

VOL. 1 FALL 2008

# GreatHearts

classical education, revolutionary schools



**Goodbye Achilles**  
Heroism Past and Present

Defining Success:  
An Observation from a  
Great Hearts Alumna

Preparing Your Child for a  
Great Hearts Education

Athletics Highlights  
Annual Report



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



**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: 2005



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



**Glendale Preparatory Academy**  
7201 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



**Phoenix Core Academy** (Name TBD)  
1401 East Jefferson Street  
Phoenix, Arizona 85034  
Establishment Date: 2008

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# beware complacency

by Jay Heiler

As you will see in perusing this magazine, in its still-young life Great Hearts Academies has come quite a distance.

When Great Hearts was formed four years ago, there were plenty of doubters. It is, after all, true that what Great Hearts is doing has never been done before. Charter schools were created only in the early 1990’s. Only a relative handful of charter operators nationally are attempting to grow, and among these only Great Hearts is attempting to deliver a Classical liberal arts curriculum amid a rigorous academic culture, combined with a full athletic and extracurricular program. Great Hearts is aiming high, just as it asks the students to aim high. It mainly aims to compete not with schools that are struggling, but with schools that are considered strong, including excelling district schools and venerable, private institutions which fill their well-built, prime-location classrooms at \$15,000-and-up annual tuition rates.

A successful Great Hearts’ mission will be measurable only across a much longer time, but so far the results are solid. State-leading test scores are often considered the “bottom line” results and we intend always to excel there. But no business can be understood or its future potential analyzed merely by looking at its bottom line, and neither can Great Hearts Academies. A real understanding of Great Hearts’ vision for high school education — public, broadly available, prep school education — requires contact with the students and faculty and observation of the interaction between the two.

To many modern minds, the assertion is whimsical that today’s challenges can be addressed by resorting to Classical education. Great Hearts asserts that today’s challenges can be met in no other way. The paradox we collectively

confront is that the faster technology moves, and the more the world converges economically and culturally, the greater must be our knowledge of and reliance upon the inherited truths of Western Civilization. Much like the teacher and the student, the ancient and the new are co-dependent. The former without the latter is pointless; the latter without the former is dangerous. And is that not really the choice always before us? If we no longer have use for the true, the good and the beautiful, the pointless and the dangerous is what we will have instead.



A few will be thinking about such things when they enroll in a Great Hearts Academy; most, of course, will be thinking about gaining a first-rate education that prepares one for success in college and in life. Those of us leading the growth of the institution will go on thinking about how to deliver it to them. We are here to compete resolutely, but in good will, for the high privilege of educating America’s young, for the constructive disruption of the complacent status quo, and for the benefit not only of the students we enroll but for all students in the markets we are able to serve. When you come to compete, the imperative is continuous improvement: reach always higher; make use of today to be better by tomorrow. These are the core values of Great Hearts.

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

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The Arizona charter school law was enacted in 1994 to bring choice into the public education market place.

ARIZONA CHARTER SCHOOLS PROVIDE CHOICE:

- They have the freedom to develop unique curricula and school culture to meet the needs of a community more closely.
- They serve 95,000 students, more than 8.5% of all Arizona students.
- Arizona is a national leader in the charter movement, with approximately 12% of the nation’s charter schools and approximately 8% of the nation’s charter school students.










ARIZONA CHARTER SCHOOLS ARE FULLY PUBLIC:

- They are open-enrollment with no admissions requirement.
- They charge no tuition and operate from per-student payments from the state of Arizona general fund, parent donations, and external fundraising.
- They are overseen by the State Board for Charter Schools. Teachers must be “highly qualified” in their subject area, and students must meet or surpass state graduation requirements and take standardized tests.



(Statistics from the Arizona Charter Schools Association)

GREAT HEARTS TIMELINE

1994	1996	2000	2003	2004	2005	2007	2008	2008
Arizona Charter School Legislation is passed	Tempe Preparatory Academy is opened to serve 120 students	Tempe Preparatory Academy graduates its first senior class	 Veritas Preparatory Academy is opened to serve the growing enrollment demands of families in Phoenix	 Great Hearts Academies is formed as Arizona's first non-profit Charter Management Organization	 Chandler Preparatory Academy is opened with grades 7-8   Dr. Daniel Scoggin is hired as Great Hearts' first CEO after six years as Headmaster of Tempe Preparatory Academy	 Charter School Growth Fund awards Great Hearts a 5-year gift for Lead Office growth   Mesa Preparatory Academy is opened with grades 7-8  Building Great Hearts Capital Campaign is launched	 Glendale Prep is opened with grades 6-9   Scottsdale Prep is opened with grades 6-9	 Plans finalized and education programs begin for Great Hearts Academy number 6 to be located in downtown Phoenix at the Pilgrim Rest Baptist Church

By 2012 – Academies 7-11 to open across the Metro Phoenix area



- The 30 members of the class of 2008 were accepted to 35 different out-of-state colleges and universities, including Claremont McKenna, Carleton, Skidmore, Middlebury, and Colorado College.
- 38% of upperclassmen were enrolled in either advanced Latin or ancient Greek as a foreign language.
- VPA 8th graders toured an exhibit of illuminated manuscripts at the Phoenix Art Museum in conjunction with their Medieval History class.
- Senior chemistry students successfully engineered an exothermic reaction between iron oxide and powdered aluminum, at a temperature of more than 2000°C.
- Seniors Elliot Godzich, Taylor Huffman, and Allison Kinsall were named National Merit Commended Students and Rachel MacGillivray was named a National Merit Finalist.





- Chandler Prep's Science Bowl Team took 3rd place in the 2008 Arizona Junior High Science Bowl and 1st place in the 2007 Science Bowl.
- Chandler Prep's junior high musicians received 8 "excellent" ratings and 6 "superior" (highest) ratings out of 21 participants in the Arizona Junior High Solo and Ensemble Festival.
- 8th graders **Purcell Liddy** and **Sheridan Rosner** were accepted to the prestigious Johns Hopkins Center for Talented Youth.
- Freshmen **Scott Wheeler** and **Brooke Kasprzyk** and Sophomore **Katerina Noori** were accepted to the National Conference for Youth Leadership.
- Sophomore **Sean Mulloy** was accepted to the Hugh O'Brian Leadership Conference.



- Mesa Prep Academy had 3 gold medal winners (including one 8th grader with an almost perfect score – 39 out of 40), 13 silver medal winners, 6 magna cum laude recognitions and 14 cum laude recognitions in the National Latin Exam.
- All MPA students completed substantial projects in a variety of subjects such as Western artists, Medieval life and civilization, pyramids and animals. Students presented their findings to their fellow students using full-scale models, dioramas, illustrated posters, and PowerPoint presentations.
- 8th grader **Christopher Larkin** participated in the Youth and Government Model Legislature run by the YMCA at the state capitol. He was awarded the most outstanding lobbyist in the state of Arizona.
- 8th grader **Chantez Jones-Larose** earned 1st place in Impromptu Art and Drawing, 2nd place in Sculpture and 3rd place in Mosaic at the Arizona Junior Classical League Convention.
- 7th grader **James Barton** earned 1st place in Roman Life, History and Customs and 4th place in Mythology Level 1 at the Arizona Junior Classical League Convention.





# JUMPSTART TOWARDS THE FUTURE

**“Seeing my friends  
get the same value  
out of a Great Books  
education as I do,  
I am convinced that  
our daily seminars  
are the best way  
to learn.”**

— Tom Osborn Popp

I like attending Chandler Prep because I can be myself with my friends and teachers. As an 11th grader and a member of the oldest class at the Academy, I know that I am called to be a leader and good example for the other students. We 11th graders are proud to be on track to be the first senior class of the school. Still, we are not serious all of the time, and some of the best parts of each day for me involve just hanging out with my friends by the lockers, before soccer practice, or laughing over lunch. (I really, really like lunch.)

I have come to believe that Truth, Beauty and Goodness are more than just ideas; they are the unwritten guidelines to being a member of a family and community. In my view, truth is the honest and open-minded search for wisdom. I like what Socrates said – that the “unexamined life is not worth living.” Likewise, beauty is more than physical; it is the nature of one’s character, involving interactions of kindness, generosity, and empathy with every human being. The world is also beautiful in its shape and color and even my science classes have formed a sense of wonder in me about the incredible complexity of creation. Goodness is doing what is right, even if it transgresses social norms or laws, and taking on a mature sense of responsibility. I think I have started to internalize truth, beauty, and goodness through my Great Books liberal arts education.

For instance, this past year in Humane Letters we spent six weeks reading and discussing Dostoevsky’s *Crime and Punishment*. Our whole class was fascinated by the character of Raskolnikov. As you might recall, this central character in the novel commits a heinous crime in his search to be a great man. He is then slowly destroyed by his own pride and guilt. Our class debated at length about Raskolnikov’s crisis of conscience and what a man naturally owes to others and himself – the question of justice. We thought of the comparison to another novel we read, *Frankenstein*, and how tragedy is birthed when a proud man tries to stand alone, separated from nature, friendship, and his conscience. That’s the other thing, too: because my class and I read the books in Humane Letters at the same pace and discuss them every day, it’s like living inside the story. I enjoy the book that I’m reading that much more when my classmates and I give our interpretations on the subjects the novel raises. Seeing my friends get the same value out of a Great Books education as I do, I am convinced that our daily seminars are the best way to learn.

