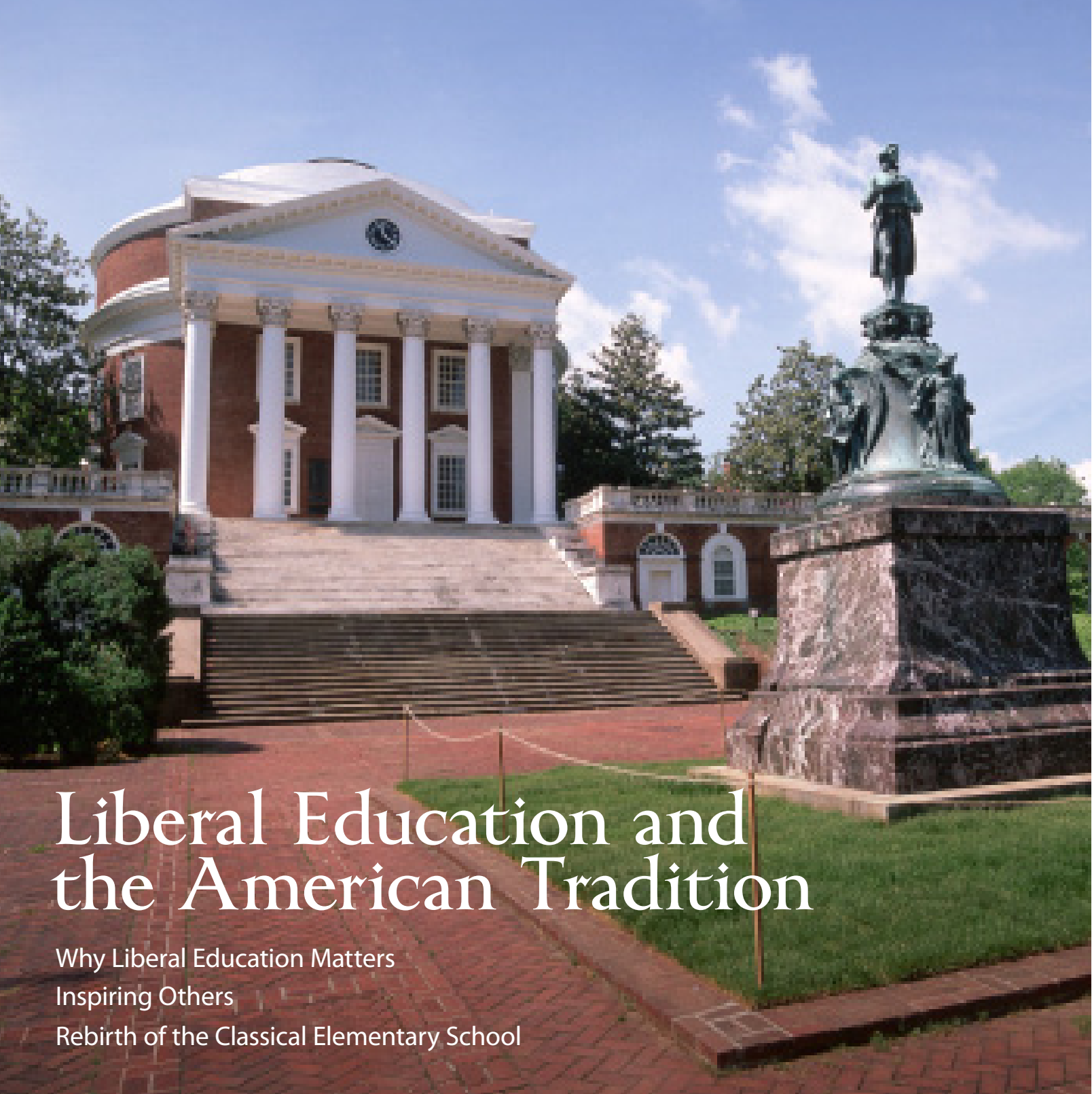


VOL. 5 FALL 2012

GreatHearts

classical education, revolutionary schools



Liberal Education and the American Tradition

Why Liberal Education Matters

Inspiring Others

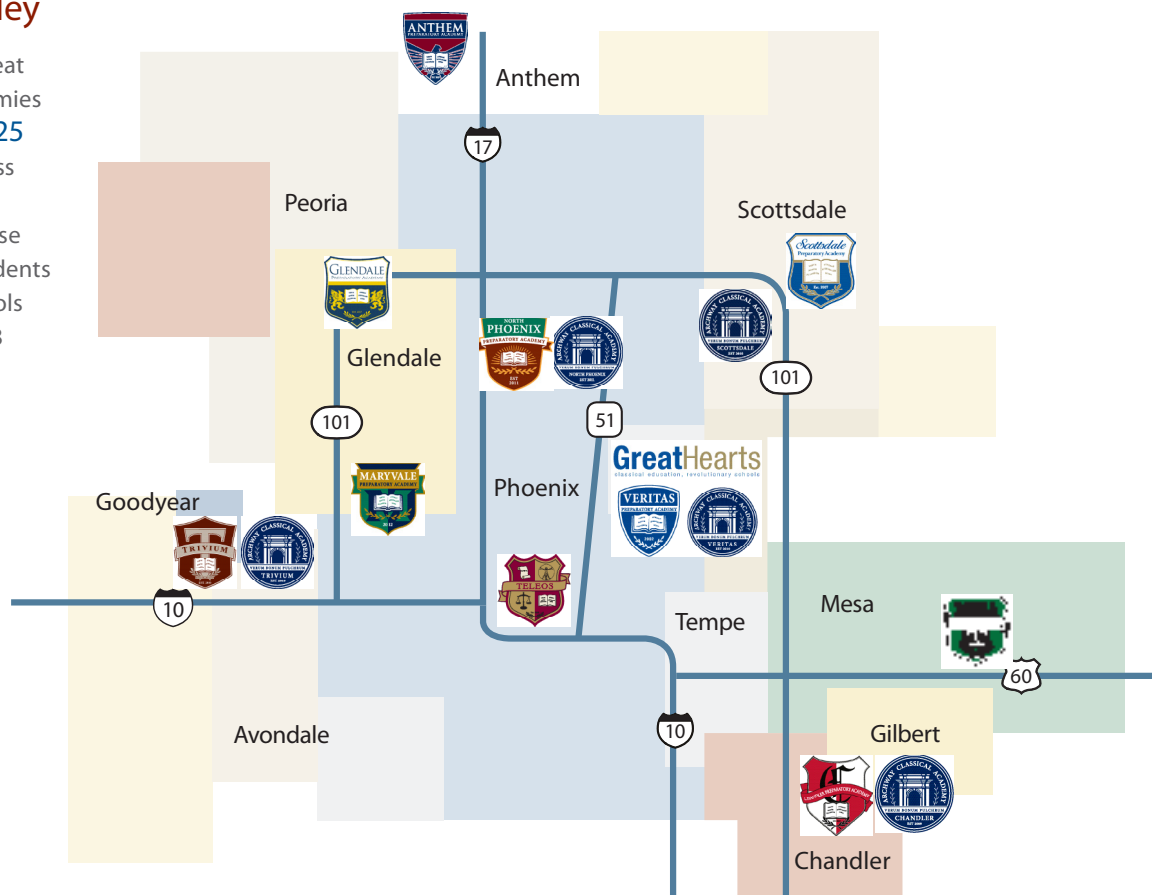
Rebirth of the Classical Elementary School

GreatHearts

classical education, revolutionary schools
















Serving the Entire Valley

In 2012-13, Great Hearts Academies will serve **6,225** students across **15** schools, a tenfold increase from **675** students across **3** schools in the 2007-08 school year.



Academies

Great Hearts Academies Lead Office 3102 North 56th Street, Suite 300, Phoenix, Arizona 85018 (602) 438-7045

 Veritas Preparatory Academy Grades Served 6-12 Students Served 620 Teaching Staff 49 Est. 2002	 Scottsdale Preparatory Academy Grades Served 5-12 Students Served 802 Teaching Staff 60 Est. 2007	 Trivium Preparatory Academy Grades Served 6-8 Students Served 154 Teaching Staff 15 Est. 2010
 Archway Classical Academy Veritas Grades Served K-5 Students Served 504 Teaching Staff 52 Est. 2010	 Archway Classical Academy Scottsdale Grades Served K-4 Students Served 393 Teaching Staff 38 Est. 2010	 Archway Classical Academy Trivium Grades Served K-5 Students Served 420 Teaching Staff 40 Est. 2010
 Chandler Preparatory Academy Grades Served 6-12 Students Served 668 Teaching Staff 54 Est. 2005	 Glendale Preparatory Academy Grades Served 6-12 Students Served 340 Teaching Staff 27 Est. 2007	 North Phoenix Preparatory Academy Grades Served 6-7 Students Served 100 Teaching Staff 9 Est. 2011
 Archway Classical Academy Chandler Grades Served K-5 Students Served 498 Teaching Staff 49 Est. 2009	 Teleos Preparatory Academy Grades Served K-8 Students Served 280 Teaching Staff 26 Est. 2008	 Archway Classical Academy North Phoenix Grades Served K-5 Students Served 450 Teaching Staff 47 Est. 2011
 Mesa Preparatory Academy Grades Served 6-12 Students Served 372 Teaching Staff 31 Est. 2006	 Anthem Preparatory Academy Grades Served 3-11 Students Served 484 Teaching Staff 47 Est. 2009	 Maryvale Preparatory Academy Grades Served K-3 Students Served 140 Teaching Staff 14 Est. 2011

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Pictured on cover: The Rotunda at the University of Virginia. U.Va. was founded by Thomas Jefferson, one of the earliest advocates of free, public education for all children, irrespective of income or status.



Uniquely American

There has been a growing anxiety that American education is falling behind, that the schools we think are good are only barely adequate, and that what we deem to be an acceptable American education is far from competitive when judged by international standards. Three decades of talk about reform have done little to change the fundamental evidence that justifies our collective worry: according to a recent comprehensive global education report, America's 15-year-old students are merely 14th overall in reading, 17th in science, and 25th in math.¹ Far from world leadership.

This anxiety has led to a mania of test-taking standardization with the logic of "if we build a test for it" then the performance will follow. However, the end does not always create the means.

On the one hand, some testing in the basics is a surer way to give some measure of the effectiveness of our schools on a mass scale than no testing at all, and standardized testing can be an effective first step in beginning to clear the fog of mediocrity and complacency from our educational vision.

However, it is a mistake to think that standardized testing is the be-all and end-all of American educational progress. As Tony Wagner argues in his book *The Global Achievement Gap*, America's testing culture does not drive true education reform because "most of the tests we use for accountability purposes are multiple choice assessments that require very little thinking. By contrast, all of the countries in Europe who outscore us on the Programme for International Student Assessment (PISA) tests rely on oral and written exams and even student interviews to determine competence." Wagner, an "Innovation Education Fellow" at Harvard, goes on to say that "we have not made teaching all students how to think — versus merely [how to] memorize — a priority in American public schools."²

We at Great Hearts would submit that to restore American public education we must, in fact, foster more of what is uniquely American about it. Testing, data analysis, and standardization, while they have their uses, are more at home in the world of economic productivity than in the soul-shaping, personal work of education. We believe that what America's schools and students need in the 21st century is more of the breadth and depth of the American spirit—more of the creativity and originality of a Thomas Edison or a T. S. Eliot, more of the courage and high-minded moral purpose of Washington, Lincoln and Martin Luther King Jr., and more of the kind of knowledge and love of the best of the 3,000-year history of the West that inspired America's founding fathers

to build something new. Our mission is a uniquely American and democratic one—namely, to give equal educational opportunity to all of the children living in this land. We must draw upon all of the best of our traditions as Americans to make this a reality.

