

VOL. 6 FALL 2013

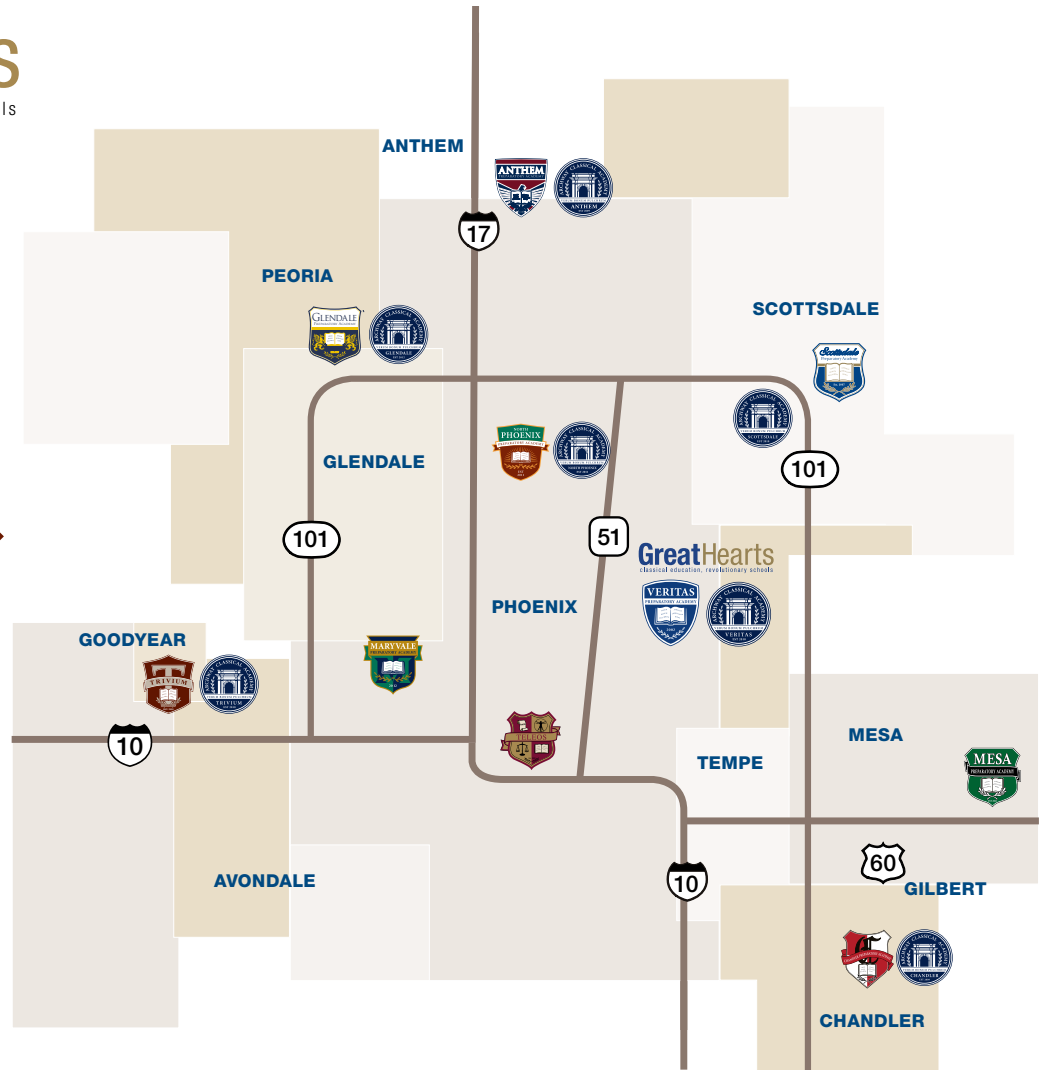
GreatHearts

classical education, revolutionary schools

BEAUTY WILL
SAVE THE WORLD

Great Hearts America
Alumni Highlights
To Teach is to Learn

629 teachers
serving 7,625 students
across 17 academies



Academies

Lead Office

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



Veritas Preparatory Academy
3102 North 56th Street, Suite 100
Phoenix, AZ 85018
(602) 263-1128
www.veritasprep.org



Archway Classical Academy | Veritas
3102 North 56th Street, Suite 200
Phoenix, AZ 85018
(602) 489-7341
www.archwayveritas.org



