

VOL. 4 FALL 2011

GreatHearts

classical education, revolutionary schools

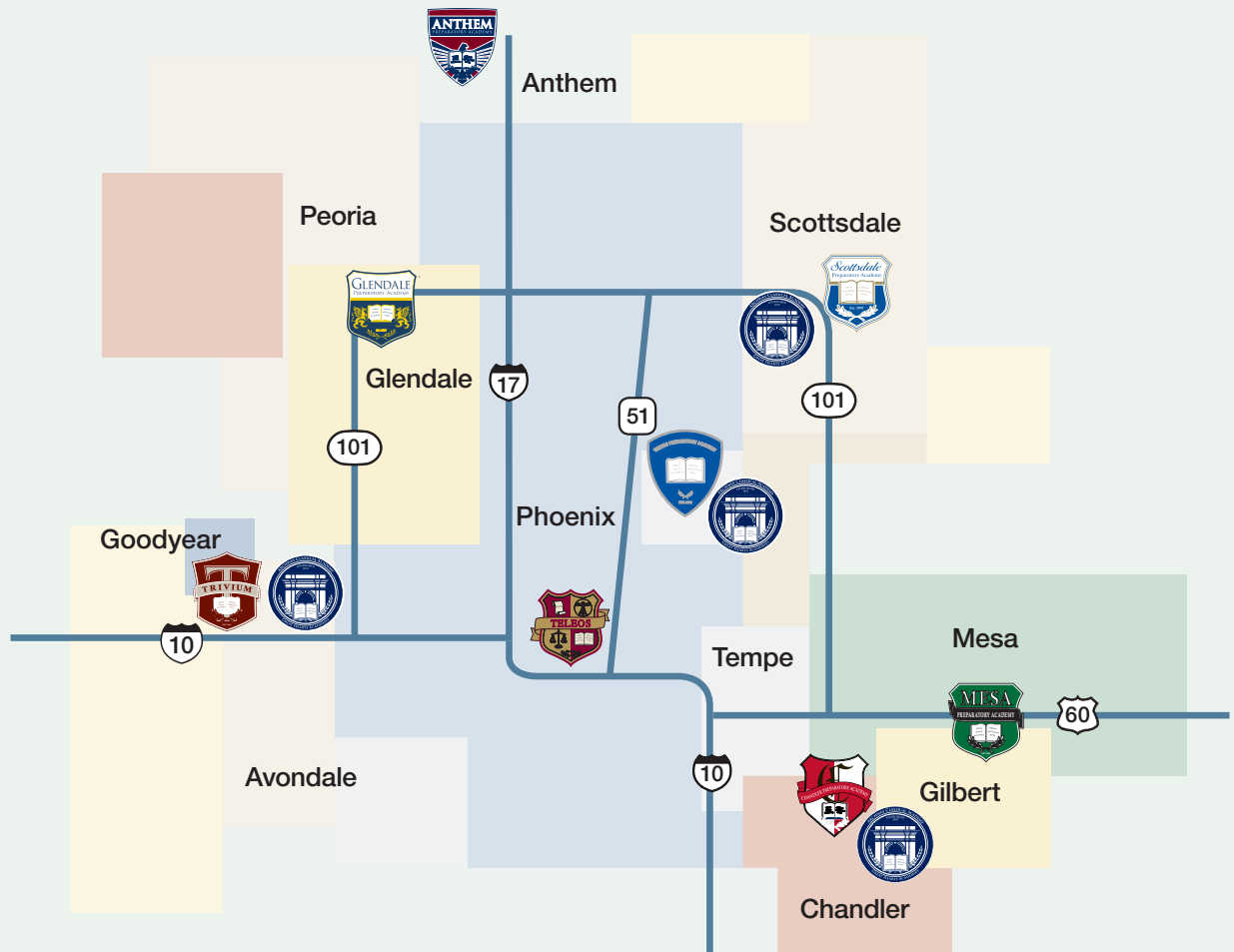
The Fate of Learning in the Digital Age

The Year of the Senior
Pulchritude

Building a Home for the Tradition

GreatHearts

classical education, revolutionary schools



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

16537 North 92nd Street
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
623-465-4776
Established: 2009



Archway Classical Academy – Chandler

1951 North Alma School Road
Chandler, Arizona 85224
480-855-6474
Established: 2009



Trivium Preparatory Academy Archway Classical Academy – Trivium

14140 West McDowell Road
Goodyear, Arizona 85395
623-414-4883
Established: 2010



Archway Classical Academy – Scottsdale

7496 East Tierra Buena Lane
Scottsdale, Arizona 85260
480-776-0413
Established: 2010



Archway Classical Academy – Veritas

3102 North 56th Street
Phoenix, Arizona 85018
602-489-7341
Established: 2010

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Trivium Preparatory
Academy and
Archway Classical Academy
– Trivium

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Archway Classical Academy
– Scottsdale

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Archway Classical Academy
– Veritas

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Letter from the CEO

Dr. Daniel Scoggin

The Year of the Senior

One could aptly name this year at Great Hearts the year of the senior.

Five of the academies are graduating seniors this year, three for the first time. In total, 185 great-hearted young men and women will graduate at the end of the 2011-2012 school year.

This milestone in the growth of our organization, and this achievement of hard work and dedication on the part of the Seniors and their parents and teachers, leads me to reflect again on what characterizes a Great Hearts man or woman at the point of departure.

Of course, we wish our graduates every success in college and beyond. We have no doubt that they will do us proud. Some will rise to academic, professional, and political accomplishment at the highest level, and will play no small part, we believe, in redeeming the next chapter in American culture.

But above all, we wish our graduates peace. We hope that they leave Great Hearts and their homes for college with a deep and reflective sense of who they are as human beings, an emerging awareness of their unique talents and gifts, and a solemn acknowledgement that they have a destiny — a call to action in this world that only they can accomplish. Their story is just starting to unfold, but they possess a strong foreshadowing that some great drama lies ahead. Peace then comes from the sense that they possess the character and talents to be the hero of their story. It won't be easy, but they are gaining the confidence for the role of a lifetime.

We believe that a classical, liberal arts education provides the best launch from adolescence to adulthood. Our graduates have become philosophers of the human condition, reflecting again and again on the conclusions drawn by their predecessors in the West over the last three millennia, flourishing in their practice of the arts and sciences, and settling into the conviction that to be a real student of human nature one must pay careful attention — one must read the right books diligently,

But above all, we wish our graduates peace. We hope that they leave Great Hearts and their homes for college with a deep and reflective sense of who they are as human beings, an emerging awareness of their unique talents and gifts, and a solemn acknowledgement that they have a destiny — a call to action in this world that only they can accomplish.

converse openly, reason deeply, and work really, really hard. Wisdom can't be downloaded; it must be sought and earned over time with an open heart.

And isn't this what every parent wishes most for his or her child? I know I certainly do for my two daughters — that as they blossom into young ladies they find noble works and arts to love, that they naturally discover their unique talents in relation to an art that resonates with their being — be it literature, writing, painting, singing, science, mathematics, and even athletics — and that they develop the serious conviction to seek mastery for its own sake, out of love, and not due to me or others just telling them they “have to.” Don't all parents wish for our children to develop a sense of wonder that begets a search for excellence? For truth?

All of this reflecting, wondering, and searching is the essence of liberal education as Great Hearts knows it. These forms of knowing take time to grow in the souls of our students. Schooling in the classical sense is about providing time and space for introspection; schooling in the modern, utilitarian sense, in contrast, is about acquiring skills as quickly as possible, without considering their application to noble ends or the good of the person as described above. Of course, liberal education cares very much about skills, facts, and hard knowledge — they are essential and provide the grammar for

the philosophical engagement of our upper school curriculum. But all skill and knowledge must eventually be ordered to serve human flourishing. Liberal education puts first things first.

And in the last decade, liberal education is put all the more at risk due to the centrality of the Internet in our culture. Digital technology can be an asset to learning if kept in its proper place — we have the libraries of the world at our fingertips. However, as Nicholas Carr rightly argues, in his recent book *The Shallows: What the Internet is Doing to Our Brains*, the Internet is compromising our ability to think and read deeply, capacities critical to liberal education. He quotes Richard Foreman: “I see within us all (myself included) the replacement of a complex inner density with a new kind of self — evolving under the pressure of information overload and the technology of the ‘instantly available.’” Foreman warned that, as we are separated from our “inner repertory of dense cultural inheritance,” we risk turning into “‘pancake people’ — spread wide and thin as we connect with the vast network of information accessed by the mere touch of a button.”

Our featured work in this magazine is an essay from Nicholas Carr that provides the central argument of his book. As he has, we will all need to think clearly in the coming years about the fate of thinking in the digital age.

At Great Hearts Academies, we will preserve our place in the West as a place of deep reading, thinking, and reflection. We will do so not because we are monolithic and backward looking. Just the opposite. As American culture is buried in an avalanche of data and surface learning, it will be the deep and articulate thinkers — who can put first things first — who will naturally be called to sort, decipher, and lead for the surface learners.

As a first principle then, our graduates must find the inner peace to lead with conviction. To better express what I mean and wish for each of our graduates, I close with a quote from Aristotle from Book I, Chapter 10 of the *Nicomachean Ethics*:

“So what is sought will belong to the happy person, who will be happy throughout life, for such a person will always, or most of all people, be acting and contemplating the things that go along with virtue, and will bear what fortune brings most beautifully and in complete harmony in every instance, being in the true sense good and flawlessly squarely centered.”

What more could we hope for our children? What more could we plan for our culture?

Blazing the Trail

“We are training ourselves to think, form our conscience, and begin to stake out our place in the world.”

– John Rossi



It's both exciting and daunting to be a member of the first graduating class at Scottsdale Prep. My classmates and I have had the opportunity to blaze the trail for those classes and students following behind us. However, this was a large responsibility. We had to be certain to blaze a solid and stable trail, to offer our fellow students the guidance and direction to glean as much as possible from their time at Scottsdale Prep. We didn't have a class of students before us, leading the way. We had to create the path by following our instincts. Luckily, we've had the amazing support of our teachers. Their advocacy of our class and its individual members has been incredible. They taught us to lead. Now, as our school is growing and has moved to a new campus, our leadership as a class is more important than ever.

Life as a Scottsdale Prep student can be challenging. Classes are intense and we have a very active athletics and extra-curricular program. The academic bar is raised each year for every student. When I look back, I can remember thinking that the hill looked a little too steep to climb, but at the end, I've been amazed at the ground I've covered. This year, our senior year, will provide my class with yet another trek – writing and defending a senior thesis. As a class, it will be our steepest hill-climb yet but I'm sure there will be another remarkable view from the top.