The education I’m getting now is a fantastic jumpstart towards a successful future and career. I know I will use every class I have had at Chandler Prep, from Music and Poetry for writing and playing songs with my friends, to Latin for knowledge of Classical culture and a firmer grasp on all Latin-based languages.

I have set my sights very high for the future. I plan to enter an Ivy-League college like Princeton or Harvard, and attain the best education I can. From there I would either like to be a lawyer with eventual aspirations of running for political office, or a physicist. The goal of a Great Hearts academy is to create a well-rounded individual by the time he has graduated from high school, and I aspire to be so by the time I receive my diploma.

*Tom Osborn Popp is an 11th grader at Chandler Preparatory Academy.*





by Dr. John X. Evans  
a founder of Great Hearts Academies



Heroism has been forever fascinating with good reason, given the best qualifications of the great-hearted men and women who have marched through history from pre-Homeric times to the present.

It was Homer who in his *Iliad* definitively portrayed the warrior-hero, constructing a dramatic paradigm from what he had observed in his own time and from the songs of adventure that he had heard from itinerant bards. Striking their lyres and singing about the character and accomplishments of real or imagined ancestors, the bards provided community entertainment and were the main feature of a wealthy man's feast. At some point in his life, Homer decided to join in the singing. What he sang became the cornerstone not only of dramatic poetry, but also of military science, psychology, and Western Civilization's concepts of the great man.

Because Homer's *Iliad* is the archetypal model of warrior-heroism (and a work of surpassing genius), it is the standard reference for any discussion of the hero.

In his heroic ethos, as in ours, courage stands out. Its unrivaled importance is dramatized in a remarkably moving scene featuring the Trojan hero Hector and his wife Andromache, who has suffered too many long days and sleepless nights wondering if her husband will survive another day's battle. He has done enough, she says, and she wants him to stay home with her, away from danger:

*Father and mother – I have none but you,  
nor brother, Hector; lover none but you!  
Be merciful! Stay here....  
Do not bereave your child and me!*

Hector is not unfeeling, but he is unmoved:

*Lady, these many things beset my mind  
no less than yours. But I should die of shame  
before our Trojan men and noblewomen  
if like a coward I avoided battle,  
nor am I moved to. Long ago I learned  
how to be brave, how to go forward always  
and to contend for honor...*

I doubt that there is a better description of courage anywhere in our culture than "to go forward always" in battle, whether the struggle takes place on the windy plains of Troy, or within a person struggling against hard times, perhaps betrayed in some way, discouraged, perhaps alone, but nonetheless determined to go forward and never be defeated. The courage to go forward however hopeless the situation has always been considered the ultimate measure of a man or woman. It is honored in the admiration that all people have for those who hurl themselves against overwhelming odds for the sake of honor, country, and whatever rewards fate will confer. In our deconstructive age, overwrought as it is by cynical individualism, this ethos of courage and the literature that emblemizes it – "The Charge of the Light Brigade," nearly anything that Kipling ever wrote, and John Wayne's big-screen heroics – might seem absurdly unrealistic.

Do relentlessly heroic people exist in the real world? History answers affirmatively, offering ample evidence that ordinary men and women are, in fact, not so ordinary after all. That, it seems to me, is the persistent theme of James Bradley's inspiring account of the Battle of Iwo Jima. Remarkably, Bradley's narrative at times transcends the dramatic action and imagery of even Homer's magnificent epic.

Bradley's *Flags of Our Fathers*, which documents the astonishing bravery of the U.S. Marines at Iwo Jima during World War II, shows that there is, in fact, no limit to the great spiritedness of some men and that such bravery has world-changing results.<sup>1</sup> Like the heroes of ancient myths, the Marines were confronted with the impossible. Typical of the first day of battle, one company "started the day with two hundred and fifty boys" [a word used deliberately and recurrently] and at day's end "they were down to thirty-seven. They paid the price for a near-suicidal dash across the island." (166) On their way they witnessed the worst of war's horror: Marines hit by Japanese gunfire "were not just killed; their bodies ceased to exist." (156) Men and machines literally vaporized. (156) Artillery shells came down in sheets. Bodies and body parts everywhere. (158) "Entire platoons...engulfed in fireballs." All this slaughter on just the first day, more than enough to destroy the spirit of the bravest men. Yet the next day, "a line of unprotected American boys would arise and rush directly at the most fortified mountain in the history of the world. Almost one-third of them would be killed or wounded. But not in vain: their charge would mark the beginning of the end for 'impregnable' [Mount] Surabachi." (182) Japan had lost its final hope for victory in the Pacific or for a negotiated peace.

Given the odds that warriors often face, Homer insisted in the *Iliad*, courage alone was not enough without endurance, described synonymously as "back bone," "perseverance,"

# Goodbye ACHILLES

## REDEEMING THE TIME IN THIS AGE OF WAR AND TERROR



# “The courage to go forward however hopeless the situation has always been considered the ultimate measure of a man or woman.”

and “staying power,” which one of the poem’s featured heroes, Diomedes, claimed to be “the greatest gift of all.” Not only does Diomedes define endurance, he also personifies it in a scene clearly intended to demonstrate how a great-spirited warrior behaves under fire. Struck in the foot by an arrow, Diomedes grits his teeth and quickly pulls it out “dragging agony with it through his flesh.” A moment later he defines the antithesis of staying power:

*Cowards are men who leave the front in war.  
The man who will be worth respect in battle  
holds on, whether he’s hit or hits another. (11.465)*

The Marines who fought at Iwo Jima personified stamina that went far beyond the imagination of Homer and his audience. Compare, for example, the staying powers of Diomedes with the description of a young Marine Corpsman:

*He was finally pulled off the field after refusing to leave his comrades even though he had suffered the third of three serious wounds. The first, a grenade blast...had temporarily blinded him in one eye; he ignored it, as well as the other grenades that sent fragments through his arms and legs...A mortar shell tore a hunk of flesh from his right shoulder; he kept on ministering to wounded men around him. Finally...a mortar splintered his right leg. “I heard other guys crying for help...I tried to walk over to them but couldn’t. I bandaged myself up and gave myself a shot of morphine.” With his foot barely attached to his leg, he crawled fifty yards to give first aid to another fallen boy before he was pulled from the battle. (234)*

Cowards surrender to the hardships of long struggle and misery, falling back while heroes go forward. But not alone. Each has his cohort of brave men – close friends – rigorously trained in the craft of war, all embodying what the Greeks called *arete*, defined by Homer’s contemporary, Hesiod (8th Century BC) as “the utmost perfection possible, the very best and highest that a person can attain to.”

So, too, for the Marines at Iwo Jima. For them excellence meant the transformation of ordinary men – boys – into elite, interdependent units by means of intense training that was incrementally demanding, every moment dedicated to the formation of warriors whose bodies, minds, instincts, and reflexes would become invincible weapons of war. In the confusion of battle, mistakes would be fatal, so every move was practiced again and again, and then one more time; tedious in training but indispensable when the guns began to fire, and the only way to ensure staying power.

Obviously there is much to admire in the history of warrior-heroism, much that should be appropriated and developed

to reinforce our own character. There is also much to deplore, much that is common to the warrior heroes of every generation. Homer’s heroes went to battle with slaughter in their heart and when night came they left the field soaked with blood. Never a gesture of compassion. Homer’s picture of war is terrifying; “Straight into the skull the spearhead crunched its way demolishing the brain;” “a bronze arrow punched through an enemy’s buttock ... into the bladder;” a lance breaks through body armor “mid-belly and spills guts like water.” Men are transformed into beasts of battle, tearing life from the innards of their antagonists.

A young warrior narrowly escapes death and falls back toward his cohorts, but an enemy “hounding him as he went speared him/between the genitals and the navel – hideous wound, the worst the god of battles deals to wretched men.”

Clearly, the *Iliad* is not a celebration of warrior-heroism, but a repudiation of the universal cult of death that we call war.

The survey of history that many read leaves the impression that Alexander the Great was “great.” If measured by the standards of Achillean heroism, Alexander was indeed great enough to be considered the archetypal historical hero. Courageous, skillful, he inspired his followers to one victory and another. During his campaign in the East, he recklessly launched himself over the wall of an Indian town to take on the defenders by himself in the flamboyant style of a Homeric hero.<sup>2</sup>

Always heroic in battle, Alexander was often temperate and generous to a defeated people. He was also a ruthless terrorist, laying waste cities for defending what was rightly theirs. He did not hesitate to put prisoners to the sword if they inconvenienced him on the march. When a physician failed to save the life of his best friend, Alexander had him crucified.

Alexander’s warrior offspring are legend from Julius Caesar to Genghis Khan to Henry V of England, Napoleon, Lenin, Stalin, Hitler, the terrorists of the present age, and many others. Far too many others. In every generation, the world’s people have been forced into war by predator nations or by their own ambitious government leaders. The Twentieth Century was ravaged by two world wars that carried off young men by the millions. The First World War was tragically unnecessary and could have been averted by patient diplomacy. As in Homer’s *Iliad*, honor stood in the way. The pride of kings outweighed human life and inflamed the emotions of their people, who had no idea of what awaited them on the battlefields of France, where poppies grew while the flower of European civilization perished (58,000 British soldiers killed or wounded in one day).