We cannot forget that American public education originally derived its humane and liberal content from its end: forming free citizens capable of responsible, democratic self-government. Thomas Jefferson, who first articulated the vision of a free public schooling for all children in his native Virginia, desired that the opportunities of education be extended to include children from families who could not pay—that the benefits of education be detached from individuals' ability to pay a high price for it, as had been the norm throughout 3,000 years of Western culture.

Jefferson's vision for this uniquely American idea of public education was moral and political rather than simply economic. His intent was, he said, "none more legitimate, than that of rendering the people safe, as they are the ultimate guardians of their own liberty."³ Jefferson wanted to secure a future supply of philosopher-statesmen, legislators, and judges—but also of educated farmers, tradesmen, and manufacturers, all of whom would possess "habits of reflection and correct action, rendering them examples of virtue to others, and of happiness within themselves."⁴ As Peter Berkowitz says in the feature essay of this magazine, "Liberal education supposes that while individual rights are shared equally by all, the responsible exercise of those rights is an achievement that depends on cultivating the mind."

In this sense, public education was originally about creating the moral and intellectual conditions of freedom necessary to sustain a democratic republic. Liberal education—in brief, the practice of reflecting deeply on the human condition and intently pursuing truth through conversation about the great ideas—is the key to balancing individual freedom and social responsibility. Instead of graduating Internet pundits or cubicle workers with no higher gaze, a humane and liberal schooling seeks to train future innovators with a commitment to truth, with the philosophical depth and intent to integrate the part with the whole, technical knowledge with wisdom, and the self-benefitting with the common good. In forming habits of heart and mind in our students, such a form of learning has the chance to produce deeply creative, competitive, and

happy citizens who will choose well to do their duty to their families and to their country's future.

So, if we fear falling behind other nations, perhaps we should more thoughtfully measure ourselves against our own best traditions, by striving for the original ideal that made this country great: a universally liberally-educated citizenry. Let's not rest on our fading laurels, but pick them up again. Let's get back to work with the right tools, the instruments of the heart and mind. As Theodore Roosevelt stated in 1901, at the dawn of the "American Century,"

*Surely you men of the West, you men with stout heart, cool head, and ready hand have wrought out your own success and built up these great new commonwealths, surely you need no reminder of the fact that if either man or nation wishes to play a great part in the world there must be no dallying with the life of lazy ease. In the abounding energy and intensity of existence in our mighty democratic republic there is small space indeed for the idler, for the luxury-loving man who prizes ease more than hard, triumph-crowned effort.*⁵

I think Great Hearts and the brilliance of our students and teachers, is one part of renewing America, not with the latest education or technical shortcut, but with the old forms of learning made new. This hard work, the right work for our nation in the new century, is well worth it.

Onward and Upward,




"We believe that what America's schools and students need in the 21st century is more of the breadth and depth of the American spirit..."

- 1 Programme for International Student Assessment: Organization for Economic Co-operation and Development (2009).
- 2 Interview with Kevin Conlon, Harvard Graduate School of Education, August 20, 2008.
- 3 Excerpt from Notes on the State of Virginia.
- 4 Excerpt from Report of the Commissioners for the University of Virginia.
- 5 "Manhood and Statehood" from The Strenuous Life.



A Liberal Arts Education Arrives in Maryvale

"We are very excited to begin serving the Maryvale community this year. I am hopeful that our presence and work will be edifying, not only because of the tremendous school model and curriculum that we are bringing, but also because of the love that we will impart to every student and family that we are blessed to have."

— Headmaster Esau

Maryvale Preparatory Academy opened this August as the fifteenth school in the Great Hearts Academies network. The academy, located in the heart of West Phoenix, kicked off its inaugural year with 140 wonderful kindergarten through third grade students. The academy is led by Headmaster Mac Esau, who previously served as the founding Assistant Headmaster of Glendale Prep and as the interim Headmaster at Teleos Prep. Mr. Esau is known for his high-energy leadership and for his innate ability to inspire teachers and students.

Great Hearts commissioned Mr. Esau to open Maryvale Prep because this historical part of the Valley lacked both college preparatory options and a liberal arts program for its children. The mission of the academy is to prepare its students for college, a virtuous life, and leadership within their community. As with all Great Hearts schools, Maryvale Prep will focus on forming the souls of the children it serves with a rigorous commitment to classical learning and the triad of Truth, Goodness, and Beauty. In addition, Maryvale Prep will have the honor of serving many English language learners and first-generation college-bound families.

Headmaster Esau stated "We are very excited to begin serving the Maryvale community this year. I am hopeful that our presence and work will be edifying, not only because of the tremendous school model and curriculum that we are bringing, but also because of the love that we will impart to every student and family that we are blessed to have."

To fulfill its mission to the Maryvale community, the academy offers free all-day kindergarten, a free before-and-after-school academic enrichment program, and extended learning time in language arts, math, science, and history daily. Akin to its Archway sister academies in the Great Hearts network, Maryvale Prep utilizes the Core Knowledge program, Spalding Phonics, and Singapore Mathematics.

The founding faculty members, many who have come to the school through the prestigious Teach for America program, all carry with them the utmost belief in the potential of every child, the work ethic and ability to strategically use best practice and assessment data to facilitate ongoing student achievement, and an unconditional love for children. Together, this talented and committed team is poised to bring an excellent liberal arts education to the families and children of Maryvale.



Headmaster Esau reads with Mrs. Roth's kindergarteners.



Inspiring Others

I remember walking onto the Veritas Preparatory Academy campus for a tour midway through my sixth grade year. My heart was pounding with excitement as all the rumors I had heard about this place swirled through my head. I saw a student whom I recognized from our previous school give his two cents on the character of Mr. Toad from *The Wind in the Willows*. The camaraderie and community between the students at Veritas won me over for good, and since that day I have not been disappointed. To be a Veritas Prep upperclassman is the most enriching experience I could ever imagine. Starting small as a seventh grader, I have finally immersed myself in what I believe to be the ultimate Great Hearts experience. This year will be a very active year with my various commitments: Veritas Honor Chorale, Veritas Men's Choir, Veritas Concert Choir, The Strategic Games Club, which, with the assistance of a couple faculty and students, I helped found, and two varsity sports (Cross Country and Track). The bonds I have created with my peers through these activities are the strongest friendships I have ever had. Veritas has influenced us to the point that my fellow long distance runners and I find ourselves discussing ethics and morality during our long runs.

After Veritas my goal is to be a leader in one of two communities: the Military or the Church. To accomplish my first goal, my hope is to be accepted as a cadet to West Point, graduate, and follow in the footsteps of my dad, grandfather, and great-grandfather by becoming a military officer. To fulfill the latter, I would go on to the Seminary after Veritas for seven years and become a pastor. Both of these careers require courage, counsel, and charity. The Great Hearts curriculum

provides great means for obtaining these characteristics, primarily through the Great Books. Reading a book to discover what love, honor, truth, and beauty are has shaped my perspective of the world and its people for the better. To analyze characters like Raskolnikov, Jay Gatsby, and even Ricardo Jordán, from *La Barca Sin Pescador* in Spanish II, is an amazing experience as I discover the man I do and do not want to become.

My little sister, Tabitha, just started first grade at Archway Veritas, and the changes I see in her are great! For example, the French courses have changed Tabitha's daily life. I constantly hear Tabitha saying French words and phrases such as: "papillon" and "comme ci comme ça." Tabitha consistently makes me laugh with the feeling a parent gets when their child knows something they do not. Last year, I asked Tabitha what she liked about Archway versus pre-school, and she said, "I like how Archway is fun. They don't give us candy all the time, but the things we do (e.g. hatching baby chicks and other projects) are really neat!" I take pride in my Great Hearts education, but it is an awesome thing when a six-year-old takes pride in her education.

Andrew, my smart but lazy brother, has been through his fair share of schools, but never before have I seen him so engaged in his schoolwork. At the various schools my brother and I attended before Veritas, my brother did the bare minimum to get a decent grade and move on. At Veritas, for the first time, Andrew did his homework willingly and was even excited about certain topics. From my conversations with him, I learned that the biggest factors in procuring a stubborn twelve-year-old's compliance are the friendship and community the Great

Hearts schools create. I asked Andrew, "Why do you think your friends make a better learning space for you?" He answered, "My friends make me want to care because we are such good friends. We give each other grief if one of us does bad." Friendships focused on learning are the most lasting and for this to be established so early is encouraging.

Two famous sayings come to mind when I think of my Great Hearts experience so far and my advice for future learners. The first, "With great power comes great responsibility" is a perfect motto for the Great Hearts education. Everyone familiar with the curriculum immediately expects greatness out of me. Instead of shying away from these great expectations, as I unfortunately see some of my friends do, I try to embrace it as much as I can and encourage them to embrace it as well. The second is, as my friends from the Navy say, "Don't give up the ship." Your beliefs are your ship: sail them, defend them, love them. These two concepts may seem far off, but here is where one last piece of advice to my brother and sister becomes primary: I encourage them to be inspired. As a seventh and eighth grader, new to Veritas, inspiration is what kept me afloat. I marveled at the senior classes before me. Their integrity, maturity, and sublime kindness instilled the desire for me to become like them one day. Find your role models, because your character will develop itself to what you want to be. *Bonum Est!*

Brandon Corke, Veritas Prep, 11th Grade
Siblings: Andrew Von Kolen, Veritas Prep, 6th Grade; Tabitha Von Kolen, Archway Veritas, 1st Grade.



"I take pride in my Great Hearts education, but it is an awesome thing when a six-year-old takes pride in her education."

— Brandon Corke



Dear Friends and Observers,

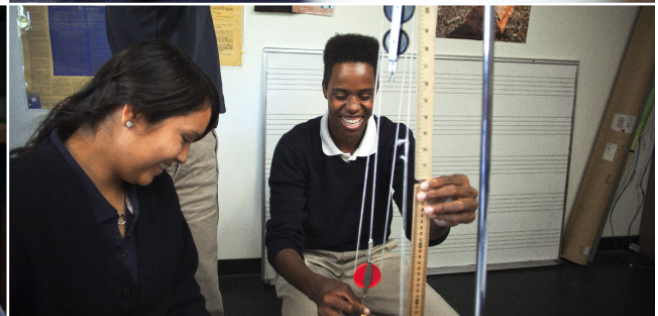
The ninth year of Veritas Prep brought with it both excitement about the future and sadness at leaving our first campus. How far we have come: from 120 students and 10 teachers in 2003, we opened our doors in August with 600 students and 50 staff. Together with Archway Veritas, we are proud to be together under one roof with Great Hearts at the heart of a thriving network of schools.

While our new building is spacious and modern, our mission at Veritas remains the same: to immerse students in the perennial best of 3,000 years of Western art, science, and the search for truth. Our cultivation of the life of the spirit will be completed by full new athletic facilities for our competitive teams.

We are grateful for all the blessings our school has been given, and together we pledge to use our gifts to serve each other, our community, and our country.

