and onto students and their parents. This policy greatly expanded student choice and clearly fit into the counterculture zeitgeist. It also enabled educators to duck accusations that they were responsible for reproducing inequality, since course and program selection now rested with students and their parents rather than with educators.



Back to the Future

By making choice the driving force behind high-school programs, as Arthur Powell, Eleanor Farrar, and David Cohen noted in *The Shopping Mall High School* (1985), the schools came to resemble education shopping malls, with students searching for bargains (that is, courses that were easy, relevant, and satisfied graduation requirements).

In some ways, the 1970s mark the low point of high-school development in the United States. A small percentage of students got a reasonably good education, but most adolescents drifted through their high-school years unchallenged and uninspired.

People who advocate more vocational education in our high schools miss the most fundamental fact of the new world we are living in: today, the best vocational education is academic education.

The Reagan administration's 1983 manifesto, *A Nation at Risk*, gave voice to those who questioned this education pall. It also reintroduced several key ideas from the report of the Committee of Ten, which assumed that academic courses had greater education value than other courses. *A Nation at Risk* decried the "cafeteria style curriculum" of American high schools, rejecting curricular differentiation, the animating idea of Cardinal Principles.

By 1986, 45 states and the District of Columbia had raised high school graduation requirements, 42 had increased math requirements, and 34 had boosted science requirements. These changes reduced the choices that students could make in their course selections and thus marked a dramatic shift away from the policies of the previous half-century.

They also produced the most substantial changes in student course taking since the 1930s. In 1982, for example, only 31.5 percent of all high-school graduates took four years of English, three years of social studies, and two years each of math and science. By 1994,

however, the number of graduates who followed that regimen of courses had shot up to 74.6 percent. Even more impressive was the fact that the percentages for African American (76.7) and Latino (77.5) graduates were greater than for whites (75.5). These changes were positive steps away from curricular differentiation and toward greater curricular equality.

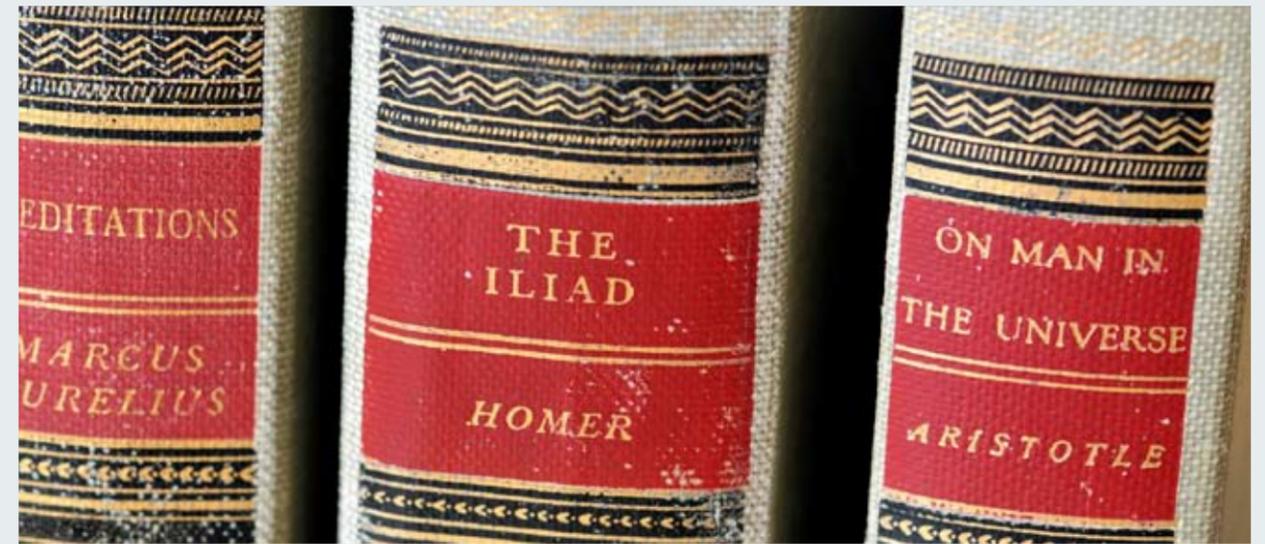
Unfortunately, despite these changes in high-school course taking over the past two decades, student achievement in core liberal-arts courses has not shown dramatic improvement, and American students have repeatedly fallen short on international comparisons of achievement, particularly in math and science. The most recent findings from the Long-Term Trend Reading and Mathematics Assessment of the National Assessment of Educational Progress (NAEP) illuminate this situation clearly. Despite substantially more high school students taking more difficult mathematics courses between 1978 and 2004, the overall mathematics scores for 17-year-olds in that period remained unchanged. Similarly, the Program for International Student Assessment (PISA) recently released data comparing mathematical literacy and problem-solving skills for 15-year-olds in 39 developed countries: American students ranked 27th. As one commentator on the NAEP findings put it, we are facing "a deepening crisis in the nation's high schools."

The broad outlines of this crisis have been apparent for many years. High schools have been "selling students short" for decades, offering too many options and too many watered down courses. They have sustained a culture of low expectations on both sides of the teacher's desk.

Reforming our high schools should begin by going back to the future. The vision for American high schools articulated by the Committee of Ten in 1893 must inspire the reforms for our high schools in the 21st century. Clearly, returning to a curriculum model akin to that of the Committee of Ten is necessary but not sufficient to improve the quality of high-school education. What else is needed?

What We Can Do

First, we must effectively address the education problems of schools from preschool through 8th grade. High schools rest on the foundation set in the early grades. If 9th graders enter high school reading at a 6th-grade level, their prospects for success in a challenging high school would be precarious at best. With its emphasis on improving reading and mathematics skills, No Child Left Behind (NCLB) can have a powerful positive influence on preparing young people for high quality secondary education.



