

VOL. 3 FALL 2010

# GreatHearts

classical education, revolutionary schools

## The Great Conversation of the West

**Onward and Upward  
Graduation 2010**

**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**  
1951 North Alma School Road  
Chandler, Arizona 85224  
480-855-5410  
Established: 2004



**Mesa Preparatory Academy**  
1303 South Lindsay Road  
Mesa, Arizona 85204  
480-222-4233  
Established: 2006



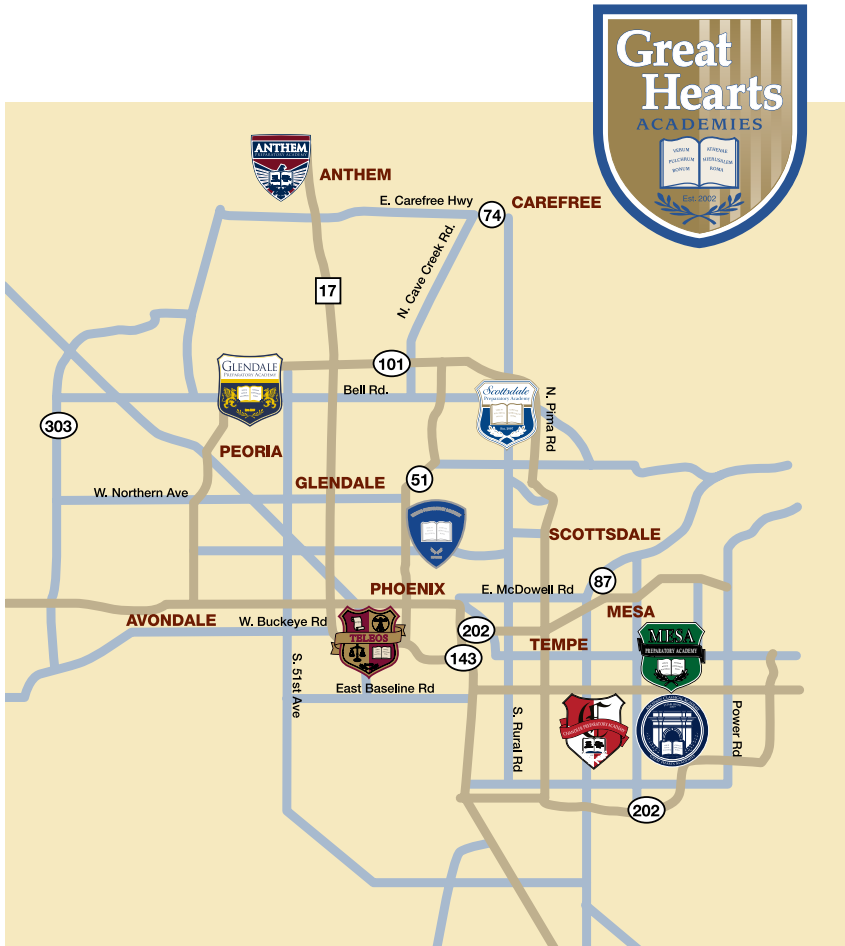
**Glendale Preparatory Academy**  
7151 West Beardsley Road  
Glendale, Arizona 85308  
623-889-0822  
Established: 2007



**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**  
42101 North 41st Drive,  
Suite C-101  
Phoenix, Arizona 85086  
623-889-0822  
Established: 2009



**Archway Classical Academy  
at Chandler Prep**  
1951 North Alma School Road  
Chandler, Arizona 85224  
480-855-6474  
Established: 2009

**letter from the CEO**

by Dr. Daniel Scoggin



**Dear Families and Friends of  
Great Hearts Academies,**

The past few months have held many milestones for Great Hearts. Chandler Prep joined Veritas Prep in having alumni with the graduation of its first seniors; Teleos Prep promoted its first 8th grade class; and we welcome Anthem Prep to the family of academies as well as Archway Classical Academy at Chandler Prep, our first full K-5 program. I would also note that three of our academies - Mesa Prep, Glendale Prep, and Scottsdale Prep - are all on track to have their first graduating classes in 2012. In sum, Great Hearts is now serving more than 2,900 students across the Valley, and the day is fast approaching when there will be hundreds of liberal arts graduates sent forth each year who share a common preparation and bond.

With this growth, we renew our focus on the core of a Great Hearts education. The third edition of our annual magazine is dedicated to the intellectual and moral climate we seek to foster at our schools through the study of the great books.

At all of our academies, our students and teachers are invited to join what Robert M. Hutchins called the “Great Conversation,” the ongoing dialogue about the Western tradition and its ideals. Hutchins uses the word conversation to imply rightly that we don’t merely “download” the wisdom of the ages by opening the classics, but that we in the modern age revive them again by working through their pages in community, giving full light to their truth, their durable relevance to our lives, and the continuities and contradictions from book to book. This conversation among us and these books is the acceptance of our rightful inheritance as citizens of the West. Unlike a monetary inheritance, we need to work hard over a number of years to collect it. Our students start that work early and in earnest.

Robert Hutchins penned our feature essay more than fifty years ago as the introduction to the volumes he edited with Mortimer Adler, *Encyclopædia Britannica’s Great Books of the Western World*. All of our faculty discussed this essay this year at a network-wide professional development afternoon and we hope you enjoy it as we did.

Many of the works Hutchins outlines as the Great Books of the West are the books our students read in the humanities program at our academies. The “Great Conversation” is most at work in the cornerstone class of our high school program, Humane Letters. This class

is defined by the letters – the planned sequence of sixty unabridged classics they read in their high school years, from Homer to Solzhenitsyn – and also by the humane – the study of what it means to be a human being. For two hours a day over four years, our high school students engage in an intellectual journey that is unique in American secondary education.

We cannot overestimate the deeply social nature of the class. Humane Letters is not a debate class in which students try to win arguments for the sake of the argument, nor a college “Western Civ.” class in which a professor imparts knowledge to eager note-takers. Rather, Humane Letters is an extended conversation of good will, a dialogue about essential ideas - truth, goodness, beauty, liberty, equality, justice - and a quest that demands the application of reason to understand our purpose in this world. The way we think, speak, and listen to one another is as important as the books themselves. The seminar teacher should be a leader, but often only by refining the questions, just as Socrates might, in his relentless search for a philosophical understanding of our duty to ourselves and one another. Students are pressed through questions (at times, to their annoyance) to think for themselves and not take shortcuts. In the Teacher Profile that follows, Wade Chapman from Scottsdale Prep talks about the precise care a seminar teacher must take in asking just the right open-ended questions to keep a seminar fresh and focused.

Our graduates look back and note that the two hours they spent every day in Humane Letters defined much of their Great Hearts tenure, both socially and intellectually. Holly Schlotterbeck, a recent graduate from Chandler Prep, eloquently describes this experience in this year’s Student Profile. The common quest for truth in Humane Letters spills over into, and is reinforced by, the other critical liberal arts classes the students take across the curriculum. Questions in the sciences and the arts should be approached with the same zeal sought in Humane Letters, and there should be no artificial barrier placed between philosophy as a way of knowing and the wonder to be found in scientific and mathematical inquiry. The liberal arts student, then, in his or her curiosity and commitment to the truth, seeks to understand the world as it is, in the beauty and order of its creation and as a world inhabited by humans who, despite our failings, seek to live well together. The Great Books and the conversation they inspire should be no small aid to our pursuit of happiness.

**Onward and Upward!**

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**Andrew Ellison**, Veritas Preparatory Academy, Senior Headmaster  
**C. Diane Bishop**, Scottsdale Preparatory Academy  
**Leanne Fawcett**, Archway Classical Academy at Chandler Prep  
**Helen Hayes**, Chandler Preparatory Academy  
**Bryan Smith**, Anthem Preparatory Academy  
**Robert Wagner**, Mesa Preparatory Academy  
**David Williams**, Glendale Preparatory Academy  
**Natalie Williams**, Teleos Preparatory Academy





In the national charter school movement, Charter Management Organizations (CMOs) have emerged as the chosen engine for driving new school growth with quality. There are currently **83** CMOs across the nation. For **Great Hearts Academies**, this engine has been put to the service of its own revolution: a return to the classics – with a liberal arts education now made public and tuition-free for all.

In 2010 – 2011:

Great Hearts will serve **2,988** students across Metropolitan Phoenix, up from **318** in 2005.

On the first day of school, **2,600** students remained on the waiting lists for enrollment at a Great Hearts academy.

Anthem Prep will open as the **8th** Great Hearts academy.

Archway Classical Academy will open in Chandler as the **1st** K-5 program in the Great Hearts network.

Chandler Prep and Archway Classical Academy will move to the **1st** campus fully owned by Great Hearts Academies.

**108** new teachers will join the Great Hearts community, up from **15** in 2005.

**7** Teach for America corps members will teach at Teleos Prep in downtown Phoenix.

Great Hearts Academies graduated **4** National Merit Scholars, **2** National Merit Scholarship Finalists, **2** National Merit Scholarship Semi-Finalists, **2** National Hispanic Scholars, and **1** Dorrance Scholar.

In June 2011, **110** seniors will graduate from Veritas Prep and Chandler Prep.



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As a senior at Chandler Prep, my life these last couple of months has been filled with many of the normal senior activities - applying to colleges, staying on top of schoolwork, enjoying many of my last high school moments with my friends, and anticipating graduation day. These normal activities, however, can be rather deceptive, for they hide the depth of thought and close bonds that Chandler Prep and Great Hearts Academies encourage. On top of the pressures a normal senior faces, a Great Hearts senior must also conquer the daunting task of writing and defending a twenty-page thesis.

For me, a member of Chandler Prep's first graduating class, the thesis made my senior year both exciting and exhausting. Hearing about the thesis early on, I wondered how I would find a topic to write twenty pages about. Come to find out, I had too much to say! The senior thesis is one of the last "firsts" my class faced together. Without a class ahead of us to look up to, we, a group of strangers, quickly became a close family as we faced the challenges with which Chandler Prep presented us. Together, we shaped Chandler Prep. I feel honored to be a part of Chandler Prep's first graduating class and am proud of what we have accomplished together.

One major first we experienced as a group was our Humane Letters class. We quickly learned that our conversations regarding the Great Books could easily range from life and law to morality and history. As we sought to understand the author's ideas, we also evaluated what we believed and how we should live. We were often so engrossed in our discussion that we continued it outside the classroom on our breaks.

I learned many valuable skills from this class such as active reading, how to listen to others, and how to ask questions. As a whole, the Great Books curriculum and my participation in my Humane Letters classes has allowed me to become well-read, exposed to many of the great minds of the ages. By encouraging contemplation and discussion, it has taught me to seek the Truth in everything. This has helped

me become a conscious person who thinks critically and evaluates what I do and how I should live.

The many lessons I received from my time at Chandler Prep will always stay with me. The Great Hearts education has taught me how to learn; it has taught me that learning is not simply a grade. The goal of learning, instead, is a thorough understanding and grasp of the material. As I head off to college, I do not know which major I will pursue, for the Great Hearts curriculum has taught me to love and value many different fields.

I do know I want to serve our country after graduation. Studying at Chandler Prep has taught me how our founding fathers strove to make a great nation which gives its citizens freedom and how, subsequently, many of our fellow Americans died defending this freedom. While not perfect, our nation gives us so much. Thus, I feel it is my duty to do what I can to preserve this freedom as well. I am honored to have been appointed to both West Point and the United States Air Force Academy. My Great Hearts' education will support me in my endeavors because it has taught me to always pursue the Truth and what is right.

As I prepare to leave Chandler Prep, I have three pieces of advice for the future Great Hearts student: be involved, want to learn, and persevere. Being involved in extra-curricular activities is a great way to relieve the pressures of school and form amazing friendships. Wanting to learn is essential because no parent or teacher can force a student to learn. They can spark a student's interest and encourage him, but a student chooses for himself if he wants to learn. The Great Hearts curriculum is challenging and requires hard work. Do not give up. Persevere. Your education is what you make of it. Enjoy the time you have left - it will be gone before you know it.