Faithfully,

Andrew Ellison, Headmaster





Dear Friends of Chandler Prep,

The 2011–12 school year was a year of change and renewal in some ways and of steadfast consistency in others. We bid adieu to our third class of seniors, settled into our second year in our new facility, and spent another year exploring the wonders and curiosities of the world and the human condition along the pathways unique to a liberal arts education.

Outside of the classroom, our newly-unveiled fight song, "Vincāmus!", and campus improvements such as bleachers in the gym, seats in the theater, and our gallery of artworks represented ways in which we became more completely settled in our new campus and more aware of our identity as a community. Inside the classroom, stability reigned as 6th graders continued to read and discuss *Shane*, 9th graders continued to read and discuss *The Red Badge of Courage*, and 12th graders continued to read and discuss *The Brothers Karamazov*. While the trappings may change with time, the experience of being a Chandler Prep student in a Chandler Prep classroom was little different this past year than the experience that students had in our first year as a school, which is a good thing indeed.

Purposefully yours,

Helen C Hayes

Helen Hayes, Headmaster





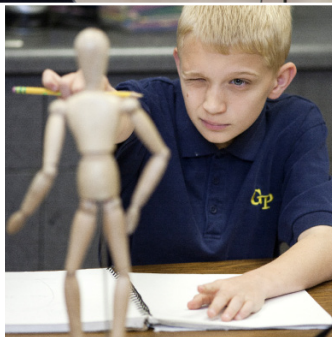
Dear Friends,

The 2011-12 school year was a year of firsts at Mesa Preparatory Academy with our first senior trip, thesis defenses, student life evenings, student mentor camping adventure, and our first graduating class. The exceptional faculty-student culture continued to evolve and grow more profound with joint seminars and spirited athletic competitions that mirrored our outstanding performance in interscholastic competition. Mesa Prep was also the first school in Arizona to introduce the exceptional Phillips-Exeter math curriculum in grades eight through twelve. I commend all of our students and faculty for their faith, persistence, and adaptability in pursuit of the truth and the best of Western culture.

Best regards,

Robert Wagner
Robert Wagner, Headmaster





Dear Friends,

This past year was an extraordinary one for Glendale Preparatory Academy. We graduated our first seniors, and, as evidenced by their senior thesis presentations, this first class is an excellent example of what our academy can achieve. One of our graduates was a National Merit Scholar and many others earned scholarships. So I offer this toast to our recently-graduated seniors: to your dedication and willingness to engage in the pursuit of Truth, Goodness and Beauty, through the study of the very best expressions of Western culture.

The intellectual life of Glendale Prep was also deepened for our students and faculty through a symposium and a number of addresses given by first-rate scholars (Dr. David Whalen, Dr. Thomas Hibbs, Mr. Douglas Minson, Dr. Alden Smith, Dr. James M. Wilson, and Dr. Eva Brann). Several of our own faculty also gave excellent talks and I was able to offer my own presentation on Marxist ideology. I was also honored to be invited by Dr. Hibbs, after his visit to Glendale Prep, to speak at Baylor University on the teaching vocation.

I look forward to building on these accomplishments and activities in the coming school year.

Warmly,

David Williams, Headmaster





Dear Friends of Scottsdale Prep,

At Scottsdale Prep, 2011-12 was the "Year of the Senior." We were pleased to see our first graduating class walk across the stage and on to college! In my graduation remarks, I asked those graduates to consider one simple question: "What, in this world, is truly important? What is it that matters most?" The uniforms we made them wear, the books they Socratically discussed, the calculus they studied, the music they composed, the art they analyzed, the Latin conjugations they memorized, the poetry they wrote, the Shakespearean plays they acted in, the scientific discoveries they validated, the extracurriculars that they participated in... all this served to equip them to explore and wrestle with a very simple question. "What matters most" will change as one lives life and experiences love and loss, as one goes from being taken care of by parents to taking care of them, as one makes new friends, as one travels the world and is awestruck by cultural differences, but the answer to this question of "What matters most" and the degree to which one lives her life in accordance with that answer will, I argue, determine her happiness.

Scottsdale Prep had an exceptional year—incredibly high AIMS and SAT scores, successful athletic programs, and world class choirs (just to name a few highlights)—but the real measure of success will be the degree to which we encourage our students to live their lives in accordance with the Great Hearts Core Virtues, and the extent to which our graduates continue to pursue the True, the Good, and the Beautiful. We thank the pioneering Class of 2012!

Best regards,

Dr. Peter Bezanson, Headmaster





Dear Friends of Teleos,

Teleos Preparatory Academy has many highlights from the 2011-12 school year. Teleos classrooms were driven by big goals, students saw tremendous growth, and there were successes across subject areas. The students and teachers bonded and grew in character with a second year of Pride groups. The Teleos Prides, teams of students from all grade levels, held focused discussions on the Core Virtues. Classes visited educational institutions around the Phoenix area, including the Science Center and the Phoenix Art Museum. We also had a successful Science Fair for the middle school with select scholars showing their work in the State Science Symposium.

Teleos held two enriching all-school musical performances for the community. The children played instruments, acted in dramatic works, and sang songs from across the globe including Adeste Fideles, Trarira der Sommer der ist da! and Stella Stellina. The Phoenix Symphony Orchestra visited our campus and gave a private performance for the students and teachers.

Two of our Teleos teachers were recognized and honored by Teach for America for outstanding performance in the classroom and for leadership. Teleos offered its students enrichment and extra practice with its summer school program in collaboration with Teach for America. The school is honored to have such dedicated and talented faculty, administrators, students, and families. We look forward to reaching even greater heights in the academy's fourth year.

Respectfully,

Brian Taylor, Executive Director and Headmaster



Fellow Travelers,

2011-12 was a banner year for us here at Anthem Preparatory Academy, one filled with growth and adventure. In this second year of operation, we nearly doubled our student body, adding many wonderful new families. To meet our need for more classrooms, Archway Anthem moved to a separate facility, complete with a new athletic field made possible by the generosity of our parent community. We fielded 22 teams overall, and more than 70% of our students took part in our athletics program. Many earned trophies in golf, volleyball, cross-country, and soccer.

In May, we proudly celebrated the efforts of nearly 100 students as new members of the Honors Society. Their achievement illustrates first-hand the truth proclaimed by former first lady Abigail Adams, "Learning is not attained by chance. It must be sought for with ardor and attended to with diligence."

Our 9th and 10th graders inaugurated Anthem Prep's first annual "Homerathon." Students spent the day immersed in the reading and recitation of Homer's immortal *Odyssey*, recreating some of the most captivating scenes by staging various competitions (in true Greek fashion), including a "Sheep Cling" race which reenacted Odysseus' daring escape from the cave of savage Polyphemus. One vestige of the Homerathon, a tapestry depicting a lonesome ship at sundown, stands in its loom in the Humane Letters room. May the winds fill our sails again this year!

Warmly,

Bryan Smith, Headmaster





Dear Friends of Trivium Prep,

Years from now, the pioneers of Trivium Prep will get together, look back and recall the humble origins of a great academy. We started with eighty-eight students in four classrooms and one small hallway. In this 2012-13 school year, our second year of operation, we have doubled in size.

During the 2011-12 school year we became the Crimson Knights by asking the students to submit their ideas for a mascot. Early in the year the students came together and participated in an Eagle Scout project. The students cleaned and painted our walk bridge and landscaped the back area of our campus. Our fine arts classes performed an adaptation of Cupid and Psyche and A Comedy of Errors. Lunchtime intramural competitions became a daily ritual that brought students and teachers together in the spirit of healthy competition. The seventh graders became naturalists as they regularly hiked into the landscape to observe and investigate nature. Project Night gave the students an opportunity to display their research on works of art, artists, composers, or animals. The students enthusiastically joined athletic teams and fine arts ensembles. They performed with remarkable heart and poise.

Perhaps the most important outcome from the year was how our scholars and faculty built deep intellectual friendships. These intellectually curious pioneers have laid a strong foundation for Trivium Preparatory Academy's future. Our work of learning together has just begun. I look forward to many great years to come.

Best regards,

Dave Beskar, Headmaster



Building Well from the Beginning

The Rebirth of the Classical Elementary School

Not long ago, my wife and I decided to add a back patio. There was an area of around 500 square feet originally occupied with grass, a sidewalk, and some shrubs that needed to be removed before the work could start. To our surprise, this removal process took under two hours. After making quick work of the demolition, the landscaping team proceeded to level the grade in preparation to lay the foundation. With the removal having taken such a short amount of time, it seemed to us that the entire project might take nothing more than a day to complete. We were wrong.

What transpired next not only re-schooled us in Newton's 2nd Law, but also made plain again the immense importance of precision. It took another three full days to finish the patio. And of those three days, more than two were spent getting the foundation just right. The meticulous work of the landscaping team in achieving accurate measurements, precisely tying lines, and the checking and rechecking of the leveling tool clearly exhibited where the true quality of the disciplined skill lay. The slow, methodical approach was the essential element required to ensure the highest possible craftsmanship. These were men who knew that without precision in the primary or foundational things, nothing of lasting and true quality could ever be built.

This patient dedication to the laying of foundations is also the essence of the elementary school. A good foundation makes all subsequent artistry attainable. Far from being the sum of those years ignored by college-admissions departments, elementary school provides the footing for one's entire educational journey. If the elementary years are wasted, everything else is remediation.

The recent rebirth of the traditional classical elementary academy is a testimony to the growing desire to build well from the very beginning; to lay foundations which can support more than just higher-order thinking, but the fullest fruition of the human soul. It is a desire born from the understanding that an education that has its sight set merely on its own utility is a deficient one. The classical school is designed to immerse students from day one in a culture that listens intently to the great wisdom of the past, with teachers who are themselves intellectually, aesthetically, and morally alive. In so doing, it provides its students with much more than the incessant test prep to which many schools find themselves enslaved. The classical school is not a drill-and-kill school. It pushes against the common conception that education's value is directly proportional to its practical uses: i.e. we study to take tests; we take tests to get good scores; we get good scores to gain entry to good schools, we gain entry to good schools to get respected diplomas, and we get respected diplomas that we might be "marketable."

Schools adhering to these tired and failing assumptions gravely underestimate not only the capabilities of the elementary student, but their uninhibited passion for true learning. We have seen already within our own elementary academies the immense aptitude and desire students have for digging deeper and pursuing further: From the kindergartners who bounced with excitement about electromagnetism and the Aurora Borealis; to the third graders who discussed eloquently the differences between republican and imperial Rome; from the fourth graders who memorized all of Longfellow's "Paul Revere's Ride" (it's five and a half minutes of straight recitation, I'll have you know), to the cafeteria full of students who shouted with joy when the conductor of the Phoenix Symphony announced that

the next piece they would hear was from the Baroque master Vivaldi (they had just finished a month long study of his work).

Human beings long to know and long to drink deeply from the eternal spring of what is True, Good, and Beautiful. This includes knowing everything from the proper way to script one's letters, to the beauty of algorithms, to the correct way to sit at one's desk. The classical academy has at its center an unflinching devotion to the love of learning. And this focus extends well beyond a rigorous curriculum.

The classical academy believes that parents should be able to pick their children up at the end of the day without having to undo the influence of a popular culture that shapes so many schools. Instead, parents should be confident that the high values of the home are not only reinforced at school, but given a literary and intellectual foundation the children can draw on for the rest of their lives. Where other schools have reduced themselves to holding one-off assemblies on "character formation," the classical academy sees every moment of the day, whether on the playground or in the science lab, as an opportunity to direct the student toward the good. No moment ought to be wasted. The very best schools know that enduring happiness and rightly ordered self-esteem come first and foremost from a consistent pursuit of objective truth.