We must also ensure that students entering secondary schools know more than just reading and math. In a troubling example of unintended consequences, because of NCLB elementary teachers may be tempted to set aside units on history, science, or literature in order to create more time for reading and math instruction. The result of such actions will be disastrous for high schools, as students enter with little or none of the crucial background they need to master the subjects they will be required to take on the secondary level. Again, the elementary grades must provide the disciplinary foundations for future learning in core subject areas. Teachers at all levels need additional preparation in the subjects that they teach and how to teach them. Beyond the fact that large numbers of high school teachers are teaching subjects in which they have neither a major nor a minor, even teachers who do have strong academic credentials are often clueless about how to teach their subjects to students from diverse backgrounds and abilities. Historically, as we have seen, school leaders "solved" this problem by assigning supposedly less able students to the general or vocational tracks and watering down the courses they took. This process eliminated the need for teachers to do the hard work of developing methods that would make challenging content accessible to all students. Schools of education are equally culpable in this process, having shirked their obligation to do the kind of research that would aid administrators and teachers in implementing intellectually rich programs for all students. Programs to prepare new teachers and professional development programs for practicing teachers must address these problems if American education is to improve and thrive.

Finally, we must avoid reform efforts that hide curricular differentiation under an assumed name. This may be the legacy of the most popular high school reform of the day: subdividing large high schools into

small units serving about 500 students. There is certainly much to commend this idea, especially its effort to reduce the anonymity and alienation many students experience in high schools with enrollments of 2,000 or more. But recent research by sociologists Douglas Ready and Valerie Lee (of the University of Oregon and University of Michigan, respectively) found that the new arrangements simply re-created the differentiated curricula of the old system. Students now attended small schools within schools, each with a new name and mission, but the courses and education expectations were essentially the same as those of the tracking regime in the old, larger high school. Curricular differentiation has proved to be a protean beast. The first step toward its defeat must be, as the Committee of Ten recognized more than 110 years ago, having all high-school students follow an intellectually rich liberal arts course of study. Given the social, political, and economic complexities of the modern world, high-school students need a broad, deep, liberal arts education that will enable them to meet the challenges of the future as informed, thoughtful adults. This means that American young people must graduate with first-rate knowledge, understanding, and skills in foreign languages, mathematics, the sciences, American history and civics, world history and cultures, and great literature from every part of the globe. People who advocate more vocational education in our high schools miss the most fundamental fact of the new world we are living in: today, the best vocational education is academic education.

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“I like things that make sense to me.”

When I first arrived at Tempe Prep as a freshman home-schooled student, I most feared that none of what the teachers said would make sense and that I would not be able to adapt to this new type of environment. Fortunately, it did make sense. Inside those daunting classrooms I discovered an educational path that my parents had pointed me toward from childhood. I had grown up participating in a conversation with my parents, trying to understand new concepts and apply them to solve new problems. Tempe Prep asked me to take that approach to a new level - to see the potential I had within myself and overcome challenging tasks using critical thinking skills. Ultimately, I have come to appreciate the Great Hearts educational approach not only for its educational experience, but also for how it prepares students for the rest of their lives.

With a newfound confidence and a deep love for the liberal arts, I tackled my college studies at Claremont McKenna with vigor. I double-majored in literature and government, took a variety of upper level Spanish, calculus, and drama classes, and spent my junior year working at the White House and study abroad at Cambridge University in England. My love of learning expanded both in breadth and depth. However, after all my explorations of traveling the world, throwing myself into the lions' den of politics, and studying with great intellectuals, I wanted to come home. The same critics who asked me what I was supposed to do with a literature degree also questioned my decision to go back home after all these other possibilities of exploration had been opened. Yet, I returned to a line of text very dear to me from T.S. Eliot's *Four Quartets*: “We shall not cease from exploration / And the end of all our exploring / Will be to arrive where we started / And know the place for the first time.” My return to the Great Hearts network was not a step back for me – it was an act of giving back. I believe there is no greater reward than sharing the excitement of discovery. Indeed, the only thing that gives me greater joy than understanding a new

concept and broadening my own education is helping another do the same thing. As a student, I remember the first few weeks of my Freshman Humane Letters discussions and feeling a physical excitement when I was able to make connections in class I had never considered before. However that feeling of excitement doubled for me when I was able to help another student overcome a difficult problem in my 10th grade physics class. Now as a teacher, it is my privilege to experience this excitement consistently. Whether it is teaching in the classroom or coaching on the hardwood, I love sharing the success of others. It never fails to touch me to see that I can be a catalyst for the mind to make great leaps into understanding. That's what I desire most for my students. That's what I desire most for people. That's what I'm passionate about.

I believe there is a philosopher inside all of us. Some have questioned the relevance of a liberal arts education in today's specialized world. Yet what is more relevant to mankind than gaining an understanding of human nature? The art of problem solving is timeless, and there is no greater asset to society than one who perpetuates understanding. What I love about great works is that they speak to such a deep truth that resonates timelessly and helps keep us grounded in our journey toward the future. This is a life that makes sense to me.

Jerilyn Olson teaches Humane Letters and Literature and Composition at Chandler Preparatory Academy. She also coaches the Girls Volleyball and Basketball teams.

The Excitement of Discovery

“Now as a teacher, it is my privilege to experience this excitement consistently. Whether it is teaching in the classroom or coaching on the hardwood, I love sharing the success of others.”

— Jerilyn Olson



Looking Beyond the Grade

The teachers here are special. These teachers are not the type to write a poem on the board, ask the class to memorize the words and then go on to the next topic. My teachers give me the tools to learn, not to memorize.

— Sam Stugan, 10th grade, Mesa Preparatory Academy

The decision for me and my younger brother and sister to attend Mesa Prep was made by my parents. We were each attending public schools. While the workload was consistently easier, it did not help us very much. We were not challenged and our parents saw that.