At the beginning of high school, I'm not sure I could have given a very good explanation of the benefits of the Great Books liberal arts education. Since then, I've been fortunate enough to have had the experience. The Great Books and the daily seminars from each year have required me to engage in material with a level of commitment that has truly been a surprise and a gift. For me, it's been the big difference between being a spectator and a participant in school. I've learned that it's a much richer experience to create, lead, and participate in the discussion than just sit in class and listen to a lecture. The Great Books have led me to think about important ideas and issues, and Socratic seminar requires me to take and defend positions. Now I can see that the benefit for me, and everyone really, is that when we engage with the material and work through our positions, we are training ourselves to think, form our conscience, and begin to stake out our place in the world.

I am looking forward to spending as much time as I can with my classmates before we head off in different directions after graduation. I take pride in knowing that more students will follow on the trail we formed together. I take comfort in knowing that, wherever I go, my education and experiences at Scottsdale Prep have helped to define who I am. This will stay with me always.

John Rossi is a senior at Scottsdale Preparatory Academy.



Headmaster: Andrew Ellison

Number of Students during the 2011-2012 School Year: 476 in grades 6-12

Number of Teachers during the 2011-2012 School Year: 37



2010-2011 Highlights

- Veritas Prep (VPA) received the *Arizona Department of Education's Award for Math Excellence*.
- Mr. Pagani launched VPA's first *English Linguistic Fellowship* of students and teachers who gather to study the origins of the English language and publish a monthly newsletter.
- The Veritas Prep High School Speech and Debate team traveled to the *2011 Harvard National High School Invitational Forensics Tournament* in Boston, Massachusetts.
- Mr. Dickerson launched VPA's first *Philosophy Club* to discuss the great questions of humanity.
- Veritas Prep students had a successful showing at the *Intel Science and Engineering Fair* with 7th graders *Sophia Drapeau* earning 1st place in Behavioral and Social Science, *Tarranum Malhi* earning 1st place in Physics and Astronomy, and *Henry Gorton* earning 1st place in Environmental Science.



Headmaster: **Helen Hayes** Headmaster of Middle School: **Wayne Porter**
 Number of Students during the 2011-2012 School Year: 646 in grades 6-12
 Number of Teachers during the 2011-2012 School Year: 61



2010-2011 Highlights

- Chandler Prep was one of eight schools in the state to receive the *Arizona Department of Education's 2011 All-Around Excellence Award*.
- Senior **Martin Lawrence** and junior **Noah Wuerfel** participated in the *National Forensics League's Tournament* in Dallas, Texas, and earned first and second place for highest points in the Congress round.
- The Chess Team was the *Charter Athletic Association Regular Season* and *Tournament Team Champions*. Sophomore **Soren Aletheia-Zomlefer** earned Individual Champion and senior **Josh Zhu** earned Runner-Up.
- Chandler Prep juniors **Benjamin Merrill** and **Joseph Dorsch**, and senior **Karyn Peyton** scored in the 99th percentile on the *National German Exam*. Senior **Kelly Peyton** scored in the 98th percentile and won the prestigious Langenscheidt Award, for which she was awarded a German dictionary.
- 7th graders **Esther LeVan**, **Rachel Hagerman**, and **Greyson Howell**, and freshman **Alexander Balizado** were among the 328 students out of 18,100 test participants to receive perfect scores on the *National Latin Exam*. 2011 graduate **Sammi Wreschner** was one of only 22 students in the country to receive a perfect score on the *National Greek Exam*.



Headmaster: Robert Wagner

Number of Students during the 2011-2012 School Year: 360 in grades 6-12

Number of Teachers during the 2011-2012 School Year: 31



2010-2011 Highlights

- Mesa Preparatory Academy was voted the *Best Charter or Private School of 2011* in the Valley by *Phoenix Magazine*.
- The first Mesa Prep *drama classes performed Shakespearean plays* for the student body and parents in four performances.
- The Mesa Prep *Math Counts* team placed 7th in Arizona and freshman *Karina Casey* placed 10th in the state overall. The team was provided an expenses paid trip to Washington, D.C. for the *National Math Counts competition*.
- *The Chess Club* competed in more than half a dozen tournaments and was one of the top four teams in their league.
- Mesa Prep's *Robotics Club* placed 1st in the Spirit Competition and 2nd in the head-to-head competition in the *US Regional event* held in Flagstaff, Arizona.

Headmaster: David Williams

Number of Students during the 2011-2012 School Year: 338 in grades 6-12

Number of Teachers during the 2011-2012 School Year: 25



2010-2011 Highlights

- Junior **Clifton Palmer** was selected for the prestigious **American Choral Directors' National Honor Choir**. He traveled to Chicago to take part in a week of seminars, training, and performances.
- Students in grades 9-11 took part in Glendale Prep's **second annual Humane Letters Symposium**, entitled "Humanity, Inhumanity, and Great Hearts." The academic conference consisted of seminars, presentations, and panels on *Man's Search for Meaning* by Victor Frankl and *One Day in the Life* of *Ivan Denisovich* by Aleksandr Solzhenitsyn. The keynote address was delivered by Dr. Daniel Scoggin, CEO of Great Hearts Academies.
- Glendale Prep's **first annual Promenade Ball** was held at the Irish Culture Center. A live band performed a variety of numbers as students danced the tango, rumba, cha-cha, and several varieties of swing.
- Glendale Prep staff and students combined great literature and fun with the **all-night "Illiathon."** Students performed dramatic readings from the Homeric epic poem, enjoyed s'mores toasted on a bonfire, and played various games under the night sky in their main courtyard.
- **Mark Ryland, President of the Institute for the Study of Nature**, visited Glendale Prep to lead a student and faculty colloquium on the relationship between natural science and the humanities.



Headmaster: C. Diane Bishop

Number of Students during the 2011-2012 School Year: 685 in grades 5-12

Number of Teachers during the 2011-2012 School Year: 53



2010-2011 Highlights

- Out of 100,000 participants in the *National French Exam*, juniors *Nick DeBeurre* placed 2nd nationally and 1st in the state, *Hanako Yokoyama* placed 4th nationally, and sophomore *Laura Jernigan* placed in the top ten in the state.
- The Fine Arts students showcased their work at the *2nd annual Scottsdale Prep Art Show* with musical performances, poetry readings, and displays of their artwork in various media.
- On the *2011 National Latin Exam*, Scottsdale Prep earned 11 Gold Medals, 27 Silver Medals, 36 *Magna Cum Laude* certificates, and 44 *Cum Laude* certificates.
- Scottsdale Prep students collected shoes for needy children through the *Compassionate Kids* program.
- 40% of the Scottsdale Prep students who participated in the *National Mythology Exam* received awards.



Interim Headmaster: Mac Esau Board Liaison: Natalie Williams
 Number of Students during the 2011-2012 School Year: 245 in grades 1-8
 Number of Teachers during the 2011-2012 School Year: 18



2010-2011 Highlights

- The **Robotics Team** won first place for Most Innovative Solution at the **FIRST LEGO League Arizona Regional Tournament**.
- Students took part in the **First Tee golf program** where they learned the fundamentals of golf through the Great Hearts philosophy of Truth, Beauty, and Goodness.
- Teleos held its first ever **Science Fair** where students displayed their experiments and projects from the entire school year.
- Through their **PRIDE** groupings, students raised funds and material items for such organizations as World Wildlife Federation and the Arizona Humane Society.
- The 6th and 8th grade classes staged a **formal debate regarding violent and non-violent protests** that was judged by teachers from throughout the Great Hearts network.



Headmaster: Bryan Smith

Number of Students during the 2011-2012 School Year: 397 in grades 3-9

Number of Teachers during the 2011-2012 School Year: 22



2010-2011 Highlights

- Anthem Prep held a *winter* and *spring dance* which was attended by more than 100 students and parents. All students received training in ballroom dance prior to these events.
- Each grade participated in the *fall* and *spring concerts*, which were attended by the entire Anthem Prep community.
- The Art Club designed and *created life-size Muses* to inspire the school.
- Anthem Prep students excelled in the *Arizona Spelling Bee* and *Math Competitions* throughout the year.
- The school launched several successful clubs in its first year. There were more than 30 students in the *Science Club*, 40 in the *Latin Club* and *Greek Club*, and 10 students participated in the *Fencing Club*. The *Chess Club* was a huge hit, with students arriving early at school to challenge fellow students and teachers.



Headmaster: Leanne Fawcett

Number of Students during the 2011-2012 School Year: 498 in grades K-5

Number of Teachers during the 2011-2012 School Year: 28





2010-2011 Highlights

- Archway Chandler's community came together many times throughout the school year to celebrate the joy of learning together. The families participated in a *Math Family Fun Night* and a *Reading Family Fun Night*. They also came together for a *Fall Picnic* and a *Medieval Faire* sponsored by the parent organization. Performing at the faire was a local group dressed in medieval garb demonstrating various medieval skills including sword fighting.
- The fourth grade class developed and implemented a *recycling program* that encouraged the entire Archway Chandler community to recycle their paper and cardboard.
- The third grade class read *Alice in Wonderland* and attended a tea party on the athletic field when the book was completed. They participated in games that included croquet, reader's theatre (complete with costumes), and a run through a rabbit-hole obstacle course.
- The second grade class studied the digestive system and *created a large model* that they could crawl through as they explored the various organs.
- Each Archway Chandler student participated in *Project Week* by researching and presenting a project on subjects that included animals and their habitats, medieval tools, Roman architecture, and famous scientists.

Academic Results

Members of the Class of 2011 were accepted to the following colleges and universities. Graduates will attend the schools listed in bold.