This commitment to truth dictates all that we do, even down to the very texts the classical academy chooses to read. Rejecting the sentiment that it doesn't matter what students are reading so long as they're reading, the classical academy guards with utmost care the literature that lines its shelves. Just as what one eats brings health or sickness to the body, what one reads brings health or sickness to the soul. Schools must be intentional about what they do and do not place in front of their students; they must make it a priority to ensure that students from kindergarten on are surrounded by the best works, for a consistent engagement with great writing is part of the foundation for establishing a clear mind.

Where classical academies are now being established, strong and lasting foundations are once again being laid in the hearts and minds of the children within their care. Of course, like my patio, the process of laying these foundations is neither quick, nor easy. But Great Hearts is committed to providing its families a comprehensive, consistent, and time-tested academic culture from the first day of kindergarten to the last day of the senior year. The recent addition of the Archways to many of our already incredible 6-to-12 programs will only serve to strengthen the profound impact we aim to have here in Phoenix and around the country.

Erik Twist, Headmaster,
Archway Classical Academy | Veritas



"The recent rebirth of the traditional classical elementary academy is a testimony to the growing desire to build well from the very beginning; to lay foundations which can support more than just higher-order thinking, but the fullest fruition of the human soul."

—Erik Twist



Dear Friends,

The second year of Archway Chandler was an outstanding year. We grew from 336 students to 498 and from 34 faculty members to 49. To meet our need for larger classrooms, we underwent a major reconstruction project to enlarge seven of our classrooms and created more play space with a large outdoor basketball court.

We held our second annual Medieval Faire, complete with the SCA (Society for Creative Anachronism) group that reenacted medieval fighting and shared all kinds of medieval craftsmanship. The scholars participated in many activities, including sword making and playing human chess. The teachers at Archway Chandler worked very hard to make history and literature come alive for their students. From attending the Pioneer Living History Museum, to having an Alice in Wonderland tea party, the students' studies became experiences they will never forget.

The Archway students grew together as a community of learners, participating in Kingdom days, where they learned about our Core Virtues with students from various grade levels. By listening to stories and doing activities together, they spurred each other on to grow in courage, perseverance, and friendship. I am so proud of our scholars - the effort they put into their studies, and the sense of wonder and depth of inquiry they brought into the classroom. Thank you for a wonderful 2011-12 school year. I look forward to great things in the coming year!

With Gratitude,

Leanne Fawcett, Headmaster





Dear Friends of Archway Trivium,

This first year was a tremendous year on many fronts. The Archway Trivium teachers did a great job of leading our young scholars. I congratulate the hard working scholars and the parents who helped support their children in setting a high standard of academic excellence.

Our scholars in the fourth grade class visited the State Capitol and, in their desire to learn more, invited Representative Montenegro to their class to teach them about the levels of government. The second grade class observed the development of caterpillars and tadpoles and later incubated, hatched, and raised ducklings. The fifth grade class read, discussed, and performed Shakespeare's *A Midsummer Night's Dream*. The Archway Trivium choir attended the Governor's Egg Roll and sang beautifully. Our sports teams did exceptionally well, winning first or second place in all tournaments. Ballet, drama, judo, fencing, violin, and athletics were the staple activities that filled the campus after school.

The culture of the school is off to a great start. We, the faculty, staff, and scholars have fixed our vision on the Core Virtues. We have found many ways in class and through other activities to become great-hearted young men and women. Our work of learning and growing together is just beginning. I look forward to another great year.

Best regards,

Dave Beskar, Headmaster





Dear Friends of Archway Scottsdale,

In our inaugural year at Archway Scottsdale, a rich learning community was born. Students read and discussed weighty works from Shakespeare to Aesop. They explored in-depth science kits and mathematical models. They expressed beauty in art class with kiln-fired pottery and printing presses. Music class inspired students using Orff instruments and their voices. P.E. provided dynamic sports instruction and great exercise. All our students studied Español in an immersion environment. A celebratory feast accompanied many instructional units. The learning continued after the bell with theater and ballet classes, our highly ranked chess team, and several extra-curricular sports. Through it all emerged a gracious and caring parent community who tirelessly gave their support to our learning endeavors and to the needs of our teachers and families.

With thanks for each and every one of our Archway families,

Robby Kuhlman, Headmaster





Dear Friends of Archway Veritas,

It was a memorable inaugural year for Archway Veritas. The Phoenix Symphony performed for our Academy twice. Each grade memorized and recited several poems. The Fourth Grade recited all 130 lines of "Paul Revere's Ride" by Henry Wadsworth Longfellow, and the Kindergarten memorized "The Gettysburg Address." Each class competed as a Greek city state in our own Olympic Games. Dedicated Archway Veritas parents organized a book drive, which collected more than 15,000 books to help build our library. We attended an Ancient Egypt Museum hosted by the First Grade and an Insect Fair organized by the Second Grade. Archway Veritas launched several successful clubs, including a Chess Club, Ballroom Dancing Club, and Drama Club. The Drama Club culminated in a performance of Romeo and Juliet. The Fourth Grade Drama Club also performed Twelfth Night.

Best regards,

Erik Twist, Headmaster



Members of the Class of 2012 were accepted to the following colleges and universities. Graduates will attend the schools listed in bold.

Academy of Art Univ.
American Univ.
Amherst College
Anderson Univ.
Arizona Christian Univ.
Arizona State Univ.
ASU, Barrett Honors College
Assumption College
Auburn Univ.
Augustana College
Austin College
Azusa Pacific Univ.
Babson College
Baker Univ.
Bard College
Barnard College
Baylor Univ.
Baylor Univ., Honors College
Belmont Abbey College
Benedictine College
Berry College
Bethel Univ.
Biola Univ.
Boston College
Boston Univ.
Bowdoin College
Brandeis Univ.
Brigham Young Univ.
Brown Univ.
California Lutheran Univ.
California Institute of Technology
Cal Poly, San Luis Obispo
Cal Poly, Pomona
California State Univ., Bakersfield
California State Univ., San Bernardino
Calvin College






Carleton College
Carnegie Mellon Univ.
Case Western Reserve Univ.
Chapman Univ.
Christendom College
Clemson Univ.
Coe College
Colby College
Colgate Univ.
College for Creative Studies
Colorado Christian Univ.
Colorado School of Mines
Colorado State Univ.
Columbia College
Concordia Univ., Irvine
Cornell College
Creighton Univ.
Dartmouth College
Davidson College
Drexel Univ.
Earlham College
Eastern New Mexico Univ., Portales
Embry-Riddle Aeronautical Univ.
Evangel Univ.
Florida State Univ.
Fordham Univ.
Franciscan Univ. of Steubenville
George Fox Univ.
Georgetown Univ.
Georgia Institute of Technology
Glendale Community College
Gonzaga Univ.
Grand Canyon Univ.

Grinnell College
Grove City College
Hamilton College
Hillsdale College
Hobart & William Smith College
Hofstra Univ.
Hope College
Illinois Institute of Technology
Lafayette College
Lawrence Univ.
Lehigh Univ.
Lewis & Clark College
Louisiana State Univ.
Loyola Univ., New Orleans
Marist College
Mesa Community College
Michigan State Univ.
Middlebury College
Mount Holyoke College
New Mexico State Univ.
New York Univ.
Northeastern Univ.
Northern Arizona Univ.
Northern Arizona Univ., Honors Program
Northern State Univ.
Northwest Christian Univ.
Northwestern College
Northwestern Univ.
Occidental College
Oregon State Univ.
Paradise Valley Community College
Pepperdine Univ.
Phoenix College
Point Loma Nazarene Univ.
Pomona College

Prescott College
Princeton Univ.
Purdue Univ.
Reed College
Regis Univ.
Rensselaer Polytechnic Institute
Rhodes College
Rice Univ.
Rochester Institute of Technology
Saint John's Univ., Maryland
Saint Louis Univ.
Saint Vincent College
Salve Regina Univ.
Samford Univ.
San Diego State Univ.
Santa Clara Univ.
Sarah Lawrence College
Scottsdale Community College
Seattle Pacific Univ.
Seattle Univ.
Simpson College
Soka Univ. of America
South Mountain Community College
Southern Utah Univ.
St. John's College
Texas A&M Univ.
Texas Christian Univ.
The Art Institute of CA, San Francisco
The College of Idaho
The George Washington Univ.
The King's College
The Univ. of Alabama

The Univ. of Alabama Honors Program
The Univ. of Arizona
The Univ. of Arizona, Honors College
Thomas Aquinas College
Trinity Univ.
Tufts Univ.
Tulane Univ.
United States Air Force Academy
United States Military Academy
United States Naval Academy
Univ. of California at Berkeley
Univ. of California at Irvine
Univ. of California at Los Angeles
Univ. of California at San Diego
Univ. of California at Santa Barbara
Univ. of Chicago
Univ. of Colorado at Colorado Springs
Univ. of Connecticut
Univ. of Dallas
Univ. of Denver
Univ. of Illinois at Urbana-Champaign
Univ. of LaVerne
Univ. of Massachusetts, Amherst
Univ. of Miami
Univ. of Michigan
Univ. of Missouri Columbia
Univ. of North Dakota

Univ. of Notre Dame
Univ. of Oklahoma
Univ. of Oregon
Univ. of Pennsylvania
Univ. of Portland
Univ. of Puget Sound
Univ. of Redlands
Univ. of Richmond
Univ. of San Diego, Honors Program
Univ. of the Pacific
Vanderbilt Univ.
Vanguard Univ. of Southern CA
Vassar College
Villanova Univ.
Virginia Commonwealth Univ.
Warner Pacific College
Washington and Lee Univ.
Webster Univ.
Wesleyan Univ.
Westmont College
Wheaton College, IL
Whitman College
Whittier College
Whitworth Univ.
Willamette Univ.
Williams College
Worcester Polytechnic Institute

Class of 2012 Statistics	 Veritas	 Chandler	 Mesa	 Scottsdale	 Glendale	National Average
Number of Graduates	48	62	26	18	23	N/A
% of Class Commended or Better by National Merit Scholarship Program (NMSP) (includes Nat'l Hispanic Scholars)	21%	24%	8%	11%	4%	< 1%
% of Class Named NMSP Finalist	8%	13%	0%	0%	4%	< 1%
Average SAT Score	1829	1885	1822	1862	1785	1501
% of Class Receiving College Scholarships	73%	81%	69%	72%	78%	N/A
% of Students Accepted to a "More or Most Selective College" (as defined by US News & World Report)	69%	60%	53%	55%	65%	N/A
Average ACT Score	27.4	28.1	26.1	27.1	27	21.1

Class of 2013 PSAT Data	Veritas	Chandler	Mesa	Scottsdale	Glendale	National Average
Average PSAT Score	176	178	150	164	162	143

AIMS 2012 (Arizona's Instrument to Measure Standards)

Percentage meeting or exceeding

3rd grade	5th grade	8th grade	10th grade
94 Archway Scottsdale	97 Archway Scottsdale	99 Glendale Prep	100 Scottsdale Prep
94 Anthem Prep	92 Archway Chandler	96 Chandler Prep	99 Glendale Prep
93 Archway Chandler	91 Archway Veritas	95 Mesa Prep	99 Veritas
89 Archway Veritas	90 Anthem Prep	94 Scottsdale Prep	98 Chandler Prep
80 Archway Trivium	84 Archway Trivium	93 Veritas	96 Mesa Prep
67 Teleos	64 Teleos	89 Anthem Prep	92 Anthem Prep
60 Teleos			
83 Great Hearts Average	87 Great Hearts Average	89 Great Hearts Average	97 Great Hearts Average
72 Arizona Average	66 Arizona Average	65 Arizona Average	70 Arizona Average

New Academies

Great Hearts Academies is pleased to introduce three new academies for the 2012-13 school year.