Now when we come to school we know that we are going to learn in an extraordinary way and, always, for our benefit. We learn something new each day that moves us farther along on our search for “Truth, Beauty, and Goodness,” not only in the classroom but in our everyday lives.

A big advantage of attending Mesa Prep is that we are learning how to learn. Our teachers enable us to look at our education in a more thoughtful and complete way because they guide us to discover a deeper meaning in learning. We are taught to look beyond the simple and into the truth.

The teachers here are special. They are not the type to write a poem on the board, ask the class to memorize the words and then move on to the next topic. Our teachers give us the tools to learn, not to memorize. For instance, last year I had my first Humane Letters class and had no idea how to engage in those discussions. Throughout the year my teacher led me and my classmates to understand how to think clearly for ourselves and communicate in a way that is respectful and direct. My brother and sister have similar stories of teachers leading the way, allowing them to gain confidence in their learning and abilities.

That said, the transition from our old schools to Mesa Prep was a bit bumpy. For me there were many times, typically when I found myself stuck on a particularly difficult problem, that I asked myself “What am I doing here?” But that feeling of inadequacy passed as soon as the problem was solved and would be replaced by a feeling of genuine satisfaction.

Sometimes the amount of work we are given can seem overwhelming, especially for a new student. Luckily my siblings and I are able to share this common experience of Mesa Prep. I’ve taken classes my sister is now taking. My sister has taken classes my brother is taking. We understand the life of a Mesa Prep student. My brother and sister and I support each other the best we can by using the Socratic Method at home when discussing homework problems or encouraging each other to take a ten-minute break to organize our thoughts and tasks. This usually helps us feel a bit more in control of the task at hand. It also helps knowing that the work we do now will only make our transition to college that much easier.

Some of our friends were worried about the workload of Mesa Prep, but we tell them that it doesn’t have to take up your entire life. There are definitely ways to deal with it. You have to be organized. Even keeping our lockers clean helps us! Also, you cannot procrastinate. If I don’t do my homework one night that means that I will have double homework the next night. That can really start to add up. We’ve learned that procrastination will not only put off the assignment we are not looking forward to working on but will also put off our time to have fun. That’s why we are certain to finish our homework as soon as we get home.

We have learned to not slack off when it comes to our education. At my old school I was able to get ‘A’s and ‘B’s without trying. My grades have changed at Mesa Prep, but that’s not necessarily a bad thing. I am finally being challenged and gaining so much more than an easy ‘A’.

Dan (8th Grade), Linda (9th Grade) and Sam (10th Grade) Stugan attend Mesa Preparatory Academy.

The Truth Will Set You Free.

Andrew Ellison, my former headmaster and my junior year Humane Letters teacher, once told me that the liberal arts education is not concerned with gaining knowledge or reciting facts, but that it is the process of learning how to learn and critically analyze ideas. The challenging and often overwhelming curriculum at Veritas created an educational “baptism by fire” that had no tolerance for doing things halfway. Before going to Veritas, I simply read and understood books, a meaningless practice as I no longer remember the content of the books which I read, and in many cases, I do not even remember their titles. At Veritas, the intensity and rigor of the conversations that I participated in during my Humane Letters class forced me to read with an internal dialogue inside my head, pondering the philosophical and moral issues portrayed in the book. While I most certainly do not remember every stanza from Dante’s *Divine Comedy*, nor do I recall every chapter from Aristotle’s *Nicomachean Ethics*, I did strengthen my ability to logically dissect ideas I encountered while I read them by analyzing the ideas presented within the works and juxtaposing them against my own beliefs. It is this ability to think critically which has stayed with me after my education at Veritas.

Now I continue the tradition of the Renaissance man at Claremont McKenna College (CMC), by broadening the scope of my studies. I am double majoring in Economics and Computer Science. CMC is part of a five college consortium in which each of the five colleges has its respective specialties; however students from any college may take classes or even major at any other college. Veritas’ emphasis on creating well-rounded individuals allows me to take full advantage of the consortium system’s wide range of options.

I am receiving my economics major from CMC, and while the topic of economics is not normally associated with a classical education, I believe economics embodies the liberal arts education better than any other discipline does. It involves mathematics, the sciences, law, ethics, and the study of human behavior, all of which are important aspects of a Great Hearts education. I have many times found myself discussing economical thought experiments with my professors after class. Considering most professors have written books on their respective fields, the task of discussing those topics in detail may seem quite daunting, but the Socratic Method employed at Veritas has allowed me to engage in these exchanges with ease and enjoyment. For my computer science major, I am taking classes at Harvey Mudd College, one of the few liberal arts engineering schools. Even though Mudd’s curriculum focuses on the sciences, it also encourages discussion in a Socratic-like fashion.

No matter what field one goes into after leaving high school, I highly recommend a Great Books liberal arts education; it has been invaluable to me in so many ways. The liberal arts education creates leaders in thought: people who view ideas, flip them upside down and inside out, and ultimately master them, whether or not they agree with them. It is this kind of thinker that influences others in their search for truth instead of becoming a slave to popular ideas, for “the Truth will set you free.”

Elliot Godzich is a 2008 graduate from Veritas Preparatory Academy. He currently attends Claremont McKenna College in Claremont, California.



“The liberal arts education creates leaders in thought: people who view ideas, flip them upside down and inside out, and ultimately master them, whether or not they agree with them.”

— Elliot Godzich

Love Up Close

Fellow-students of the Class of 2009, we have at last finished our Veritas career. The six-year-long road ends tonight. For those of you who were here on that first day six years ago, tonight must truly be special. When you compare that day with this night, that mob of seventh graders with this greatly matured group, how incredible it must be, how inspiring, and how breathtaking.