*Holly Schlotterbeck is a Cadet at West Point Military Academy in New York.*

"Studying at Chandler Prep has taught me how our founding fathers strove to make a great nation which gives its citizens freedom and how, subsequently, many of our fellow Americans died defending this freedom. While not perfect, our nation gives us so much. Thus, I feel it is my duty to do what I can to preserve this freedom as well." — Holly Schlotterbeck

# Freedom to Serve





# Veritas Preparatory Academy

## academy highlights

Headmaster: Andrew Ellison

Number of Students during the 2010-2011 School Year: 425 in grades 6-12

Number of Teachers during the 2010-2011 School Year: 38



**Faculty** **Andrew Alexander**, B.A. Chemistry, Calculus **Michael Austin**, Ph.D. Candidate Philosophy, Geometry **Frederick Baldwin**, M.S. Education, Algebra **Simran Bassi**, M.F.A. Painting, Studio Art **Rita Calvert**, M.A. Spanish Linguistics, Spanish **Zach Cann**, M.A. Communication and Culture, Literature and Composition, Ancient History **Cynthia Coughlon**, B.A. Religious Studies, Literature and Composition **Brandon Crowe**, Ph.D. Religious Studies, Humane Letters **Jeffrey Dick**, M.F.A. Painting, Studio Art **Benjamin Dickerson**, M.A. Religious Studies (B.A. History and Philosophy), Humane Letters **Thomas Doeblner**, B.A. Psychology, Exceptional Student Services **Alison Farnham**, B.A. Business Administration, Exceptional Student Services **Michael Fink**, M.A. Political Science, Humane Letters **Rosalind Freeman**, M.A. Spanish Linguistics, Medieval History, Spanish **Joseph Giles**, J.D. Law, American History **Daniel Gordon**, B.A. English, Life Science **Peter Haworth**, Ph.D. Government, Humane Letters **Samuel Heisman**, B.A. English and Religion, Poetry **Thomas Horyza**, B.A. Criminal Justice, Athletics **Laura Inman**, D.M.A. Choral Conducting, Music **Manjola Koci**, M.A. Musicology, Music **David Loar**, M.F.A. Creative Writing, Drama **Steven Mapes**, M.A. Music Performance, Algebra **Malcolm Martindale**, B.A. Theology, Latin, Ancient History **J. Sebastian Pagani**, Ph.D. Candidate Classics, Latin **Alan Putzke**, D.C. Chiropractic Physicians, Biology, Earth Science **Rebecca Rhodes**, M.A. Education (emphasis in ESL), Introduction to Science, Earth Science **Lilli Roberts**, M.A. French and German, French **Katie Scharber**, M.A. Elementary Education, Algebra **Roger Sorbo**, Ph.D. Nuclear Chemistry, Chemistry, Physics **Mary Storck**, M.A. Humanities, Humane Letters, Literature and Composition **Michael Sullivan**, J.D. Law (B.A. History and Latin), Humane Letters, Greek, Latin **Emily Swaine**, B.A. Christian Studies (emphasis in Greek), Latin, Greek **Maidi Terry**, M.F.A. Creative Writing (emphasis in Poetry), Literature and Composition **Thomas Thoits**, M.A. English, Humane Letters, Literature and Composition **Erik Twist**, M.A. Theology (B.A. Political Science), Humane Letters, Medieval History **James Ward**, B.S. Physics, Physics, Earth Science **Alison Westerlind**, B.A. Psychology and Dance, College Counselor

### 2009-2010 Highlights

- Noted scholar and translator Dr. Stanley Lombardo from the University of Kansas came to campus for a two-day visit that included master classes in Greek, Latin, and English poetry, and a performance of his own translations of Homer, Virgil, Ovid, and Dante for the assembled student body.
- The Honors Choir traveled to New York City to perform a concert at Carnegie Hall.
- 2010 graduates **Joseph Casey** and **Gabriel Pentkowski** wrote and released *Voces in Eremo*, an anthology of original poetry and critical essays.
- Senior **Sarah Coughlon** was named the 2010 Arizona Student Senate champion, and earned a spot to compete at the National Forensic League's national tournament in Kansas City.
- The Veritas Debate Team competed at the National Forensics League tournament at Harvard University.



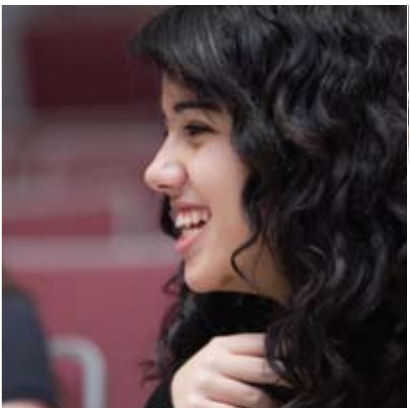




# Chandler Preparatory Academy

## academy highlights

Headmaster: **Helen Hayes** Head of Middle School: **Wayne Porter**  
Number of Students during the 2010-2011 School Year: **639 in grades 6-12**  
Number of Teachers during the 2010-2011 School Year: **50**



### 2009-2010 Highlights

- Chandler Prep graduated its first class of seniors.
- CPA 6th graders earned the top state award as Elementary Division Champions at the Arizona Science and Engineering Fair (AzSEF) in March 2010.
- Chandler Prep's Speech and Debate team earned 1st place at the Forensic League of Arizona's 1-3A Winter Trophy tournament, and competed in the National Forensics League tournament at Harvard University.
- 2010 graduates **Andrew Murillo** and **Elisabeth Stromback** were recognized as National Merit Scholarship Program (NMSP) Semi-Finalists; **Benjamin Hill** and **Taylor Quenneville** were recognized as NMSP Finalists; and **Caeli Austin**, **Holly Schlotterbeck**, and **Allison Weidemann** were selected as NMSP winners. **Andrew Murillo** was also selected as a National Hispanic Scholar, and **Sam Penton** was selected as a Dorrance Scholar.
- The Honors Choir traveled to New York City to perform a concert at Carnegie Hall.

**Faculty** **Duncan Aepli**, *M.B.A. Business (B.S. Geology)*, Earth Science **David Allen**, *M.F.A. Poetry*, Poetry, Introduction to Fine Arts, **Vidya Ananthnarayan**, *M.S. Biochemistry*, Introduction to Science **Jeffrey Bateman**, *M.A. Religious Studies (B.A. English and Religion)*, Humane Letters, Ancient History **Elizabeth Bayer**, *M.A. Music Composition*, Music **Bruce Black**, *M.F.A. Fine Art*, Studio Art, Introduction to Fine Arts **Donna Blumenfeld**, *B.A. Humanities*, Humane Letters, Introduction to Fine Arts **Brent Bowers**, *B.S. Biomedical Engineering*, Algebra, Physics **Lisa Brady**, *M.A. Classical Philology*, Latin, Greek **William Brittain**, *M.A. Marriage and Family Counseling; Religious Education*, Pre-Algebra **Lea Brock**, *M.A. Eastern Classics*, Humane Letters **Kara Carpenter**, *B.S. Biology*, Life Science **Dennis Cates**, *Ph.D. Mathematics*, Calculus **Tracy Challis**, *B.A. English*, American History, Literature and Composition **Kathryne Craven**, *M.A. Educational Counseling*, College Counselor **Kenneth Fitzgerald**, *B.A. Philosophy*, Ancient History **Kathleen Flynn**, *B.A. English*, Humane Letters, Literature and Composition **Mary Goodwin**, *M.A. Equivalent Education*, Exceptional Student Services **Amy Gottry**, *B.A. Music Education*, Music **Lauren Hesse**, *M.A. Philosophy*, Humane Letters **Erin Huelsenbeck**, *B.A. Mathematics*, Geometry **Phoebe Hunt**, *B.S. Psychology*, Biology **Emily Hyde**, *M.A. Humanities*, Humane Letters, Medieval History **Diana Kendrick**, *B.A. Modern Foreign Languages Secondary Education*, Spanish **Anna Komor**, *B.A. Chemistry*, Chemistry, Earth Science **Martha Kurus**, *B.A. Spanish*, Spanish **Matthew Lindbloom**, *B.A. Classical Studies and German*, Latin, Medieval History **Ian Lindquist**, *B.A. Liberal Arts*, Humane Letters, Latin **Thomas Lulling**, *M.A. English Literature*, Humane Letters **Jamie Lungren**, *B.A. English Literature and European History*, Humane Letters, Literature and Composition **Sudha Mehta**, *M.S. Computer Engineering*, Algebra **Nicholas Miller**, *B.A. Classics*, Latin, Greek **Frederick Milton**, *B.A. Liberal Arts*, Literature and Composition, Life Science **Marie Morey**, *M.A. French Literature*, French **James Myers**, *B.A. Liberal Arts*, Humane Letters, Latin **Eric Nash**, *Ph.D. Germanic Languages*, German **Jerilyn Olson**, *B.A. Literature and Government*, Humane Letters **Angelika Orletsky**, *B.A. Economics and Russian*, Economics, Algebra **Darryl Orletsky**, *Ph.D. Candidate Mathematics Education*, Algebra, Physics **Brenda Polley**, *M.A. Education*, Literature and Composition, American History **L. Rich Polley**, *M.A. Secondary Education and Business*, Algebra, Geometry, Athletics **Carolyn Pyde**, *B.S. Mathematics Education*, Algebra **Kevin Randolph**, *M.A. Educational Psychology and School Counseling*, Literature and Composition, College Counselor **Sandra Secunda**, *B.A. English*, Studio Art **Amy Shaw**, *M.A. Medieval History*, Latin, Medieval History **Daniel Sullivan**, *B.A. Humanities*, Humane Letters, Drama **Judy Sutor**, *Ph.D. Candidate Mathematics Education*, Algebra **Joshua Talbot**, *B.A. English and Comparative Literary Studies*, Literature and Composition, Latin **Danya Tiller**, *D.M.A. Choral Conducting*, Music **Mark Wallington**, *B.S. Applied Mathematics*, Physics, Introduction to Science





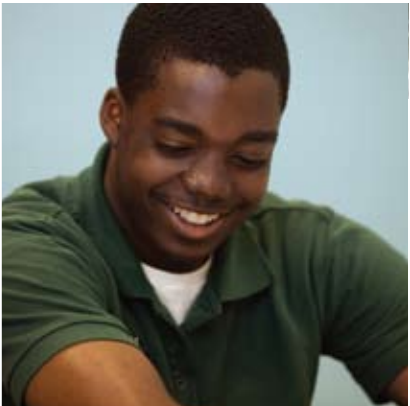
# Mesa Preparatory Academy

## academy highlights

Headmaster: Robert Wagner

Number of Students during the 2010-2011 School Year: 331 in grades 6-11

Number of Teachers during the 2010-2011 School Year: 29



**Faculty** **Barbara Barzee**, M.A. *Classics*, Latin **Laura Leigh Birdwell**, M.A. *Liberal Arts*, Humane Letters, Literature and Composition **Julia Blaze**, B.S. *Special Education*, Literature and Composition, Exceptional Student Services **Nick Cabbiness**, B.A. *Liberal Arts*, Humane Letters, Literature and Composition **Michael Caviness**, B.A. *Liberal Studies*, American History, Ancient History **Terry Cochran**, M.A. *Educational Leadership*, Athletics **Stacia Denhart**, M.A. *Liberal Arts*, Literature and Composition, Poetry **Kristen Emhoff**, B.A. *Mathematics, Statistics, and Geosciences*, Geometry, Algebra, Earth Science **William Faint**, M.A. *Education Intervention (B.S. Biology)*, Earth Science, Life Science, Introduction to Science **Tyler Fanning**, B.A. *Liberal Arts*, Humane Letters **Roslyn Folk**, B.A. *Anthropology and Sociology*, College Counselor **Jodi Folley**, B.A. *Latin and Mathematics*, Algebra **Neil Gillingham**, M.A. *Elementary Teacher Education (B.F.A. Visual Arts)*, Studio Art **Joseph J. Glascock**, B.A. *Secondary Education and Biology*, Introduction to Science, Physics **Marissa Gurtler**, B.A. *Candidate English Literature and Classical Studies*, Latin Instructional Aide **Holly Hansen**, M.A. *French*, French, Latin **Jodi James**, M.F.A. *Dance Kinesiology (B.S. Engineering)*, Trigonometry, Pre-Calculus, Physics **Daniel Jordan**, M.A. *Eastern Classics*, Humane Letters, Ancient History **Jamie Kronwald**, B.A. *Interdisciplinary Studies*, Spanish **Joshua Lamson**, M.A. *Eastern Classics*, Humane Letters, Latin **Jesse Lasser**, B.A. *Liberal Arts*, Humane Letters, Latin, Greek **Marianne McKay-Cox**, M.A. *History*, Medieval History, Ancient History **Jana Minov**, D.M.A. *Orchestral Conducting*, Music **Diego Moncada**, B.A. *Engineering Sciences*, Algebra **Melanie Narish**, B.S. *Biology*, Biology, Studio Art **Benjamin Pratt**, M.S. *Physics*, Algebra **Heather Shell**, B.S. *Biology and English*, Life Science, Introduction to Fine Arts **Jason Stokes**, B.A. *Classical Studies and Anthropology*, Latin **Peter Welch**, M.A. *Theatre*, Music, Introduction to Fine Arts, Drama

### 2009-2010 Highlights

- The Robotics Club earned first place in design at the 2009 FIRST Robotics Competition.
- MATHCOUNTS sent **Karina Casey** and **Joseph James** to the State Competition in Tucson.
- Mesa Prep implemented ALEKS (Assessment and Learning in Knowledge Spaces), a web-based assessment and learning tool to provide support to students struggling in mathematics and enrichment for those students excelling in the subject.
- Mesa Prep students formed a Dance and Movement Club that performed for the entire MPA community at the Spring Fine Arts Concert.
- Mesa Prep initiated the MVP (Mentor Volunteer Parent) program where returning parents assisted new families to become acclimated to the Mesa Prep community. The Student Mentoring Program was also expanded with the implementation of a student mentoring curriculum – eight sessions during the Fall semester where new students met with returning students to receive support in making the educational transition to Mesa Prep.