North Phoenix Preparatory Academy

Headmaster: P. Kevin Topper
Number of Students during the 2012-13 School Year: 100 in grades 6-7
Number of Teachers during the 2012-13 School Year: 9





Archway Classical Academy | North Phoenix

Headmaster: David Denton
Number of Students during the
2012-13 School Year: 450 in grades K-5
Number of Teachers during the
2012-13 School Year: 47



Maryvale Preparatory Academy

Headmaster: Mac Esau
Number of Students during the
2012-13 School Year: 140 in grades K-3
Number of Teachers during the
2012-13 School Year: 14



2011-12 Highlights

Veritas Prep

- Girls Volleyball won their third Arizona Interscholastic Association (AIA) Division IV State Championship in four years
- Junior **Sarah Sponcil** (Volleyball) was named All-State first team, All-Section first team, and MVP
- Boys Cross Country placed 3rd in the AIA State Championships
- Junior **Ben King** was All-State second team and All-Section first team in AIA Boys Basketball
- Junior **Simon Whitfield** took 1st place in the 100 meter dash and 2nd in the 200 meter and 400 meter in the AIA Boys Track and Field State Championship

Chandler Prep

- Chandler Prep's Varsity Football team (AIA Division VI) was presented with the Matt O'Hanhila Sportsmanship Award
- The Girls Track and Field 4x400 meter team took 3rd place at the AIA Division IV State Championship, and senior **Sarah Strong** took 2nd place in both the 100 and 300 meter hurdles, and 6th place in the 200 meter dash
- Sophomore **Ajay Janakiram** (Men's Singles), juniors **Patrick Staring** & **Chris Knight** (Men's Doubles), and junior **Sarah Mohr** (Women's Singles) - were Quarterfinalists at the AIA Division III State Tennis Tournament

Mesa Prep

- Mesa Prep's Football team had an undefeated regular season and were CAA East League Champions
- Girls Volleyball won the 1A Charter Athletic Association (CAA) State Championship
- The Co-Ed Soccer team had an undefeated regular season
- The Baseball team went undefeated and won the 1A CAA State Championship
- Mesa Prep's Boys & Girls Track teams won the 1A CAA State Championships

Glendale Prep

- Glendale Prep's Boys Cross Country team were CAA State Champions
- Girls Volleyball had an undefeated season, were 2A CAA State Champions, and were Gold Division Champions at the CAA's annual Spike It! Tournament
- Glendale Prep's Football team were 1A CAA State Champions
- The Girls Basketball team had a 19-1 record and were 2A CAA State Champions

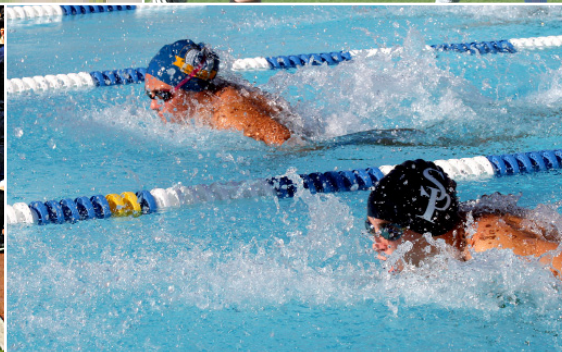
Scottsdale Prep

- Scottsdale Prep placed 3rd in the AIA's inaugural Sand Volleyball season (girls)
- 2012 graduate **Aidan Wright** won the Division IV State Championship in discus and set a national record for touchdown passes (50) in a season for 8-man Football
- Junior **Cecina Babich Morrow** made the finals in two events at the AIA State Swimming Championship
- Junior **Matt Munsil** tied for 3rd nationally for most touchdown receptions (6) in a single game

Anthem Prep

- Anthem Prep's Girls Volleyball team finished 5th at the CAA 1A State Championship
- Junior **Dominic Clark** finished 1st in the CAA State Championship Cross Country meet, and 1st in the two-mile CAA State track meet
- Junior **Megan Villandre** (Volleyball), junior **Isabella Villanueva** (Volleyball), and sophomore **Lawson Busch** (Basketball) received All-Conference and All-State honors





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, Goodness, and Beauty to healthy competition between the students.

2011-12

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 Glendale Prep

2011-12

League Champions

Football Chandler Prep

Volleyball (A) Scottsdale Christian

Volleyball (B) Glendale Prep

Cross Country (Boys) Scottsdale Christian

Cross Country (Girls) Chandler Prep

Baseball Scottsdale Prep

Softball Phoenix Country Day

Soccer (Boys) Chandler Prep

Soccer (Girls) Scottsdale Prep

Tennis (Co-ed) Glendale Prep

Track & Field (Boys) Scottsdale Christian

Track & Field (Girls) Chandler Prep

Basketball A (Boys) Chandler Prep

Basketball B (Boys) Scottsdale Prep

Basketball A & B (Girls) Scottsdale Prep





Teacher Profile

Courtney Gunn, Glendale Prep

Beyond Calculation

It may seem unconventional that my journey to becoming a math teacher began as a student in a Great Books Program. In high school, literature was my favorite course of study, because through discussing literature, I engaged in questions concerning the human condition. So, I was intrigued that the mathematics and science courses at the Great Books Program of St. Mary's College in California were discussion based, guided by the same Socratic method used to study literature and philosophy. During my time there, I read the original texts of the most influential mathematicians and scientists of our Western tradition.

Soon I was enjoying mathematics classes as much as literature classes, because I was engaging in discussions that attempted to understand the nature and purpose of mathematics. The freshman mathematics course began with Euclid's *Elements*. My experience while doing the geometric proof of the

Pythagorean Theorem stands out as an important moment in that course. While I had used the equation, $a^2 + b^2 = c^2$ for calculation many times before, seeing *why* the equation was true, and geometrically represented by actual squares, was a defining moment for me.

As a teacher at Glendale Preparatory Academy, my goal is to guide my students through a similar educational process. Classically, arithmetic and geometry are two foundational arts of the Quadrivium; therefore, at Glendale Prep we study mathematics as a liberal art. In mathematics, as in Humane Letters, it is of the utmost importance that the question "what are we studying" is raised and that the classes are conducted Socratically.

While our students must and do learn to do calculations well, we lose the richness of the discipline if we focus only on calculation and neglect the questions that lead to a

"Mathematics, like literature, is captivating to me because it is the genuine expression of the human endeavor to understand and articulate reality...Through studying mathematics, the minds and souls of our students become ordered."

— Courtney Gunn

deeper understanding of mathematical truths. If the focus of mathematics is on calculations alone, then we are no longer treating mathematics as intrinsically good, but rather, as a service to attain something else. Students engage in the timeless questions in mathematics. What is quantity? What is the nature of infinity? How do algebraic equations relate to the physical world?

Mathematics, like literature, is captivating to me because it is the genuine expression of the human endeavor to understand and articulate reality. The study of mathematics as a science is an integral part of the human pursuit of truth, and as such, it forms an integral part of our curriculum. By science, I mean a mode of inquiry that begins with self-evident truths, and through logical demonstration, proves new universal truths. Through studying mathematics, the minds and souls of our students become ordered.

I enjoy seeing our students graduate as confident mathematicians, not just confident calculators. This confidence comes from a philosophical understanding of the history of mathematics and through being able to see, contemplate, abstract, and articulate the truth from the world around us. Modern mathematics owes much to the conversation that began in the Western tradition with Euclid. This conversation about the changeless object of mathematics (quantity abstracted from the physical world) has spanned time from the ancients until today. My students become participants in this timeless conversation. My work, then, is to lead my students into and through this conversation, and in doing so, hopefully, they will come to love mathematics as much as I do.

Courtney Gunn teaches Geometry, Trigonometry, and Pre-Calculus at Glendale Prep.



A PASSION for TEACHING

What brought you to invest your talents
and career at Great Hearts?

I love teaching a curriculum that is designed to meaningfully challenge the students to grow well beyond simple content knowledge of a subject. Students learn how to think and how to seek knowledge of Truth, Goodness, and Beauty in literature, the arts, history, mathematics, philosophy and in the natural world by regularly practicing critical analysis through writing, speech, and performance which takes them well beyond the requisite facts and figures needed to simply pass a class or standardized test.

- Mr. John Villaca, Scottsdale Prep
(6th grade Intro to Science and 8th grade Earth Science)

Being a Great Hearts teacher is exciting because I never feel like the next day is just going to be a repeat of the day before. There is always something new to learn, to discuss, to work on, to celebrate, to go deeper into, to revise, to reflect upon. For the first time as a teacher, not only do I feel like I am truly teaching, but that my teaching of others is also taking me deeper as a student into the subjects and concepts that we are learning about.

- Mr. Eric Hull, Archway Scottsdale (4th grade)

At Great Hearts I am a student much like the children I teach. Great Hearts continually pours into their staff through weekly enrichment activities, frequent cultural and intellectual special events and individual staff educational funding. Working for this organization enriches my life. It not only makes me a better educator, it makes me a better citizen, friend, mother, and wife.

- Mrs. Carter Mogren, Archway Veritas
(2nd grade)

My daughters were attending 7th and 8th grade at the first school in the Great Hearts system. Every evening at the dinner table they were discussing some wonderful book or summarizing an incredible class discussion. I felt left out. I felt left behind. I had to be part of what they were experiencing.

- Mr. Darryl Orletsky, Chandler Prep (10th grade Physics I and Algebra II)

"A liberal education is at the heart of a civil society, and at the heart of a liberal education is the act of teaching." — A. Bartlett Giamatti

The culture of our school is defined by the philosophy that there is truth and that every child should be guided toward that truth. Like all schools, our goal is the education of children. At Great Hearts, however, my teaching is concerned about forming my students' souls as well as their minds.

- Mrs. Marnie Maza, Archway Chandler (4th grade)

I was attracted to Great Hearts because I encountered an attitude of professionalism and seriousness among the faculty and an awareness of how much is at stake in the lives of young men and women. Above all, Great Hearts is a community of learners, and as a faculty we understand that if we are going to have any success in communicating the truth to our students, we must first be passionate about the pursuit of truth in our own lives.

- Ms. Caitlin Fennerty, Scottsdale Prep (12th grade Humane Letters and 8th grade Literature & Composition)

DID YOU KNOW?