Arizona State University	Creighton University	McDaniel College	Stanford University	University of Dallas
Arizona State University (Barrett Honors College)	Denison University	Middlebury College	Swarthmore College	University of Denver
Augustana College	Drake University	Mills College	Taylor University	University of Houston
Austin College	Drew University	Mount Holyoke College	Texas A&M University	University of Illinois at Chicago
Ave Maria University	Duke University	New Mexico State University	Texas Christian University (Honors Program)	University of Illinois at Urbana-Champaign
Azusa Pacific University	Emory University	Northern Arizona University	The King's College	University of Nevada, Reno
Baylor University	Evangel University	Northwestern College	The Master's College and Seminary	University of North Carolina at Wilmington
Belmont University	Fordham University	Pennsylvania State University, University Park	The University of Arizona	University of Oklahoma
Benedictine College	Gonzaga University	Pepperdine University	The University of Arizona (Honors College)	University of Pittsburgh
Biola University	Grand Canyon University	Point Loma Nazarene University	Trinity University	University of Portland
Brigham Young University	Harding University	Point Park University	Tulane University	University of Redlands
Brown University	Hartwick College	Pomona College	United States Merchant Marine Academy	University of Richmond
Butler University	Harvard University	Princeton University	United States Military Academy	University of San Diego
California Polytechnic State University, San Luis Obispo	Harvey Mudd College	Providence College	Universal Technical Institute	University of Vermont
Calvin College	Hillsdale College	Purdue University	University of British Columbia	University of Washington
Carnegie Mellon University	Illinois Wesleyan University (School of Nursing)	Reed College	University of California at Davis	Ursinus College
Case Western Reserve University	Indiana University at Bloomington	Regis University	University of California at Irvine	Vanderbilt University
Chaminade University of Honolulu	Johns Hopkins University	Rhodes College	University of California at Los Angeles	Villanova University
Chapman University	Judson University	Rose-Hulman Institute of Technology	University of California at Santa Barbara	Warner Pacific College
Clark University	Lafayette College	Saint Louis University	University of California at Santa Cruz	Washington and Lee University
Coe College	Lawrence University	Scripps College	University of Chicago	Washington State University
Colorado Christian University	Lee University	Seattle Pacific University	University of Colorado at Boulder	Wellesley College
Colorado School of Mines	Lewis & Clark College	South Dakota School of Mines and Technology		Wesleyan University
Colorado State University	Loyola Marymount University	St. John's University - Manhattan Campus		Westmont College
Columbia University	Macalester College	St. Olaf College		Wheaton College
Cornell College	Marist College			Whitworth University
	Marquette University (College of Engineering)			

Class of 2011 Statistics	 Veritas	 Chandler	National Average
Number of Graduates	37	44	N/A
Percent of Class Commended or Better by National Merit Scholarship Program (NMSF)	11%	23%	3%
Percent of Class Named NMSF Finalist	5%	11%	< 1%
Average SAT Score	1815	1852	1500
Percent of Class Receiving College Scholarships	70%	82%	N/A

AIMS 2011 Teleos Prep

In their second year of operation, 2011 AIMS results indicate that Teleos Prep has higher scores than any school in the Roosevelt School District and is ranked as one of the top schools in all of Laveen, South Phoenix, and Central Phoenix.

	Math Percentage Passing	Reading Percentage Passing	Writing Percentage Passing	Science Percentage Passing
Phoenix Elementary District	45	65	37	40
Roosevelt Elementary District	41	60	36	36
Teleos Preparatory Academy	53	74	60	57

AIMS 2011

Percentage Passing

5th grade	8th grade	10th grade
<div>96 Archway/Chandler</div> <div>93 Anthem</div>	<div>95 Veritas</div> <div>91 Chandler</div> <div>95 Mesa</div> <div>99 Scottsdale</div> <div>99 Glendale</div> <div>98 Anthem</div>	<div>94 Veritas</div> <div>97 Chandler</div> <div>97 Mesa</div> <div>97 Scottsdale</div> <div>96 Glendale</div>
71 Arizona Average	63 Arizona Average	68 Arizona Average
Veritas Prep Chandler Prep Mesa Prep Scottsdale Prep Glendale Prep } N/A	Archway Chandler } N/A	Teleos Prep Anthem Prep Archway Chandler } N/A

Great Hearts Academies is pleased to introduce four new academies for the 2011-2012 school year.



Trivium Preparatory Academy **Archway Classical Academy - Trivium**



Headmaster: Dave Beskar

Number of Students during the 2011-2012 School Year:
88 in grades 6-7

(Full Capacity: 352 in grades 6-12 in 2015)

336 in grades K-5

(Full Capacity: 504 in grades K-5 in 2012)

Number of Teachers during the 2011-2012 School Year: 36



Archway Classical Academy - Scottsdale

Headmaster: Robby Kuhlman

Number of Students during the 2011-2012 School Year:
369 in grades K-4

Number of Teachers during the 2011-2012 School Year: 37



Archway Classical Academy - Veritas

Headmaster: Erik Twist

Number of Students during the 2011-2012 School Year:
507 in grades K-5

Number of Teachers during the 2011-2012 School Year: 44





Great Hearts Academies Athletics

High School

2010-2011 Highlights

Veritas Prep's Volleyball team earned their second State 1A Championship.

Chandler Prep's Junior Varsity Volleyball team earned 1st place in the Arizona Charter Athletic Association State (CAA) tournament after an undefeated season.

Scottsdale Prep's Girls Basketball team earned 1st place at the CAA championship.

Chandler Prep's Girls Track and Field team won the CAA Championship.

For the first time in team history, *Glendale Prep's Boys Basketball team* earned a spot at the CAA playoffs.

Veritas Prep athletes - 2011 graduate *Nick Rossman* (Baseball), 2011 graduate *Sam Heiler* (Basketball), senior *Catherine Mulhern* (Basketball), senior *Cassie Shortino* and sophomore *Katie Snyder* (Softball), senior *Theresa Heiler*, 2011 graduate *Rebecca Sponcil*, and sophomore *Sarah Sponcil* (Volleyball) - were selected to their respective 1A East All-Region teams.

Veritas Prep senior *Catherine Zabilski* earned 1st place at the Arizona Interscholastic Association (AIA) State Tournament in the 3200 meter and 2nd place in the 1600 meter events.

Chandler Prep's Softball team had a school record 11-game winning streak.

Mesa Prep's Volleyball team competed in the CAA's annual Spike-It Tournament and won 1st place in the Copper Division.

Glendale Prep's Varsity Co-ed Soccer team finished their 10-game season with eight wins.





Great Hearts Academies Athletics

Middle School League

The Great Hearts Middle School League was created to foster a deeper sense of community between the Academies and to extend the values of Truth, Beauty, and Goodness to healthy competition between the students.

2011 Great Hearts Middle School League Cup Results

Athletic excellence in all sports for the academic year:

1st Place

Chandler Prep

2nd Place

Scottsdale Prep

3rd Place

Veritas Prep

2010-2011 League Champions

Boys Baseball

Anthem Prep /
Chandler Prep

Boys Basketball A

Teleos Prep

Boys Basketball B

Teleos Prep

Girls Basketball A

Scottsdale Prep

Girls Basketball B

Teleos Prep

Boys Cross Country

Veritas Prep

Girls Cross Country

Scottsdale Prep

Boys Football

Chandler Prep

Boys Soccer

Chandler Prep

Girls Soccer

Anthem Prep

Girls Softball

Glendale Prep

Boys Track

Scottsdale
Christian Academy

Girls Track

Scottsdale Prep

Girls Volleyball A

Veritas Prep

Girls Volleyball B

Scottsdale Prep





Pulchritude



The most tangible experiences of beauty in the curriculum occur in our Fine Arts classes, in which students are asked to produce works of art, regardless of their innate gifts, and to become acquainted with the works that stand at the zenith of the Western artistic tradition.

I remember learning the term *pulchritude*, which means beauty, in a high-school Latin class and reflecting on the irony that it sounded like such an ugly term. I'm not entirely sure how to justify my sense that it was an ugly term. I guess I would call it a gut feeling and in saying so, I acknowledge that the idea of beauty has a strongly intuitive, I-know-it-when-I-see-it component. There it is, though, on every Great Hearts crest: *Verum, Pulchrum, Bonum* (Latin for the true, the beautiful, and the good). While it is often quite evident that our curriculum prompts students to consider the true and the good, the nature of our focus on the beautiful is at times harder to discern. Certainly a geometry class might demonstrate a beautiful proof, a science class might demonstrate the beauty of a natural process or phenomenon, and a French class might demonstrate the beauty of the French language itself. However, the most tangible experiences of beauty in the curriculum occur in our Fine Arts classes, in which students are asked to produce works of art, regardless of their innate gifts, and to become acquainted with the works that stand at the zenith of the Western artistic tradition.

The primary focus in each of the Fine Arts courses, which include studio art, music, poetry, and drama, is the *production* of works of art. In drama, students do not sit around a table and read and discuss plays; they stage them, learning about theater history as a by-product of their interactions with the great works they stage. Like the other courses in the curriculum, there is a vocabulary to be mastered, there are concepts to understand, and there are mechanical or technical elements to practice. Rules of rhythm and rhyme, concepts of line and shading, notes on a scale – these are components that lend themselves to rote instruction, to quizzes and tests.

The Fine Arts also pose analytical problems for students to solve. The problem that is to be solved in an art class is how to produce a portrait that is well-proportioned, how to make use of the full space, how to use the colors that make a statement reflecting the artist's intentions. In drama class, the problem is usually "how do I create an authentic realization of this playwright's vision?" In music class, students study music

theory, learn to play the recorder, and acquire an incidental familiarity with major musical movements, which they learn by hearing and discussing the great works produced in them. A main problem to be solved in music class is “how do I synchronize my rendition of this musical score with the others in my ensemble?” These are analytical problems in artistic settings, and the ability to solve them is acquired much more by doing than by reading about doing.

However, at the heart of the Fine Arts curriculum is that point at which students are asked to take the leap out of simple technical drills or application of analysis and into the challenge of producing art. At that point, beauty becomes the goal, and at that point, analytical, descriptive, and philosophical terminology can often be frustratingly unsatisfactory. Aristotle described the beautiful as “order, symmetry, and definiteness,” and his definition has served as a starting point for countless later philosophers to reflect on the notion of beauty, but that definition is unlikely to help a student who is struggling to perform a Shakespearean monologue. Often, the additional challenge is that a work of art touch the audience at a level that reaches beyond the analytical. It has heart; it has soul; it has grace.

The frustration of describing the part of art that steps beyond the merely analytical sometimes causes us to give up and simply say that beauty is whatever we say it is, that my daughter’s aimless scribbles can be placed up on a par with the work of Michelangelo, if I say that it is so. I love my daughter, and I even love her scribbles, but I know that art requires practice, that it does have an analytical component, even though beauty cannot simply be a product of an analytical process, and that a student who has had the opportunity to study great works of art has a better chance of producing successful, beautiful art than one who has not.