# Glendale Preparatory Academy

academy highlights

Headmaster: David Williams  
Number of Students during the 2010-2011 School Year: 286 in grades 6-11  
Number of Teachers during the 2010-2011 School Year: 23



**Faculty** William Bertain, B.A. Liberal Arts, Latin, Pre-Algebra Stephen Bird, B.A. English (Pre-Med Minor), Biology, College Counselor Peter Bloch, B.A. English, Studio Art Stefano Coaloa, B.A. History, Latin, Ancient History Peter Crawford, A.B.D. Phenomenology and Continental Philosophy, Humane Letters, Ancient History, Medieval History Jennifer Cunningham, M.A. Classics, Latin Mac Esau, M.A. Education, Algebra, Trigonometry Ryan Garrison, D.M.A. Choral Conducting, Music Stephen Gordon, M.A. English, Humane Letters Courtney Gunn, B.A. Integral Liberal Arts, Geometry, Trigonometry, Calculus, Algebra Sarah Junker, M.A. Liberal Arts Studies, Literature and Composition, Poetry John Kersting, B.A. Drama, Literature and Composition, Drama Diana Parmenter, M.S. Early Childhood Special Education, Exceptional Student Services John-Paul Poppleton, B.A. Political Science and International Affairs, Humane Letters, Medieval History Jonathan Rickey, B.A. Interdisciplinary Studies, American History, Athletics David Ring, B.A. Classical Philology - Greek, Latin Erin Risch, B.A. English and French, French, Algebra Joel VanDerworp, B.A. History, Humane Letters Steven Weiner, B.A. Classical Studies, Physics, Earth Science Zachary Weisse, B.A. Drama, Introduction to Science, Algebra Harrison Williams, B.A. Classical Studies, Humane Letters, Algebra Travis Wilson B.A. Liberal Arts, Physics, Life Science Philip Zoutendam, B.A. English, Literature and Composition



## 2009-2010 Highlights

- During Project Week, all 9th and 10th grade students took part in the inaugural Humane Letters Symposium, a focused study of *The Tempest* by William Shakespeare. The day was comprised of seminar discussions, an acting workshop, and a lecture with a question-and-answer session by Dr. Andrew Moran, a Shakespeare scholar and professor at the University of Dallas.
- On the National Latin Exam, Glendale Prep students earned 10 gold medals, 17 silver medals, 21 *magna cum laude* recognitions, and 34 *cum laude* recognitions.
- All lower school students completed week-long independent projects in a variety of subject areas integral to the liberal arts curriculum. Subject areas included medieval history, literature, and animals. Students did extensive research and presented their findings to fellow students using models, dioramas, and illustrated posters.
- The Glendale Prep student body initiated and executed a community service project to support our troops abroad entitled "Hugs from Home." The students secured two Arizona residents presently serving in Iraq and Kuwait as their contacts and mailed them care packs that they put together to share with the soldiers in their units.
- After studying the classical origins of the constellations throughout the year, the Glendale Prep Latin Club organized and sponsored a Stargazing Night at the school, which included a professional constellation presentation and observations of planets, stars, and constellations through high-powered telescopes.





# Scottsdale Preparatory Academy

academy highlights

Headmaster: C. Diane Bishop

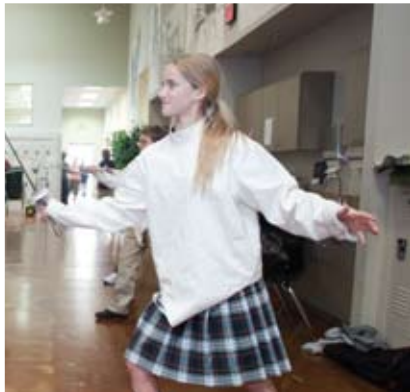
Number of Students during the 2010-2011 School Year: 439 in grades 6-11

Number of Teachers during the 2010-2011 School Year: 34



## 2009-2010 Highlights

- On the National Latin Exam, Scottsdale Prep students earned 14 gold medals, 26 silver medals, 38 *magna cum laude* recognitions, and 45 *cum laude* recognitions. Students also performed well on the National Medusa Mythology Exam earning one gold medal, two silver medals, seven bronze medals, 54 *Corona Laureae* certificates, and 50 *Corona Olivae* certificates.
- Scottsdale Prep's Fine Arts students held a successful Arts Exhibition that featured the students' art work, original poetry, and musical performances.
- Scottsdale Prep hosted a science fair that showcased the year-long, individual science projects of all 6th grade students. The students presented and exhibited their projects, their hypothesis and methods used to test it, and a written paper summarizing the project and its results.
- As one of many community service projects performed throughout the year, Scottsdale Prep students organized a multi-faceted fundraising effort for Haiti earthquake victims. As part of the effort, the 9th grade class raised more than \$1,300 in one day.
- Each of the five 6th grade sections at Scottsdale Prep performed two classic plays during the year: *Odysseus* during their study of Greek drama, and Shakespeare's *A Midsummer Night's Dream*. Students in each section created their costumes and presented the plays in translation and original text, to their families, teachers, and fellow students.



**Faculty** **Brian Abbott**, M.A. Education (B.A. Political Science), Literature and Composition **Alexandra Booth**, B.A. Classics, Latin, Ancient History **Roy Chancellor**, M.S. Mechanical Engineering, Pre-Calculus, Algebra **Alison Chaney**, M.A. Vocal Performance, Music **Wade Chapman**, M.A. Education and English, Literature and Composition, Humanities **April Cylwik**, B.S. Secondary Education and Math, Algebra **Rachel Davison**, B.A. Liberal Arts, Medieval History, Introduction to Fine Arts **Sarah Dodd**, B.A. English, Literature and Composition **Augusto Feliu**, M.A. Ancient History, Ancient History, Latin **Lois Francis**, M.A. Education, Exceptional Student Services **Judson Garrett**, M.A. Liberal Arts, Humane Letters, Medieval History **Douglas Harbin**, D.M.A. Music Composition, Music, Introduction to Fine Arts **Michael Herman**, B.S. Mathematics, Geometry, Pre-Calculus **Andrew Humphries**, M.A. Candidate Montessori Integrative Learning (B.A. Liberal Arts), Humane Letters, Economics, Algebra **Jennifer In-Albon**, B.A. Elementary Education, Life Science **David Kaye**, B.A. English, Humane Letters, Literature and Composition **Tovah Keynton**, B.A. Classical Languages and Music, Latin **Robert Kuhlman**, M.A. Education (B.A. History and Spanish), Spanish, Literature and Composition **Gisele Losier**, Ph.D. Linguistics, French **Kerstin Manley**, B.A. Classics, Humane Letters, Latin **Randal McDonald**, M.A. American History, American History **Robert McGehee**, B.S. Biology, Biology, Life Science **Jessica McHonnelt**, B.A. Psychology, College Counselor **Brian Mensinger**, M.S. Education and Literature, Humane Letters, Literature and Composition **Jeffrey Meyers**, M.S. Quaternary Sciences, Earth Science **Amanda Moon**, M.A. Liberal Arts, Poetry, Drama, Introduction to Fine Arts **Hallie Mueller**, B.A. Fine Arts, Studio Art **Heather Paff**, M.A. Latin, Latin **Roxanne Perrin**, M.A. Education, Athletics **Bob Shisler**, B.A. Biblical Literature, Algebra **Agee Springer**, B.S. Physics, Physics, Algebra **Kristen Stevenson**, B.A. Economics and Accounting, Algebra **Mary Tetzlaff**, B.A. Philosophy and Classics - Greek, Humane Letters, Ancient History, Latin **John Villaca**, M.A. Elementary Education (B.S. Industrial Engineering), Introduction to Science







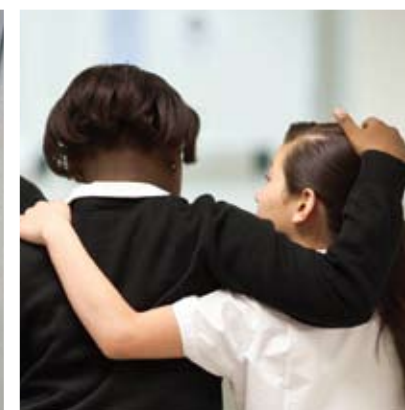
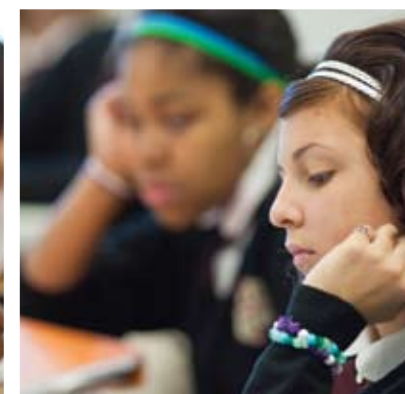
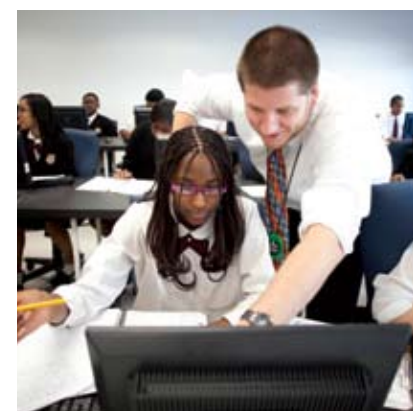
# Teleos Preparatory Academy

## academy highlights

Headmaster: Natalie Williams

Number of Students during the 2010-2011 School Year: 265 in grades 1-8

Number of Teachers during the 2010-2011 School Year: 21



### 2009-2010 Highlights

- Teleos Prep's student body displayed their diverse talents in the Spring Arts Performance.
- During the Spring Open House of the campus, Mr. Raub led lower elementary students through a special science experiment where they dissected owl pellets and put together the bones found in the pellets.
- 8th grade art students designed individual crests based upon Teleos Prep's crest that symbolized their unique personal traits. This art was then displayed in the main lobby of the school.
- Teleos Prep students shared a leadership day with juniors and seniors from Veritas Prep where the students took part in a Friday Forum and discussed the topic of the liberal arts experience.
- Ten 5th through 8th grade students were selected by their peers to work with **Headmaster Williams** as the first ever Headmaster Advisory Council. The Council has worked to enhance the school's code of conduct and to strengthen the learning environment and school culture for all Teleos Prep students.

**Faculty** **Jeremy Banks**, M.B.A. Non-Profit Management, Exceptional Student Services **Catherine Carter**, Candidate Critical Care Nursing Diploma, Elementary Instructional Aide **Winston Christie-Blick**, B.A. Economics - Philosophy, Literature and Composition, Math, American History **Susan Copeland**, B.F.A. Printmaking, Studio Art, Introduction to Fine Arts **Shannon Douglas**, M.S. Educational Psychology, Elementary Instructional Aide **Jerome Joseph**, B.A. History, Student Achievement **Andrew Kenger**, B.A. English and Philosophy, 5th Grade Teacher **Michelle Levan**, B.A. English, 4th Grade Teacher **Karyn Mercado**, B.A. Music and Modern Languages, Pre-Algebra **Claire Miller**, B.S. Secondary Education and English Literature, Literature and Composition, Math, American History **Keisha Motley**, M.A. Education, 2nd Grade Teacher **Forrest Raub**, B.A. Zoology and Philosophy, Life Science, Earth Science, Introduction to Science **Anna Ring**, B.A. Classical Philosophy, Latin **Alexandra Ritson**, B.A. English and Spanish, Literature and Composition, Ancient History, Medieval History **Kristy Schultz**, M.A. Elementary Education, 1st Grade Teacher **Purvi Shah**, B.A. Elementary and Special Education, Algebra, Exceptional Student Services **P. Kevin Topper**, M.A. Greek and Latin, Latin **Herbert Washington**, M.A. Choral Conducting, Music, Introduction to Fine Arts **Timothy Wypiszynski**, B.A. Economics, Student Achievement **Esther Wysong**, B.A. Art History, 3rd Grade Teacher **Jonathan Young-Scaggs**, M.S. Theology, Elementary Instructional Aide





# Anthem Preparatory Academy

Headmaster: Bryan Smith  
Number of Students during the 2010-2011  
School Year: 270 in grades 3-9  
Number of Teachers during the 2010-2011 School Year: 22



Great Hearts Academies is pleased to introduce two new academies – **Anthem Preparatory Academy** and **Archway Classical Academy at Chandler Prep**.