Future generations will find it hard to believe that another catastrophic war broke out just twenty-one years later. Again, we find the same forces that drove Homer’s warrior-heroes to ten years of war at Troy: insane ambition for glory, the vengefulness of the military establishments in Germany and Japan, the warped patriotism of ordinary people, and the reckless lust of young men for adventure. Equally astonishing in the future will be the failure of the German people to fight off the rise of the Nazis and the corresponding appeasement of Hitler by other nations when he could have been stopped.

As always, there were countless acts of heroism and self-sacrifice on the battlefield where men are always at their bravest. After six years the world was saved from a thousand years of Hitler’s Third Reich, but the cost was overwhelming – over sixty-five million deaths.

If we visualize what war is, can we conclude that it is anything but madness: boys killing boys all over the world, in the blue skies above, on the land beneath, and under the seas that only a few years before they had crossed to form friendships with one another? Is it not absurd for people to let vengeance bequeath death to their children?

Conflict cannot always be avoided, to be sure. Hitler and Stalin and all the leaders of monolithic societies in our world will do what they are allowed to do. When a Taliban leader says, “Islam has no boundaries. There can be no deal with the United States,” he means that the manifest destiny of Islam is to recreate the world in the image of the Koran.<sup>3</sup> Yet when I talked with a Saudi Arabian imam recently, I heard just the opposite. A compassionate and shining soul, he was completely open to peaceful and productive discourse with Christians, Jews, and the West in general. So, too, he indicated are millions of other Muslims. I left our conversation reassured that the majority of Muslims wish for what all men wish for in their hearts – a world in which mankind can finally live in peace.



In this time of war and terror, it is imperative that the United States and other NATO countries remain prepared to respond if attacked. However, we should at the same time do everything possible to gain the trust of the world’s people. How can that be done? Dwight Eisenhower was the Supreme Commander of Allied Forces in Europe during the Second World War before he became President of the United States. He understood war and peace far better than most human beings. When asked about a strategy for peace, he replied that the best way to achieve peace on earth was not by mutually assured destruction or externally imposed mandates but by people to people relationships that gradually erase old enmities and replace them with affection and

hope. Three centuries earlier, John Milton made the same claim, distilling the spirit of the Gospel of the Christ in *Paradise Regained*, who rejected “victorious deeds” and “heroic acts” in favor of wisdom, patience and love:

*By winning words to conquer willing hearts,  
and make persuasion do the work of fear.  
Paradise Regained, I, 215-16, 222-23*

This is not work for mediocre hearts but for great hearts that are by definition honorable, courageous, persevering, loyal, generous, humble, self-sacrificing, and willing to take responsibility for the needs of others.

The magnitude of the challenges that we face today might seem overwhelming, but not if we keep in mind that the responsibility for redeeming the time is not to be shouldered by a few heroic individuals but by all mankind. No one excused for personal reasons. No one. The twelfth century Jewish philosopher Moses Maimonides wrote that “A single righteous act can tip the balance and make all the difference.” If you are somewhat skeptical about this claim, think of the butterfly effect that modern scientists have found so intriguing: the movement of a butterfly’s wings in Brazil can have an effect thousands of miles away in New York



“Every bit as crucial as great people and great events are ordinary people — “the salt of the earth” — who live lives of quiet inspiration by constant service to their family and community.”

or Phoenix. Is it too fanciful to appropriate this hypothesis to describe the effects of all human behavior, for good or ill?

If we review the great events of the past, we realize that each of them began with a single person. Surrounding that person there was frequently an environment composed of necessity, germinating ideas, and like-minded men and women awaiting a leader. The American War of Independence is a familiar example. Fifty years ago, another great revolution began in our nation with a single woman, ordinary in every way except for the sudden God-given conviction that no human being should have to ride in the back of the bus.

The antithesis is also true: just as a tumor comprised of billions of cells begins with one renegade cell, likewise much of the evil in history began with a single person driven by uncontainable ambition or malice. The difference, of course, is that destructive cancer cells grow undetected for a long time while human malignancy is readily detectable and can be stopped at the beginning if enough courageous people choose to stand against it.

Every bit as crucial as great people and great events are ordinary people — “the salt of the earth” — who live lives of quiet inspiration by constant service to their family and community. These are the ones whom Milton recalled when in *Paradise Lost* Adam was told that the world can be transformed by “good ... overcoming evil and by small accomplishing great things, by things deemed weak subverting strong, and worldly wise.”

The world, near and far, awaits such people as well as inspirational leaders. It awaits all who strive to understand and embody the greatness of heart and soul that drives a spiritual revolution — the one and only force that can exorcise the re-circulating fear, hostility, suspicion, and strife that darken the earth.



Rosa Parks, Founding symbol of the Civil Rights Movement, 1955

At the end of the *Iliad*, Homer’s warriors look at the dead body of Troy’s heroic Hector and beside that body the specter of Hector’s heart-broken father. For the first time in the poem, we see the faces behind the masks of command. We see their humanity. In their mind’s eye, they see their own mortality and weep for the fathers who will weep for them when they are dead far from their homeland. This, the poem implies, is the reality of

war. Here, at the moment of the poem’s profoundest truth, Homer turns his war story against itself and in the process interrogates mankind. Do we really want to be carried away by the winds of war and expend the best of ourselves destroying others who are just like us in the essence of their human being? Would it not be more noble and courageous to embrace all the constructive possibilities of heroism and shed everything that destroys not only other human beings but our own humanity as well? Would it not be more great-hearted to be our neighbor’s keeper rather than his killer? What are we willing to give to redefine heroism by the way we live in this time of war and terror? Do we dare believe that a spiritual revolution is really possible if enough determined men and women lock arms and settle for nothing less? If we realize that this is truly our main commission, we can by goodwill and grace do what man has never done — redeem the time and set the world on a new course.

“When we are what we were created to be,  
we will set the world on fire.”

— Catherine Benincasa (*St. Catherine of Siena*)

#### NOTES:

1. James Bradley with Ron Powers, *Flags of Our Fathers* (New York, 2000).
2. See Thomas R. Martin, *Ancient Greece* (New Haven: Yale University Press, 2000), 195.
3. Jane Perlez “Taliban Leader Flaunts Power Inside Pakistan,” *New York Times*, June 2, 2008, A1.



## lost in the supermarket

by Andrew Ellison

In a little book about education published in the 1970s, *Escape from Skepticism: Liberal Education as if Truth Mattered*, the English reviewer and author Christopher Derrick (1921-2007) devoted a whole chapter to discussing the supermarket. It is, he asserted, the central image of American life, with fully-stocked shelves and attractively packaged goods reinforcing the “anything is possible” spirit that he, like so many Europeans of his generation, found both inspiring and bizarre.

Derrick’s observations on consumerism still seem insightful, especially his thesis that *education in America is being turned into a grocery store stocked full of anything and everything, and the shopper/student is more than ever in need of protection from his own impulses and from the lure of slick packaging*. If higher education is unwilling to prescribe what its students should study, and is instead committed to offering them more and more choices, then now more than ever students need a solid understanding of what is really “nutritious” for their souls.

It is no secret that, starting in its universities, American education in the last hundred years has moved steadily away from a traditional and narrowly-focused heritage: long gone are the days when law and divinity were the only possible courses of study, and mastery of Greek and Latin were required of all. “Electives — choices — were only introduced into course offerings at the end of the 19th century, and as they multiplied, the old ideal of a common course of study for all students retreated.” Many modern universities still require something they call a “core curriculum,” but choice is the rule: there might be 17 different ways to fulfill a “core science” requirement; AP or transfer credits enable one to test out of the once-obligatory Freshman English; and if a semester of foreign language is required at all, the modern university sets Arabic, Vietnamese, Czech, and

a dozen other fascinating choices alongside Spanish, French, and German. Greek and Latin, once the center of what it meant to be a well-educated Westerner, are still there, just after Georgian and Lao in the course catalog, and with comparable enrollment.

Part of the multiplicity of electives is, no doubt, due to the apparently limitless expansion of knowledge in the modern world. Old disciplines fade away, and new research creates new paradigms for the training of future engineers, doctors, and lawyers. The world constantly changes, and technology enables the modern university to try to keep pace. And why shouldn’t it? New circumstances call for new knowledge and skills.

There is also a much less noble side to the expansion of electives in the contemporary university. While many deans and departments are genuinely striving to pass on knowledge, some are merely competing for enrollments and dollars. The study of popular culture has grown, as universities find that courses in easily accessible rock music, television comedy, and sci-fi attract more interest than (Was anyone really surprised by this?) the difficulties of Bach, Swift, or Dante. The question of the merit or importance of such “cultural studies,” if it is raised at all, is rapidly deconstructed by university ideologues and theorists; new courses about video game culture and MySpace are developed; and administrators and professors congratulate themselves on their ability to connect with the digital generation. Homer languishes on the shelf, while sales of “Halo” are brisk.

The world of higher education in the early 21st century more completely resembles the supermarket now than it did when Christopher Derrick wrote in the 1970s. The university is fully stocked, as it were, with bright and attractive products of every sort: some nourishing and useful, many that are

wasteful, and some that are downright bad for you. *How can the contemporary young American be best prepared to shop wisely in the marketplace of higher learning?*

The curriculum and culture of Great Hearts Academies, in which courses and even personal attire are prescribed to be the same for all, offers itself as a stark contrast to the abundant choice of higher education. The same sequence of courses is required for all students; the same high-level math and science are obligatory; Latin is mandated; music, art, poetry, and drama are studied every year; after 4 years of high school, the graduate will have read and discussed exactly the same 50 great books, speeches, and documents as all of his or her classmates.