By familiarizing students with the conceptual framework of various disciplines, we provide them with the tools to discern for themselves whether a mathematical proof is beautiful (in its graceful progression to its end) or whether the craftsmanship behind a work of literature makes it beautiful or whether a work of music that many of their peers have no ability to appreciate is, in fact, beautiful. This is not to say that they will all ultimately concur on such questions. At the end of six years, some students may prefer Beethoven and some may prefer Bach, but all of them will have the depth of knowledge to appreciate either.

I also know that not every student will arrive at the point of having produced a work that he considers beautiful in every Fine Arts class he takes, and it can be quite frustrating to recognize great art but to be unable to produce it. We ask that students try nevertheless. They might forget the geometric proof, the processes of nature, or their French vocabulary, but they will not lose the ability to perceive beauty with discernment. The Fine Arts courses ask students to reflect on beauty by attempting to create it, and those are lessons of lifelong value.

Helen Hayes is the Headmaster of Chandler Preparatory Academy.

The Heart of Learning

Exploring great works of literature with my students opens up remarkable opportunities for us to connect with each other and for a sense of community to grow among us. As we explore a text together with curiosity and wonder, we learn not only about the text, but also about one another and ourselves.

Why do I teach? Because I love to learn. More specifically, I love to learn together with other people. Prior to teaching at Mesa Prep, I spent two years in graduate school at St. John's College in Santa Fe, New Mexico. It was there that I first experienced learning in Socratic seminar classes – a formative experience for me as a teacher. Unlike the mostly lecture-style classes of my undergraduate years, the seminar discussions at St. John's were incredibly engaging. Listening to the ideas of my classmates opened my eyes to new ways of thinking about the books we were reading and the important questions they raised. The challenge of speaking my own ideas and contributing to a shared understanding forced me to invest myself in the process of learning more fully than I ever had before.

It was also at St. John's College that I first encountered many of the books on the Great Hearts curriculum. Despite having been an avid reader my entire life, prior to studying at St. John's, I had never read the writings of Aristotle or Aquinas, Euclid or Descartes. The density and complex language of these books was intimidating at first, but the more I read, the more I appreciated the rigor they demanded of my thinking. I also began to see that these so-called "Great Books" held ideas that shed light on the most perplexing aspects of being human. My life was enriched by the opportunity to read and wrestle with these ideas.


I chose to teach at Mesa Prep because, as I often tell my students, it's the kind of school that I wish I could have gone to when I was their age. It's a school where students are not only held to high standards of academic excellence, but where they are challenged to think deeply and speak articulately about the things that matter most.

Mesa Prep is also, in the truest sense of the phrase, a community of learners. We, both the teachers and the students, are genuinely excited about learning. There's a line from *Anne of Green Gables* that I wrote on the wall of my sixth grade classroom because I think it captures the ethos of our school:

"Isn't it splendid to think of all the things there are to find out about? It just makes me glad to be alive – it's such an interesting world."

Whether I'm diagramming a sentence with my sixth graders or interpreting a poem with my ninth graders, every day I discover new things alongside my students. I feel privileged to share in this process of learning with them. We laugh together at the funny things characters say and do, we ponder seemingly impossible philosophical questions, we admire the strangeness and beauty of a metaphor – all the while, our hearts are knit together as a true community of learners.

Stacia Denhart teaches Poetry and Literature and Composition at Mesa Prep.



“Why do I teach?
Because I love
to learn.”

– Stacia Denhart



The Great Hearts Teacher

The job of a Great Hearts teacher is a daunting one – and yet it is of the highest good. Thus, those who are called to the task must be of the highest caliber.

Great Hearts employs philosopher-teachers, humanist-scholars, practical-idealists, life-long seekers of truth who want to live and learn charitably in community with other teachers - teachers who want to join the “Great Conversation.” We hire sincere men and women who are deeply committed to introducing the Great Ideas, books, arts, sciences, and virtues of the West to the young.

Their background

Many of our faculty hold degrees from the most noted liberal arts colleges and universities in the country: University of Chicago, The Claremont Colleges, Columbia University, Cornell University, Dartmouth College, Massachusetts Institute of Technology, and Yale University. They also predominantly have a background in the liberal arts; many come to us from Great Books Colleges, including University of Dallas, Hillsdale College, St. John’s University, and Thomas Aquinas College.

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

— Parker Palmer, *The Courage to Teach*

The greatest and the most important difficulty known to human learning seems to lie in that area which treats how to bring up children and how to educate them. — Montaigne, *Essays*

Their views

Our teachers have a positive, optimistic vision about liberal education and are excited to do what we do. Our teachers cite thinkers of the Western tradition as their teachers and mentors. They also desire to be intellectual and ethical role models for children and teenagers as they encourage the young toward the good.

Their identity

As learners, our teachers are curious and modestly knowledgeable about more than one academic subject. Excellence in their work includes thoughtful and well-planned lessons, Socratic engagement of students, and consistent participation in various campus activities. In their relationships with students, they have a professional, caring personality and demeanor. Our teachers maintain uncompromising standards with hearts of charity and optimism. In doing so, they seek to employ candor without unfair judgment or bad will; joy and humor without sarcasm or apathy. Finally, they express true collegiality through guided, common study of the best in the Western tradition.

In particular, our prep school (grades 6-12) teachers demonstrate a rare balance of specialized, subject-area expertise and a profound appreciation for the breadth of the liberal arts. Nearly half of our faculty hold graduate degrees in their subject area. At the same time, many also hold degrees in several subjects. Along with this, they must demonstrate as much passion for teaching and working with young people as they have for studying their subject material.

The Archway teacher (grades K-5) possesses the rare synthesis of excellent skills in classroom logistics, an orientation toward the philosophical ideal, and a profound love for the intellectual study of multiple academic subjects. Many of our lead teachers both have had extensive experience in the classroom and are also passionate experts in the realms of English literature, Earth science, American/world history, mathematics, and grammar.

The essential role of faculty in the success of great schools is undeniable; thus, Great Hearts is fortunate to continue to attract and retain individuals of such remarkable talent and dedication.





Is Google™ making us stupid?

“Dave, stop. Stop, will you? Stop, Dave. Will you stop, Dave?” So the supercomputer HAL pleads with the implacable astronaut Dave Bowman in a famous and weirdly poignant scene toward the end of Stanley Kubrick’s *2001: A Space Odyssey*. Bowman, having nearly been sent to a deep-space death by the malfunctioning machine, is calmly, coldly disconnecting the memory circuits that control its artificial brain. “Dave, my mind is going,” HAL says, forlornly. “I can feel it. I can feel it.”

I can feel it, too. Over the past few years I’ve had an uncomfortable sense that someone, or something, has been tinkering with my brain, remapping the neural circuitry, reprogramming the memory. My mind isn’t going — so far as I can tell — but it’s changing. I’m not thinking the way I used to think. I can feel it most strongly when I’m reading. Immersing myself in a book or a lengthy article used to be easy. My mind would get caught up in the narrative or the turns of the argument, and I’d spend hours strolling through long stretches of prose. That’s rarely the case anymore.

Now my concentration often starts to drift after two or three pages. I get fidgety, lose the thread, begin looking for something else to do. I feel as if I’m always dragging my wayward brain back to the text. The deep reading that used to come naturally has become a struggle.

I think I know what’s going on. For more than a decade now, I’ve been spending a lot of time online, searching and surfing and sometimes adding to the great databases of the Internet. The Web has been a godsend to me as a writer. Research that once required days in the stacks or periodical rooms of libraries can now be done in minutes. A few Google searches, some quick clicks on hyperlinks, and I’ve got the telltale fact or pithy quote I was after. Even when I’m not working, I’m as likely as not to be foraging in the Web’s info-thickets’ reading and writing e-mails, scanning headlines and blog posts, watching videos and listening to podcasts, or just tripping from link to link to link. (Unlike footnotes, to which they’re sometimes likened, hyperlinks don’t merely point to related works; they propel you toward them.)

Excerpts from “Is Google making us stupid?”

by Nicholas Carr Full Essay Published by *The Atlantic* July/August 2008

For me, as for others, the Net is becoming a universal medium, the conduit for most of the information that flows through my eyes and ears and into my mind. The advantages of having immediate access to such an incredibly rich store of information are many, and they've been widely described and duly applauded. “The perfect recall of silicon memory,” *Wired*'s Clive Thompson has written, “can be an enormous boon to thinking.” But that boon comes at a price. As the media theorist Marshall McLuhan pointed out in the 1960s, media are not just passive channels of information. They supply the stuff of thought, but they also shape the process of thought. And what the Net seems to be doing is chipping away my capacity for concentration and contemplation. My mind now expects to take in information the way the Net distributes it: in a swiftly moving stream of particles. Once I was a scuba diver in the sea of words. Now I zip along the surface like a guy on a Jet Ski.



Anecdotes alone don't prove much. And we still await the long-term neurological and psychological experiments that will provide a definitive picture of how Internet use affects cognition. But a recently published study of online research habits, conducted by scholars from University College London, suggests that we may well be in the midst of a sea change in the way we read and think. As part of the five-year research program, the scholars examined computer logs documenting the behavior of visitors to two popular research sites, one operated by the British Library and one by a U.K. educational consortium, that provide access to journal articles, e-books, and other sources of written information. They found that people using the sites exhibited “a form of skimming activity,” hopping from one source to another and rarely returning to any source they'd already visited. They

typically read no more than one or two pages of an article or book before they would “bounce” out to another site. Sometimes they'd save a long article, but there's no evidence that they ever went back and actually read it. The authors of the study report:

It is clear that users are not reading online in the traditional sense; indeed there are signs that new forms of “reading” are emerging as users “power browse” horizontally through titles, contents pages and abstracts going for quick wins. It almost seems that they go online to avoid reading in the traditional sense.

Thanks to the ubiquity of text on the Internet, not to mention the popularity of text-messaging on cell phones, we may well be reading more today than we did in the 1970s or 1980s, when television was our medium of choice. But it's a different kind of reading, and behind it lies a different kind of thinking — perhaps even a new sense of the self. “We are not only *what* we read,” says Maryanne Wolf, a developmental psychologist at Tufts University and the author of *Proust and the Squid: The Story and Science of the Reading Brain*. “We are *how* we read.” Wolf worries that the style of reading promoted by the Net, a style that puts “efficiency” and “immediacy” above all else, may be weakening our capacity for the kind of deep reading that emerged when an earlier technology, the printing press, made long and complex works of prose commonplace. When we read online, she says, we tend to become “mere decoders of information.” Our ability to interpret text, to make the rich mental connections that form when we read deeply and without distraction, remains largely disengaged.