**Anthem Preparatory Academy**, the eighth Great Hearts academy, had its first day of school on August 9. The city of Anthem was selected as the site of this academy based on high demand and a sense of a like-minded community receptive to the Great Hearts educational model. In the tradition of its sister Great Hearts academies, Anthem Prep has embraced wisdom and virtue as the proper ends of education, and has developed a school culture to help foster great-hearted young men and women.



**Faculty Philip Althage, B.A. Liberal Arts**, Introduction to Science, Pre-Algebra, Literature and Composition **Erica Anderson, B.A. Classical Studies**, Biology, Life Science, Earth Science **Tammy Barrett, M.A. English Literature**, 5th Grade Teacher **Jesse Bates, B.A. Liberal Arts**, Introduction to Science, Geometry, Algebra **Bruce Clark, M.A. Theology**, Latin, American History **Teresa Clark, B.A. Liberal Arts**, 3rd Grade Teacher **Samuel Dahl, M.F.A. Painting**, Studio Art **David Denton, B.S. Mathematics**, Algebra **Grant Goodrich, B.A. Religion and Applied Ethics Studies**, Latin, 3rd Grade Instructional Aide **Noah Guttell, M.A. Music Theory and Composition**, Music **Joy Hanks, B.A. Economics**, 4th Grade Teacher **Samantha Mensinger, M.A. Religion**, Latin **Derek Morrow, Ph.D. Philosophy**, Literature and Composition **Oscar Ortiz, B.A. Philosophy**, Introduction to Fine Arts, Ancient History, American History **Doug Pillsbury, M.A. International Management**, Physical Education, Athletics **Nicole Porter, B.A. Elementary Education**, 5th Grade Teacher **Connie Province, M.A. Education**, 5th Grade Instructional Aide **Rachelle Shaver, M.A. Physical Therapy**, Elementary Instructional Aide **Kathryn Smith, Ph.D. Candidate Literature**, Humane Letters, Literature and Composition, Poetry **Royce Valent, M.S. Special Education**, Exceptional Student Services **Tom Vierra, A.B.D. Philosophy**, Ancient History, Medieval History **Margo Womack, B.S. Psychology**, 4th Grade Instructional Aide



# Archway Classical Academy at Chandler Prep

Headmaster: Leanne Fawcett  
Number of Students during the 2010-2011  
School Year: 333 in grades K-5  
Number of Teachers during the 2010-2011 School Year: 30



**Archway Classical Academy at Chandler Prep** is Great Hearts' first venture into lower elementary grades. Having opened its doors on August 6, Archway Classical Academy will provide a gateway for student success at other Great Hearts academies.

The mission of Archway Classical Academy is to develop the academic potential and virtuous character in each student through the use of a content-rich, rigorous curriculum, with a special emphasis on the cultural heritage of the Western civilization. Based on the belief that learning should be fun and joyful, the school is infused with the arts, singing, movement, and organized play. Students learn how to read and write through exposure to the very best literature of the Western tradition, and are introduced to classical art and music selected from a time-tested canon.

**Faculty Karly Barksdale, B.A. Spanish**, Spanish **Debra Bettis, M.A. Education**, 1st Grade Teacher **Rebecca Campbell, B.A. Psychology**, 5th Grade Instructional Aide **Penelope Carpenter, B.A. Choral Music Education**, Music **Melissa Day, B.A. Elementary Education**, 4th Grade Teacher **Altreana Dunnells, M.A. Administration in Education (B.S. Human Development and Family Resources)**, 4th Grade Teacher **Chelsea Fawcett, B.A. Candidate English Literature**, Studio Art Elementary Aide **Elena Gorelik, M.S. Civil Engineering**, 5th Grade Instructional Aide **John Lawrence Haynes, M.A. Education**, 3rd Grade Teacher **Jenny Hodges, M.A. Elementary Education**, 2nd Grade Teacher **Maira Hyde, B.A. Interdisciplinary Studies**, 2nd Grade Teacher **Mara Joao, B.S. Interdisciplinary Studies - Speech Pathology/Family Studies**, Kindergarten Instructional Aide **Megan Marianne Kennedy, B.A. Liberal Arts**, 1st Grade Instructional Aide **S. Anne Knight, M.A. Education**, Physical Education, Athletics **Marnie Maza, B.S. Political Science**, 4th Grade Instructional Aide **Kristin Miles, M.A. Elementary Education**, 1st Grade Teacher **Denise Norris, M.S. Environmental Science**, 3rd Grade Instructional Aide **Lucia Pantalena, B.S. Elementary Education**, 5th Grade Teacher **Jarrod Posner, B.S. Psychology**, 4th Grade Instructional Aide **Miranda Prophet, B.S. History and Social Studies Education**, 5th Grade Teacher **Marlynn Rey, B.A. Music**, Kindergarten Instructional Aide **Holly Silva, B.S. Elementary Education**, Kindergarten Teacher **Nancy Simons, B.S. Elementary Education**, 1st Grade Instructional Aide **Laney Marie Smith, B.A. Psychology**, 3rd Grade Teacher **Jessica Stevens, B.S. Special Education**, Exceptional Student Services **Paul Sultana, B.A. Liberal Studies**, 2nd Grade Instructional Aide **Jeanene Wantland, B.S. Family and Child Studies**, 2nd Grade Instructional Aide **Thomas Washington, B.A. English Linguistics**, 3rd Grade Instructional Aide **Sarah Wessman, B.A. Visual Arts**, Kindergarten Teacher **Neva Wuerfel, B.F.A. Environmental Design**, Studio Art



Great Hearts Academies believes a vibrant athletic program – and the competitive aspiration, physical health, and camaraderie of our students – is a necessary support to and extension of the academic mission of our schools.

2009-2010 Highlights

- Veritas Prep’s Varsity Girls Track team won the Regional AIA 1A East and South Competition with only five competitors.
- Chandler Prep’s Girls Varsity Basketball team went 12-1 in the Charter Athletic Association’s (CAA) regular season.
- Chandler Prep’s Varsity Volleyball team earned first place in the CAA Championship. Junior **Shauna Park** won Tournament MVP and 2010 graduate **Megan Campbell** won MVP of the Year.
- With a team of only freshmen and sophomores, Scottsdale Prep’s Varsity Girls Basketball team went 14-7 in its initial CAA season, and went to the second round of the State Tournament.
- Glendale Prep’s Girls Basketball team had a winning conference record of 10-4, earning them a second place overall finish in the Class B CAA Northwest Conference.
- Veritas Prep 2010 graduate **Mark Promberger** was honored as 1A East Region Metro Basketball Player of the Year.
- Veritas Prep junior **Rebecca Sponcil** was honored as 1A East Region Volleyball Player of the Year, and had a place on the State All-Stars Tournament team for 1A Volleyball.
- Chandler Prep 2010 graduate **Aaron Shepps** was a 1A/2A Arizona Interscholastic Association (AIA) and CAA Baseball All-Star.
- Mesa Prep freshman **David Thomas** finished the 2010 baseball season with a .563 batting average, a .708 on-base percentage, and a 3.42 ERA on the mound.
- Scottsdale Prep 8th grader **Grant Harris** and 7th grader **Erin Vander Maten** earned first place in their respective divisions of the State Archery Tournament, and went on to represent Arizona at the National Archery Tournament in Louisville, Kentucky.
- Mesa Prep fielded its first High School Girls Basketball team, and Glendale Prep fielded its first Junior Varsity High School Football team.







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, Gilbert Christian Junior High, and Phoenix Country Day School.

2010 Great Hearts  
Middle School League Cup  
Results

Athletic excellence in all sports  
for the academic year

- 1st Place:  
Scottsdale Prep
- 2nd Place:  
Chandler Prep
- 3rd Place:  
Teleos Prep

2009-2010 League Champions

- Boys Baseball:  
Scottsdale Prep
- Boys Basketball:  
Scottsdale Prep
- Girls Basketball:  
Teleos Prep
- Boys Cross Country:  
Scottsdale Prep
- Girls Cross Country:  
Scottsdale Prep
- Boys Football:  
Gilbert Christian Junior High
- Boys Soccer:  
Scottsdale Prep
- Girls Soccer:  
Scottsdale Prep
- Girls Softball:  
Phoenix Country Day School
- Boys Track:  
Chandler Prep
- Girls Track:  
Chandler Prep
- Girls Volleyball:  
Veritas Prep



“Classical Education, Revolutionary Schools”

The motto of Great Hearts Academies – “Classical Education, Revolutionary Schools” – highlights a paradox at the heart of our mission: a Great Hearts education is simultaneously a “conservative” and a “radical” endeavor. The teachers and students of Great Hearts Academies are engaged in a noble education that takes its place within the venerable history of the classical liberal arts tradition, an education that seeks to conserve the literary, philosophic, artistic, and scientific riches of civilization. Yet, given the educational climate in contemporary culture, a Great Hearts education is indeed something radical; not only because it is so different from the program of study offered at the average public school, but precisely because this difference goes to the very root of the meaning of education and the meaning of man and society. Thus, the paradox of our motto: Great Hearts Academies signify a revolution in American society precisely because we are self-consciously and unapologetically returning to classical liberal arts education.

All of us are the grateful inheritors of the vast treasures of Western civilization. At Great Hearts, our curriculum seeks to conserve a cultural tradition whose literary roots date back to the epics of Homer in the eighth century B.C. Though we are aware that some believe a classical liberal arts curriculum to be irrelevant or out-of-date, we at Great Hearts share the conviction that precisely the opposite is the case: our curriculum is most relevant because it addresses students in all the depth and breadth of their humanity. We ask the perennial questions that remain at the heart of human life: “What constitutes a just society? How do I lead a good life? What is man’s place in the world?” Rather than being irrelevant, a classical liberal arts education is acutely, dramatically relevant to the formation of the character of our students through their growth in wisdom and moral virtue. With them, the teachers study that which is most enduring, and do so with the conviction that reading, writing, and discourse within the context of the community of our academies can lead us all toward those aspects of being that the tradition refers to as the “Transcendentals,” namely the “True, the Good, and the Beautiful.”

Great Hearts is once again radical in holding that such a classical education should be made available to all students. This proposition – so at odds with current opinions in the educational industry – is based on a fundamental principle that has been recognized explicitly or implicitly throughout Western civilization. Writing in the fourth century B.C., Aristotle stated this principle in the first lines of his *Metaphysics*: “All men by nature desire to know.” Because all human beings desire to know, a Great Hearts education is not an extrinsic imposition, but an appeal to the very heart of the student who seeks meaning in his life, society, and cosmos. As the human person possesses both intellect and will, our academies uphold the classical ends of education, namely, the perfection of these faculties in the attainment of wisdom and moral virtue. Finally, as the person is by nature social, and finds fulfillment in community, the aspect of friendship is *sine qua non* of (or essential to) a Great Hearts campus. Friendship on a Great Hearts campus is not only a school for virtue (as Aristotle says in the *Ethics*), and the context for the pursuit of wisdom, but is itself part and parcel of that wisdom and virtue.

This classical, revolutionary education of Great Hearts Academies is put into practice by our classroom teachers who appeal to, and embody, the wonder that lies at the heart of every student, that same “desire to know” that Aristotle cites in the first line of his *Metaphysics*. It is this emphasis on wonder that marks such a radical departure from the life of the average school. Our teachers embody wonder in their shared intellectual life, and appeal to student wonder by inviting them to pursue their noblest desires within the school community. Our teachers are thus characterized by a startlingly different type of life, and it is this life of intellectual and moral friendship that issues the students’ invitation to education, a call to realize the fullness of their human, cultural, and personal identity within the school community. In establishing an academy culture based on the Great Hearts curriculum, the teachers thus shape great-hearted young men and women who are prepared to serve their fellow man through the preservation and development of authentic culture.

David Williams is the Headmaster of Glendale Preparatory Academy.