In doing all of this, Great Hearts strives to give its students the best possible preparation for the choices of higher education. Call it humane, general, or liberal education — since the universities do not require common study in the fundamental knowledge and culture of our Western civilization, we must energetically commit to doing so at the preparatory level. Our graduates will have a broad training in literature, history, philosophy, math, science, foreign language, and the arts: they will be prepared to make wise choices about where to go to college, and what to choose from the hefty course catalogs when they are there. And as they become specialists in medicine, biotechnology, Arabic, or law, they will do so upon a solid foundation of general learning. They will better judge what the university offers that is worthy of their time and money, and they will be resolutely critical about educational junk food.

They will be anything but lost in the marketplace.

Andrew Ellison is Headmaster of Veritas Preparatory Academy.

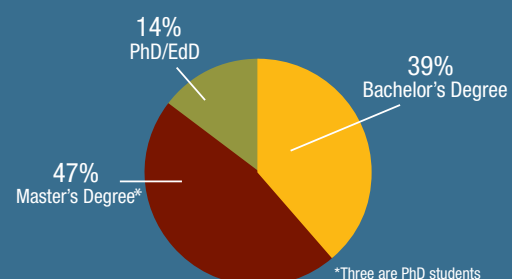


“Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.”

— Parker J. Palmer,  
*The Courage to Teach*

Great Hearts faculty members exemplify a balance of specialized, subject-area expertise and profound appreciation for the breadth of the liberal arts. The PhD in engineering, the soprano who performs regularly with the Phoenix Bach Choir, and the Latin/Greek scholar each bring their unique brilliance to the task – but more importantly, each has responded to the genuine calling they have felt to teach. Many of our faculty hold degrees from the most noted liberal arts colleges and universities in the country: St. John’s College, University of Dallas, Yale University, and Thomas Aquinas College, for example. The majority have graduate degrees in the subjects they teach and more than three years of relevant prep-school teaching experience. Perhaps most significantly, teachers at Great Hearts Academies are characterized by their passion for life-long learning and their heart for working with young people. The chief and essential role of faculty in the success of great schools is undeniable; Great Hearts is fortunate to continue to attract and retain individuals of remarkable talent and dedication.

### 2008-2009 Faculty Credentials



## headmaster profile

by Karyn M. Mercado

# Vision

When I was hired as Headmaster of Mesa Prep, my first priority was assembling the best faculty I could. I must say that in my time at Great Hearts, hiring and building the team of teachers at Mesa Prep has been the achievement I am most proud to have accomplished. At Great Hearts we know that the institutional caliber and moral commitment of the faculty is the key to the success of a new school.

In my first year as Headmaster, I have discovered the importance of communicating our vision. Our teachers must be able to implement the vision of our academy in their classrooms; parents must understand who we are as a school so they can make informed decisions about their children’s education; and our students must be able to accept the high expectations we have set for their learning in our academy culture. Each part of our community is vitally important and without each member of our academy “family” being completely informed, we would never be able to fulfill our goal of growing a Great Hearts Academy.

*Karyn M. Mercado is Headmaster of Mesa Preparatory Academy.*

**“Our teachers must be able to implement the vision of our academy in their classrooms; parents must understand who we are as a school so they can make informed decisions about their children’s education, and our students must be able to accept the high expectations we have set for their learning in our academy culture.”**

— Karyn M. Mercado



CHANDLER PREP

- Chandler Prep fielded its inaugural **high school tackle football team** in fall 2007.
- The **junior high school volleyball team** won 1st place at the mid-season Charter Athletic League volleyball tournament.
- The **junior high school boys cross country team** won second place at the Charter Athletics Association (CAA) championships.
- The **high school girls basketball team** placed second in the CAA championships with only freshmen, sophomores, and an 8th grader participating.
- **CPA's high school baseball team** won the CAA State Championship with an overall record of 15-1.
- **CPA's high school girls track team** won the CAA State Championships by winning all three relay events and went 1-2-3 in the Triple Jump event.
- **CPA's junior high girls track team** won the CAA State Championship by winning the 4x400 relay, triple jump, long jump, 3200, 50, and 100 meter dash.

MESA PREP

- Mesa Prep held its inaugural seasons of **volleyball, cross country track, flag football, basketball, baseball, and soccer**.
- The **flag football squad** earned the first victory in the history of MPA.
- The **cross-country team** won Mesa Prep's first athletic achievement trophy.
- The **boys basketball team** earned victories in their first contests against Chandler and Tempe Prep.
- 100% of MPA faculty members served as athletic coaches; 74% of MPA students participated in interscholastic athletics; and 40% of MPA students were multi-sport athletes.
- Mesa Prep established what will become a tradition: the end-of-season **Student vs. Faculty games**.

VERITAS PREP

- **Veritas Prep's varsity football team** competed in the Arizona Interscholastic Association (AIA) for the first time and completed the season with a record of 4-4.
- The **varsity volleyball team** finished the regular season 16-1 and finished 5th place in the 1A State Tournament.
- **VPA 11th grader Joseph Heiler** finished 3rd place in the entire state in 1A-5A basketball scoring with 27.2 points per game.
- **VPA 8th grader Elliot Godzich**, of the boys track team, finished 1st place at the 1A State Meet Conference in the 400 meters dash and set a state record in the 800 meters dash with a time of 2:00:36.
- **VPA 12th grader Teresa Tesoriero**, of the girls track team, finished 1st place at the 1A State Meet Conference in the 100, 200, and 400 meters dash events.

Fall 2008 will mark the beginning of the Great Hearts Middle School League (GHMSL), an athletic league for middle school sports. The GHMSL will develop a deeper sense of community among the academies and extend the values of truth, goodness, and beauty to healthy competition between the schools.

In its first year, the GHMSL will consist of the five current Great Hearts academies – Veritas Prep, Chandler Prep, Mesa Prep, Scottsdale Prep and Glendale Prep – and Phoenix Country Day School. “I like the idea that after a game, the kids on both teams will have a similar homework load and the same academic rigor during the day,” said Joe Fanthorp, Athletic Director at Chandler Prep. For Jean-Marc O’Connor, Athletic Director for Mesa Prep, the number one thing to look forward to is reliable competition. “Knowing whom we will play in all the sports will simplify our plans and make our seasons more consistent.”

Each academy’s plan for future athletics involves becoming a full member of the Arizona Interscholastic

Association (AIA). The Great Hearts Middle School League looks to contribute to that goal. “With the organizational and competitive qualities of the GHMSL and the pursuit of excellence as a top priority, all Great Hearts schools will be well prepared for high school competition in the AIA,” said JD Praasterink, Assistant Athletic Director of Veritas.

The GHMSL will offer the following sports: tackle football, volleyball and cross country in the fall; basketball and soccer in the winter; and baseball, softball, and track in the spring. The sports are distributed to maximize student participation and to correspond with AIA sports as student-athletes progress through the academies.



Great Hearts Academies'

MASCOTS

Veritas Prep **Falcons**

Chandler Prep **Titans**

Mesa Prep **Monsoons**

Glendale Prep **Griffins**

Scottsdale Prep **Spartans**



Arizona is often criticized for the education performance of its students. As a family, we are thankful that Great Hearts has taken advantage of the charter school opportunity to supply quality public education to the children of Arizona.

We have always believed that children thrive in an academic atmosphere with small class sizes and committed teachers. We also feel strongly that a school with an enforced dress and discipline code is beneficial to the educational development of a child. These were the priorities that led us to Great Hearts.

While searching for a school to fit our children's needs, we discovered Tempe Prep. Everything we learned about the school was completely in line with our expectation of the education we wanted for our children. Our eldest child, Kristina, applied and, because of limited enrollment availability, was put on the waiting list. Fortunately for us, Chandler Prep opened its doors around the same time and we were able to enroll our daughter in the first classes that were formed. Our son, John, followed in Kristina's footsteps, enrolling in CPA two years later. Our youngest child, Alex, will begin 7th grade during the 2008-09 school year.

## Family Notes

While John and Kristina may complain about their homework – what child doesn't? – they have discovered ways to successfully maintain their studies while participating in extra-curricular activities like sports, music, and scouts. Attending Chandler Prep has taught our children to manage their time and utilize their resources. They understand that they are accountable for their time and use daily planners to streamline their homework schedules. They also work with their fellow students to coordinate and share ideas in and out of class.

We believe that John and Kristina's academic success is a testament not only to their developed study habits, but also to the teaching environment of the school. Chandler Prep's teachers make themselves incredibly accessible to their students, offering tutoring before school, during lunch, and after school. Our children feel comfortable approaching their teachers with questions because they know they are there to help them succeed.

As parents, we have always been intimately involved with our children's education. We help with homework and editing essays. We enjoy listening to their musical practice presentations. And we make it a point to attend each of their games and concerts. We, as parents, strongly feel that the success of any child's education is directly related to our involvement with our children and their learning environment.