I cannot know what you now feel; I came three years late, midway, when the party was already in full swing. Those of you who were, shall we say, “on time”: forgive me for my tardiness. I do not know what the spirit of those early years was like. I cannot portray the true magnitude of your accomplishments, cannot make the incredible comparison between that first, bright morning and this final, fading evening. But I do know that in these last three years, years which I observed firsthand, the pace of our intellectual development has only quickened, the contrast of each present year to each former year has grown exponentially, and the performance of the school has become more and more effective and efficient in the attainment of its goal. If all this happened in three short years, I can only wonder at how great that change was which took place over six.

acquire, springing, I think, from some kind of joy found only in the kind of academic atmosphere which Veritas cultivates. It is a joy and a desire that, sometimes to our horror, nevertheless keeps bringing us back to that Veritas frame of mind, to the unending search for truth, to the Great Conversation.

Make no mistake: we all have had those moments when we supposedly “loathe” Veritas. At least I have, and coincidentally it most often occurred the night before an essay was due. It is not as if we the students have always had fond feelings for our school. And yet, though sometimes we find the workload unappealing or inconvenient, we still cherish this school and hold it in high regard. I think it is because deep down, we do know what great a debt we owe it. Over these past few years, we have come to understand the school at a deeper level, and from that understanding springs our affection. We knew from the first year how Veritas is different. That is not hard to see. But now we start to comprehend the reason for the eccentricities. At last, we have begun to see why Veritas is different and what it has given us that other schools lack. We see the real reason our school is unique, and we love it for that.

Of course, we are not completely alone. There are now four other Great Hearts Academies with the same philosophy. And there are, I have heard, other high schools around the country that are similar to us. But this still makes for a sad minority, a remarkable few that stand out from the rest. Try as we might to “just be normal,” I am afraid, dear friends, once we came to this school, there was no chance of that.

And yet I wish that Veritas were a “normal school”. I wish it were one among thousands. Yes, the spirit of our school is unique. But in an ideal world, our uniqueness would not be unusual. For our uniqueness is not so much a testament to our accomplishment as it is a condemnation of the failure of our society’s educational institutions. We stand out only because every else has sat down.

And what is Veritas’ uniqueness? Simply put, it is embodied in the Socratic creed: “The unexamined life is not worth living.” On the surface, it is the liberal arts education, aiming to produce within the student a commitment to free inquiry, a passion for ideas, and a love of learning. I think Veritas has become increasingly efficient at attaining this goal. But I also think, and I

have heard from good authority, that there is something more profound to this educational model, and that is, that this school is not here, these teachers are not here, to simply make us score well on the AIMS or the SAT or the ACT or the CLEP tests. Fundamentally, this school and these teachers are here with a very different goal in mind. They are here to make us moral people, to make us ethical citizens. Every school claims to make its students “better, more successful” people. But in what sense, I wonder. Have the students only become more adept at taking tests, at memorizing facts, at speaking persuasively? All of those skills are important, and all of them are taught at Veritas. But when the acquisition of a set of skills becomes the ultimate goal, the school has horribly mistaken its purpose.

This is, I think, what makes up the essential difference. At Veritas, cleverness does not take precedence over wisdom; skills do not replace ethics; efficiency does not trump integrity. If we wanted to say it in a different fashion, we could say that above all, this school teaches us how to treat others, how to respect them. Striving to prepare us for our future lives in society, Veritas endeavors to produce in us the individual character without which society cannot survive. This school, these teachers – and our teachers are not just those who sit behind me; among their ranks are also Plato and Aristotle, Aquinas and Augustine, Dante, Dostoevsky, St. John and St. Paul the Apostles – they, I repeat, do not make their highest priority teaching us a set of skills. No, all such skills are irrelevant and of little use, were not our teachers so utterly resolved on demonstrating to us the importance of social affection, the value of friendship, and the near-sacred duty of loving others as we love ourselves.

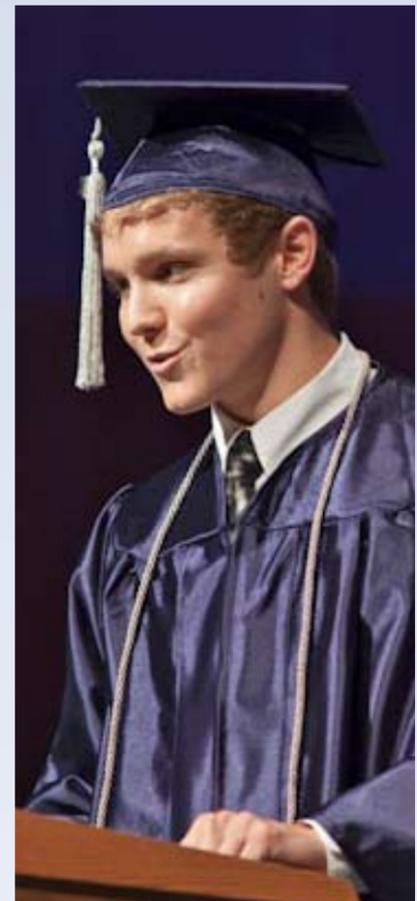
Fyodor Dostoevsky devotes much energy to this idea in his novel *The Brothers Karamazov*, which is, coincidentally, the last book that we read at Veritas. In it, the inwardly tormented Ivan Karamazov admits, “I never could understand how it’s possible to love one’s neighbors. In my opinion, it is precisely one’s neighbors that one cannot possibly love... If we’re to come to love a man, the man himself should stay hidden, because as soon as he shows his face, love vanishes.” For Ivan, it is a part of man’s nature to show indifference to the suffering of others. It is quite easy to justify apathy, and man finds no lack of excuses. Faultfinding, even in the

most saintly figure, seems to be one of our fondest pastimes. Ivan concludes with bitter sarcasm, that “it’s still possible to love one’s neighbors abstractly, and even occasionally from a distance, but hardly ever up close.”