Chandler Preparatory Academy
1951 North Alma School Road
Chandler, AZ 85224
(480) 855-5410
www.chandlerprep.org



Archway Classical Academy | Chandler
1951 North Alma School Road
Chandler, AZ 85224
(480) 855-6474
www.archwaychandler.org



Mesa Preparatory Academy
1303 South Lindsay Road
Mesa, AZ 85204
(480) 222-4233
www.mesaprep.org



Scottsdale Preparatory Academy
16537 North 92nd Street
Scottsdale, AZ 85260
(480) 776-1970
www.scottsdaleprep.org



Archway Classical Academy | Scottsdale
7496 East Tierra Buena Lane
Scottsdale, AZ 85260
(480) 776-0413
www.archwayscottsdale.org



Glendale Preparatory Academy
23276 North 83rd Avenue, Suite 1
Peoria, AZ 85383
(623) 889-0822
www.glendaleprep.org



Archway Classical Academy | Glendale
23276 North 83rd Avenue, Suite 2
Peoria, AZ 85383
(623) 886-4710
www.archwayglendale.org



Teleos Preparatory Academy
1401 East Jefferson St.
Phoenix, AZ 85034
(602) 275-5455
www.teleosprep.org



Anthem Preparatory Academy
39808 North Gavilan Peak Parkway
Anthem, AZ 85086
(623) 465-4776
www.anthemprep.org



Archway Classical Academy | Anthem
39808 North Gavilan Peak Parkway
Anthem, AZ 85086
(623) 465-4776
www.archwayanthem.org



Trivium Preparatory Academy
925 North Sarival Avenue
Goodyear, AZ 85338
(623) 866-4730
www.triviumprep.org



Archway Classical Academy | Trivium
14130 West McDowell Road, Suite 222
Goodyear, AZ 85395
(623) 414-4883
www.archwaytrivium.org



North Phoenix Preparatory Academy
13613 North Cave Creek Road, Building F
Phoenix, AZ 85022
(602) 996-4355
www.northphoenixprep.org



Archway Classical Academy | North Phoenix
13613 North Cave Creek Road, Building C
Phoenix, AZ 85022
(602) 996-4355
www.archwaynorthphoenix.org



Maryvale Preparatory Academy
6301 West Indian School Road
Phoenix, AZ 85033
(623) 247-6095
www.maryvaleprep.org



Contents

4	LETTER FROM THE CEO
	ACADEMY LIFE
6	Veritas Prep
7	Archway Veritas
8	Chandler Prep
9	Archway Chandler
10	Mesa Prep
11	ATHLETICS
14	Scottsdale Prep
15	Archway Scottsdale
16	Glendale Prep
17	Archway Glendale
18	Teleos Prep
19	Maryvale Prep
20	North Phoenix Prep
21	Archway North Phoenix
22	STUDENT PROFILE: Spencer Hahn
24	Anthem Prep
25	Archway Anthem
26	Trivium Prep
27	Archway Trivium
28	CURRICULUM DEFENSE
30	NATIONAL EXPANSION Great Hearts America
32	TEACHER PROFILE: Toyin Atolagbe
34	TEACHER VIEWPOINTS
36	BEAUTY WILL SAVE THE WORLD Aleksandr Solzhenitsyn
40	ALUMNA PROFILE: Lucy Junker
42	SENIOR THESIS
44	GRADUATION 2013
45	ALUMNI HIGHLIGHTS
46	FAMILY PROFILE: The Shibata Family
48	ACADEMIC RESULTS
50	FINANCIAL REPORT
52	PARTNERS IN THE MISSION
54	A VISION FOR SAN ANTONIO

Arizona Executive Board of Directors

Maria Baier
CEO, Sonoran Institute

Clint Bolick
Director, Goldwater Institute's Scharf-Norton
Center for Constitutional Litigation

Kurt Davis
President, First Strategic

Dr. John X. Evans
Professor Emeritus, ASU

Mike Gordon
President, Frequency Networks, Inc.