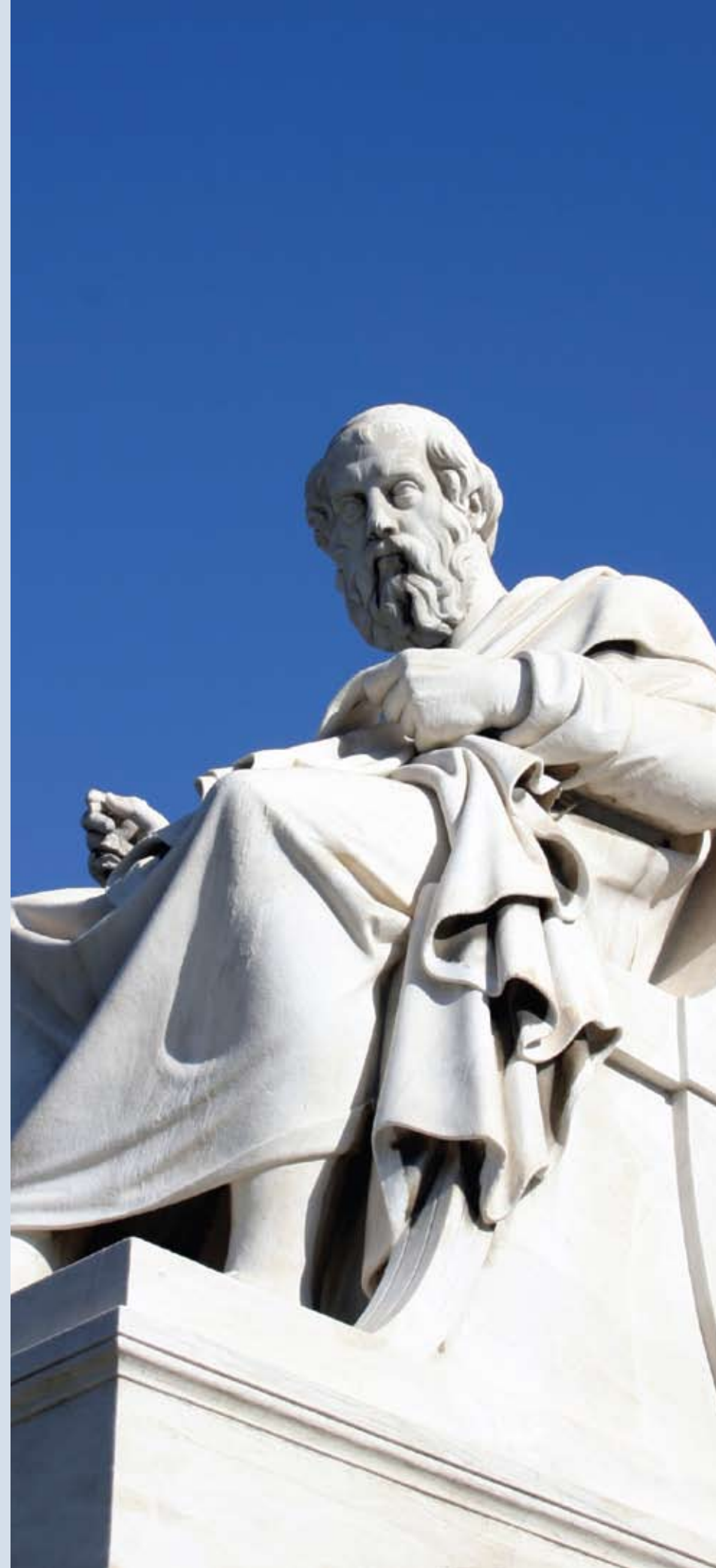
To the casual observer, it may seem like the student uniform is what distinguishes a Great Hearts School. One who looks a little deeper might say that a Great Hearts school is marked by its academic rigor and high expectations – hard currency in a world of often-inflated grades and often-meaningless high school diplomas.

To one looking even more thoughtfully it may seem that it is the “classical” that distinguishes Great Hearts, or at least a preference for old things, like Latin and the *Iliad*. Another observer might assert that it is the *Socratic Method*, an ancient technique applied to subject matter both old and new.

I want to grant that all of these features of a Great Hearts school are essential, though of course some more so than others. But I want to suggest that there is something deeper underlying all of these things, something that provides the reasons for them. Let us call it *realism*.

Usually by “realist” we mean to describe someone who is practical and grounded, someone who is not a lofty or impractical idealist, someone who asks what is possible rather than what might be best. Instead of this, let us consider something called *philosophical realism*.

Philosophical realism is the doctrine that 1) there is “reality” and 2) that it is knowable. This is not to suppose that ALL of reality is actually known to humans, nor that any one human mind could come to know even most of it. But it is to suppose that there are things to know, and that the human intellect has the potential to know them. We can trace this doctrine to Socrates in the *Meno*, in which he encourages a young skeptic by declaring: “since all of Nature is akin, there is nothing to stop a man, after he has learned one thing, from learning every other thing as well” (*Meno* 81d). Now of course Socrates is not asserting the individual mind’s infallibility, nor denying its mortal limits. But he is saying something powerful: that *real knowledge of real things* exists somewhere in our world of opinions and phantoms.



This may seem like common sense to many. But it is not an uncontroversial view. In every age there have been thinkers who have denied, in part or as a whole, that there can be knowledge about real things, or that there is even a reality to know. In Socrates’ day, many of the sophists famously contended that there was no such thing as ‘knowledge’. There is just what you think, and what I think, and what others think, and the man who can speak cleverly to change others’ minds will be able to get his way. Prior to Socrates, the poet-philosopher Heraclitus asserted that “all is flux,” and nothing holds still long enough to be knowable.

In our own day, an implicit partial denial of “philosophical realism” is loose through much of education, from the primary level all the way to the university. Especially in the “humanities” – in art, music, and especially literature – we can see the extent to which the old Heraclitean doctrine *all is flux* has become a governing assumption of contemporary education. This is where I think Great Hearts stands out.

Others seem to hold that the “humanities” are the constantly-changing realm of what students

will immediately like. Elementary schools teach popular series books; high schools seek to get current bestsellers into curricula as quickly as possible; colleges churn out new courses devoted to the study of pop culture. All of these practices seem to point to an unarticulated set of assumptions: *that the real point of studying the humanities is immediate “interest,” and it does not point to anything deeper or more lasting; that the new is always superior to the old; that while math and science are valuable and worth effort, the “humanities” must be judged by nothing more than their immediate accessibility and enjoyability.*

At Great Hearts we hold that the “humanities” are subjects where real things can be known, and we have designed a curriculum based upon this assumption.

For instance, we believe that artistic beauty is not just an object of passing fancy in the eye of the beholder. It is something real and universal, so we require our students to read literature and make works of poetry, visual art, and music that conform to its principles. We hold that human nature is not something subject to constant change and revision.

It is something real, so we require our students to read great poems, novels, plays, and other books that make this human nature lucidly clear, in its potential both for nobility and evil. We also believe that *philosophical knowledge* is just as real as mathematical or scientific knowledge – that ALL three of these kinds of knowledge, each about different things, stand opposed to mere opinions, prejudices, and superstitions – and, through time-tested books, we invite our students to begin exploring this kind of knowledge, to rid themselves of mere opinions and take possession of something sound and solid.

In short, we believe that there is a permanent order in the cosmos, that this order can be found in human things AND in maths and sciences. The things we teach – and the way we strive to teach – aim at leading students to know the permanent, not only the new and the changing. This is the essence of our schools, and the uniforms, the rigor, the classics, and the Socratic Method all follow naturally from it.

*Andrew Ellison is the Headmaster of Veritas Preparatory Academy and Senior Headmaster of Great Hearts Academies.*

**Great Hearts believes that philosophical knowledge is just as real as mathematical or scientific knowledge – that ALL three of these kinds of knowledge, each about different things, stand opposed to mere opinions, prejudices, and superstitions.**



The Great Hearts Humane Letters course gives students a unique opportunity to go on a four-year intellectual journey, one that will take them far into the past and deep into the great ideas and books of the Western tradition. It is a journey in which the teachers travel along with the students, modeling the search for Truth in the classroom because they themselves pursue it in their own intellectual lives.

My journey began after I graduated from ASU and immediately pursued a career in the business world. After some time I developed a sense that there was another path calling me. I began to realize that there was more to a career than material success. I decided to go back to school and try again, but this time following my heart. This put me on the path of being a perpetual student, and sharing my love for great books with others.

For me, sharing this appreciation and connecting with my students means letting them see me as a student, someone who is interested in exploring the text with them and listening to their ideas, rather than as the person who provides them with the answer or solution.

There were two key components that prepared me to connect with my students in this way. The first was completing a nine-week practicum at Carl Hayden High School. Working with inner city kids, many of whom were new to this country, helped me realize that all students, regardless of their economic or educational background, possess an intellectual curiosity, and that learning comes from sincere discussions based on great books. Reaching the students was at times a challenge, but it was one of the most rewarding experiences of my career.

The second came after my practicum, when I spent four years teaching at a private Augustinian college preparatory school in the Midwest. The mission of this school was to teach the whole person through the core values of truth, unity, and love. The Augustinian emphasis on community and what is needed to create that community has stayed with me. I always consider this emphasis when I am preparing discussion questions for the community of students in my Humane Letters classes.

## Timeless Connection

The biggest yet most rewarding challenge for teaching Humane Letters is finding the perfect opening question. I always try to formulate questions that will catch students somewhat off-guard, require them to contemplate the reading assignments, and search for good textual evidence to support their assertions. The perfect discussion will remain grounded in that one opening question.

Teaching reminds me daily that the pursuit of Truth, Beauty, and Goodness is a journey. What we learn on that journey is a timeless connection with humanity that, ultimately, teaches us what it means to be human.

*Wade Chapman teaches Humanities and is the Assistant Headmaster at Scottsdale Preparatory Academy.*



**“Teaching reminds me daily that the pursuit of Truth, Beauty, and Goodness is a journey. What we learn on that journey is a timeless connection with humanity that, ultimately, teaches us what it means to be human.”**

— Wade Chapman



**Robert Maynard Hutchins** (1899-1977) was President of the University of Chicago from 1929 to 1945. During his tenure, the University undertook a number of reforms that brought the “Great Books” to a position of greater prominence in the education of undergraduates. In 1952, Hutchins wrote a series of prefatory essays for the *Encyclopædia Britannica* series, *Great Books of the Western World*, that was edited by his friend and colleague Mortimer J. Adler. Great Hearts Academies is pleased to re-publish the first of those essays here.

# The Great Conversation

*Until lately the West has regarded it as self-evident that the road to education lay through great books. No man was educated unless he was acquainted with the masterpieces of his tradition. There never was very much doubt in anybody’s mind about which the masterpieces were. They were the books that had endured and that the common voice of mankind called the finest creations, in writing, of the Western mind.*

In the course of history, from epoch to epoch, new books have been written that have won their place in the list. Books once thought entitled to belong to it have been superseded; and this process of change will continue as long as men can think and write. It is the task of every generation to reassess the tradition in which it lives, to discard what it cannot use, and to bring into context with the distant and intermediate past the most recent contributions to the Great Conversation. This set of books is the result of an attempt to reappraise and re-embody the tradition of the West for our generation.

The Editors do not believe that any of the social and political changes that have taken place in the last fifty years, or any that now seem imminent, have invalidated or can invalidate the tradition or make it irrelevant for modern men. On the contrary, they are convinced that the West needs to recapture and re-emphasize and bring to bear upon its present problems the wisdom that lies in the works of its greatest thinkers and in the discussion that they have carried on.

This set of books is offered in no antiquarian spirit. We have not seen our task as that of taking tourists on a visit to ancient ruins or to the quaint productions of primitive peoples. We have not thought of providing our readers with hours of relaxation or with an escape from the dreadful cares that are the lot of every man in the second half of the twentieth century after Christ. We are as concerned as anybody else at the headlong plunge into the abyss that Western civilization seems to be taking. We believe that the voices that may recall the West to sanity are those which have taken part in the Great Conversation. We want them to be heard again—not because we want to go back to antiquity, or the Middle Ages, or the Renaissance, or

by Robert M. Hutchins

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the Eighteenth Century. We are quite aware that we do not live in any time but the present, and, distressing as the present is, we would not care to live in any other time if we could. We want the voices of the Great Conversation to be heard again because we think they may help us to learn to live better now.

We believe that in the passage of time the neglect of these books in the twentieth century will be regarded as an aberration, and not, as it is sometimes called today, a sign of progress. We think that progress, and progress in education in particular, depends on the incorporation of the ideas and images included in this set in the daily lives of all of us, from childhood through old age. In this view the disappearance of great books from education and from the reading of adults constitutes a calamity. In this view education in the West has been steadily deteriorating; the rising generation has been deprived of its birthright; the mess of pottage it has received in exchange has not been nutritious; adults have come to lead lives comparatively rich in material comforts and very poor in moral, intellectual, and spiritual tone.

We do not think that these books will solve all our problems. We do not think that they are the only books worth reading. We think that these books shed some light on all our basic problems, and that it is folly to do without any light we can get. We think that these books show the origins of many of our most serious difficulties. We think that the spirit they represent and the habit of mind they teach are more necessary today than ever before. We think that the reader who does his best to understand these books will find himself led to read and helped to understand other books. We think that reading and understanding great books will give him a standard by which to judge all other books.