There is, I think, a measure of truth in Ivan Karamazov’s words, though he uttered them from the depths of inward despair. For developing a life characterized by this genuine respect and active love is truly difficult. I do not mean to sermonize or to sound “preachy”, and yet I am convinced that this is the truth behind Veritas. This rousing sympathy for others; this humble compassion; this sacrificial love, love “up close” as Ivan puts it, is no easy task. And yet it is the most important. I thank God that I have been blessed to attend a school that understands that.

And so, my fellow-classmates, my friends, as we come to the end of our six-year journey at Veritas, let us not yield to dreamy fantasy. Let us always remember the bitterness of this necessary duty, the difficulty of this love for others. But let us all the more eagerly make the attainment of it our goal. How fortunate we are to have participated in a school that placed due weight on the essential things. We have been given such a valuable awareness. For I am certain that a life without compassion, friendship, or love, however full of worldly success it may be, is, more than all other lives that men live on this earth, not worth living. That life is perhaps the most unexamined life of all.

Joel Malkin is a 2009 graduate of Veritas Preparatory Academy. He is currently attending Dartmouth College in Hanover, New Hampshire.



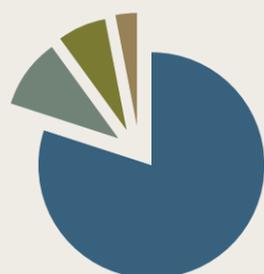
At Veritas, cleverness does not take precedence over wisdom; skills do not replace ethics; efficiency does not trump integrity. If we wanted to say it in a different fashion, we could say that above all, this school teaches us how to treat others, how to respect them.

— Joel Malkin

As for the spirit of those early years, then, I can say nothing. But as for the spirit that has developed in the school over these later years: that I think I can describe. We (I mean the students) have many times “lovingly” reflected on the special Veritas spirit, often when we find ourselves talking about *Crime and Punishment* or *The Republic* in our free time, in a restaurant or at a movie theatre. We have, I’m told, even come to such topics in a hot tub. It is some habit you just seem to

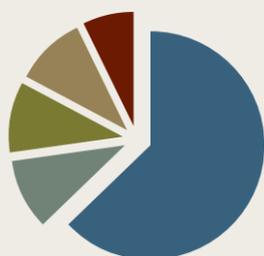


Great Hearts Academies is dedicated to providing a top-tier, liberal arts education to each of our students, without the \$8,000 - \$24,000 price tag of a private education. Every year, 100% of contributions from our families are invested in our schools to help make this a reality. The graphs below show how our schools work, and how parent contributions to our Community Investment campaign and Tax Credit drive make the critical difference in the education of our children.



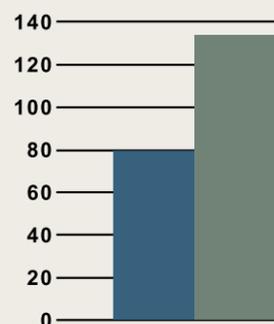
Where does it come from?

- State Aid: 83%
- Community Investment: 10%
- Tax Credit: 5%
- Fees & Other: 2%



Where does it go?

- Teacher Salary & Benefits: 63%
- Extra-curricular: 7%
- Facility Payment & Repair: 15%
- Operations: 8%
- Administrative: 7%



Great Hearts Academy vs. District School

- GHA Teacher: 80 students daily
- Average Public School Teacher: 135 students daily

Our teachers instruct 40% fewer students than the average public school teacher, with more time for classroom preparation and individual attention.



One way to gain a sense of the health and direction of a community, or a society, is to consider what we might call its “institutional velocity.”

If you’re evaluating a human being, you consider his or her constitution; if you want to look under the hood of a place and find out whether it’s going to be running strong into the future or languishing with history’s countless also-rans, you consider its institutions. There are several obvious questions (with perhaps less obvious answers): Are the critical, longstanding institutions well led and forward-looking, and do they perform with a strategic force and operational competence that merit and sustain confidence? Are there also newer, emerging institutions, responsive to persistent threats and shortcomings in the community, which can unlock creative solutions or challenge the existing order in constructive ways?

Institutional velocity, as measured by those and related questions, determines lift. By reference to these things we can see clearly whether a place is headed up or down.

Created only a few years ago, Great Hearts Academies is certainly not a longstanding institution in Arizona. But in that brief time, and with the help of a lot of great-hearted people, we have emerged to generate a good bit of lift. We have now grown to six campuses in less than seven years. In Fall 2008 we opened both Glendale Prep and Scottsdale Prep, each with full enrollment and long waiting lists; in Summer 2009 we opened Teleos Prep in the urban core of Phoenix, with a student population substantially comprised of significantly under-served children. We are continuing to take classical education directly into the headwinds of modern academic and cultural challenge. As you can readily see throughout these pages, our early results are quite strong.

We have come this far through the generosity of some other inspired institutions, most notably the Walton Family Foundation and the Charter School Growth Fund - both national players - and some similarly generous foundations and individuals here in Arizona. Our continued success, though, will increasingly depend upon local support. Those who share our vision for improving Arizona education through a rediscovery of Classical thought and inquiry, delivered through a

unified faculty-student culture of study, learning, athletic excellence, and extracurricular pursuit, must take a stake in our work and give us a vital hand.

Great Hearts is neither a wealthy organization nor a large one. Our annual faculty payroll is now at \$8 million, on its way to \$25 million once the Phoenix network is fully opened and operational. We will always support that core operating cost with the per-student funding we receive from the taxpayers. But currently that funding is not adequate to support even the relatively modest facilities necessary to fulfill our mission. To continue serving our students, and to continue making Great Hearts’ contribution to Arizona’s institutional velocity, we must find additional financial support from both the families at our academies and from the broader community.

Every dollar given to Great Hearts or its academies is spent wisely and within tightly managed, meticulously audited budgets. Further, every dollar given to Great Hearts is not only tax deductible, it is also “tax leveraged.” Our schools are public schools making use of public education dollars to serve not only the students we have capacity to seat, but all students who benefit from the constructive, competitive energy we bring to the education marketplace. Every gift we receive is force-multiplied, working in synergy with tax dollars to create something critically important to the future of our youth and our community.