*The Danovich Family consists of Jim and Josie Danovich and their children Kristina (11th Grade), John (9th grade), and Alex (7th grade). The children of the Danovich Family are enrolled at Chandler Preparatory Academy.*





# classical revolution

by Dr. Daniel Scoggin, CEO

Great Hearts is a different type of corporation. It is our unique work to create a network of preparatory academies that are also public schools. Another unusual juxtaposition of Great Hearts Academies is the byline on our website and brochure: “Classical Education, Revolutionary Schools.” An evident oxymoron. How can our schools be classical while they are also revolutionary? How can the old be new and the new be old?

Since we care a great deal about logic and reason at our schools, it falls to me to argue us out of this apparent contradiction.

If history and culture are viewed simply as a linear progression then the contradiction stands. What is classical cannot be cutting-edge and applicable again. However, for the students and teachers immersed in our schools, and others immersed in the Great Ideas, Books, and events of the Western Tradition, the past is not viewed as irrelevant, exhausted, or even distant.

“Each generation must engage in its own revolution.”

It is our duty to study the very best expressions of the human condition and our heritage — the achievement of the last three millennia in literature, philosophy, science, math, and the arts. Moreover, we must do so to preserve our freedom now. We cannot forget that the Latin origin of the word liberal is *liberalis*, of the free. In this tradition, the free arts stand in contrast to the servile arts, or those not suited to a free citizen of the Roman Republic, and by extension to the present, our American Republic.

Great Hearts Academies exists for this reason: to support each student’s quest to live as a free citizen of the West. I believe that much of the current public and private education structure in this country has lost sight of the fact that each generation must earn its freedom anew. Each generation must engage in its own revolution, by sharpening the ax of critical reason and facing the essential moral questions and applicability of what it means to be a human being, the perennial questions of justice, friendship, beauty, duty, truth, transgression, and reality explored, to be sure, from Homer to Solzhenitsyn and from Euclid to Einstein.

The alternative is truly servile. Will we be faced with a generation of young adults who can all read and cipher but who are immediately susceptible to the pounding influence of media, marketing, and propaganda to an extent hitherto unheard of and unimagined? Will we have a generation of young who are technical masters but who cannot refute the most basic of illogical arguments by calling out the suppositions underlying the debate? Will our graduates know several discreet, pigeon-holed “subjects” (AP and all) but have no idea of how the pieces fit together? Will the student

remember what he has learned but never know what it means?

We can compare this dissolution to the classical form of education embodied in the Trivium. As Dorothy Sayers writes in her landmark essay, “The Lost Tools of Learning” (a lecture delivered at Oxford in 1947):

*“The whole of the Trivium was, in fact, intended to teach the pupil the proper use of the tools of learning, before he began to apply them to “subjects” at all. First, he learned a language; not just how to order a meal in a foreign language, but the structure of a language, and hence of language itself — what it was, how it was put together, and how it worked. Secondly, he learned how to use language; how to define his terms and make accurate statements; how to construct an argument and how to detect fallacies in argument. Dialectic, that is to say, embraced Logic and Disputation. Thirdly, he learned to express himself in language — how to say what he had to say elegantly and persuasively.”*

At our Great Hearts Academies, we return to the classical tools of learning, not just in the Humanities, but through our Socratic approach to a coherent liberal arts curriculum. Our revolution, then, is to produce great-hearted graduates, who, akin to our founding fathers, are able to think, speak, and act with deliberate purpose. The old is made new and the new old.

The Senior Thesis is a year-long project which is the culmination of each student’s time at a Great Hearts academy. The student writes, and then defends before a faculty panel, a 15-20 page paper that develops the student’s own well considered philosophy on one of what Mortimer Adler calls the “Six Great Ideas” of humanity: truth, justice, liberty, equality, beauty, and goodness. Completion of the thesis, in addition to regular coursework, is a requirement for graduation.

## Veritas Preparatory Academy Class of 2008 Senior Thesis Titles

- *A Discourse on Justice*
- *A Happy Good Ending: An Essay Concerning the Good*
- *A Look at the Extent to Which Men Must Follow the Government*
- *A Minority of One: The Objectivity of Truth*
- *Beauty*
- *Beauty and Evolving Wisdom*
- *Beauty: Loving Others More Than One’s Own Self*
- *De Libertate Animae (Concerning Liberty of the Mind)*
- *Desiring Justice*
- *Faith and the Perception of Justice*
- *Freedom in Man*
- *Goodness: An Individual Journey*
- *If Justice was Sought Through Public Opinion And Not Through the Government, Then it Would Never be Found*
- *Just to be Happy*
- *Justice and Altruism in Friendship*
- *Justice, Concerning the Court Case of Meursault: Justice Just Justly Justified by Means and Ends, Both Just*
- *Justice: Whether It Can Be Achieved Through the Collective Efforts of Men*
- *Liberty*
- *Mercy and Justice*
- *On Beauty*
- *Rewards and Risks in Sacrifice*
- *The Conflict between the State of Nature and the State of Reason: A Discourse on Equality*
- *The Government’s Role in Justice*
- *The Impossible Dream; Equality in Theory and in Actuality: The Endless Pursuit*
- *The Philosopher’s Brief Introduction to Ontology*
- *The Improbability that Man will Gain the Highest Good*
- *True Justice through Mercy*
- *War: It’s Fantastic!!*
- *With Great Power Comes Great Responsibility*

## Summaries of three senior theses:

### The Conflict between the State of Nature and the State of Reason: A Discourse on Equality

The conflict of the state of nature and the state of reason produces inequality. Based on the works of Rousseau, Steinbeck and Hugo, this thesis surmises that the two very different states of nature and reason create conflict when they begin to mix with each other, and as a result, inequality is able to flourish.

### The Improbability that Man will Gain the Highest Good

A common theme in *Wuthering Heights*, the *Consolation of Philosophy*, and *City of God* is the individual’s search for the good while living in an evil world. Based on each author’s solution, the student developed the thesis that supernatural aid perfects what reason alone cannot achieve in man’s search for the *Summum Bonum* (the greatest or supreme good).

### The Philosopher’s Brief Introduction to Ontology

Humans can know they exist and that things external to them exist through the idea of being (ontology). The *ego cogito* (“I think therefore I am.”) of Husserl/Descartes sufficiently proves one’s personal existence so that the conclusion follows that the existence of external objects can only be known by how closely related they are to the *ego cogito*.





# DEFINING SUCCESS

“Because of the superb quality of the Latin program at Veritas, I was able to enter my first semester into the most advanced Latin course available, and found it relatively easy.”

— Katryn Hurtado



When we began looking for a secondary school for our first child, Alex, we were sorely disappointed by the dearth of options. Having attended large public high schools ourselves, we felt that we wanted a different kind of experience for our children. Fortunately, we discovered Tempe Preparatory Academy, a public charter school with a preparatory curriculum and feel. Not surprisingly, the demand for this school far exceeded its capacity for enrollment. We felt incredibly fortunate when our son was admitted and he happily began his college preparatory experience.

Not so happy, however, was the fact that many students who wanted a college prep education could not receive that opportunity. Realizing this fact, the newly formed Great Hearts Academies Board of Directors, along with Dan Scoggin, developed a plan to expand their model into a multi-school system, offering a college preparatory experience for thousands more children in the greater Phoenix area. When we heard about this plan, we were more than eager to support the endeavor.

Through Great Hearts Academies, kids from all socioeconomic backgrounds have the opportunity to prepare for college in an environment similar to top private secondary schools across the country. The fact that the schools in the network are supported by state funding is an incredible benefit. Unfortunately, the state does not provide equivalent financial support to charter schools as it does to district public schools. For that reason, we have chosen to support Great Hearts in all ways possible, including financially. We believe that it takes contributions from both private and public sources to support educational excellence in Arizona.

# Supporting Excellence

We believe that education provides the keys to unlocking the gifts and talents every child has within. Learning how to learn is, by far, the most important skill to develop in life and Great Hearts understands this fact. Supporting efforts that truly grasp this concept and diligently work to promote it, are investments in the future that we are honored to make. The natural resources on the planet Earth are finite and it will only be through human innovation, technological advances, and cultural evolution that we will continue to thrive as a species. We believe we must support educational efforts that teach children how to think independently and how to take an active role in shaping the future.

Great Hearts' philosophy aligns closely with our philanthropic vision. Their focus on ideas and discussion with a solid dose of hard work promotes just the kind of educational environment we so keenly admire. Educational excellence doesn't just happen. It is through the immense commitment to each child and each school that Great Hearts is shaping the future. We believe that Great Hearts will play a key role in improving school choice and excellence in secondary education as we move into the future, and we are honored to be a part of this important organization.

*Reed Porter is a member of the Great Hearts Academies Board of Directors. He and his wife, Sabrina, are members of the Chandler Preparatory Academy Board. Their son, Alex, attends Tempe Preparatory Academy, and their daughter, Katie, attends Chandler Preparatory Academy.*

**“Through Great Hearts Academies, kids from all socioeconomic backgrounds have the opportunity to prepare for college in an environment similar to top private secondary schools across the country.” – Reed and Sabrina Porter**





“We believe that providing the students and families of Metropolitan Phoenix with public, tuition-free access to a top-tier preparatory education is revolutionary.”

A Great Hearts’ education does not revolve around facilities. However, the Great Hearts community knows that less than optimum facilities pose a challenge to the fulfillment of our preparatory mission.