Though we do not recommend great books as a panacea for our ills, we must admit that we have an exceedingly high opinion of them as an educational instrument. We think of them as the best educational instrument for young people and adults today. By this we do not mean that this particular set is the last word that can be said on the subject. We may have made errors of selection. We hope that this collection may some day be revised in the light of the criticism it will receive. But the idea that liberal education is the education that everybody ought to have, and that the best way to a liberal education in the West is through the greatest works the West has produced, is still, in our view, the best educational idea there is.

Examining the chronological structure of the set, the reader will also note that the Great Conversation covers more than twenty-five centuries. But he may wonder at its apparent termination with the end of the nineteenth century. With the exception of some of Freud’s writings, all the other works here assembled were written or published before 1900; and some of Freud’s important works were published before that date.

The Editors did not seek to assemble a set of books representative of various periods or countries. Antiquity and the Middle Ages, the Renaissance and modern times, are included in proportion as the great writers of these epochs contributed to the deepening, extension, or enrichment of the tradition of the West. It is worth noting that, though the period from 1500 to 1900 represents less than one-sixth of the total extent of the literary record of the Western tradition, the last four hundred years is represented in this set by more than one-half the volumes of *Great Books of the Western World*.

The Editors did not, in short, allot a certain space to a certain epoch in terms of the amount of time in human history that it consumed. Nor did we arbitrarily allot a certain space to a certain country. We tried to find the most important voices in the Conversation, without regard to the language they spoke. We did encounter some difficulties with language that we thought insurmountable. Where the excellence of a book depended principally on the excellence of its language, and where no adequate translation could be found or made, we were constrained reluctantly to omit it.

*To put an end to the spirit of inquiry that has characterized the West it is not necessary to burn the books. All we have to do is to leave them unread for a few generations.*

Since the set was conceived of as a great conversation, it is obvious that the books could not have been chosen with any dogma or even with any point of view in mind. In a conversation that has gone on for twenty-five centuries, all dogmas and points of view appear. Here are the great errors as well as the great truths. The reader has to determine which are the errors and which the truths. The task of interpretation and conclusion is his. This is the machinery and life of the Western tradition in the hands of free men.

The conversation presented in this set is peculiar to the West. We believe that everybody, Westerners and Easterners, should understand it, not because it is better than anything the East can show, but because it is important to understand the West. We hope that editors who understand the tradition of the East will do for that part of the world what we have attempted for our own tradition in *Great Books of the Western World* and the *Syntopicon*. With that task accomplished for both the West and the East, it should be possible to put together the common elements in the traditions and to present Great Books of the World. Few things could do as much to advance the unity of mankind.





## The Tradition of the West

The tradition of the West is embodied in the Great Conversation that began in the dawn of history and that continues to the present day. Whatever the merits of other civilizations in other respects, no civilization is like that of the West in this respect. No other civilization can claim that its defining characteristic is a dialogue of this sort. No dialogue in any other civilization can compare with that of the West in the number of great works of the mind that have contributed to this dialogue. The goal toward which Western society moves is the Civilization of the Dialogue. The spirit of Western civilization is the spirit of inquiry. Its dominant element is the *Logos*. Nothing is to remain undiscussed. Everybody is to speak his mind. No proposition is to be left unexamined. The exchange of ideas is held to be the path to the realization of the potentialities of the race.

At a time when the West is most often represented by its friends as the source of that technology for which the whole world yearns and by its enemies as the fountainhead of selfishness and greed, it is worth remarking that, though both elements can be found in the Great Conversation, the Western ideal is not one or the other strand in the Conversation, but the Conversation itself. It would be an exaggeration to say that Western civilization means these books. The exaggeration would lie in the omission of the plastic arts and music, which have quite as important a part in Western civilization as the great productions included in this set. But to the extent to which books can present the idea of a civilization, the idea of Western civilization is here presented.

These books are the means of understanding our society and ourselves. They contain the great ideas that dominate us without our knowing it. There is no comparable repository of our tradition.

To put an end to the spirit of inquiry that has characterized the West it is not necessary to burn the books. All we have to do is to leave them unread for a few generations. On the other hand, the revival of interest in these books from time to time throughout history has provided the West with new drive and creativeness. Great books have salvaged, preserved, and transmitted the tradition on many occasions similar to our own.

The books contain not merely the tradition, but also the great exponents of the tradition. Their writings are models of the fine and liberal arts. They hold before us what Whitehead called “the habitual vision of greatness.” These books have endured because men in every era have been lifted beyond themselves by the inspiration of their example. Sir Richard Livingstone said: “We are tied down, all our days and for the greater part of our days, to the commonplace. That is where contact with great thinkers, great literature helps. In their company we are still in the ordinary world, but it is the ordinary world transfigured and seen through the eyes of wisdom and genius. And some of their vision becomes our own.”

Until very recently these books have been central in education in the West. They were the principal instrument of liberal education, the education that men acquired as an end in itself, for no other purpose than that it would help them to be men, to lead human lives, and better lives than they would otherwise be able to lead.

The aim of liberal education is human excellence, both private and public (for man is a political animal). Its object is the excellence of man as man and man as citizen. It regards man as an end, not as a means; and it regards the ends of life, and not the means to it. For this reason it is the education of free men. Other types of education or training treat men as means to some other end, or are at best concerned with the means of life, with earning a living, and not with its ends.

The substance of liberal education appears to consist in the recognition of basic problems, in knowledge of distinctions and interrelations in subject matter, and in the comprehension of ideas.

Liberal education seeks to clarify the basic problems and to understand the way in which one problem bears upon another. It strives for a grasp of the methods by which solutions can be reached and the formulation of standards for testing solutions proposed. The liberally educated man understands, for example, the relation between the problem of the immortality of the soul and the problem of the best form of government; he understands that the one problem cannot be solved by the same method as the other, and that the

test that he will have to bring to bear upon solutions proposed differs from one problem to the other.

The liberally educated man understands, by understanding the distinctions and interrelations of the basic fields of subject matter, the differences and connections between poetry and history, science and philosophy, theoretical and practical science; he understands that the same methods cannot be applied in all these fields; he knows the methods appropriate to each.

The liberally educated man comprehends the ideas that are relevant to the basic problems and that operate in the basic fields of subject matter. He knows what is meant by soul, state, God, beauty, and by the other terms that are basic to the discussion of fundamental issues. He has some notion of the insights that these ideas, singly or in combination, provide concerning human experience.

The liberally educated man has a mind that can operate well in all fields. He may be a specialist in one field. But he can understand anything important that is said in any field and can see and use the light that it sheds upon his own. The liberally educated man is at home in the world of ideas and in the world of practical affairs, too, because he understands the relation of the two. He may not be at home in the world of practical affairs in the sense of liking the life he finds about him; but he will be at home in that world in the sense that he understands it. He may even derive from his liberal education some conception of the difference between a bad world and a good one and some notion of the ways in which one might be turned into the other.

The method of liberal education is the liberal arts, and the result of liberal education is discipline in those arts. The liberal artist learns to read, write, speak, listen, understand, and think. He learns to reckon, measure, and manipulate matter, quantity, and motion in order to predict, produce, and exchange. As we live in the tradition, whether we know it or not, so we are all liberal artists, whether we know it or not. We all practice the liberal arts, well or badly, all the time every day. As we should understand the tradition as well as we can in order to understand ourselves, so we should be as good liberal artists as we can in order to become as fully human as we can.

The liberal arts are not merely indispensable; they are unavoidable. Nobody can decide for himself whether he is going to be a human being. The only question open to him is whether he will be an ignorant, undeveloped one or one who has sought to reach the highest point he is capable of attaining. The question, in short, is whether he will be a poor liberal artist or a good one.

The tradition of the West in education is the tradition of the liberal arts. Until very recently nobody took seriously the suggestion that there could be any other ideal. The educational ideas of John Locke, for example, which were directed to the preparation of the pupil to fit

conveniently into the social and economic environment in which he found himself, made no impression on Locke’s contemporaries. And so it will be found that other voices raised in criticism of liberal education fell upon deaf ears until about a half-century ago.

This Western devotion to the liberal arts and liberal education must have been largely responsible for the emergence of democracy as an ideal. The democratic ideal is equal opportunity for full human development, and, since the liberal arts are the basic means of such development, devotion to democracy naturally results from devotion to them. On the other hand, if acquisition of the liberal arts is an intrinsic part of human dignity, then the democratic ideal demands that we should strive to see to it that all have the opportunity to attain to the fullest measure of the liberal arts that is possible to each.



*This Western devotion to the liberal arts and liberal education must have been largely responsible for the emergence of democracy as an ideal. The democratic ideal is equal opportunity for full human development, and, since the liberal arts are the basic means of such development, devotion to democracy naturally results from devotion to them.*

The present crisis in the world has been precipitated by the vision of the range of practical and productive art offered by the West. All over the world men are on the move, expressing their determination to share in the technology in which the West has excelled. This movement is one of the most spectacular in history, and everybody is agreed upon one thing about it: we do not know how to deal with it. It would be tragic if in our preoccupation with the crisis we failed to hold up as a thing of value for the world, even as that which might show us a way in which to deal with the crisis, our vision of the best that the West has to offer. That vision is the range of the liberal arts and liberal education. Our determination about the distribution of the fullest measure of these arts and this education will measure our loyalty to the best in our own past and our total service to the future of the world.

The great books were written by the greatest liberal artists. They exhibit the range of the liberal arts. The authors were also the greatest teachers. They taught one another. They taught all previous generations, up to a few years ago. The question is whether they can teach us.





## Class of 2010 Senior Thesis Titles

- A Society of Slaves
- A Well-Ordered Soul Leads to Happiness
- Beauty and the Beast: The Transformation through Beauty
- **Both / And**
- The Consequences of Differing Human Natures
- Equality Among all Mankind and the Elimination of Conflict
- The Equality of the Logos
- Evil: When Reason Dies
- Fallibility in Human Judgment
- Freedom Should be for the Good of Others
- Freedom, Choosing Virtue
- Happiness Sought but not Found, and the Good that was Lacking
- Hope: The Ether of Human Existence
- How to Save a Soul
- Humans Create and Believe in Illusions because of their Lack of Courage
- In Pursuit of the Happy Life: Understanding Beauty in the Works of Flaubert, Plato, Shelley, and Tolstoy
- Inner Struggle Leads to Happiness
- It's Not Just About Mercy
- Justice
- Justice and Revenge: Preserving the Virtue of your Own Soul
- Justice in the Soul will Bring True Happiness
- The Less Ruling, The More Happiness
- Liberty is Obtained through the Freedom of the Mind
- Liberty: The Corruption of Man
- Liberty, Who Needs Liberty?
- Love By Many Other Names
- The Objectivity of Beauty
- On Goodness in Physical Suffering
- Ought One Want Happiness?
- **A Person Must Know the Good in Order to Do the Good**
- The Prescription for the Happy Life
- The Pursuit of Happiness
- The Regulation of Truth
- The Rights of Merit
- Society's Revolving Door
- To Be Without God is to Be Without Justice
- Truth in Relation to the Soul, God, and Man
- Veritas



### Both / And

Based on the works of Kierkegaard, Maritain, and Nietzsche, this thesis explored the relationship between God and the artist. While Nietzsche believed the artist to be essentially an amoral and self-deifying creature, and Kierkegaard asserted a man could be either an artist or a moral man, but cannot be both, the thesis author most agreed with Maritain who believed that being an artist is actually a way of communing with transcendent beauty.

### A Person Must Know the Good in Order to Do the Good

This thesis investigated human goodness through the lens of Aristotle's concept of self-love. Aristotle's approval of those who do good for their own happiness was scrutinized and contrasted with the view that virtuous acts ought to be performed out of disinterested love of the Good. The author analyzed the motives behind human actions in a discussion of the relationship between goodness, happiness, and pleasure, drawing heavily from Thomas Aquinas' *Summa Theologica*. The implications of Aristotelian self-love were examined and applied to the characters in Dostoevsky's *Crime and Punishment*. The author ultimately concluded that, while happiness is a valuable and essential effect of virtue, good acts ought to be performed primarily out of selfless service to the Good and only secondarily for the happiness resulting therefrom.