There may be places where one could get a better “return” on a charitable dollar, but there can’t be many. If you would like to help, please contact me personally at jjheiler@aol.com, or our Chief Development Officer Jeff Van Brunt, at jvanbrunt@greatheartsaz.org. Come and be part of something that will last, and lift.

Jay Heiler is President of the Great Hearts Academies Board of Directors.

Every gift we receive is force-multiplied, working in synergy with tax dollars to create something critically important to the future of our youth and our community.

Making Education a Priority

Education has always been a high priority in our family. Growing up in the Midwest, we didn't have any choice regarding our education. You went to the local district school where the offerings were average at best. Having experienced this for ourselves, we wanted our children, Sammi and Danny, to have a different type of education. Being in Arizona and having the right to choose, we decided to take the steps to find that perfect education for our kids. Our first step was to look for a school with smaller class sizes. We were lucky to find that in a charter elementary school.

But by the time our daughter was ready for junior high, we found ourselves facing the same dilemma. Where could she get the best education? We were afraid that she would get lost in the crowd at the local district school. And while there were now several charter schools available for the elementary grades, there were few choices for the middle school through high school grades. When Sammi saw a Humane Letters class at Tempe Prep and the Socratic Method of teaching that was used, she knew that this was the type of education she wanted. We knew it was the type of education we wanted for her. Fortunately time was on our side; Chandler Prep (CPA) was opening in the Fall of 2005 and Sammi was accepted. Attending CPA has been nothing but a positive experience for Sammi; she has more poise and self-confidence and it has changed how she interacts with others.

When our son Danny was ready for the transition out of elementary school, we still had some concerns. CPA was a good fit for Sammi, but Danny is his own person with his own personality. It really helped that he had seen what his sister had been through and knew what to expect. He has adjusted and did well in his first year at CPA.

One of the best things about Chandler Prep are the teachers. They are so enthusiastic about their subject areas, and this enthusiasm passes along to their students. With the Socratic Method of teaching at CPA, the students are not only learning the subjects, but they are learning how to think and communicate. Coming from the field of engineering, we know that being able to think critically and communicate effectively is the difference between those who succeed and those who don't. In addition, our children have not been lacking in extra-curricular offerings at CPA. Sammi is involved in Student Senate, Latin Club, Math Club, Drama, Girls Choir, and Mentoring after school. Danny is active in the Latin Club and plays basketball.

We believe our children are receiving an education on-par with the type that is provided by costly private schools. We wanted a school that offered small class sizes, a small school environment and excellent faculty. Chandler Prep provides this and more for our children. We understand that these priorities of a Great Hearts education cost the school more money than the state of Arizona provides each year. We are happy to give financially to Chandler Prep's Community Investment campaign and Tax Credit drive to support this education for our children and their classmates. We know where our support goes and we trust CPA to spend it wisely. We also know how lucky our family is to be involved in the Chandler Prep community. Education should always come first, and because of Chandler Prep, our children are able to receive the best.

Mike and Katy Wreschner are the parents Chandler Prep students Sammi (11th Grade) and Danny (8th Grade).



“We understand that these priorities of a Great Hearts education cost the school more money than the state of Arizona provides each year. We are happy to give financially to Chandler Prep's Community Investment campaign and Tax Credit drive to support this education for our children and their classmates.”

— Mike and Katy Wreschner

Each academy conducts its annual **Community Investment Campaign** to support the core priorities of a Great Hearts education that are not paid for by the Arizona per-student allocation. Great Hearts would like to thank and recognize the following families and friends for investing in their schools during the 2008-09 school year.

**2008-2009
Community Investment
Campaign Donors as of June 30, 2009**

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These founding partners were vital in the early support of the vision and start-up of **Teleos Preparatory Academy**. Great Hearts wishes to thank them for their generous support

Founding Funding Partners: The Charter School Growth Fund Arizona Diamondbacks Foundation
Helios Education Foundation The Virginia G. Piper Charitable Trust
Vivian and Lionel Spiro Fund The Steele Foundation
The Walton Family Foundation

As the **Building Great Hearts** campaign transitions to the Community Gifts phase at each academy, Great Hearts is grateful to the many individuals, foundations, and corporate partners that helped fund these critical campus expansions through their leadership gifts.

- **Teleos Prep** completed key improvements to its campus on the Pilgrim Rest Baptist Church property in Phoenix, including the construction of a 3,500 square foot administrative space, in time for its opening in July 2009.
- **Chandler Prep** is in escrow on the purchase of a 104,000 square foot, 9.8 acre site on Alma School and Warner Roads. This campus will serve grades K-12 and will include science labs, a gym, performing arts center and a full-size sports field. As of September 1, 2009, the remaining item to be accomplished prior to closing on the property is the city's approval of a use permit to operate on the site.
- **Scottsdale Prep** was able to complete a full renovation of its 22,000 square foot campus to provide for 18 classrooms, an assembly area, and faculty and administrative space for its August 2008 opening.
- **Glendale Prep** completed construction of a new 7,000 square foot building for its campus on the Dove of the Desert United Method Church property to provide critically needed classroom and administrative space to accommodate its growing student body.



Veritas Prep and **Mesa Prep** continue to lease space from their valued church landlords. Both schools are currently deciding between expansion at their lease sites and the purchase of a permanent facility if the right property and transaction can be found in the evolving real estate market.

Great Hearts Academies wishes to publicly acknowledge the generosity and commitment of the following donors to the **Building Great Hearts** capital campaign.

Building Great Hearts Capital Campaign Donors *Campaign Donors as of July 7, 2009*

Anonymous (13)
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Arizona Bank and Trust
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Veritas Prep Parent Organization
The Walton Family Foundation

Great Hearts schools achieve academic excellence while maintaining fiscal responsibility.