Lisa Hirsch Handley
Senior Vice President, Midfirst Bank

Derrick Hall
President & CEO, Arizona Diamondbacks

Jay Heiler
President, Great Hearts Arizona

Hugh Hewitt
Nationally Syndicated Radio Host

Christine Jones
Founder, Arizona Research Project

Andy Kunasek
Supervisor, Maricopa County
Board of Supervisors

John Lock
President, Kaplan Virtual Education

Marianne Cracchiolo Mago
President, The Steele Foundation

Bill Montgomery
Attorney General, Maricopa County

Brian McNeil
Director, Arizona Dept. of Administration

Jessica Pacheco
Director, Government Affairs, APS

Reed Porter
President, Ryland Homes

Tucker Quayle
Investment Advisor

Barbara Ralston
Executive Director, Homeward Bound

Dr. Daniel Scoggin
CEO, Great Hearts America

Ann Pritzlaff Symington
Former First Lady of Arizona

Philip Tirone
Founder & CEO, 720 System Strategies

Don Ulrich
Chairman, RSI Enterprises, Inc.

Steve Zabalski
Executive Director
Society of St. Vincent de Paul

Arizona Management Team

Dr. Daniel Scoggin
Chief Executive Officer

Jay Heiler
President

Andrew Ellison
VP of Academics


Helen Hayes
VP of Academics

Ward Huseth
Chief Financial Officer

Kiann Robinson Mapes
Chief Talent Officer

Jeff Van Brunt
Chief Development Officer

Pictured on cover: Leonardo da Vinci's *La Scapigliata*, ca. 1508



“At Great Hearts, we believe that humility is a source of strength in our shared work as students and teachers. Our bond of humility is that we understand our position in the world, not first as ‘movers and shakers,’ but rather as confident heirs to a great cultural tradition in the West.”

Oliver Wendell Holmes once remarked that “humility is the first of the virtues—for other people.”

While the Supreme Court Justice was being ironic, his quip rings true in our era of self-esteem and self-promotion. Humility might be fine for etiquette and church, but don't let it interrupt me updating my online profile or getting ahead in my career.

A closer look at humility as one of the classical virtues and as lived at Great Hearts Academies may help dispel the misunderstanding of it as being at odds with a strong sense of self.

Robert Grosseteste, a medieval philosopher and one of the founders of the English intellectual tradition at Oxford, offered that humility is not thinking less of yourself; it is thinking of yourself less. It is a spirit of self-examination and the courage to engage challenges and sacrifice with grace. Humility also bespeaks a reverence for those who have wisdom and those who selflessly teach in love. Such a scholar gives credit where credit is due, not unfairly glorifying himself.¹

Socrates serves as an important example of the virtue of humility. The foundation of his quest to live the examined life was his admission of ignorance, as opposed to those blind, self-assured men of Athens who boastfully claimed to know far more than they did. The philosopher teaches us that humility is the requisite starting point of the heroic search for truth.

From the American Tradition there are also core examples of magnanimous humility “saving the day” – from George Washington to Abraham Lincoln and Frederick Douglas.²

Humility is thus not low self-esteem. The contemporary columnist David Brooks says that, rather than being shrunken or diminished, the humble person is instead “aware of her place in the grand scheme of things and is sensitive to larger and possibly higher forces. The humble person has the ability to be ‘unselfed’.”³ Humility, properly understood, is best seen

not as a defect, but as the opposite of the excess of *narcissism*—the ancient temptation to which we self-absorbed postmoderns are uniquely inclined. We can think of the Roman poet Ovid's telling of the myth of Narcissus, who was brought by an angry god to a pool where he saw his own reflection and fell in love with it, frozen, not realizing it was merely an image. There he died alone and unfulfilled.

At Great Hearts, we believe that humility is a source of strength in our shared work as students and teachers. Our bond of humility is that we understand our position in the world, not first as 'movers and shakers,' but rather as confident heirs to a great cultural tradition in the West; oriented and inspired by this tradition, we work in awe of the best that has been thought, said, and created in the tradition before us. Our innate human potential to know the true, the good, and the beautiful is uniquely nourished by this tradition, but its riches will be out of our reach unless we approach it in humility, as grateful inheritors of the legacy left by the Masters who have come before us. Unlike Narcissus, we don't stare vainly at a mirror or at self-shot, web-posted photos of ourselves. Instead, we turn confidently to a tradition, our tradition, one that is larger than each of us and that serves as an imaginative mirror to the soul.

In the feature essay of this magazine, Aleksandr Solzhenitsyn, building on the enigmatic remark by Dostoyevsky that "beauty will save the world," gives us much to think about—how the love and contemplation of beauty can especially help us overcome the modern malaise of mirror-staring.