As public charter schools, the Great Hearts academies receive but a fraction of the facilities funding traditional district schools receive. To meet this challenge, the Great Hearts board authorized the *Building Great Hearts* campaign to secure \$7.5 million in community support to help fund campus capital improvements for the first seven schools of the Great Hearts network. Great Hearts will finance the balance of the total project budget of \$24 million.

That this is “*A Campaign for Public Preparatory Academies*” is what sets Great Hearts apart. We believe that providing the students and families of Metropolitan Phoenix with public, tuition-free access to a top-tier preparatory education is revolutionary. Great Hearts is grateful for significant gifts from key community partners like The Kemper and Ethel Marley Foundation, APS, and Blue Cross Blue Shield of Arizona, to name a few, and to the many individual leadership gifts from parents and community leaders. Their support has put the campaign on a path to success, and signals to the rest of the community their faith in the Great Hearts model, and their investment in the Valley’s future.

GREAT HEARTS CAMPUS	COST*	PROJECT ELEMENT
Chandler Preparatory Academy	\$6,974,000	A 40,000 square foot campus including: 18 classrooms, 6 science laboratories, gymnasium, auditorium, and administrative offices on 10 acres of leased land at First United Methodist Church of Gilbert.
Veritas Preparatory Academy	4,405,000	A 26,000 square foot academic and administration building with 10 classrooms, 2 science laboratories, library, music room, and art studio on the leased land of Lincoln Heights Christian Church campus.
Mesa Preparatory Academy	3,003,000	A 20,000 square foot high school gymnasium with 10 classrooms, 2 science laboratories, and assembly area on leased land at Church of the Master in Mesa.
Tempe Preparatory Academy	2,803,000	Science laboratory and classrooms, additional classrooms to support addition of 6th grade and gymnasium.
Phoenix Core Academy (Name TBA)	500,000	A 30,000 square foot turn-key campus opening for grades 5-6 in fall 2009, including 16 classrooms, 2 science laboratories, gymnasium, and administrative offices in existing buildings leased at Pilgrim Rest Baptist Church.
Scottsdale Preparatory Academy	931,500	School start-up tenant improvements to existing facility to allow for fall 2008 campus opening for grades 6-9 (275 students) in leased building within Scottsdale Airpark.
Glendale Preparatory Academy	931,500	School start-up tenant improvements to existing facility to allow for fall 2008 opening for grades 6-9 (175 students), and construction of new 6,000 square foot administration and classroom building for spring 2009 on leased land at Dove of the Desert United Methodist Church.
TOTAL PROJECT REQUIREMENTS	<b>\$19,548,500</b>	
Less School Financing and Start-up Grants	12,048,500	Campuses will carry a portion of the capital financing costs as an operational expense. The Walton Family Foundation and the Charter School Growth Fund have provided funds to offset a portion of the expenses associated with the expansion.
Campaign Goal	<b>\$7,500,000</b>	* Project costs include allowance for construction escalation, fixtures, furnishing and equipment, as well as design, infrastructure, and development costs.

To commemorate unselfish generosity and a commitment to strengthening children, families, and the community, the *Building Great Hearts Capital Campaign* leaders wish to publicly acknowledge gifts from those who have helped make the goals of this campaign a reality.

Great Hearts Academies gratefully acknowledges the following individuals, corporations, foundations and organizations for their commitment to improving the quality of public education in Maricopa County.

Building Great Hearts  
Capital Campaign Donors

as of August 22, 2008

Anonymous (10)  
APS  
Arizona Bank and Trust  
Arizona State Tourism Authority  
Darrel and Cindy Barger  
Peter and Alison Bezanson  
Blue Cross Blue Shield of Arizona  
Brian and Beverly Burch  
Clint Bolick  
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Daniel Sauer  
Daniel and Andrea Scoggin  
Southwest Gas Corporation  
Henry Stein  
Karrin Kunasek Taylor  
Jeff and Jill Van Brunt  
Veritas Prep Parent Organization  
The Walton Family Foundation



These Founding Funding Partners were vital in their early support of the vision, business planning, and start-up of Great Hearts Academies. Each has continued to support Great Hearts as it grows to a self-sustainable network of schools. Great Hearts wishes to thank these partners for their generous support and to recognize the entrepreneurial spirit they bring to their philanthropy.

Founding Funding Partners	The Chapman Foundations Reed and Sabrina Porter	Charter School Growth Fund The Walton Family Foundation
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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.

2007-2008  
Community Investment

Campaign Donors as of June 11, 2008

VERITAS PREPARATORY ACADEMY

Herbert and LeeAnne Abel  
American Express Gift Matching Program  
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Tom and Tricia Salerno  
Albert and Dolores Salisz  
The Sallie Mae Fund Employee  
Contributions Program  
Dan and Ginny Schoffelman  
Daniel and Andrea Scoggin  
Alan and Paula Sears  
Clive and Miriam Sell  
Tim and Lisa Sifert  
Lourdes Silva  
S. Lee Spencer  
Wayne and Lisa Sponcil  
Jeffrey and Elizabeth Steier  
Dean Stover and Janice Kelly  
Dan and Diana Suchoff  
Max and Maria Taylor  
Shawn Tehrani and Colleen Cakes  
Ruth Toman  
Paul and Carin Tuff  
Daniel and Amy Tyre  
Justin Van Dyck  
The Vanguard Group Foundation  
Roberto and Teresa Vejar  
George and Jennifer Velitchkov  
Neil Wake and Shari Capra  
Robert and Julie Wallace  
Peter and Jennifer Walsh  
Michael Ward  
John and Suzanne Williams  
Steve and Denise Zabilski

CHANDLER PREPARATORY ACADEMY

American Express Gift Matching Program  
Anonymous (1)  
Rashed Gorji and Sita Assadi  
Phillip and Coleen Austin  
Tim and Shari Ayers  
Alan and Nancy Ball  
Darrel and Nancy Barger  
Robert and Jeannette Barney  
Robert and Wendy Belisle  
Randall Blum and Charlene Berge-Blum  
Scott and Melissa Bordow  
David Burdeaux and Debra Bettis  
Matthew and Kerri Campbell  
Chandler Prep Parent Organization  
Raj and Vidya Chandrashaker  
Michael and Nancy Clark  
Brad Curtis  
James and Josie Danovich  
Emmanuel and Myrna Diaz  
Ray and Hollie DiCiccio  
Cole and Andrea Dickson  
Patrick and Carolyn Drennan  
Cliff and Deidre Fiore  
Allen Flores  
David and Tamarah Furness  
Alan and Kieulinh Gin  
Terry Gin and Tracey Sherman-Gin  
James Guy and Julie Eisner-Guy  
Jerry and Mitzi Haggard  
Kelvin Helmick and Muggs Hanson  
Tim and Allison Harmon  
Helen Hayes  
David and Kelly Henry  
Don and Barbara Hiatt  
Darrell and Cindy Hill  
Joseph and Claudia Hilton  
Honeywell Hometown Solutions  
Paul Hui and Sau Chan  
Intel Foundation Matching Gifts  
Seyed and Michele Javadpoor  
Dean and Lenna Kerl  
Bill and Jenny Knotts  
Jesse and Janis Lara  
Joe and Tami LaRovere  
Judith Lawrence  
Robert and Minnie Lawrence  
James and Nan Lew  
Tom and Stacy Liddy  
Jens and Julie Malmborg  
Phil and Gaynor Manby  
Terry and Suzann May  
Microsoft Matching Gifts Program  
James and Lisa Mohr  
Mark and Eileen Molzen  
Motorola Foundation  
Pat and Sheri Mulloy

Mitchel Mertens and Lindsay Naas  
Basim and Maria Noori  
Carlos and Diane Nunez  
Bayani and Vicki Oania  
Gregory and Deborah Osborn  
Steve and Amy Ostwinkle  
Carlos and Rosie Ovando  
Dave and Roma Park  
David and Luanne Pepper  
Greg and Laura Perschbacher  
Brian and Anna Peterson  
Jason and Rina Pociask  
Stephen and Lisa Pomraning  
Jim and Kyle Poulin  
Randall Pyke and Donna Zhang  
Gerard and Margaret Quenneville  
Robert and Janette Rallison  
Ward and Elaine Rand  
Thomas and Elisabeth Reece  
John and Lucy Ridgway  
Steve and Richelle Rockwell  
Paul and Catherine Rogers  
Daniel and Lynn Romero  
Juan Rosales and Anna Zuniga-Argueta  
Doug and Kendra Rose  
Christopher and Kimberly Rosner  
Jack and Kimberly Ross  
Anthony and Maria Rwamukunya  
Paul and Erica Saylor  
Montie and Tonya Schlotterbeck  
Paul and Dori Schubring  
David Shaw and Connie Hong-Shaw  
Martin and Rosemarie Sielaff  
Tim and Martha Strong  
George and Karen Thomas  
John and Kimthu Tran  
Jay and Joanna Turpin  
Scott and Janice Urick  
Sheryl Vendl  
Erroll Viel and Colette Michel  
Richard and Christine Weber  
Geoffrey and Julie Webster  
Hermann and Lori Weidemann  
Wells Fargo Educational Matching  
Gift Program  
Fritz Westphal  
Paul and Julie Wingett  
Gary Wintering  
Mike and Katy Wreschner  
James and Neva Wuerfel  
Wensheng Xu and Fang Zhou  
Yuanging Zhu and Wenjie Jiang  
Stanislaw and Maria Zolnierczyk