As charter schools, each Great Hearts academy is funded primarily with public dollars. Each school receives approximately \$6,600 per student for the 2009-2010 school year. This amount actually represents a drop of over \$100 per student from what the schools received in the previous school year. Despite the drop in state funding, Great Hearts maintained its teacher salary levels and offered a modest raise of 1%. Approximately 16% of the annual funds needed to operate the schools as comprehensive preparatory programs come from sources other than state and federal sources. As such, each school relies on its regular parent donors and external grants to maintain the integrity of its academic and extra-curricular offerings.

It is worth noting that, on average, 78% of the expenses for the schools are directly related to salaries and benefits for the teachers, headmaster, assistant administrators, and front office personnel. Included in this 78% are also classroom materials, equipment, and extra-curricular expenses. On average, about 15% of the expenses are apportioned to facility costs, including rent (or mortgage), maintenance, and utilities. The remaining expense of the Management Services Fee is paid to Great Hearts Academies which in turn provides central services back to the schools including business management, faculty recruiting and training (with the headmasters), human resources, fundraising, marketing and public relations, curriculum development, state and audit compliance monitoring, IT, performance reporting, and exceptional student services management. The schools access these exclusive Great Hearts services at a lower cost than they could achieve if they were sought by each school alone. Ultimately, the headmaster and teachers at each school can focus on their individual community and instruction while also benefiting from the economy of scale by being a member of a larger organization tailored to serve them.

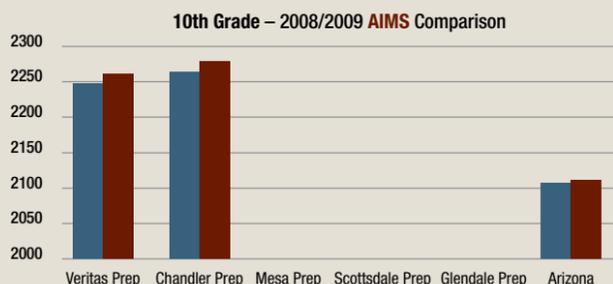
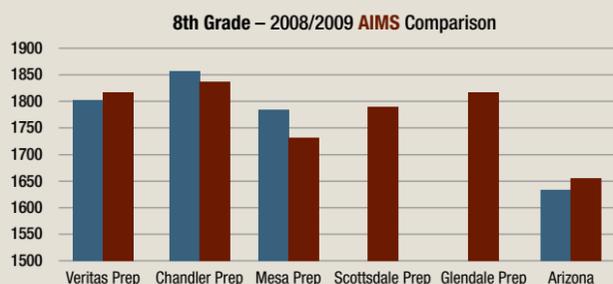
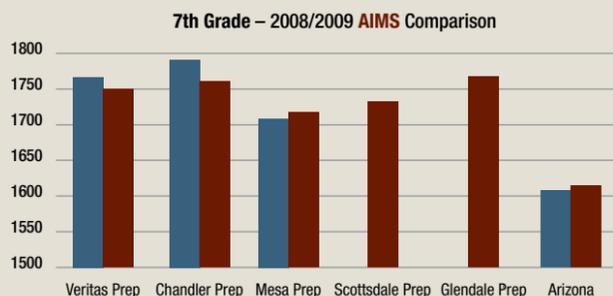
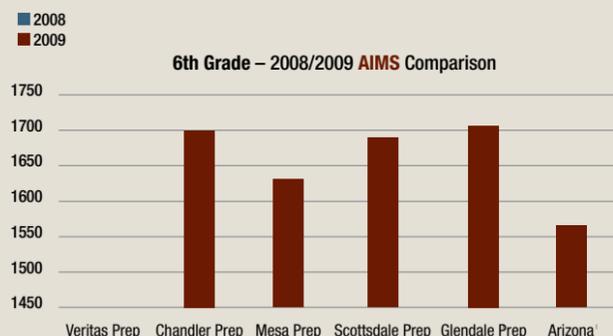


	Veritas (in Thousands)	Chandler (in Thousands)	Mesa (in Thousands)	Glendale (in Thousands)	Scottsdale (in Thousands)	Teleos (in Thousands)	Network (in Thousands)	Per Student (in Dollars)
Income								
State Funding	2,327	3,741	1,859	1,748	2,557	1,813	14,045	6,625
Curricular Fees & Contributions	78	61	30	36	53	11	269	127
Extra-curricular Fees & Contributions	204	258	116	100	200	14	891	420
Contributions & Grants	165	188	131	152	189	267	1,092	515
Other / Miscellaneous	65	85	28	5	158	130	470	222
TOTAL INCOME	2,838	4,332	2,164	2,042	3,157	2,235	16,767	7,909
Expenses								
Program - Personnel	1,429	2,024	1,081	860	1,342	888	7,625	3,597
Program - Other	105	150	118	115	156	376	1,021	482
Non-Program - Personnel	290	300	187	175	214	265	1,430	674
Non-Program - Other	367	495	251	253	339	143	1,848	871
Facility Cost	181	765	213	140	670	308	2,278	1,075
Management Services Fees	174	281	139	131	192	133	1,051	496
TOTAL EXPENSES	2,547	4,015	1,989	1,674	2,914	2,113	15,253	7,195
CASH FLOW FOR RESERVE OR DEBT SERVICE	291	317	174	368	243	121	1,514	714





2009 AIMS Testing Results



2008-2009 Satisfaction Survey Results

My school challenges me academically. (Student)

School	Favorable	Neutral	Unfavorable
Glendale Prep	100%	0%	0%
Veritas Prep	95%	4%	1%
Chandler Prep	92%	4%	4%
Scottsdale Prep	92%	8%	0%
Mesa Prep	89%	6%	5%

My child's school is following its mission to provide an academically rigorous liberal arts education. (Parent)

School	Favorable	Neutral	Unfavorable
Veritas Prep	99%	1%	0%
Chandler Prep	98%	1%	1%
Scottsdale Prep	98%	2%	0%
Glendale Prep	98%	2%	0%
Mesa Prep	93%	5%	2%