## Class of 2010 Senior Thesis Titles

- The Adventures of Searching for Happiness
- Childhood Education: A Lesson in Life
- **Concerning the Part and the Whole**
- Credibility: Effectively Persuading the Masses
- (Das alles und noch viel mehr, würd' ich machen) Wenn ich König von Deutschland wär': How the necessity for moral laws impacts the people of the United States
- Discovering the Ideal Woman in the World of Jane Austen
- Ear of the Beholder: The Evolution of Music Laws and Trends
- The Efficient General
- Everyone Likes Good Things
- Evil: the Source and Extent of Man's Moral Capabilities
- Extreme Circumstances Cause People to Resort to Primordial Behavior
- Fear Arising From Freedom
- Finding Truth in Reality
- Friendship
- The Grass is Always Greener on the Other Side: An Investigation into Revolution and the Perfect Society
- A Hero is a Hero is a Hero
- How May I Help You?: Successful Servant Leadership
- How the Cycle of Curiosity Affects Science and Religion
- How to Fix Clocks and Men
- How to Make People Do What You Want...In a Good Way
- A Key to Happiness
- I Am Uncertain About Quantum Mechanics
- I Am Woman: A Discourse on Gender Inequalities and Societal Influence
- An Inquiry on the Falseness of Human Emotions
- Life in the Face of Death: The Importance of Friendships
- Love, Marriage, and the Pursuit of Happiness: A Review of Viewpoints in Society
- Mad About Geniuses: A Discourse on the Relationship between Genius and Madness
- Man's Passion for Success
- The Nature of Moral Evil
- The Necessity of Self and the Necessity of Others: A Look at What Brings About Rehabilitation
- Observations on Morality and its Effects on Society and Man
- The Paradise of the Oblivious: A Look into the Possible Culmination of the Totalitarian Regime
- Perfection vs. Perfection: How Man Tries To or Can Attain Perfection
- The Power of Choice
- Pride and Pressure
- The Process by Which God Spiritually Matures Man
- The Purpose of a Man's Life
- The Pursuit of Truth Reveals There is No Contradiction Between Science and Theology
- The Realizations of the Impact of Prejudices on Society
- The Road of Disillusionment
- Stability and Ignorance Ascend Humanity towards Happiness
- Stop and Smell the Roses: A Reflection on Ideal Leisure
- Time Consuming: a Look at a Human's Sense of Time
- **What People Think About Time in Their Own Little World**
- Who is the Ancient Hero?
- You Look Like You've Been Through the War



### Concerning the Part and the Whole

Based upon a philosophical analysis of some of Euclid's key definitions of terms and principles of geometry, and a close reading of Aristotle's discussion of the different meanings of "in," this thesis sought to determine the nature of the relationship between parts and wholes. It asked whether the relationships that emerged from the analysis of Euclid and of Aristotle also held with respect to Hobbes' political theory and Augustine's religious views. The unique combination of geometry, analytical philosophy, political theory, and theology represented a brilliant piece of original philosophy.

### What People Think about Time in Their Own Little World

This thesis addressed the conflict between the psychological theory of time based upon classical theory and the view of time presented by relativity theory. The author argued that the theory of relativity presented an accurate view of objective time as a fourth dimension, but that people are reluctant to embrace this view because the psychological theory of time can better explain their own experience, and because Kant would argue that such a theory of time is rooted in human understanding.



# exhortation and INSPIRATION

**While heroism begins in the life of the mind, it ends on the battlefield of action.**

Your destiny is to seek to do the good, relentlessly pushed by the quest for truth. You will not be slaves to ignorance, apathy, or vice, but will seek to engage the cause of the good where you can.

– Daniel Scoggin, CEO, Great Hearts Academies

**That's the wonder of the Veritas education.** Though focused on our developing an understanding of Plato and the other great ideas of our civilization, it has also worked to develop strong, passionate, and complete human beings.

– Luke Stevens, Co-Valedictorian, Veritas Prep



**Graduates, reflect on what it is that you have learned to love here at Veritas.** Always remember Socrates' words in the *Apology*, in which he sums up his life's mission as asking basically the same question of everyone he meets, a question that is really about love and about the proper objects of love. Remember it? It goes like this: *Good Sir, you are an Athenian, a citizen of the greatest city with the greatest reputation for both wisdom and power; are you not ashamed of your eagerness to possess as much wealth, reputation, and honors as possible, while you do not care for nor give thought to wisdom or truth or the best possible state of your soul?* (Meno 29e) Graduates, you are citizens of the greatest republic with the greatest wealth and the greatest power on earth. You have been given every advantage: health, material comfort, family, and friendship. Care for your souls and for the souls of others. Love wisdom, truth, goodness, and the beauty that is ever ancient, ever new.

– Andrew Ellison, Headmaster, Veritas Prep

**There comes a time in each person's life when he must determine his life's purpose and choose to pursue excellence.** Whereas excellence was expected from us these past years, from this day forth excellence is a choice.

– Holly Schlotterbeck and Allison Weidemann, Co-Valedictorians, Chandler Prep



## Ithaka

As you set out for Ithaka  
hope your road is a long one,  
full of adventure, full of discovery.  
Laistrygonians, Cyclops,  
angry Poseidon—don't be afraid of them:  
you'll never find the things like that on your way  
as long as you keep thoughts raised high,  
as long as a rare excitement  
stirs your spirit and your body.  
Laistrygonians, Cyclops,  
wild Poseidon—you won't encounter them  
unless you bring them along inside your soul,  
unless your soul sets them up in front of you.

Hope your road is a long one.  
May there be many summer mornings when,  
with what pleasure, what joy,  
you enter harbors you're seeing for the first time;  
may you stop at Phoenician trading stations  
to buy fine things,  
mother of pearl and coral, amber and ebony,  
sensual perfume of every kind—  
as many sensual perfumes as you can;  
and may you visit many Egyptian cities  
to learn and go on learning from their scholars.

Keep Ithaka always in your mind.  
Arriving there is what you are destined for.  
But do not hurry the journey at all.  
Better if it lasts for years,  
so you're old by the time you reach the island,  
wealthy with all you've gained on the way,  
not expecting Ithaka to make you rich.

Ithaka gave you the marvelous journey.  
Without her you would not have set out.  
She has nothing left to give you now.

And if you find her poor, Ithaka won't have fooled you.  
Wise as you will have become, so full of experience,  
you'll have understood by then what these Ithakas mean.

– Constantine Cavafy (1863-1933)

## graduation 2010



**I view our class as a sort of twisted version of Socrates' cave, with our teachers as philosopher kings, daring to venture into the dark cave to rescue us.** And yet it's twisted insofar as we ardently wanted to break free of our chains, to turn our heads away from the shadows on the wall, though I'm sure there were many days in which the teachers felt that they were forcibly dragging us up the steep and rugged hill. And where would we be without our philosopher kings, without our teachers who have so passionately done everything they can for us? They have been our guides on this wild and crazy journey to give us the habituation necessary to bring us to "The True, The Good, and The Beautiful."

– Tess Hilliard, Co-Valedictorian, Veritas Prep

***Siempre Adelante.* Go forward always, class of 2010.** Go forth, Great Hearts. *Siempre Adelante.* Onward, Great Hearts. Never give in. Never quit. Never surrender to the falseness of this age or false happiness. Hold out for the best. Know yourself and you are the hope of our age and our promise. And we wish you peace and lasting and rich happiness beyond measure.

– Daniel Scoggin, CEO, Great Hearts Academies



“The True, the Good, and the Beautiful.” To Veritas students these words, both in English and Latin, are by no means unfamiliar. Yet these core values I grew to love, are not referred to enough in the society we live in today.

I currently attend The Kings College, a Christian liberal arts college, in the center of Manhattan, a huge shift from my Arizona-based location. Although there are less than 500 students at my school, it resides in the basement of one of the tallest and most noted skyscrapers in the world, the Empire State building, where I have access to millions of different peoples and cultures the moment I exit my classroom.

Yet this attractiveness, although a blessing, is not what I think of when I wake up in the morning. When making my decision as to where to go to college, I knew this “tourist feeling” was not a reason to invest time away from my family and familiarities of home. The neon signs, tall billboards, and the diversity of cultures all decorate this city as the powerhouse of achieving the great “American dream,” attracting youth and vivacious world-changers who often do not pursue what truly matters. Yet the things I enjoy most of my school and search for within the city are the reminders of Veritas’ motto, of the True and Beautiful that must be pursued to positively impact the world.

My college, contrasting the norm, recognizes the need for an influential city to acquaint itself with these great ideas and, eventually, be changed

through individuals. I am currently pursuing a Bachelor of Arts degree in Philosophy, Politics, and Economics. Although it sounds intense, my formative years at Veritas properly equipped me with the tools necessary to survive not only the school but New York City. While college brings harder workloads such as longer and unfamiliar formats for papers, I feel confident because Veritas was indeed a preparatory school. More importantly, my Humane Letters classes helped develop my wisdom; I will never waver from the continuous and necessary examination of myself, which was brought up in almost every fruitful classroom discussion.

My teachers, alongside many Great Hearts’ curriculum texts, such as Plato, Augustine, Dostoevsky, and Fitzgerald, stirred and awakened my thoughts to embody the lifelong task of questioning in reorientation of what matters. I learned that my actions follow my will, and my will should follow what I calculate to be the loves that I am to pursue. I am truly grateful that Veritas reared me in this proper direction, during such formative years of my life. In order to use my free will properly, even in a populous city where recognizing a face is considered a miracle, and in order for me not to err in my mental love and be deceived by the attractive yet artificial temptations in the city, I must continue the examination of the Truth beginning within myself.

This realization and gratitude did not come easily for me at the beginning of my Veritas experience. Honestly, Veritas was a huge transition for me. Forced to

attend the school by my parents, I began as a timid and unwilling seventh grader arriving at the opening of a school that did not even have its name engraved on the campus. The curriculum began as a challenge, and I missed the comfort and familiarity of my former school. I soon discovered, with the pressure of grades and the unexpected love of teachers, the need to change my habits and humbly admit that I, as a twelve year old, did not know everything. Through newfound personal discipline and discovery, I learned the importance of studying, and the perseverance one needs to do well.

Fear of the unknown, of the uncomfortable, is not easily overcome. I remember Humane Letters was once a foreign phrase to me, a two-hour class where I had no clue what would be learned and discussed. Now looking back I am ashamed of my fear. My four years of Humane Letters helped sow the seeds of my future. From the Socratic discussions led by unforgettable teachers, I, alongside my classmates, learned how to love others, listen to them and through a community of shared thoughts, discover meaning essential to everyday life. Although my time at Veritas ended over a year ago, what I learned will always direct me as I continue in constant pursuit of “the True, the Good, and the Beautiful.”

Rebecca Sears is a Sophomore at Kings College in New York City.

# Continuous Pursuit

“My four years of Humane Letters helped sow the seeds of my future. From the Socratic discussions led by unforgettable teachers, I, alongside my classmates, learned how to truly love others, listen to them and through a community of shared thoughts, discover meaning essential to everyday life.”

— Rebecca Sears



# Belief in the Grand Experiment

Prior to coming to Veritas, my children were straight-A students in a traditional public school, but I knew instinctively they weren't being completely educated. They were learning things to be sure, but the sense of inquiry and academic challenge that I knew existed at Veritas was lacking.

While knowledge is important, the desire and ability to acquire knowledge and develop reasoned thought about acquired knowledge is even more important. The classical liberal arts education offered in the Great Hearts network teaches our kids those critical thinking skills that are so often lacking in our education system today. Moreover, the ability to articulate thoughts and ideas is rare, and Great Hearts students have an incredible opportunity to develop and hone these skills that will serve them throughout their academic careers and, indeed, throughout their lives.

Several years ago, when the Great Hearts network consisted only of Veritas, President Jay Heiler asked me to get involved. Jay and Dr. Scoggin laid out the vision for the entire network and the detailed business plan required to make Great Hearts a reality. I was hooked. I joined the Great Hearts Board of Directors because of the chance to participate in an education model that promised to be transformative for my own children as well as our entire community. It was an opportunity not to be missed.

My support of Veritas and Great Hearts allows me to share with others in our community the important mission of our schools. Great Hearts' success is becoming well known. Many people that I come across are either anxious to get their children into a Great Hearts school or want to know how they can support our success.

It's a lot of work to be a Great Hearts family; there's no doubt about it. The curriculum is challenging. I hate to admit it but I'm not a whole lot of help to my kids when it comes to their academic responsibilities. I certainly support and encourage their study habits but in certain subjects (like math), they are already far beyond my academic skills. On top of the academic rigor, my kids are involved in multiple extra-curricular activities. In a good sense, this hectic pace keeps the whole family on a rather disciplined and productive schedule. And, I know that my children will find a lifetime of benefits from their many experiences at Veritas.

It's no secret that the American education system is generally broken and that Arizona consistently ranks at or near the bottom in terms of academic success. We have to ask ourselves why and then do something to change it. Each of us is called to participate in our community and education is one place I've chosen to contribute my time. Education in America today is essentially run by a monopoly – you either get what you get in the traditional public schools or you pay dearly for something better. Arizona's leadership in school choice has been a success and serves as an important model for the rest of the country. Today, a higher percentage of public school students are enrolled in charter schools in Arizona than any other state. As the "grand experiment" in school choice, Arizona must succeed, and the Great Hearts network is proving that it can.