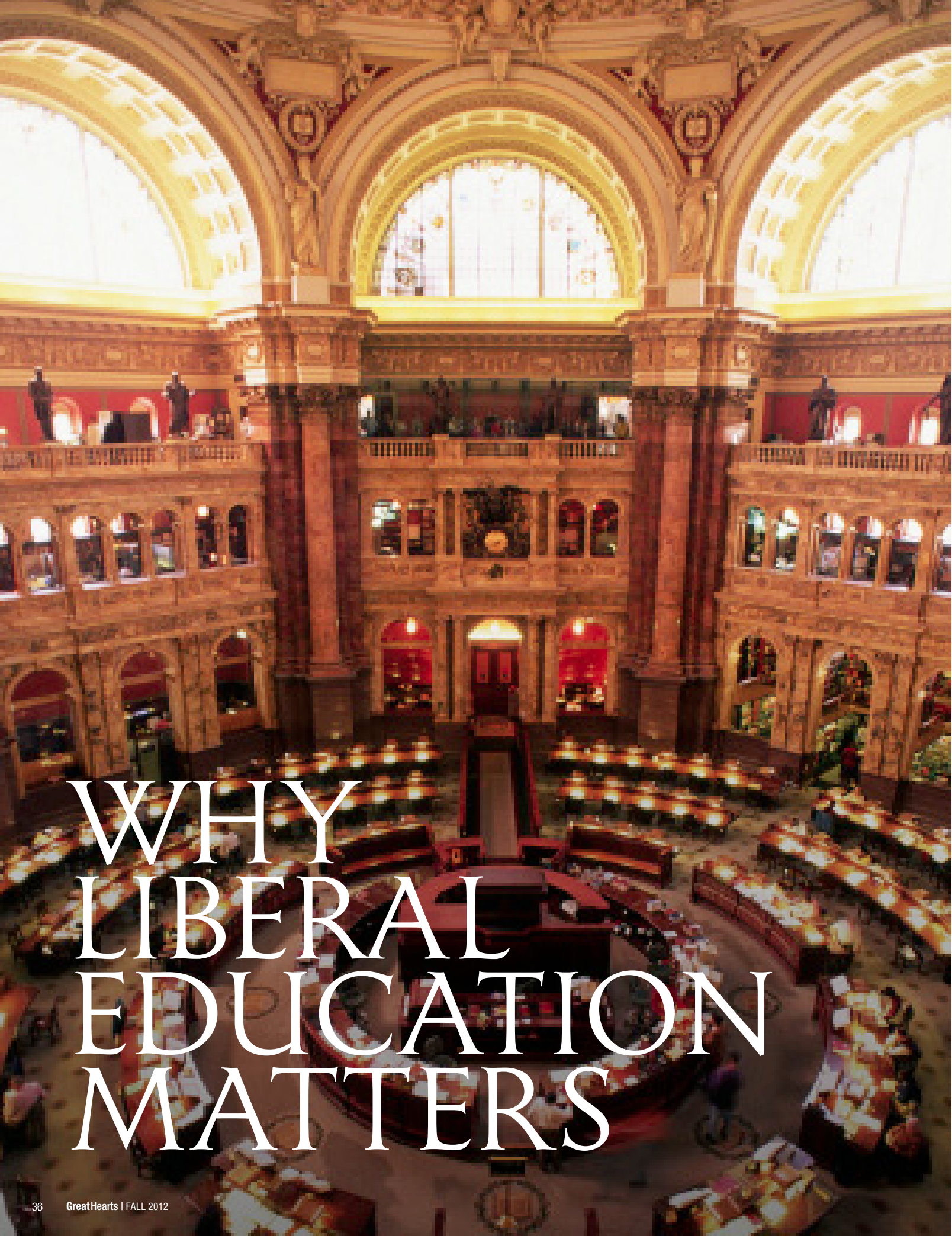
43%

of Great Hearts
teachers come from
out-of-state

Top 5 colleges from which Great Hearts teachers received their undergraduate degree

1. Arizona State University
2. Hillsdale College
3. University of Dallas
4. St. John's College
5. University of Arizona





WHY LIBERAL EDUCATION MATTERS

IN 1867, WHEN HE DISCHARGED HIS MAIN RESPONSIBILITY AS HONORARY RECTOR OF ST. ANDREWS UNIVERSITY BY DELIVERING AN ADDRESS ON LIBERAL EDUCATION TO THE STUDENTS, THE PHILOSOPHER AND CIVIL SERVANT JOHN STUART MILL FELT COMPELLED TO DEFEND THE PLACE OF THE SCIENCES ALONGSIDE THE HUMANITIES. TODAY IT IS THE CONNECTION OF THE HUMANITIES TO A FREE MIND AND CITIZENSHIP IN A FREE SOCIETY THAT REQUIRES DEFENSE.

For years, an array of influential voices has been calling for our nation's schools and universities to improve science and math education. Given the globalized and high-tech world, the prize, pundits everywhere argue, goes to the nations that summon the foresight and discipline to educate scientists and engineers capable of developing tomorrow's ideas.

No doubt science and math are vital. But all of the attention being paid to these disciplines obscures a more serious problem: the urgent need to reform liberal education.

At the university level, enrollments in humanities courses have fallen precipitously and philosophical positivism is rampant. Many social scientists go beyond the sensible view that the scientific method is indispensable to achieving knowledge to a more dogmatic view that it is the one true form of reasoned inquiry and that only its results deserve to be called knowledge. The positivists disparage all other forms of inquiry and analysis as literature or journalism—by which they mean writings that are intrinsically unsystematic, subjective and of little intellectual value.

At the primary and secondary education level, according to UNESCO statistics, America spends more instructional time on math and science than almost any other country surveyed. We also spend significantly more money per student than the countries that beat us in international math and science tests, including Japan and South Korea. Data from the Organization for Economic Cooperation and Development (OECD) indicate that over the course of a student's primary and secondary education, the U.S. spends around \$123,000 on educating students, Japan about \$92,000, and Korea about \$74,000.

Nevertheless, American primary grade students' overall test scores fall in the middle of the pack of the high-income, democratic countries that compose the OECD, while American secondary students' overall test scores tend toward the bottom. The highest achievers do pretty well, although their performance comes in below the average among the OECD's highest achievers.

So science and math education is a mixed bag, resources are not the problem, and reform is very much in the national interest. But science and math education reform begins with the reform of liberal education, of which it is a part.

Liberal education supposes that while individual rights are shared equally by all, the responsible exercise of those rights is an achievement that depends on cultivating the mind. Reading, writing and arithmetic are the basics that free societies rightly hold parents responsible for ensuring that their children master. Many of these children live productive and satisfying lives with the knowledge and training they acquire by the time they graduate from high school. Still, the liberal education to which our colleges and universities pay lip service represents the culmination of a citizen's preparation for freedom.

The drop in humanities enrollments has a lot to do with the pretentious and opaque theorizing that humanities professors have inserted between students and the study of history, literature and philosophy.

Meanwhile, confused faculty and incoherent university curricula encourage students to equate liberal education with studying whatever they please. Education for freedom requires more systematic training.

How can one think independently about what kind of life to live without acquiring familiarity with the ideas about happiness and misery, exaltation and despair, nobility and baseness that study of literature, philosophy and religion bring to life? How can one pass reasoned judgment on public policy if one is ignorant of the principles of constitutional government, the operation of the market, the impact of society on perception and belief and, not least, the competing opinions about justice to which democracy in America is heir?

How can one properly evaluate America's place in the international order without an appreciation of the history of the rise and fall of nations, and that familiarity with allies and adversaries that comes from serious study of their languages, cultures and beliefs?

A proper education, culminating in a liberal education, gives science an honored place. It teaches students, among other things, the fundamentals of the scientific method and the contribution that science has made to human security, freedom and prosperity; it exposes all students to the basic achievements of biology, chemistry and physics; and it encourages those with aptitude to specialize. At the same time, a liberal education brings into focus the limits of science, beginning with the impossibility of explaining the value of science and math in scientific and mathematical terms—to say nothing of science's incapacity to account for the worth and dignity of the individual.

For the sake of science and math, for the sake of international competitiveness, and even more for the sake of defending the worth and dignity of the individual, the reinvigoration of the humanities and the restoration of liberal education as education for freedom must become a priority.

Mr. Berkowitz is a senior fellow at Stanford's Hoover Institution, where he co-chairs the task force on the virtues of a free society.

Dear Seniors,

This is a letter from friends. All of us who are writing this letter are Great Hearts alumni. We came together to write this letter because we have all shared in a unique experience as Great Hearts students. It is something that we cherish and that unites us now with you. As you begin your senior year, we wish to give you a fuller glimpse of the lasting value of that experience, that legacy of which you are now a member.

A Letter from Friends

Don't worry: we are not about to sugarcoat our memories of the past. We have all experienced Latin, Plato's Republic, and the Senior Thesis. We are not about to pretend that life as a Great Hearts senior is easy. Our reason for writing this letter is to remind you that, even though a Great Hearts education is difficult, it is, in the end, rewarding. We want to show you what we have found, in these first years of college, to be the most enduring values of an animus magnus, a great heart. It is worth your time and effort. And we can say that because we have been there too.

Friendship's Enduring Lesson

The aim of a liberal arts education is not to produce a person with a particular set of ideas, but rather to produce a particular type of person: a person who is truly free. You have questioned and examined others: what they believe and, more importantly, why they believe it. You have questioned and examined yourself. And all the while the community of friends around you, your peers and your teachers, encouraged you as you engaged in this reflection, this examination. The true friendships you gain are not established for necessity or utility, but rather for the desire, pursuit, and attainment of truth and goodness. This is a narrow road, the call to lead a life worth living. Make no mistake: Living a moral life is difficult, but never forget that to walk the journey hand-in-hand with another is among the greatest of life's blessings. Keep the people with whom you began this journey close to your heart.

In the final pages of Dostoevsky's *The Brothers Karamazov*, one of the last books you will read as a senior, the character Alyosha reflects on a parting of ways similar to that you will face at the end of your years at Great Hearts. He says, "Let us make a compact here ... that we will never forget one another. And even if we are occupied with most important things, if we attain to honor or fall into great misfortune – still let us remember how good it once was here, when we were all together, united by a good and kind feeling which made us, for the time ... better perhaps than we are". The true friendships you have formed will not fade with distance or time as long as you do not forget them.

The Importance of Humility

Honestly, we can't say it any better than Alyosha. Remember the profound joy and near-sacred duty of loving others, because the lesson of friendship's worth is of immeasurable value. And for that reason we want to caution you as well: In the coming years, make sure that you do not lose an attitude of humility. In a strange way, this may not be easy. In college, you may

find yourself more prepared than you ever expected. If, in those circumstances, you find yourself thinking that you are superior to your peers, you are forgetting the path that defined your time at Great Hearts. To quote Sir Isaac Newton: "If I have seen further than others, it is by standing on the shoulders of giants." You owe it to the teachers, friends, and relatives who helped form who you are today to diligently maintain a humble, down-to-earth outlook. What you have done, you have done with the help of others.

Right now, you stand on the brink of entering into an amazing time of your life. What you have learned at Great Hearts will give you the chance to impact and impress your professors, classmates, and friends. Stay humble; keep your head on straight; and make the decision to live not just for yourself, but also for those around you. It is a hard choice, but in the end the humility found in seeking the good of others before yourself enables you to truly serve your society, extending from your family to your colleagues to your country. In that, more than in anything else, you show yourself to be an animus magnus, a great heart.

Our Final Word: The Love of Learning

Mark Twain once said, "I never let my schooling interfere with my education." He was onto something important. You are fortunate that your Great Hearts "schooling" has also been a true education. However, we would encourage you to think of this as just the first step in a life-long pursuit of the True, the Good, and the Beautiful. The world today has largely forgotten these ideals. You are about to step out into a culture that claims that we cannot know what is "true", that each person's "good" is whatever makes him or her feel happy, and that the "beautiful" is a matter of opinion. These claims will not overwhelm you if you remember to put them in a larger context. Your high school, by introducing you to the best thinkers of human history, has given you a yardstick with which to evaluate the ideas you will confront when you enter college and in the decades to follow.