Reading, explains Wolf, is not an instinctive skill for human beings. It's not etched into our genes the way speech is. We

have to teach our minds how to translate the symbolic characters we see into the language we understand. And the media or other technologies we use in learning and practicing the craft of reading play an important part in shaping the neural circuits inside our brains. Experiments demonstrate that readers of ideograms, such as the Chinese, develop a mental circuitry for reading that is very different from the circuitry found in those of us whose written language employs an alphabet. The variations extend across many regions of the brain, including those that govern such essential cognitive functions as memory and the interpretation of visual and auditory stimuli. We can expect as well that the circuits woven by our use of the Net will be different from those woven by our reading of books and other printed works.

“Media are not just passive channels of information. They supply the stuff of thought, but they also shape the process of thought.”

— Media theorist Marshall McLuhan

Sometime in 1882, Friedrich Nietzsche bought a typewriter — a Malling-Hansen Writing Ball, to be precise. His vision was failing, and keeping his eyes focused on a page had become exhausting and painful, often bringing on crushing headaches. He had been forced to curtail his writing, and he feared that he would soon have to give it up. The typewriter rescued him, at least for a time. Once he had mastered touch-typing, he was able to write with his eyes closed, using only the tips of his fingers. Words could once again flow from his mind to the page.

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But the machine had a subtler effect on his work. One of Nietzsche's friends, a composer, noticed a change in the style of his writing. His already terse prose had become even tighter, more telegraphic. "Perhaps you will through this instrument even take to a new idiom," the friend wrote in a letter, noting that, in his own work, his "'thoughts' in music and language often depend on the quality of pen and paper."

"You are right," Nietzsche replied, "our writing equipment takes part in the forming of our thoughts." Under the sway of the machine, writes the German media scholar Friedrich A. Kittler, Nietzsche's prose "changed from arguments to aphorisms, from thoughts to puns, from rhetoric to telegram style."

The human brain is almost infinitely malleable. People used to think that our mental meshwork, the dense connections formed among the 100 billion or so neurons inside our skulls, was largely fixed by the time we reached adulthood. But brain researchers have discovered that that's not the case. James Olds, a professor of neuroscience who directs the Krasnow Institute for Advanced Study at George Mason University, says that even the adult mind "is very plastic." Nerve cells routinely break old connections and form new ones. "The brain," according to Olds, "has the ability to reprogram itself on the fly, altering the way it functions."

As we use what the sociologist Daniel Bell has called our "intellectual technologies" — the tools that extend our mental rather than our physical capacities — we inevitably begin to take on the qualities of those technologies. The mechanical clock, which came into common use in the 14th century, provides a compelling example. In *Technics and Civilization*, the historian and cultural critic Lewis Mumford described how the clock "disassociated time from human events and helped create the belief in an independent world of mathematically measurable sequences." The "abstract framework of divided time" became "the point of reference for both action and thought."

The clock's methodical ticking helped bring into being the scientific mind and the scientific man. But it also took something away. As the late MIT computer scientist Joseph Weizenbaum observed in his 1976 book, *Computer Power and Human Reason: From Judgment to Calculation*, the conception of the world that emerged from the widespread use of timekeeping instruments "remains an impoverished version of the older one, for it rests on a rejection of those direct experiences that formed the basis for, and indeed constituted, the old reality." In deciding when to eat, to work, to sleep, to rise, we stopped listening to our senses and started obeying the clock.

The process of adapting to new intellectual technologies is reflected in the changing metaphors we use to explain ourselves to ourselves. When the mechanical clock arrived, people began thinking of their brains as operating "like clockwork." Today, in the age of software, we have come to think of them as operating "like computers." But the changes, neuroscience tells us, go much deeper than metaphor. Thanks to our brain's plasticity, the adaptation occurs also at a biological level.

The Internet promises to have particularly far-reaching effects on cognition. In a paper published in 1936, the British mathematician Alan Turing proved that a digital computer, which at the time existed only as a theoretical machine, could be programmed to perform the function of any other information-processing device. And that's what we're seeing today. The Internet, an immeasurably powerful computing system, is subsuming most of our other intellectual technologies. It's becoming our map and our clock, our printing press and our typewriter, our calculator and our telephone, and our radio and TV.

When the Net absorbs a medium, that medium is re-created in the Net's image. It injects the medium's content with hyperlinks, blinking ads, and other digital gewgaws, and it surrounds the content with the content of all the other media it has absorbed. A new e-mail message, for instance, may announce its arrival as we're glancing over the latest headlines at a newspaper's site. The result is to scatter our attention and diffuse our concentration.

The Net's influence doesn't end at the edges of a computer screen, either. As people's minds become attuned to the crazy quilt of Internet media, traditional media have to adapt to the audience's new expectations. Television programs add text crawls and pop-up ads, and magazines and newspapers shorten their articles, introduce capsule summaries, and crowd their pages with easy-to-browse info-snippets. When, in March of this year, *The New York Times* decided to devote the second and third pages of every edition to article abstracts, its design director, Tom Bodkin, explained that the "shortcuts" would give harried readers a quick "taste" of the day's news, sparing them the "less efficient" method of actually turning the pages and reading the articles. Old media have little choice but to play by the new-media rules.

Never has a communications system played so many roles in our lives — or exerted such broad influence over our thoughts — as the Internet does today. Yet, for all that's been written about the Net, there's been little consideration of how, exactly, it's reprogramming us. The Net's intellectual ethic remains obscure.

“Never has a communications system played so many roles in our lives — or exerted such broad influence over our thoughts — as the Internet does today. Yet, for all that’s been written about the Net, there’s been little consideration of how, exactly, it’s reprogramming us.”



Maybe I’m just a worrywart. Just as there’s a tendency to glorify technological progress, there’s a countertendency to expect the worst of every new tool or machine. In Plato’s *Phaedrus*, Socrates bemoaned the development of writing. He feared that, as people came to rely on the written word as a substitute for the knowledge they used to carry inside their heads, they would, in the words of one of the dialogue’s characters, “cease to exercise their memory and become forgetful.” And because they would be able to “receive a quantity of information without proper instruction,” they would “be thought very knowledgeable when they are for the most part quite ignorant.” They would be “filled with the conceit of wisdom instead of real wisdom.” Socrates wasn’t wrong — the new technology did often have the effects he feared — but he was shortsighted. He couldn’t foresee the many ways that writing and reading would serve to spread information, spur fresh ideas, and expand human knowledge (if not wisdom).

The arrival of Gutenberg’s printing press, in the 15th century, set off another round of teeth gnashing. The Italian humanist Hieronimo Squarciafico worried that the easy availability of books would lead to intellectual laziness, making men “less studious” and weakening their minds. Others argued that cheaply printed books and broadsheets would undermine religious authority, demean the work of scholars and scribes, and spread sedition and debauchery. As New York University professor Clay Shirky notes, “Most of the arguments made against the printing press were correct, even prescient.” But, again, the doomsayers were unable to imagine the myriad of blessings that the printed word would deliver.

So, yes, you should be skeptical of my skepticism. Perhaps those who dismiss critics of the Internet as Luddites or nostalgists will be proved correct, and from our hyperactive, data-stoked minds will spring a golden age of intellectual discovery and universal wisdom. Then again, the Net isn’t the alphabet, and although it may replace the printing press, it produces something altogether different. The kind of deep reading that a sequence of printed pages promotes is valuable not just for the knowledge we acquire from the author’s words but for the intellectual vibrations those words set off within our own minds. In the quiet spaces opened up by the sustained, undistracted reading of a book, or by any

other act of contemplation, for that matter, we make our own associations, draw our own inferences and analogies, foster our own ideas. Deep reading, as Maryanne Wolf argues, is indistinguishable from deep thinking.

If we lose those quiet spaces, or fill them up with “content,” we will sacrifice something important not only in ourselves but in our culture. In a recent essay, the playwright Richard Foreman eloquently described what’s at stake:

I come from a tradition of Western culture, in which the ideal (my ideal) was the complex, dense and “cathedral-like” structure of the highly educated and articulate personality — a man or woman who carried inside themselves a personally constructed and unique version of the entire heritage of the West. [But now] I see within us all (myself included) the replacement of complex inner density with a new kind of self — evolving under the pressure of information overload and the technology of the “instantly available.”

As we are drained of our “inner repertory of dense cultural inheritance,” Foreman concluded, we risk turning into “‘pancake people’ — spread wide and thin as we connect with that vast network of information accessed by the mere touch of a button.”

I’m haunted by that scene in *2001*. What makes it so poignant, and so weird, is the computer’s emotional response to the disassembly of its mind: its despair as one circuit after another goes dark, its childlike pleading with the astronaut — “I can feel it. I can feel it. I’m afraid” — and its final reversion to what can only be called a state of innocence. HAL’s outpouring of feeling contrasts with the emotionlessness that characterizes the human figures in the film, who go about their business with an almost robotic efficiency. Their thoughts and actions feel scripted, as if they’re following the steps of an algorithm. In the world of *2001*, people have become so machine-like that the most human character turns out to be a machine. That’s the essence of Kubrick’s dark prophecy: as we come to rely on computers to mediate our understanding of the world, it is our own intelligence that flattens into artificial intelligence.

Mr. Carr has expanded this essay into the book, *The Shallows: What the Internet Is Doing to Our Brains*.

Alumnus Profile

Jasson Parham

Veritas, Truth. In the beginning, I was thoroughly convinced that a firm and flawless individual grasp of the Truth was the ultimate goal of my education at Veritas. What I gradually discovered was not that the quest for a comprehension of Truth is unending. No, I learned of the importance of hearing the ideas of others and the beauty of trying. Learning to understand the ideas encountered in a liberal arts education, whether they come from a colleague or a book, has prepared me to look at the world more thoroughly than I otherwise would have.

During my first Humane Letters seminar, I was just confused. I had no idea why I should learn the ideas of the several great thinkers in history, or why I was being challenged to understand them. I had other academic trials to brave, like latin, geometry, music theory, and biology. The pursuit of Truth was an arduous task with no visible end. I was frustrated at times, attempting to understand the ideas of Socrates, or parse the presentation of morality in *The Adventures of Huckleberry Finn*, or figure out the moral dilemmas of Raskolnikov. Then gradually I began to see that making an effort to understand these foreign ideas was rewarding every time, because I always understood a bit more at the end of each attempt; I saw the Truth just a little bit more clearly. Slowly the two hours of Humane Letters that I had previously endured became my two favorite hours of the school day.