MESA PREPARATORY ACADEMY

Alan and Roxanne Abul-Haj  
Paul and Lori Andrus  
Ed and Francine Babcock  
Rama and Anupama Balaji  
Eric and Aurora Ballard  
Joseph and Nancy Ballard  
The Boeing Company Gift Matching Program  
James and Mary Brennan  
Jack and Sherry Burnside  
Steele and Sharie Campbell  
Sean and Renée Carter  
Greg and Diane Clark  
Mike and Kathy Danley  
Benedict and Theresa Dayrit  
Karen Dennis  
Dean and Sandy Descourouez  
John and Sarah Dight  
Scott and Kristen Di Iullo  
eBay Foundation  
Lawrence and Ginger Ehrke  
Express Scripts Foundation  
John and Christine Ginty  
Russon and Melanie Hale  
Tina Hamilton  
Chris and Michon Jablonski  
Matthew and Kathleen Jentz  
Douglas and Deborah Kulla  
William and Stella Lyle  
Scott and Jerri Martin  
Ivan and Karyn Mercado  
Gary and Carol Moore  
Orlando and Audrey Moreno  
John and Jonna Mueller  
John and Lynn Neel  
Anthony and Jill Nicotra  
Dante and Linda Nobilio  
Pedro None and Kitty Samaniego  
Vince and Laurie Palazzolo  
Joe and Robin Panelli  
Patrick and Maryanne Patterson  
Thomas Segura and Ahydee Melendez  
Sam and Kelly Soesbe  
Robert and Linda Steiner  
Robert and Karilee Stinger  
Kenneth and Cynthia Stout  
Victor and Kimberly Tansey  
Target: Take Charge of Education  
Scott and Elizabeth Taylor  
Shawn and Karen Tibbits  
Jeff and Jill Van Brunt  
Michael and Angela Vanderlans  
Richard and Nancy Waage  
Wal-Mart  
Peter and Rosemary Willis



# Great Hearts’ schools achieve academic excellence while maintaining fiscal responsibility.

As charter schools, Great Hearts’ schools are funded primarily with public dollars. Each school receives just over \$6,700 per pupil from state and federal sources. Great Hearts schools also raise money to support facilities financing, capital costs, and curricular and extra-curricular programs. Approximately 20% of the annual funds needed to operate the schools as comprehensive preparatory programs comes from sources other than state and federal sources.

Facility costs represent a substantial expense for all Great Hearts’ schools and a challenge as our schools grow and expand. In addition to the annual operational funds raised via the Community Investment campaign, tax credits, allowable fees, and local grants, Great Hearts Academies is engaged in a multi-year *Building Great Hearts* capital campaign to improve the facilities at each of the campuses. Great Hearts believes that each school should eventually be housed in a durable facility with the amenities requisite to a college preparatory experience. At three of the campuses, Great Hearts is entering into long-term ground lease relationships with stable church landlords for the development of new facilities. Long-term plans for the newest campuses are yet to be developed or finalized. Facility expansion will be funded by a combination of capital campaign contributions and 30-year bond financing. Facility costs in the budget to the right vary considerably from school to school due to lease costs and the location of campuses in the Valley. In next year’s budget, the facility costs for Veritas, Mesa, and Glendale will increase substantially — in line with Chandler’s and Scottsdale’s current lease costs — as debt service for new buildings is added to the facility expense line.

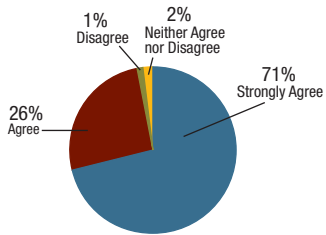


	Veritas	Chandler	Mesa	Glendale	Scottsdale	Network Total
Income Dollars (In Thousands)						
State Funding	2,257	2,841	1,479	1,135	1,811	9,523
Curricular Fees & Contributions	43	41	21	11	31	146
Extra-curricular Fees & Contributions	222	173	80	80	130	684
Contributions & Grants	156	309	240	176	408	1,288
Other/Miscellaneous	6	9	3	3	5	26
TOTAL INCOME	2,685	3,371	1,822	1,404	2,385	11,667
Expenses Dollars (In Thousands)						
Program - Personnel	1,544	1,602	839	650	1,028	5,663
Program - Other	80	139	81	79	130	509
Non-Program - Personnel	242	253	133	141	165	934
Non-Program - Other	393	324	229	175	248	1,370
Facility Cost	171	459	161	86	596	1,474
Surcharge	147	185	111	85	136	663
TOTAL EXPENSES	2,577	2,962	1,553	1,217	2,303	10,613
Cash Flow for Reserve/Debt Service	108	410	268	187	82	1,055

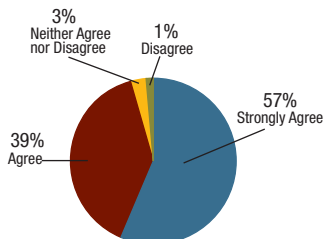




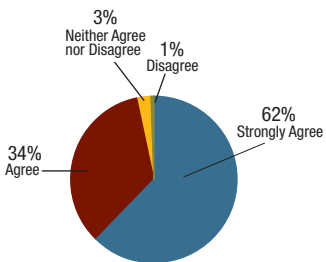
2007-08 Parent Satisfaction Survey Results



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

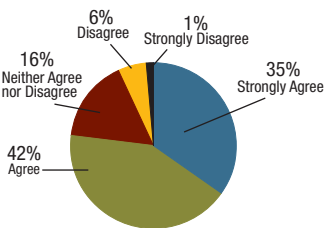


Overall, my child's school is serving the needs of the students.

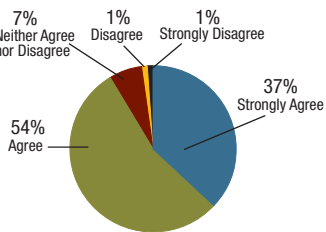


Overall, I am satisfied with the school's curriculum.

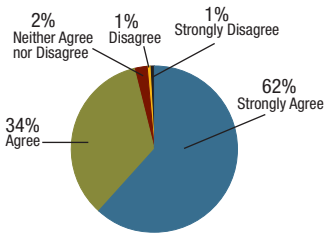
2007-08 Student Satisfaction Survey Results



I enjoy attending my school.

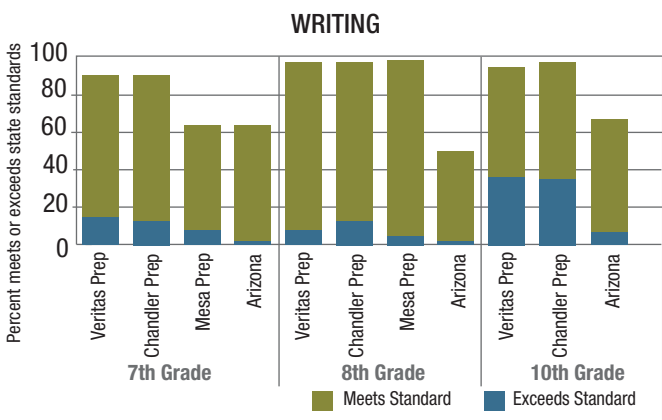
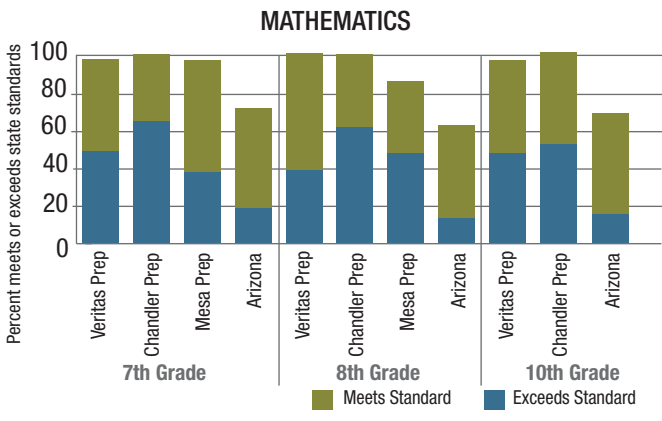
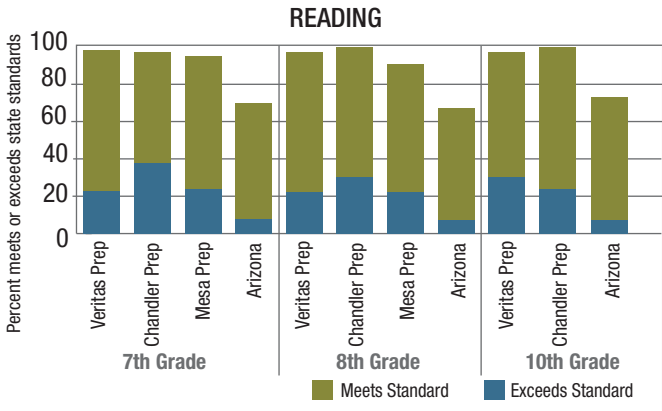


I have grown this year as an independent learner.