There comes a point in most people's lives where our deepest beliefs are challenged in a significant way. When this happens to you, remember that you are not alone in your search for the truth, and that the truth can be grasped by every mind in honest search of it. Continue to read, and continue to form sincere friendships. True friends and great books will be two of your strongest allies in the years to come, as you humbly pursue a life of learning.

Rachel MacGillivray
Veritas '08, University of Dallas '12
Joel Malkin
Veritas '09, Dartmouth College '13
Mary Elizabeth Zabitski
Veritas '09, University of Dallas '13
Joseph Labadie
Veritas '10,
Northern Arizona University '13

Tess Hilliard
Veritas '10, Kenyon College '14
Holly Schlotterbeck
Chandler Prep '10,
United States Military Academy '14
Allison Weidemann
Chandler Prep '10,
Arizona State University '14



Graduation 2012

Veritas, Chandler, Mesa, Scottsdale, and Glendale Preparatory Academies



"I would like to talk about one specific quality of this graduating class: compassion. Somehow we have developed a genuine concern for each other beyond the fluff and flattery of sentimentality. I see it when we are glad to understand our disagreements and resolve them in Humane Letters. I gain from it when we are willing to help each other delve into Greek grammar or the intricacies of Calculus. I feel it when we show patience and kindness to each other in times of need. Just to help elucidate how astounding a thing this is, let us look back for a moment, to 8th grade when I first enrolled at Mesa Prep."

— Michael Hayes, Co-Valedictorian,
Mesa Preparatory Academy



"I think ultimately the best thing is to do only what you love to do, to do what you do for its own sake—and to find a way to fold discharging burdensome duties into that more exhilarating way of life."

— Eva Brann, Guest Speaker,
Glendale Preparatory Academy

"What do you want your legacy to be? How do you as an individual want to leave your mark on the world and inspire others to seek truth? I am not telling you to change the world by making a name for yourself or doing something heroic for all to see, but I am asking you to think about how your actions reflect what you for certain know to be true."

— Kirklan Ventrella, Co-Valedictorian,
Mesa Preparatory Academy

"Veritas taught us how to think critically, read actively, write clearly, listen respectfully, and speak carefully. These skills will help us to communicate as individuals and as citizens. We have been introduced to some of the greatest writers and thinkers in Western Culture. These authors will be our patrons as long as we return to them for advice and strength. We were also introduced to unfamiliar subjects and disciplines; if they seemed strange and distasteful at first we came to appreciate them with time."

— Will MacGillevery, Co-Valedictorian,
Veritas Preparatory Academy





"I feel that each one of us understands the importance of considering Truth, Goodness, and Beauty especially in a society where most people don't stop to think about such profound ideas. So as we all go out into the world, let us not lose sight of these profound ideas which have been so ingrained into our education these past four years. And no matter where life may take each one of us, let us remember how good it feels to be here together as a senior class, united by a communion of friendship."

— Piper Boyll, Valedictorian,
Scottsdale Preparatory Academy

"Our experience here has allowed each of us to build a firm foundation for the rest of our lives. As we begin to erect our own structures from this foundation there is something that I urgently want to remind you of. Here at Veritas we have been provided with the tools not only to build up the edifice of our future, but to do so with honor and integrity. I am thoroughly confident that each and every one of you is capable of great things. But in pursuing your passions, do not forget this place. Veritas has given so much to each of us. And as we go forth into the world, we each have so much to give. So I urge you to never doubt your ability to do good for another."

— Ryan Greene, Co-Valedictorian,
Veritas Preparatory Academy



"So, class of 2012, my dearest friends, I welcome you to the next chapter of your life. We have come so far in the last six years, and all of us have matured into great-hearted intellectuals. But we owe this maturation to many significant people in our lives. For guiding us in our lives and supporting us all the way, we thank God, our families, and our friends. For teaching us the importance of questioning everything and pursuing Truth, Beauty, and Goodness, we thank our teachers and the entire administration."

— Christian Nelson, Salutarian,
Chandler Preparatory Academy

"Near the end of Dostoevsky's novel *The Brothers Karamazov*, the hero, Alyosha, speaks about the value of good memories. He says, "You must know that there is nothing higher, or stronger, or sounder...than some good memory. If a man stores up many such memories to take into life, then he is saved for his whole life...perhaps just this memory alone will keep him from great evil, and he will think better of it and say, 'Yes, I was kind, brave, and honest then.'" As Glendale Prep's first graduating class, we have such a memory. We know what it is like to be open with our friends, to not hide who we are, to truly help each other and encourage each other in what we love, to forgive each other and set examples for each other."

— Jessica Tinlin, Valedictorian,
Glendale Preparatory Academy



Great Expectations

Q&A with the Rosztoczy Family

Q Why did you choose a Great Hearts academy for your children?

A We wanted our children to be challenged. They spend so much of their time in school, and we really wanted that time to be spent in a stimulating learning environment. We strongly believe that children will strive to meet expectations when the expectations are clearly set before them. So we were looking for a school that would set the bar high and challenge the kids to reach it. We feel very blessed that Trivium has turned out to be a school that establishes high expectations and provides the right environment to help the students succeed.

Q What would you tell a family who was concerned that the curriculum and demands of a Great Hearts academy are too much to ask of elementary age students?

A The demands are significant. However, they are nowhere near “too much to ask.” Our kids still have time to play club sports or engage in other activities. None of the parents we socialize with at Trivium have expressed to us that the demands are too great, and most of their children are also involved in activities outside of school. The demands, though much greater than our previous public school, are very manageable. If we had to make the decision all over again, knowing what we know now, we would sign up for Great Hearts every time.

Q Did your children discover any new passions or talents as a result of being exposed to this classical curriculum?

A That’s a tough one. We’re not sure our children know yet what their passions are. However, we can say that our son was very interested in his class’s

study of astronomy. He would come home and share with us the amazing facts he was learning about the size of various stars compared to the earth and the sun. He found it fascinating, and he would go on the Internet at home and look for more information about certain stars and galaxies. One night, we taped a documentary on TV for him because while watching it we were amazed by the graphics and the fact that much of the information they were sharing we had recently learned from our 3rd grade son.

Q You have a 2nd, 4th, 6th and 8th grader. What does the Socratic method mean for them?

A The Socratic Method is a vital tool for engaging students and compelling them to participate actively in the learning process. Trivium utilizes this approach very successfully, and we have seen the results. Our children no longer complain of being bored by school. School is now stimulating, and the children are learning from the ideas, observations, and questions of their fellow students. They love the discussions and pondering the questions that are raised by the class.

Q What does Great Hearts ask of you as parents?

A Great Hearts asks us to be actively engaged in the education of our children and, if possible, engaged with the school. We are happy to work with our children when they need help with homework or ask questions about a topic that was discussed in class. Because the curriculum is challenging, there are times when parental involvement at home is a necessary part of the learning process. More often than not, we are learning right along with them. Some of the time we spend “assisting our children” is really time spent learning.

And at our age, we understand that our own depth of knowledge has a lot of room for growth. Trivium has been good for the whole family. We also stay engaged with the school by helping in the classroom, organizing class events or assisting with extracurricular activities. At Trivium, it seems that parents have responded enthusiastically to all that has been asked of them, and as a result the community spirit that has been created at Trivium has surpassed most expectations.

Q You give to the academy financially. Why did you choose to make this a priority?

A The school can’t provide all of the activities and facilities that are truly needed if the only funds it receives are from the state. Many families pay a lot of money to send their children to private schools in an effort to get them a good education. We are blessed that our children can receive such an outstanding education at a public charter school. Theoretically, we can benefit from this truly excellent education without paying a dime. However, that doesn’t seem right. We are honored to be a part of the Trivium community. Rachel enjoys helping in our kids’ classrooms as needed. We enjoy participating in school fundraising efforts, and had a ball at the spring golf tournament. Finally, we believe it’s important to make regular donations to support the school’s ongoing operations. If a family is blessed with the means, when they see how much the school is giving their family without charging any tuition, it is an easy decision to offer the additional financial support.

The Rosztoczy family consists of mom, Rachel, dad, Rob, son Danny (4th grade), and daughters Anna (8th grade), Paula (6th grade) and Lea (2nd grade), and faithful friend, Moxie.



"More often than not, we are learning right along with them. Some of the time we spend 'assisting our children' is really time spent learning."

Building a Home for the Tradition



The Veritas capital campaign has helped transform a vacant office building into a thriving new campus home with full amenities. More importantly, it has helped establish a new K-12 Veritas community that will serve 1,100 young men and women each day for generations to come, providing a model for the renewal of public education.

We wish to publicly acknowledge the gifts that helped make the goals of this campaign a reality. From our lead gift from the Quayle family, to our cornerstone gifts from the Steele Foundation and the Lund family, to the families, foundations, and corporations, we wish to thank all who have stepped forward in generosity thus far.

As of July 1, 2012

\$1,500,000+

The Quayle Family

\$500,000+

Lund Family Foundations
The Steele Foundation

\$250,000+

Arizona Sports &
Tourism Authority

\$100,000+

Bob and Tina Mulhern

\$50,000+

Jay and Carol Heiler
Hensley & Co.

\$25,000+

Anonymous
Al and Ewa Grabowski
Derrick and Amy Hall
Trent and Tricia Longnecker
Rick McCartney
Karrin Kunasek Taylor
Steve and Denise Zabalski
Michael and Michelle Zerbib

\$10,000+

John and Amy Anton
Anonymous Foundation (2)
Archway Veritas Parent
Organization
Larry and Cheryl Butler
Colliers International, LLC
Peter and Maureen
Cosovich
Timothy and Anne Erblich

\$10,000+

Russell Greene and
Greta Heidner
Walter and Megan Lindsay
Mark and Michele Meyer
Bryan and Marissa
Morganstern
Chris and Tracey Orkild
Ian and Nina Parker
Josh and Julie Pitcl
Daniel and Andrea Scoggin
Charlie and Jennifer Smith
Erik and Allison Twist
Dan and Amy Tyre
Veritas Parent Organization
William and Patricia von Kolen

\$5,000+

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Beckmann
Alex and Katie Clark
Richard and Heidi Coupland
Roland and Colleen Davis
Jeff and Kari Halperin
Brian and Judy Hull
Marc and Dawn Richter
Mark and Kim Seeley
Chris Thomas and
Karen Peters

\$2,500+

Joshua and Yolanda
Bloomstone
Gary and Jessica Fairbanks
Erik and Cheryl Hanson
Jud and Courtney Holmes
Lester and Mary Langlois

\$2,500+

Mark and Natalie Leber
Kevin and Julia MacDonald
Perry and Elisabeth Mathis
Dean and Leila Miller
Walt and Lili Nieri
Doug and Krista Robinson
Mark and Karen Rogers
Patrick and Dee Snyder
Kenny Stropka
Anthony and Kristen Will
Kevin and Sarah Wright

\$1,000+

Anonymous (1)
Jason and Fifita Cobb
Christy Dean-Liebes
Ernie and Rose Dwork
John and Rebecca Even
Gary and Lori Hughes
Matt and Anne Ladner
Hank and Laura Mackey
Steve and Maria Parrish
Earl and Patricia Petznick
Mark and Katherine
Reckling
Joe and Cindy Roberts
Matt and Peggy Roberts
Alan and Paula Sears
Kyle and Jennifer Strickland
Michael and Allison Wimmer
Jeff and Heather Wincel
John and Lauren Worth

Cabinet Members

Derrick Hall, Co-chair –
President and CEO, Arizona Diamondbacks
Karrin Kunasek Taylor, Co-chair –
Executive Vice President, DMB Associates, Inc.
Jay Heiler, Great Hearts Board President,
Arizona Board of Regents

Rick McCartney, Veritas Committee Co-Chair –
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Managing Director, Colliers International
Barbara Ralston – Executive Director,
Homeward Bound

Don Ulrich – Chairman, RSI Enterprises, Inc.
Mike Zerbib, Archway Committee Co-Chair –
Principal, Integral Property Tax Services

Thank you!