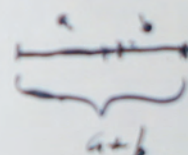
Humane Letters instilled in me a most valuable quality: respect for the ideas of others. From the dialogues of Socrates, I was able to learn so much more than Plato's philosophy. I learned the value of different points of view. Socrates would not take ideas or thoughts for granted. He would not accept or reject an idea without first examining it. It was important to treat thoughts expressed in earnest with seriousness. Similarly, those who expressed and formed foreign ideas deserved respect.

Humane Letters teaches you to look at new ideas or experiences thoroughly and carefully before accepting or rejecting them. Humane Letters helps you to see things as they are, to judge ideas by their inherent merits. In that way, it helps you to be intellectually independent. Humane Letters lies at the heart of Veritas. So in essence, Veritas pushes those who are willing to engage the rest of the world and try to understand it.

Now, attending the University of Chicago, I am studying mathematics and philosophy, as well as pursuing interests in creative writing, visual art, and music. I had a smattering of subjects of study at Veritas, and I couldn't let go of any of them entirely, because my time at Veritas helped me to see value in all of them. The push that was given by Veritas to engage the world has moved me into an enjoyment of many different subjects and a deeper understanding of those around me.

Jasson Parham is a sophomore at the University of Chicago.

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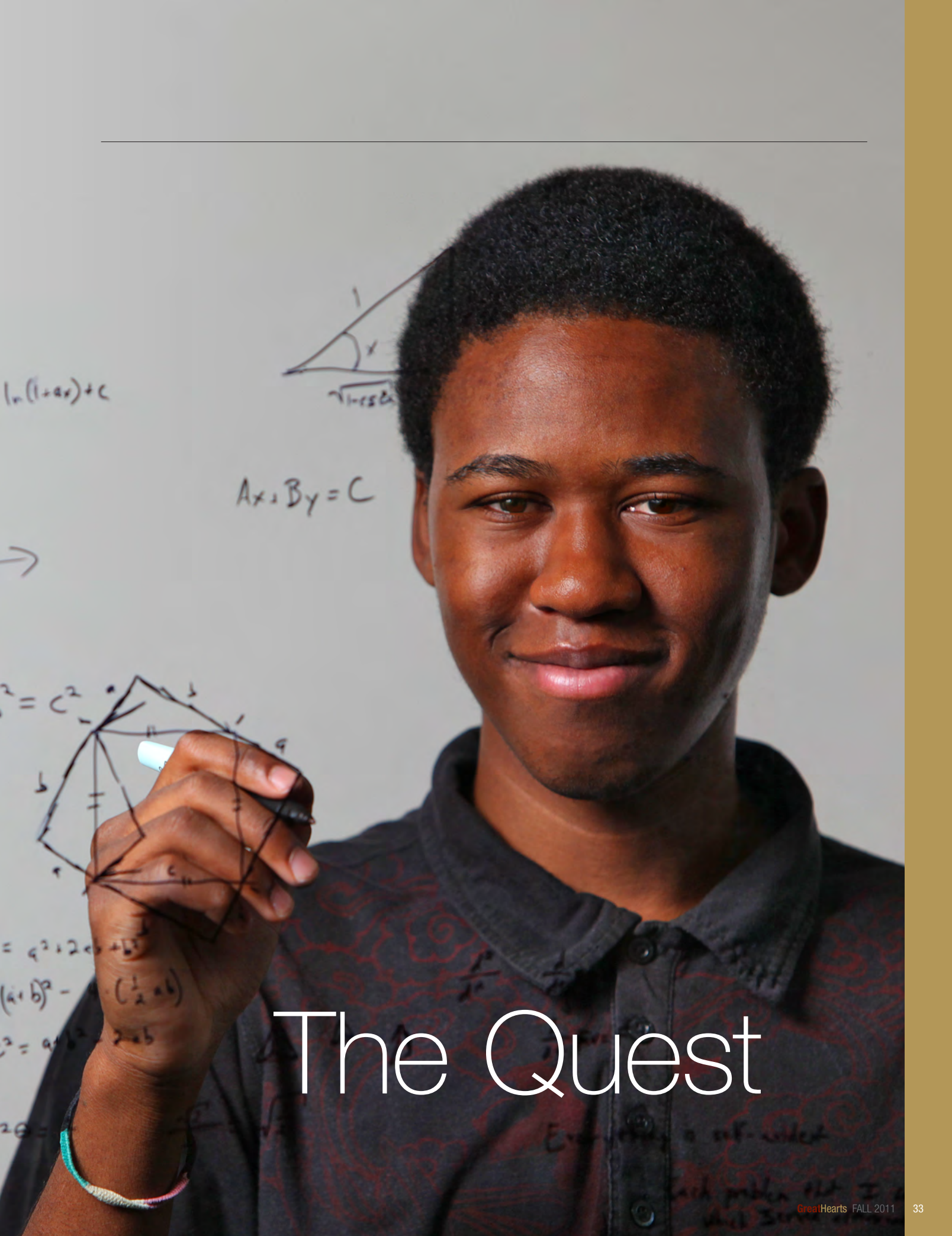
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The Quest



"You are here tonight because each one of you has worthily completed your studies, down to the last book, the last exam, the final integral. Think of all you have done and learned in your time here — in an age that increasingly rewards just showing up, in which diplomas have gotten cheap, and what passes for education has gotten cheaper and easier (even as the dollar costs have steadily increased!), you have done real things upon which no monetary value can ever be placed. In an age characterized by fiscal inflation and economic uncertainty, you have taken possession of something that can never be devalued or lost — your *paideia*, your *humanitas*, — your education, the virtues of a heart and mind well-formed, well-stocked, and well-exercised.

You are ready to do noble things, be they great or small, and we send you forth tonight not just to live, but to live well."

— Andrew Ellison, Headmaster,
Veritas Preparatory Academy

"As we step off this stage tonight, we will enter a much different world. This eccentric, almost claustrophobically loving community won't surround us anymore. But Veritas will always be a part of us. It will live in us in our desire to seek truth, to want justice, to need goodness. These desires won't disappear after we step off the stage. In fact, I don't believe they'll ever leave us."

— Claire McVey, Co-Valedictorian,
Veritas Preparatory Academy

"Learning how to be engaged, learning how to think, that is a great gift we have received from Veritas. Being engaged in even the smallest moments is just as valuable as engaging in Humane Letters discussions on the cave metaphor from the *Republic*. This, I think, is the essence of Great Hearts Academies, seeking the beauty in any intellectual pursuit, to get the most out of any conversation, to think about ideas, and to find happiness in those pursuits."

— Sarah Wilkerson, Co-Valedictorian,
Veritas Preparatory Academy



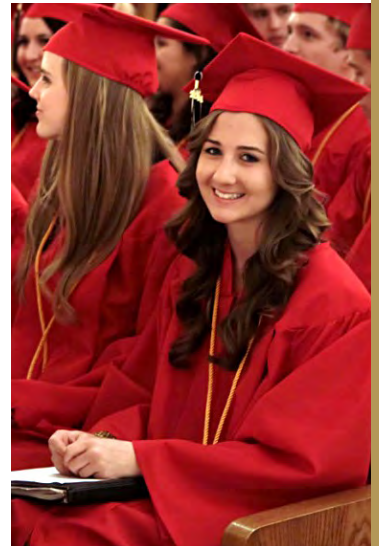
“So I encourage you, I exhort you, I demand from you, that you do not see your graduation as an end, but rather that you see your formed Great Soul as a means. It is not enough to form your soul and then do nothing with it. Indeed, I would argue, just as a tyrant can never be happy, so too a truly great-hearted man cannot fail to fight for the Good. I implore you to fight, to revolt, to rebel, all in the service of one beautiful and profound ideal: the creation of a world that is more just, more humane, and more philosophical than the one that we find today — there is no greater cause than this, no greater need, and no greater cure for what ails us.”

— Peter Bezanson, Chief Academic Officer,
Great Hearts Academies

“We can easily forgive a child for being afraid of the dark; the real tragedy of life is when men are afraid of the light.” — Plato

“We can, and we will, do great things. We are no longer afraid of the light; we still fight and struggle every day to reach the light, the truth. But beyond even that, we are our own light, shining through the darkness, reaching those who may still be bound and chained in the cave.”

— Sammi Wreschner, Valedictorian, Chandler Preparatory Academy



“You are here truly ready for the next step, and it is a rewarding next step, an exciting beginning, one that eschews trinkets and embraces the rich goods of the soul that have been waiting hundreds, even thousands of years for you to claim by the very labors you have already begun. Tonight is an ending, yes. A beginning, yes. An opportunity to look backward with a sense of accomplishment and a chance to look forward with a sense of true hope.”

— Helen Hayes, Headmaster,
Chandler Preparatory Academy



Family Life

Questions and Answers with the Ayala Family

Q You've looked at many schools for your children; why did you choose Glendale Prep?

A We chose Glendale Prep for our children after meeting the headmaster, David Williams. We were looking for a school with a culture that was consistent with our family's values. In our opinion, the cultural environment of a school is equally as important as the academic environment in the formation of our children's hearts and minds. After meeting Mr. Williams, we were confident that he was committed to leading Glendale Prep toward the embodiment of excellence in academics as well as in its school culture. The environment at Glendale Prep is a beautiful example of what a community can accomplish when

its goals and values are united toward the pursuit of goodness and nobility.

Q Was it the right decision?

A Glendale Prep is the perfect school for our children because it provides an environment where they can be themselves without any pretensions or insincerities. Their teachers and friends value them for who they are and the goodness that they strive to manifest. Because Glendale Prep's academics focus on personal discipline, they are able to learn to improve upon their weaknesses while maintaining a sense of themselves. The athletics program provides an environment that upholds the highest

standards in sportsmanship and competition, and allows our kids to exercise their physical talents outside of the classroom.

Our hope for our own children is that their experience at Glendale Prep will be the beginning of a life-long pursuit of excellence in every aspect of their lives. Each one of our children has such tremendous potential. It is our hope that their time at Glendale Prep will plant seeds in their hearts and minds that they will continue to nurture into their independent adult lives.

Q Glendale Prep, like all Great Hearts schools, offers a classical, liberal arts education. Why is that important to your family?