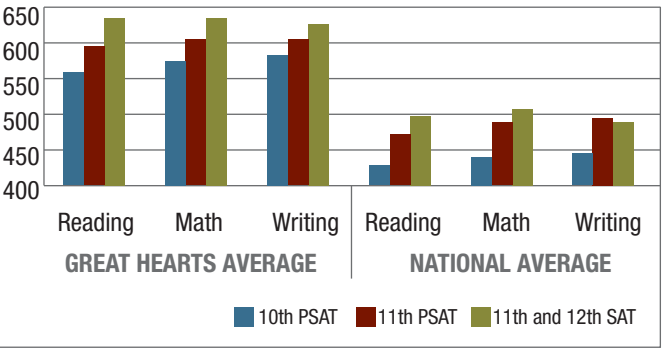


My school challenges me academically.

2008 AIMS Testing Results



College Board Test Results Classes of 2006-08



Great Hearts Graduates have been accepted to the following colleges and universities since the Class of 2000

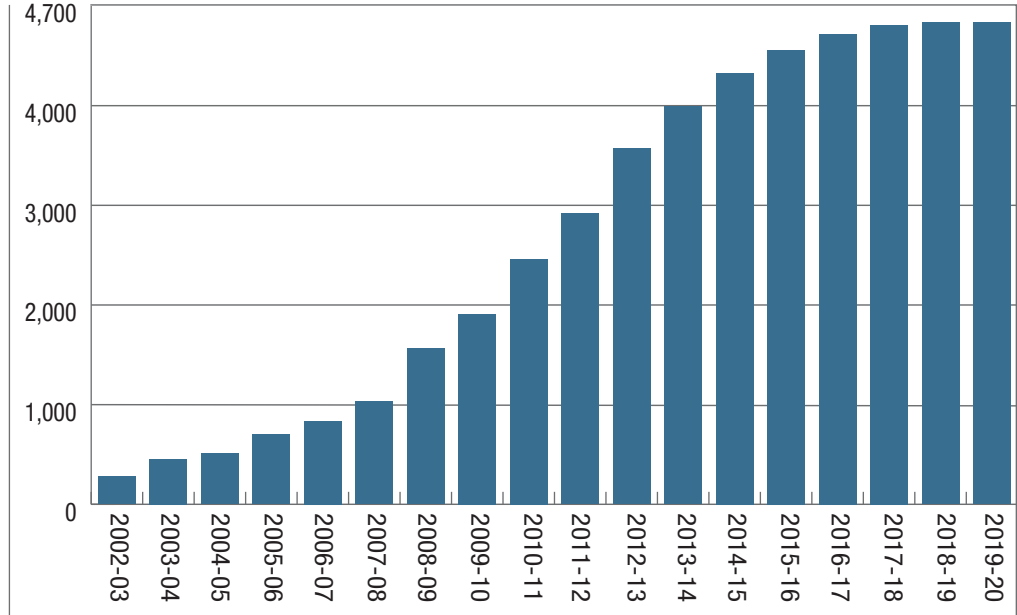
- Abilene Christian University
- Agnes Scott College
- Allegheny College
- American Academy of Dramatic Arts
- American InterContinental University
- American University
- Arizona Culinary Institute
- Arizona State University
- Art Institute of Phoenix
- Azusa Pacific University
- Baylor University
- Belhaven College
- Benedictine College
- Biola University
- Boise State University
- Boston University
- Bryn Mawr College
- California Institute of the Arts
- California Lutheran University
- Carleton College
- Carnegie Mellon University
- Catholic University
- Chapman University
- Chrisendom College
- Christopher Newport University
- Claremont McKenna College
- Colgate University
- College of Wooster
- Colorado College
- Colorado School of Mines
- Colorado State University
- Concordia University, Nebraska
- Cornell College (IA)
- Cornell University
- Creighton University
- Dartmouth College
- Denison University
- Drexel University
- Duke University
- Earlham College
- Eckerd College
- Embry-Riddle
- Aeronautical University
- Evergreen State College
- Fordham University
- Franciscan University of Steubenville
- Furman University
- George Washington University
- Goucher College
- Grove City College

- Harvey Mudd College
- Hillsdale College
- Hofstra University
- Hope International University
- Illinois Wesleyan
- Iona College
- Iowa State University
- Kalamazoo College
- Kenyon College
- Knox College
- Lafayette College
- Lake Forest College
- Lawrence University
- LeTorneau University
- Lewis and Clark University
- Loyola Marymount University
- Manhattan Christian College
- Marist College
- Mesa Community College
- Middlebury College
- New Mexico Tech
- New York University
- North Carolina School of the Arts
- Northeastern University
- Northern Arizona University
- Northwestern University
- Notre Dame
- Notre Dame de Namur University
- Occidental College
- Ohio Wesleyan
- Oklahoma Christian University
- Pace University
- Pacific Lutheran University
- Pepperdine University
- Phoenix College

- Point Loma Nazarene
- Point Park University
- Pomona College
- Purchase College, State University of New York
- Purdue University
- Radford University
- Reed College
- Rensselaer Polytechnic Institute
- Rhodes College
- Rice University
- Ripon College
- Rochester Institute of Technology
- Rose-Hulman Institute of Technology
- Saint Ambrose University
- Saint John Fisher College
- Saint Mary's College
- Sarah Lawrence College
- Scripps College
- Skidmore College
- Smith College
- Southern Methodist University
- Southwestern College
- St. John's College
- St. Mary's College (IN)
- St. Olaf College
- Stanford University
- Stonehill College
- Swarthmore College
- Thomas Aquinas College
- Trinity International University
- Tusculum College
- U. of California – Davis
- U. of California – Irvine
- U. of California – San Diego

- United States Merchant Marine Academy
- University of Arizona
- University of Chicago
- University of Cincinnati
- University of Dallas
- University of Denver
- University of New Mexico
- University of North Carolina, Chapel Hill
- University of Oklahoma
- University of Portland
- University of Puget Sound
- University of Redlands
- University of Richmond
- University of Rochester
- University of San Francisco
- University of Southern California
- University of St. Andrews (Scotland)
- University of the Incarnate Word
- University of Utah
- US Air Force Academy
- US Merchant Marine Academy
- US Military Academy
- US Naval Academy
- Utah Valley University
- Valparaiso University
- Vanderbilt University
- Virginia Tech
- Washington University (St. Louis)
- Wellesley College
- Westmont College
- Wheaton College
- Whitworth College

Great Hearts Academies Students Served





# Preparing your child for Great Hearts Academies

A common question from prospective parents is: “I know that I want my child to attend one of your schools, but what should I do to prepare them in the meantime?”

If you have an elementary school age child, there are a number of things you can do to prepare them for the academic rigor and unique culture of a Great Hearts academy:

- 1. Choose the right elementary school.** The Great Hearts office can provide you with recommendations for elementary schools (district, public charter, and private) in your area. Great Hearts administers “readiness tests” to all incoming students, and using that data maintains a ranking of the elementary schools from which those students come.
- 2. Assign daily homework.** If you choose the right elementary school, then this will not be an issue. But if your child attends an elementary school wherein he or she is not routinely assigned homework, then Great Hearts suggests that you create a separate homework regiment for your child. In 3rd and 4th grade, 30-45 minutes of meaningful homework a night is recommended; in fifth grade, increase the load to 60 minutes.
- 3. Have your child read and discuss high quality literature (ideally with their peers).** Great Hearts recommends the

*Junior Great Books* (Series 3, 4 and 5) from the Great Books Foundation ([www.greatbooks.org](http://www.greatbooks.org)). The teacher’s edition will supply you with seminar leader questions, and you can either use those to work one-on-one with your children, or, even better, to run a weekly neighborhood seminar with other children.



- 4. Work above grade level in mathematics.** The standard 6th grade Great Hearts’ mathematics curriculum is pre-algebra, whereas at your typical public district or private school, pre-algebra is covered in the 7th grade (or even later). Many of Great Hearts’ best students have supplemented their elementary math education with *Kumon* ([www.kumon.com](http://www.kumon.com)), but there are many other math enrichment options in the Valley.
- 5. Immerse your child in the fine arts.** Go to plays, to the symphony, to the opera, to museum exhibitions. If your child attends a school that has cut back on the fine arts recently (as so many of them have), seek out studio art or music classes at your local library or through small local studios.

**Questions? Contact Director of Curriculum and Research, Peter Bezanson at (480) 899-9181.**

## Enrollment tips

Enrolling in a Great Hearts School is easy! Please note the important dates listed below and consult our website, [www.greatheartsaz.org](http://www.greatheartsaz.org), for current information.

- The Early Enrollment period is November 1st through December 31st. Submitting an application during this time will offer your student the best chance for enrollment.
- The Regular Enrollment period is January 1st through March 15th. If the number of applications received during this enrollment period exceeds the number of available spaces, there will be a lottery. All Regular Enrollment applicants will have an equal chance of acceptance.
- After each available space is filled, remaining students will be placed on waiting lists specific to their grade and could be offered enrollment within the school year.
- Enrollment applications are available and can be submitted securely online at [www.greatheartsaz.org](http://www.greatheartsaz.org).

**Questions? Contact the Enrollment Coordinator at 480-365-8125.**



**Great Hearts Academies**  
444 North 44th Street, Suite 100  
Phoenix, Arizona 85008