I participated in at least one extra curricular activity at my school this year. (Student)

School	Sports Team	Academic Team	Music EC	School Club
Scottsdale Prep	95%	20%	34%	32%
Glendale Prep	75%	26%	46%	64%
Mesa Prep	73%	22%	17%	36%
Veritas Prep	68%	19%	56%	47%
Chandler Prep	64%	30%	51%	44%

I support the mission of Great Hearts Academies to create a network of schools like my own. (Parent)

School	Favorable	Neutral	Unfavorable
Glendale Prep	97%	3%	0%
Scottsdale Prep	96%	2%	2%
Chandler Prep	93%	5%	2%
Mesa Prep	93%	5%	2%
Veritas Prep	85%	9%	6%

I support the mission of Great Hearts Academies to create a network of schools like my own. (Faculty)

School	Favorable	Neutral	Unfavorable
Chandler Prep	100%	0%	0%
Scottsdale Prep	100%	0%	0%
Glendale Prep	100%	0%	0%
Mesa Prep	91%	9%	0%
Veritas Prep	84%	11%	5%

Members of Veritas' Class of 2009 were accepted to the following colleges and universities. Graduates will attend the schools listed in bold.

- Albion College
- American University
- Arizona State University**
- Arizona State University -Barrett Honors**
- Belmont Abbey College**
- Brandeis University**
- Brigham Young University**
- California Lutheran University
- Coe College
- Colorado State University
- Dartmouth College**
- Fordham University
- Gonzaga University
- Grand Canyon University**

- Hope College
- Kenyon College
- Knox College
- Lipscomb University**
- Loyola Marymount University
- Macalester College
- New York University
- Northeastern University
- Northern Arizona University**
- Occidental College
- Paradise Valley Community College**
- Phoenix College**
- Regis University
- Saint Olaf College
- Savannah College of Art and Design
- Scripps College**
- Seattle University
- Seton Hall University
- Skidmore College
- Swarthmore College
- The College of William and Mary

- The Johns Hopkins University
- The King's College**
- The University of Arizona**
- The University of Arizona- Honors**
- The University of Texas at Austin
- University at Albany, SUNY
- University of Chicago
- University of Cincinnati
- University of Dallas**
- University of Denver
- University of Notre Dame
- University of Oregon
- University of San Diego
- University of San Francisco
- University of Southern California
- Utah State University
- Vanderbilt University**
- Wayland Baptist University
- Westmont College
- Wheaton College
- Whitworth University

senior thesis



The Senior Thesis is a yearlong project that culminates each student's time at a Great Hearts academy. The student writes, and then defends before a faculty panel, a 20-page paper that develops the student's own well considered philosophy on one of what Mortimer Adler called the "Six Great Ideas" of humanity: truth, justice, liberty, equality, beauty, and goodness. Completion of the thesis, in addition to regular course work, is a requirement for graduation.

Veritas Preparatory Academy Class of 2009 Senior Thesis Titles

- *Absolute Freedom in Society*
- *All You Need is Love: On Goodness*
- *Attainable Wisdom*
- *Beyond the Boundaries*
- *Brutalization in a Tyranny*
- *Can Ends Ever Justify the Means?*
- *The Consequence of Unjust Social Values*
- *A Discourse on Freedom*
- *A Discourse on Liberty*
- *The Dissolution of Equality in Modern Society*
- *The Early Development of Reason as a Necessary Component of Goodness, and Subsequently, Happiness*
- *The Efforts of Society*
- *Enquiry Concerning Human Character*
- *Federalism is a Humanism*
- *The Grasp of a Beautiful Life*
- *Halls of Justice Painted Green*
- *The Just Judge*
- *Liberty*
- *Man's Right to Beauty*
- *The Misuse of Democratic Justice*
- *The Morality of Equality: On the Natural Equality of Man*
- *The Necessity of Truth*
- *On Goodness*
- *On Good and Evil*
- *The Pursuit of Liberty*
- *Rehabilitation: What "The Philosopher" Could Learn from "The Angelic Doctor"*
- *The Sound Of Truth*

Attainable Wisdom

Acting as a short philosophical discussion influenced by Aristotle, Dante, and Shakespeare, this paper reached critical conclusions when comparing the afterlife to the life on Earth. It explored the meaning of Wisdom and how it is related to virtue, knowledge, and the Aristotelian idea of "the Good". This project was intended to connect the Greek philosophical principles to Dante's idea of the afterlife, as seen in the *Inferno*, *Purgatorio*, and *Paradiso*. It also showed the practical uses of wisdom in the scenes of Shakespeare's play *The Tempest*, in which art imitates life very clearly.

The Early Development of Reason as a Necessary Component of Goodness, and Subsequently, Happiness

With the intention of exploring the concept of the good and how goodness can be attained in human lives, and by studying Aristotle's *Nicomachean Ethics*, *Wuthering Heights*, and *The Return of the Native*, the author came to the conclusion that man can only become truly good through the use of reason. However, the author disagreed with Aristotle's contention that the teaching of reason is wasted on the young by arguing that the earlier the teaching of reason begins the better it is for the student. Happiness is only achieved through the pursuit of the good. The pursuit of false goods can be avoided if the student is habituated to the use of reason from an early age.

The Morality of Equality: On the Natural Equality of Man

This paper asserted that the natural equality of man – the "part" of man which makes him equal to all other men – is found in the equal potential for virtue. Granted, the vast inequality of man's physical and mental abilities is easily seen. However, in the universally acknowledged natural law one discovers man's equal, natural rights, and thus suspects an underlying equal potential. Through an examination of the mind's non-physical nature, the thesis suggested that there is an underlying and sometimes unobservable equal potential in all men to become virtuous. This equal potential for virtue is the potential hinted at in Natural Law.





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