A A liberal arts education has proven to be the best way to educate our children. The nature of a liberal arts education is to offer students an academic environment that forms a well-rounded student. A student must work hard to succeed in all areas, even those in which he may be a little weak or disinterested. Immersion, throughout the junior high and high school years, prevents him from dismissing something too early, before he reaches adulthood. Who knows, maybe a student who was previously weak in mathematics might encounter a teacher who helps him strengthen that weakness and turn the tide on his confidence in and enjoyment of the subject.

Q What is the average night like at the Ayala house?

A Every night is like one giant tutoring session. We sit down at the table and rotate from child to

child as the need arises. Sometimes our kids need someone to discuss something they just read or to be drilled in preparation for a test or quiz. Our involvement in their education is extremely hands-on. We are genuinely interested in everything our kids are learning and enjoy the time we spend in common study hours at home.

Q Glendale Prep asks its families to support the school financially and with their time. What has that meant for you?

A We support Glendale Prep in any way possible. While it has been difficult for us to give as we would like financially over the past couple of years, we continue to give what we can. We also try to be creative about offering support in other ways. We try to express our appreciation to the teachers for their total dedication to our children. We do this especially after they have completed the numerous

and introspective evaluations for their students. Any time there is a request for volunteers, we try to make ourselves available for those needs. I have seen the incredible work that volunteer labor produces. The world would be a dark place if it were not for the people in our society who give of themselves without being paid. Glendale Prep is no exception – their dedicated parent and grandparent volunteers make Glendale Prep's events memorable and extraordinary.

The culture at Glendale Prep is alluring, so it is easy to be involved. Every time we leave a Glendale Prep event or help out in some way, we walk away convinced that we have made the right choice to place our children's minds and hearts in the hands of such capable and caring teachers and administrators.

The Ayala family consists of mom, Wendy, dad, Carlos, and sons Luke (17), Christopher (15), Andrew (14), Brendan (10), John (8), and David (5).

building a home for The TRADITION

These new campus homes promise to unlock the potential of Great Hearts schools as emerging Arizona institutions. They will be places where the communities can *build a home for The TRADITION* – a worthy home for the present, for the future, and for 3,000 years of the Western Tradition that stand behind us.

The dramatic downturn in the Phoenix real estate market has made for challenging times in our community. For Great Hearts Academies, it has also created a golden window of opportunity to make bold moves to secure permanent campus homes for several of its schools. As public charter schools, the Great Hearts academies do not receive facilities funding from bond elections as district schools do. In the last 18 months, Great Hearts Academies purchased three separate sites — for Chandler Prep, Scottsdale Prep, and Veritas Prep in Phoenix — totaling 350,000 square feet on 30 acres at an average cost of \$51 per building square foot and an average construction improvement cost of \$49 per square foot.

For each of these schools and the students they serve, these campuses are dramatic improvements from constrained rented facilities with no libraries, auditoriums, gymnasiums, or sports fields of any kind. These new campus homes promise to unlock the potential of Great Hearts schools as emerging Arizona institutions. They will be places where the communities can *build a home for The TRADITION* — a worthy home for the present, for the future, and for 3,000 years of the Western Tradition that stand behind us.

To complete these projects, the *building a home for The TRADITION* capital campaign seeks to harness the dedicated investment of all those who wish to renew public education in Arizona and provide a model for the rest of America to follow.

- **Veritas Preparatory Academy and Archway Classical Academy – Veritas:** 3102 North 56th Street in Phoenix. 142,000 square feet on 13.5 acres, will serve 1,100 students in grades K-12 at full capacity in 2012 and will house the Great Hearts lead office.
Total project cost: \$13,058,066
- **Scottsdale Preparatory Academy:** 16537 North 92nd Street in Scottsdale. 98,000 square feet on six acres, will serve 800 students in grades 5-12 at full capacity in 2012.
Total project cost: \$10,761,583
- **Chandler Preparatory Academy and Archway Classical Academy – Chandler:** 1951 North Alma School Road in Chandler. 100,000 square feet on 9.5 acres, to serve 1,100 students in grades K-12 at full capacity.
Total project cost: \$10,548,338



Veritas Preparatory Academy and Archway Classical Academy – Veritas



Scottsdale Preparatory Academy



Chandler Preparatory Academy and Archway Classical Academy - Chandler



The Scottsdale Preparatory Academy Colonnade

To commemorate generosity and a commitment to strengthening children, families, and the community, the leaders of **Scottsdale Preparatory Academy** wish to publicly acknowledge gifts from those who have helped make the goals of this campaign a reality.

Scottsdale Preparatory Academy gratefully acknowledges the following individuals, corporations, foundations, and organizations for their commitment to improving the quality of public education in Arizona.

As of August 15, 2011

\$200,000 and Above

The Chapman Trusts

\$100,000 and Above

Anonymous

\$50,000 and Above

Marja J. and Troy T. Harris
Jennifer and Vincent Rossi
Family

Stewart Title and Trust
Phyllis and Shawn Wright
Family

\$20,000 and Above

The Zonerach Family

\$10,000 and Above

Anonymous (1)
The Cotroneo Family
Judith and Steve Gomez

Stephanie and Brent
Goodman
The Hartman Family
Diana Herrera and Brian Theut
The Lenniger Family
Marci and Ted Leve
The Rao Family
The Woner Family
The Ziegner Family

\$5,000 and Above

The Augustine Family
Mr. and Mrs. Leland Bettis
The Bettis Family
Drs. Jeffrey and Kathryn
Cornella and Family
The Donatelli Family
The Gordon Family
Mr. Gary Heath and
Mrs. Reenie
Richards-Heath

The Hudson Family
The Johnson Family
The Todd S. Jones Family
The McCollum Family
The Smith Family
The Twait Family

\$2,500 and Above

Kathy and Drew Bernhardt
The Hobin Family
The Goodson Family
The McKenzie-Saunders
Family
The Murwin Family
The Orson Family
The Poindexter-Kempf Family
The Schulman Family
Scottsdale Prep
Parent Organization
The Shelly Family
The Swenson Family

\$1,000 and Above

Mary and Randall Brown
The D. Clunk Family
The L. Clunk Family
The Cooley Family
Mary and Mark Coppola
The D'Water Family
The Foster Family
Dr. Luis F. Herrera
The Jackson Family
The Brian, Jill, Matthew
Hegardt and Annalise
Kusy Family
The Lynch Family
The Mazarella Family
The Nambiar Family
The Port Family
The Geoff Semro Family
The Siburg Family
The Sklar Family
The Sperduti Family
The Tort Family
The Utley Family



Randy Gerdes, Vice President of Enterprise Strategy at SCF Arizona, with members of the Teleos Prep community.



Founding Partner Highlight

In 2010, SCF Arizona joined as the newest Founding Partner of Teleos Preparatory Academy with a generous gift of \$100,000 over three years. Building our community, especially in the area of education, is a hallmark of SCF Arizona's charitable giving and community outreach. Great Hearts Academies and the Teleos Prep community are grateful to SCF Arizona for helping us provide a premier prep school education in the heart of Phoenix.

Each Great Hearts academy has a partnership with its families to make a classical preparatory education possible in a public school setting. Great Hearts would like to thank the following families and friends who invested in their school's annual Community Investment campaign in the 2010-2011 school year.

As of June 30, 2011

Veritas Preparatory Academy

Herbert and LeeAnne Abel
Victor and Catherine Allison
Vincent and Lori Andaloro
Todd and Jo Anderson
Chris and Maria Baier
Roman and Flavia Baltram
Cindy Bernardo
Del and Jill Blackburn
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Stephen and Diana Boatwright
Cricket Bourget
Michael and Anna Brennan
Linda Brohier
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Sandy Christison
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Clay and Charity Conner
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Soraya Cooper
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Jacqueline Daspit
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Darrel Bison and Leslie Healy
Russell Greene and
Greta Heidner
Dan and Brenda Higbee

Greg and Marcia Hilliard
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Luz Ibarra
Kent and Jennal Johnson
Jeffrey and Karleen Johnston
Frank and Heather Joyce
John and Susan Junker
Basile and Roula Kaneris
Jamal Atalla and
Nadia Katrangi
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Julia Keffer
Jonathan and Mary King
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Susan Wyatt
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Macgranaky-Quaye

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Dykman-Thomas

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Tamas and Emily Varga

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 Rod and Diane Lenniger
 Ted and Marci Levie
 Sean and Diane Lille
 Paul and Soledad Loven
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 Gregory and Robin Martin
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 Deea McBride
 Helen McDonnold
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 Gordon and Dyanne Silloway
 Steven and Deborah Sklar
 Ken and Brisann Smerz
 David and Regina Smith
 Lewis Smith and Carol Davis-Smith
 Mark Smith
 Sally Smith
 Warren and Wendy Smith
 Jeffrey and Margot Sorensen
 Bob and Kay Sperduti
 Robert and Adriana Stanton
 Terry and Sonja Stone
 Michael and Robyn Stowell
 Gopal Sudhakar and Shampa Chatterjee
 Steve and Elizabeth Tansley
 Brian Theut and Diana Herrera
 Philippe and Claudia Tilly
 Brian and Patti Tindall
 Graeme and Danielle Tolson
 Francisco and Heidi Tort
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 Michael and Heidi Tully
 Jeff and Elizabeth Twait
 Leslie Ungerson
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 Mark and Sandra Weisbrod
 Steven and Kristina West
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Jeffrey and Shawna Woner
Don and Kari Workman
Shawn and Phyllis Wright
Bil and Varisa Zeleny
Richard and Carole Ziegner

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Academy**

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James and Kori Adams
Dan and Nancy Arvidson
Carlos and Wendy Ayala
Daniel Barbakoff
and Melissa Ortiz
Tom and Lisa Barnes
Michael and Jessica Bell
Scott and Victoria Bennett
Jeff and Suzanne Bleich
Frank and Kimberly Bouyer
Teresa Brown
Larry and Nancy Busch
Wes and Nancy Casaus
Donald and Rebecca Case
James and Nicole Cash
Lance and Laura Cattoor
Jim and Nancy Chadwick
Brian and Victoria Coats
Colin Cosgrove
Timothy and Sharon Crumpler
Jeffrey and Lisa Davis
Michael and April Decoufle
Thomas and Joan Devine
Kelly Devine
Brian and Deborah Doorley
Carlos Duarte and Tania
Dominguez
Richard and Terri Fehr
Kevin and Kristy Gintz
Rick and Connie Giordano
Robert and Terry Gollon
Anna Gor
Joy Hanks
Joanne Hartle
Kris and Krista Hayes
Thomas and Kathrine Healy
Mark and Lisa Hoover
Krishna Jandhyala and
Susheela Vempati
Tim and Jennifer Kaul
Traci Joana Kilgore
Steve and Linda Lauer
Marc and Courtney Liebman
Rebecca Lothes
David and Sharon Marcou
Michael and Milena Mau
Venu and Anita Mikkilineni