Great Hearts Academies would like to thank every family that gave financially to their school last year. Parent giving reflects the heart of our communities. It is a perennial source of strength – providing the necessary funding for a prep school education in a public school setting, and unity – people give where their hearts are, and giving draws us in around a shared vision.

This last year, [3,232](#) families and friends gave to their schools.

With gifts of all sizes, you supported your headmasters and teachers in the classroom through our annual [Community Investment campaign](#).

And with your [Public School Tax Credit](#) contributions you helped us build strong athletic teams, fine arts programs, and clubs in a small school setting.

Our academies and network have grown tremendously in recent years, and the list of each family's name is now too long to print here as we have in the past. Though the numbers are now larger and growing, each family's gift stands on its own as a choice to give freely – as an investment for their child, and for the good of something larger than themselves.

On behalf of the faculty and staff of every academy and the students we serve...

[Thank you!](#)





Great Hearts Academies continues to provide an excellent preparatory school experience in a challenging public school funding environment.

Great Hearts Academies is proving that schools can deliver outstanding academic results with students while achieving financial sustainability. Once again, in the 2012-13 school year, the fifteen Great Hearts academies' financial budgets reflect a commitment to providing the very best classical liberal arts education in a prep school-like setting within the framework of Arizona's public charter school funding levels. As with other charter and district schools, the academies are funded through a combination of public funding, parent donations, and

charitable grants. The overwhelming majority (84%) of the \$48 million in budgeted revenue it takes to serve over 6,000 students in the Great Hearts schools comes from per-pupil funding from public sources.

On average, each Great Hearts school receives just under \$6,200 per-pupil from state public education tax dollars, which is consistent with last year after several years of significant cuts. Arizona's public education funding remains one of the very lowest per-pupil payments in the country. In fact, according to a 2011 Bellwether Education Partners report, Arizona's per-pupil funding is approximately 14% below the national average. Furthermore, according to that same Bellwether report, Arizona schools were funded with less purchasing power than schools in all but four other states.

Not only does Arizona have one of the lowest per-pupil payments in the country, charter school students in Arizona are funded on average 20% less than traditional district school students. Charter schools also do not have access to local property tax funding as many districts do through bond elections. According to a report titled, "Analysis of Arizona Public School Funding," issued by EduAnalytics in March 2012, charter schools receive approximately \$1,600 less per student per year when considering all statewide K-12 revenue sources. As a result, most charter schools rely on philanthropic aid to avoid operating at a loss, and most need private funding to help finance growth and capital costs. Without parent generosity and tight attention to managing expenses, Great Hearts schools would not be possible.

The largest private source of revenue is the generosity of parent giving to the annual Community Investment Campaign and Tax Credit Drive. These programs support the core curricular and extra-curricular priorities that define Great Hearts Academies as a complete preparatory program and help build a foundation for long-term growth and capital expansion. As a voluntary donation program, this family giving reflects and reinforces the parent partnership with the academies as one of choice and one of mutual commitment.

Nearly 80% of the expenses for the school are directly related to instructional costs (primarily salaries and benefits for the teachers and classroom materials), and school administration and extra-curricular costs. As charter schools, Great Hearts must pay for its facilities out of its operational budget, and on average, about 17% of the expenses are apportioned to facility costs, including rent (or mortgage), maintenance, and utilities.

The schools also spend approximately 6% of their total expenses on support services fees for shared and centralized academic, human capital, back-office, operational, and financial services. Such services include business and charter management, faculty recruiting and training, human resources, fundraising, marketing and public relations, curriculum and program development, school performance reporting, exceptional student services management, information technology, facility management,

accounting processing, and financial and state compliance reporting. The schools achieve economies of scale by accessing these exclusive Great Hearts services at a lower cost than they could achieve if they were sought by each school alone.

Great Hearts combines the autonomy of school-based decisions with the ability to provide leveraged support and effective management across many schools. Ultimately, the headmaster and teachers at each school can focus on their individual community and instruction while also benefiting from being a member of a larger organization tailored to serve them. Great Hearts Academies has introduced a competitive force that will propel change throughout the K-12 landscape, both in terms of operational efficiency and academic excellence.

Note: Each of the schools are not-for-profit, tax-exempt 501(c)3 organizations, as is the charter management organization, Great Hearts Academies.

2012-13 School Year Budget

	Per Student \$	Academy Average	Great Hearts Academies Total
Number of Students			6,225
Revenue			
State Funding	\$6,152	\$2,553,111	\$38,296,663
Federal Funding	338	140,160	2,102,396
Kindergarten & Activity Fees	500	207,684	3,115,256
Community Investment, Tax Credits & Contributions	716	297,334	4,460,009
Total Revenue	7,707	3,198,288	47,974,324
Expenses			
Instructional Personnel	3,553	1,474,684	22,120,263
Instructional Supplies & Other	573	237,596	3,563,935
Co-Curricular Expenses	350	145,109	2,176,630
Facility Costs: Rent, Utilities & Maintenance	1,257	521,643	7,824,641
Depreciation & Amortization	163	67,704	1,015,554
School Administrative & Support Services	1,180	489,708	7,345,624
Management Services	459	190,489	2,857,337
Total Expenses	7,535	3,126,932	46,903,983
Increase in Net Assets	\$172	\$71,356	\$1,070,342



Senior Thesis

Class of 2012 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 is a requirement for graduation.



Veritas Preparatory Academy

Class of 2012 Graduate, Isaiah Contu-Owen

For the Honor and Glory

This thesis examined the contours of the related concepts of "Honor" and "Glory" through an investigation of Homer's *Odyssey*, Conrad's *Heart of Darkness*, and Marcus Aurelius' *Meditations*. Isaiah argued for a distinction between honor, defined as virtuous action aimed at sacrifice for another, and glory, explained as praise offered to one who exceeds typical standards of success. Odysseus' greatness is revealed in his unquenchable thirst for honor, while glory is merely a recognition from others of the extent of his honor. On the other hand, Kurtz's confusion of honor and glory leads to his attempt to seek the latter while neglecting the former, which ultimately rendered him neither honorable nor glorious at the completion of *Heart of Darkness*. The strength of this thesis was its focus on the proper ordering of the concepts of honor and glory and the implications of this ordering in the human pursuit of greatness.



Chandler Preparatory Academy

Class of 2012 Valedictorian, Jonathan Hui

Rise Again: Strange Images and Redemption from the Status Quo

The central claim of this thesis was that strange images in the stories of Kafka and in Plato's *Republic* encourage critical, philosophic reflection on everyday life. In Kafka's "*Metamorphoses*," Gregor Samsa wakes up to another average day, only he has turned into a cockroach. In Plato's *Republic*, Socrates encourages his interlocutors to compare human relationships to several mathematical concepts. For Jonathan, the connection between these works was their oddity. Strange images in philosophic literature generate tension from the juxtaposition of the ordinary with the bizarre. Jonathan proposed that when immersed in the unusual environment of these two thinkers, one could get a fresh perspective on everyday things. Plato and Kafka point out to their reader how quickly one can become accustomed to ridiculous scenarios, urging human beings to live an examined life.

Mesa Preparatory Academy

Class of 2012 Graduate, Breona Modisett

On the Goodness of War: In Relation to Friendship, Happiness, and Various Characteristics of Men

How is it that men can sometimes discover virtue and greatness of soul through the act of engaging in open warfare? In this thesis, the glory seen in the Iliad was examined against the critical lens of Aristotle's Ethics and Plato's Laches in order to resolve this apparent conflict. In reality, when the state of war is voluntarily and deliberately entered into, it provides a crucible of self-examination that potentially allows men to overcome the fear of death, find the meaning in their Aristotelian virtues, and enter into true friendships more rapidly and thoroughly than is possible in any other context.



Class of 2012 Co-Valedictorian, Kirklan Ventrella

Fighting for Understanding: The Citizen's Struggle

This thesis used Locke's ideas as a basis to explore the tensions that naturally arise when the goals of the magistrate do not align with the individual citizen's understanding of justice. Are the people to turn to violent revolt to overthrow their supposed oppressors, or are they to quietly submit to potential injustice? Through a careful examination of C.S. Lewis and de Tocqueville, it became clear that the citizen's true duty is to obey the law of the magistrate, while also engaging with and criticizing the laws at the township level. This process allows the citizen to effect change through the due process of his or her state. It simultaneously pushes the citizen to progressively realize a sort of social enlightenment that would be impossible for any magistrate, no matter how enlightened he may be.



Scottsdale Preparatory Academy

Class of 2012 Valedictorian, Piper Boyll

The Virtue of Eros

This thesis examined the role of virtue in man's attainment of blessedness and happiness, and concluded that the experience of eros or love within a human relationship is critical to this happiness. Dante portrays Beatrice as the vehicle through which he comes to know and experience joy in God. Dante's correct relationship to eros enables him to fulfill his quest for spiritual salvation. This thesis also explored the consequences of perverted love - love that is incorrectly ordered to a proper end - primarily through the characters of Phaedra, Adam, and Eve. Eros that is passionate, yet respectful and humble, can lead humans to desire the same type of relationship with goodness and truth.





Glendale Preparatory Academy

Class of 2012 Graduate, Trevor Sullivan
**Tell the Wind and the Fire to Stop, but Not Me:
When Justice Becomes Revenge**

This paper explored the distinctions between, and the occasional intersections of, justice and revenge. Abstract principles of justice, drawn from Plato's Republic, were employed to judge the concrete examples of human action in Dickens's A Tale of Two Cities and the Old English poem Beowulf. The paper ultimately identified Socrates' own definition of justice as a harmony between parts, a relationship of right proportion, and it determined that, because the vengeance of characters like Dickens's Madame Defarge or Beowulf himself violated harmony and proportion, revenge in most cases fell short of justice.



Class of 2012 Valedictorian, Jessica Tinlin

**The Individual, the Ideal, and the Ultimate
Source: Justice**

In this compelling and thought-provoking thesis, Les Miserables, A Tale of Two Cities, and the New Testament were compared and contrasted in regards to their varied accounts of the origin of true justice. The thesis demonstrated that each text offered a separate location for the origin of justice: in the Bible, justice stems from God; in A Tale of Two Cities it originates in the value of the human person; and in Les Miserables justice is dictated by that which is most beneficial for society. The thesis concluded that these three accounts were not mutually exclusive and explored the various ways in which they were both compatible and incompatible.

“Learning increases inborn worth, and
righteous ways make strong the heart.”

— Horace



GreatHearts

classical education, revolutionary schools

3102 North 56th Street, Suite 300
Phoenix, Arizona 85018



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