*Karrin Taylor is the Executive Vice President of DMB. Her daughter, Elizabeth, is an 8th grader at Veritas Preparatory Academy.*

family profile

by Karrin Taylor



**"While knowledge is important, the desire and ability to acquire knowledge and develop reasoned thought about acquired knowledge is even more important." — Karrin Taylor**





On August 5, 2010, the Chandler Prep community dedicated The Marley Campus, a beautiful permanent home that Chandler Prep will share with the new K-5 Archway Classical Academy. A model campus for the Great Hearts network, it was made possible by the leading support of **The Kemper and Ethel Marley Foundation**, generous families, and the supporters of the *Building Great Hearts* campaign.

In similar fashion, the families of Mesa Prep, Glendale Prep, and Anthem Prep all stepped forward with generous campus-giving to provide their schools with new campuses, and to leave a legacy of support for future generations to follow.

In gratitude to the donors of the *Building Great Hearts* campaign:

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Veritas Prep Parent Organization  
The Walton Family Foundation  
Shawna and Jeffrey Woner  
Shawn and Phyllis Wright

In gratitude to families and community friends for their support of these new campus projects:

As of July 30, 2010

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Great Hearts schools achieve academic excellence while maintaining fiscal responsibility.

On the adjacent page, please see the budgeted financials for each of the eight academies and the network-wide totals for the 2010-2011 school year. As charter schools, each Great Hearts academy is funded primarily with public tax dollars, with each school receiving approximately \$6,600 per student for the 2010-2011 school year. Other critical income sources - just over 15% - come from sources other than state payments, including parent contributions, tax credits, external grants, and fees for extra-curricular activities. It is worth noting here that charter school students in Arizona are funded, on average, 20% less than the average district student, meaning Arizona is funding charter students approximately \$1,600 less per student per year when considering all K-12 revenue sources.

On the expense side, 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 costs.

As charter schools, Great Hearts must pay for its facilities out of its operational budget, and, 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 and program 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.

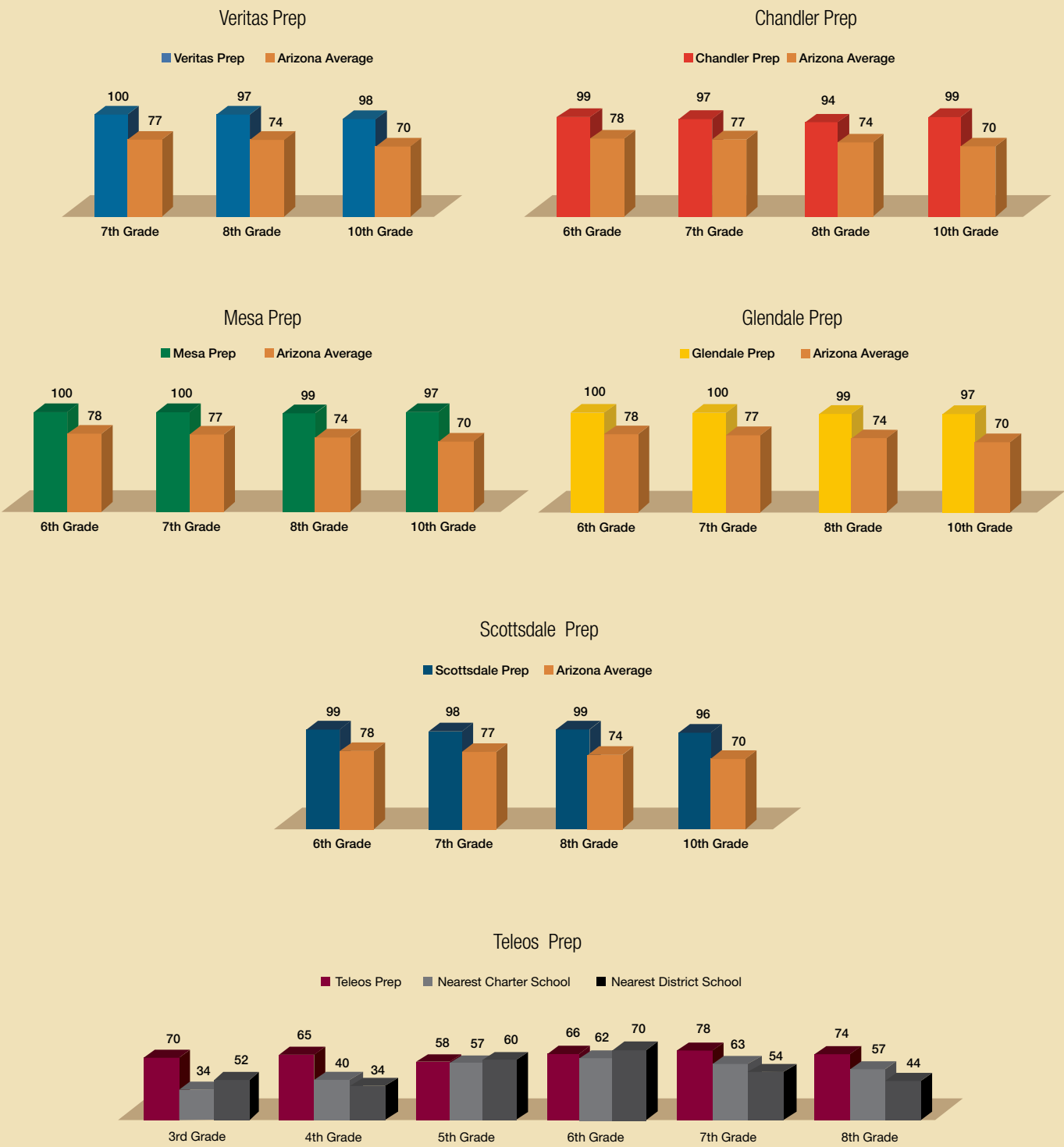
Ultimately, the headmaster and teachers at each school can focus on their individual community and instruction while also benefiting from the economy of scale by being a member of a larger organization tailored to serve them.

	Veritas <i>(in thousands)</i>	Chandler <i>(in thousands)</i>	Mesa <i>(in thousands)</i>	Glendale <i>(in thousands)</i>	Scottsdale <i>(in thousands)</i>	Teleos <i>(in thousands)</i>	Anthem <i>(in thousands)</i>	Archway Chandler <i>(in thousands)</i>	Network <i>(in thousands)</i>	Per Student <i>(in dollars)</i>
<b>Income</b>										
State Funding	2,931	4,115	2,163	1,973	2,879	1,611	1,729	1,993	19,394	6,646
Curricular Fees & Contributions	129	157	51	60	74	1	34	95	601	206
Extra-curricular Fees & Contributions	220	234	111	107	190	48	126	18	1,054	361
Contributions & Grants	235	238	115	233	414	348	245	60	1,888	647
Other / Miscellaneous	-	9	5	8	15	35	8	5	85	29
<b>TOTAL INCOME</b>	<b>3,515</b>	<b>4,753</b>	<b>2,445</b>	<b>2,381</b>	<b>3,572</b>	<b>2,043</b>	<b>2,142</b>	<b>2,171</b>	<b>23,022</b>	<b>7,890</b>
<b>Expenses</b>										
Instructional Personnel	1,717	2,227	1,104	949	1,400	775	866	921	9,959	3,413
Instructional Expenses	657	699	378	394	439	473	482	410	3,932	1,347
Administrative Personnel	398	411	243	251	346	273	188	179	2,289	784
School & Program Operating Costs	66	75	56	49	63	61	65	43	478	164
Facility Costs	291	667	422	147	779	284	237	318	3,145	1,078
Management Services Fees	222	307	162	147	215	120	129	149	1,451	497
<b>TOTAL EXPENSES</b>	<b>3,351</b>	<b>4,386</b>	<b>2,365</b>	<b>1,937</b>	<b>3,242</b>	<b>1,986</b>	<b>1,967</b>	<b>2,020</b>	<b>21,254</b>	<b>7,284</b>
<b>CASH FLOW FOR RESERVE OR DEBT SERVICE</b>										
	164	367	80	444	330	57	175	151	1,768	606

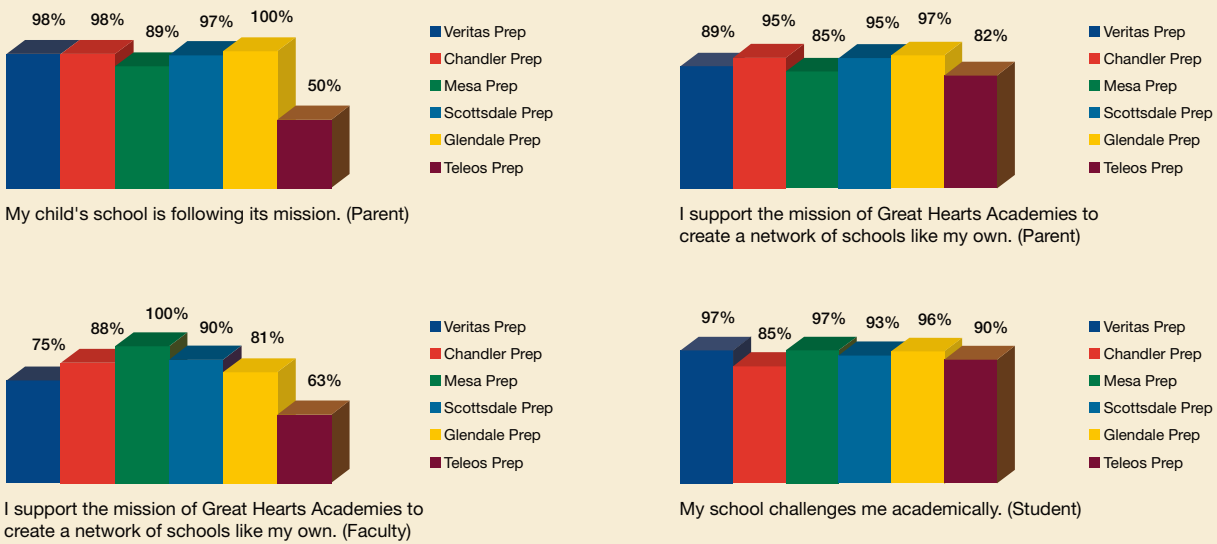




2010 AIMS Pass Rate Comparison



2009-2010 Satisfaction Survey



- Members of the Class of 2010 were accepted to the following colleges and universities. Graduates will attend the schools listed in bold.**
- American University  
**Arcadia University**  
**Arizona State University**  
**Austin College**  
Ave Maria University  
Azusa Pacific University  
Baylor University  
**Belmont Abbey College**  
Benedictine College  
Biola University  
Boston Conservatory  
Bradley University  
California Baptist University  
Calvin College  
Clemson University  
College of St. Scholastica  
College of Wooster  
Colorado College  
**Colorado State University**  
**Cornell College**  
**Covenant College**  
Creighton University  
**DePaul University**  
Dordt College  
Drew University  
Drexel University  
Duquesne University  
Earlham College  
**Embry-Riddle Aeronautical University**  
Fordham University  
**Franciscan University of Steubenville**

Franklin and Marshall College  
George Fox University  
George Mason University  
Georgia Institute of Technology  
Gonzaga University  
**Grand Canyon University**  
Grove City College  
Hendrix College  
**Hillsdale College**  
**Hofstra University**  
**Hope College**  
Illinois Wesleyan University  
**Kenyon College**  
Lehigh University  
Loyola Marymount University  
Marymount University  
McMurry University  
Menlo College  
Montana Institute of Technology  
Mount St. Mary's College  
New Mexico Institute of Technology  
**Northern Arizona University**  
Northwestern College  
Pace University  
**Pacific Lutheran University**  
Pepperdine University  
Purdue University  
Quinnipiac University  
Regis University  
Rensselaer Polytechnic  
Rhodes College  
Rochester Institute of Technology  
Samford University  
Santa Clara University  
**Scripps College**  
Seattle Pacific University  
Seattle University

**Simpson College**  
St. John's University  
St. Louis University  
**St. Mary's College**  
The Catholic University of America  
The College of Saint Rose  
**The King's College**  
**The University of Arizona**  
Thomas Aquinas College  
Towson University  
United States Air Force Academy  
**University of Chicago**  
**University of Dallas**  
University of Denver  
**University of Illinois**  
University of Kansas  
University of New Mexico  
University of North Carolina at Chapel Hill  
**University of Notre Dame**  
**University of Pittsburgh**  
University of Portland  
University of Richmond  
**University of San Diego**  
**University of Texas**  
University of Washington  
Utah State  
Vanderbilt University  
Villanova University  
Wake Forest University  
Washington University (St. Louis)  
Weber State University  
**West Point**  
Westminster College  
Westmont College  
**Whitman College**  
Whitworth University





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