David and Sharon Millett
Shannon Murphy and
Rebecca Okray-Murphy
Arif Neazi and Almas Kidwai
Rick and Lisa Neumann
Sergio and Elsa Orellana
Mike and Karen
O'Shaughnessy
Mark and Kimberly Palazzo
Sean and Jessica Paxton
Doug and Kendra Pillsbury
Chris and Dianne Prickett
Randy Rafidi
Don and Audrey Reinhardt
Lincoln Samelson
Scott and Katherine Sarbacker
Gerald and Shannon Sauter
Michael and Robin Setto
Bryan and Rachelle Shaver
Gregory and Lynette Sheppard
Lance and Wendy Sherwood
Marcus and Shona
Shewmaker
David and Kim Shibata
James and Michele Slezak
Scott and Barbara Soulliere
Douglas and Camille Spurlock
Buzz and Barbara Stitzer
Graham and
Barbara Symmonds
Ken and Angela Tanigawa
Paul and Tracey Tibbs
Chris and Rosemary Urness
Alan and Angela Villandre
Michael and
Chiung-wen Wang
Paul and Lois Weber
Jerry Williamson and
Evelyn Kass-Williamson
Wiatt and Jodie Wong
Todd and Kristin Wyllie
Scott and Joan Zehrung

**Archway Classical Academy
- Chandler**

Phillip and Coleen Austin
Jeffrey and Sheryl Bateman
Basil Boyd and Emily Heller
Amy Bridges
Curt Bruns and
Heather Davenport
Christopher and Tessy Bryan
Trevor and Janelle Bush
Rory Buske and
Alexandra Stoppa-Buske
Keith Capel and Leng See

Nick and Jennifer Carreras
Gwo-Jer Chang and
Wei Ling Xu
Fernando and Annie Chen
Sebastian and Stella Cherian
Mike and Jennifer Chester
Phillip and Olivia Christensen
Louis and Joann Chu
Joe Crabb and Dana Christy
Jon and Becky Crawford
David and Mary Crowell
Marc and Michelle Dallacroce
Joe and Paru David
Todd and Michele Davis
Niral and Manish Deliwala
Jim and Paige Dempsey
Reno Edgington and
Yvonne Velasco
Vincent Fiduccia and
Tanowo Wiggins
Christopher and Amy Filler
Raul and Monita Gatchalian
Michael and Sandra Gelblicht
Stephen Goldinger and
Tamiko Azuma
Josh and Amy Gottry
James Guy and
Julie Eisner-Guy
Robert and Joan Grahman
Steve and Deanne Holgerson
Dale Kemper and Sheila
Motomatsu
James and Kathryn Kerr
Puru and Kavita Kumar
Rajesh Kumar
Jason and Taryn Lucero
Frank and Laura Manella
Steve and Shannon Meyer
Gary Mirich and
Kerry Nickerson
Yahya and Fatima Muraweh
Jared and Jennifer Nesbit
Steve and Amy Nicholls
Carlos and Diane Nunez
Robert and Karen Oppen
Hector and Veronica Ortiz
Joe and Rose Peebles
Stephen and Sloane Ponder
Gary and Jennifer Ponzo
Wayne and Julie Porter
Benjamin and Cameron Pratt
Raymond and Fiona Quan
Gerard and Margaret
Quenneville
Nick and Katie Rizzo
J.B. and Rachel Saunders

Tim and Mary Schalick
Mark and Julie Schlarmann
Gregory and Christine Schmid
Daniel and Andrea Scoggin
Navid and Helen Shahriari
Michael and Alice Simmons
Lyle and Debbie Smith
Jon and Sonja Stevenson
Jason and Kristin Stoft
Tim and Martha Strong
Michael and Michele Tobin
Brian and Mary Utoft
Carlos Vallecillo and
Rossana Menna
Mike and Lori Venberg
Martin and Jennifer Vilaboy
Craig and Jennifer Wall
Geoffrey and Julie Webster
Melissa Weedman
Carrie White



Great Hearts Schools Achieve Academic Excellence While Maintaining Fiscal Responsibility

During the 2011-2012 school year, Great Hearts will serve more than 5,000 students at 12 academies throughout the metro-Phoenix area. On the adjacent page, please find the budgeted financials for each. As charter schools, Great Hearts schools are funded primarily with public dollars. Each school receives just under \$6,200 per pupil in state public education tax dollars, a significant drop from last year, and one of the very lowest per-pupil payments in the country.

Approximately 22% of the annual funds needed to operate the schools as a complete preparatory program come from sources other than state funding, including parent contributions, tax credits, external grants, and fees for extra-curricular activities. The largest of these stopgap sources is the generosity of our parent giving to the annual Community Investment campaign. Each of the schools are not-for-profit, tax-exempt 501(c)3 organizations, as is the parent company, Great Hearts Academies.

It is worth noting here that not only does Arizona have one of the lowest per-pupil payments in the country, charter school students in Arizona are funded on an average of 20% less than traditional district school students. Charter schools do not have access to local property tax funding, as do many districts through bond elections. The bottom line is that Arizona is funding charter students approximately \$1,600 less per student per year when considering all K-12 revenue sources. Without parent generosity and tight attention to managing expenses, Great Hearts schools would not be possible.

On the expense side, 78% of the expenses for the school 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 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, human resources, fundraising, marketing and public relations, curriculum and program development, state and audit compliance reporting, IT, facility management, 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.

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

Financial Report

2011-2012 Financials

	Veritas Prep In Thousands	Chandler Prep In Thousands	Mesa Prep In Thousands	Glendale Prep In Thousands	Scottsdale Prep In Thousands	Teleos Prep In Thousands	Anthem Prep In Thousands	Archway Chandler In Thousands	Trivium Prep In Thousands	Archway Trivium In Thousands	Archway Scottsdale In Thousands	Archway Veritas In Thousands	Network In Thousands	Student \$ Dollars
Number of Students	476	646	360	338	685	245	397	498	88	336	369	507	4,945	
Income														
State Funding	3,133	4,166	2,362	2,281	4,291	1,738	2,473	2,773	556	1,920	2,104	2,799	30,596	6,187
Curricular Fees & Contributions	133	137	64	60	118	17	80	257	20	171	211	299	1,567	317
Extra-Curricular Fees & Contributions	258	249	153	123	279	48	146	84	34	59	79	84	1,596	323
Contributions & Grants	293	293	161	119	343	599	356	153	243	72	368	176	3,176	642
Other / Miscellaneous	5	10	0	10	350	36	1	5	1	1	5	5	429	87
Total Income	3,822	4,855	2,740	2,593	5,381	2,438	3,056	3,272	854	2,223	2,767	3,363	37,364	7,556
Expenses														
Instructional Personnel	1,952	2,482	1,374	1,165	2,368	1,024	1,387	1,579	281	1,079	1,193	1,690	17,574	3,554
Instructional Expenses	263	228	138	141	344	257	330	332	231	196	273	214	2,947	596
Administrative & Support Services	651	620	427	365	898	664	446	409	107	273	322	423	5,605	1,133
Extra-Curricular Expenses	265	262	153	123	279	78	140	84	34	59	79	83	1,639	331
Facility Costs	306	683	402	161	1,045	280	464	351	100	397	686	697	5,572	1,127
Management Services Fees	234	311	176	170	320	130	185	207	41	143	157	209	2,283	462
Total Expenses	3,671	4,586	2,670	2,125	5,254	2,433	2,952	2,962	794	2,147	2,710	3,316	35,620	7,203
Cash Flow for Reserve or Debt Service	151	269	70	468	127	5	104	310	60	76	57	47	1,744	353



Senior Thesis

Class of 2011 Topic Selections

The Senior Thesis, a 15-20 page paper defended before a faculty panel, is a year-long project which is the culmination of each student's time at a Great Hearts academy. Completion of the thesis, in addition to regular course work, is a requirement for graduation.



Chandler Preparatory Academy

To Infinity and Beyond! An Exploration of The Connection between Man and Infinity

This thesis investigated the concept of "infinity" by examining a selection of mathematical, scientific, religious, and philosophical texts. The author found that infinity functions as a limit in each of these disciplines — at times constituting an absolute limit on the logically conceivable, at others representing a relative limit on the physically possible. This discovery helped to validate observations that humans find the infinite to be by turns unsettling and inspiring.

Finding Order in Chaos: It's Only a Matter of Time

In this compelling thesis on the human relationship with time, it is proposed that time allows for two main concepts in human experience: order and change. In a multi-discipline analysis, the thesis philosophically examined Einstein's idea of relativity and Augustine's attempt to catalogue our perspectives of time and then creatively used a literary depiction of humans' positive and negative interactions with time by looking at Faulkner's *Sound and the Fury*. By the end of the essay, the thesis concluded that this relationship paradoxically both limits and benefits humans and that ultimately a healthy, balanced perspective can help man appreciate and use his life in the best way.



Veritas Preparatory Academy

The Ethical and The Absolute

This paper used the works of Kierkegaard, Melville, and Dostoevsky to examine the conflict between moral absolutes and ethical systems brought about by the story of Abraham's near-sacrifice of Isaac. The paper used Kierkegaard's theory of the "knight of faith" and "tragic hero" to look at the effects of two separate systems of moral decision making. Ultimately, the author came to the conclusion that the tragic hero follows the ethical, which looks to maintain the good of the community, while the knight of faith follows the absolute, which looks to maintain the good of the individual.

Discourse on Dialogue

In *The Republic*, Plato creates a line segment as a metaphor for Truth and Ignorance where Truth is the peak of the line and Ignorance is the base. Plato observes that only after the soul ascends the line segment and engages in Dialectic, does the soul see Truth. Plato also explains that this Dialogue is shaped by a formal "Ta Mathematica" language. This thesis explored the relationship between Dialogue and Truth through St. Augustine's *Confessions*, Philo of Alexandria's allegorical interpretations of *Genesis*, and the *Midrashim* of medieval Rabbis. Each of these authors approached dialogue in a different way but with a clear adherence to Plato's linear arrangement and formal language. This thesis addressed the complexity of the dialectic journey, the necessary connection between Dialogue and Truth, and the deep tie these interlocutors share to the Great Conversation.



GreatHearts

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