Most directly put, enduring art and beauty complete truth. If philosophy is the king of the sciences, then beauty is its crown. Solzhenitsyn says in his Nobel speech from 1970, that, beyond philosophy and beyond politics, "[T]here is special quality in the essence of beauty, a special quality in the status of art: the conviction carried by a genuine work of art is absolutely indisputable and tames even the strongly opposed heart."

I find Solzhenitsyn's words especially inspiring as Great Hearts—in humility and confidence—seeks to bring liberal arts education to more and more public school students in Phoenix and beyond. We are both humbled and edified before the great works of beauty of our Tradition. In our attempt to teach and learn from them, we come to know ourselves better, not as self-absorbed egoists, but as inspired learners who seek to master tasks beyond ourselves.

Humility is thus our guiding virtue as we continue to open more schools. We don't open more academies just to grow, but because we accept the moral imperative to offer this program to increasing numbers of young scholars. This same conviction also motivates us to make each school more and more true to its purpose as it matures.

Later in this issue, we talk about our plans to open Great Hearts schools in Texas in the coming years, starting in San Antonio and Dallas. Great Hearts America is the national non-profit organization we have established for such a purpose. In Great Hearts' second decade we will have teachers and students in multiple cities and states all working hard to receive and transmit the inheritance of Western Culture.

This work becomes all the more urgent as we must renew public education as a bulwark of the public good. We did not create the current education crisis but we must defend our future nonetheless.

When in 1962 President John F. Kennedy committed this Republic and its resources to the audacious task of sending human beings to the moon, he famously declared that "we choose to do these things... not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win."

My friends, the goal of bringing classical, liberal, Great Hearts education to ever-increasing numbers of children in more and more regions of our country is not easy—it is *hard*. It is just as morally and culturally audacious as the Apollo program was technologically and economically daring. Some would say that ours is a vain and wasteful enterprise, that the future belongs to on-line learning and expediency, not to "costly" things like books and teachers and conversation.

But I say, in both humility and confidence, let's shoot for the moon.

Onward and Upward,




"Most directly put, enduring art and beauty complete truth. If philosophy is the king of the sciences, then beauty is its crown."

¹ II DICTA.

² See David J. Bobb's forthcoming book *Humility – An Unlikely Biography of America's Greatest Virtue*.

³ "IMHO" *New York Times*, The Opinion Pages, June 2, 2011.



Dear Families and Friends of Veritas Preparatory Academy,

Every school begins each new year with some combination of excitement and anxiety in anticipation of what is expected, what is hoped for, and what is unknown. The addition of a new headmaster only heightens that anticipation for what promises to be an excellent year.

Veritas families will know that the 2013-14 school year marks the beginning of the school's second decade of operation. From an external perspective, the school on North 56th Street bears little resemblance to its original form: Growth in enrollment, a new campus, and the opening of new schools united with Veritas in the Great Hearts Academies network might suggest that the originating vision of the school has given way to an altogether new and different institution. In reality, what we see is the expression and deepening of the vision that guided the school so compellingly and so ably under Andrew Ellison's direction for ten years.

During the year that lies before us, we will continue the work that Veritas has done so well to impart to students an appreciation for the Permanent Things, and we will respond to new circumstances in light of that enduring commitment to the Good, the True, and the Beautiful. We will continue to grow into our new home—taking full advantage of the opportunity to expand our athletics program, enriching our appreciation for the Fine Arts, and deepening our understanding of the Western intellectual tradition. It is truly an honor to be a part of this extraordinary community. I am humbled and delighted to work together with our students, our teachers and coaches, and our families in this shared pursuit of cultivating Great Hearts.

Douglas C. Minson, *Headmaster*





Dear Friends of Archway Veritas,

The third year of Archway Veritas is poised to continue building upon the strong foundation of years one and two. Capitalizing on the new and beautiful Lund Center for the Performing Arts, the students will be edified by two capstone performances every month from both The Phoenix Symphony and the Arizona Ballet. We are also working to incorporate a number of professional drama performances that will highlight both literary and historical components of the curriculum. Our updated science lab and ever growing library collection support both teachers and students in their pursuit of excellence. Finally, we continue to codify our approach to the Socratic method, refining lesson plans and training teachers in this classical methodology, so central to our culture. This focus, in every subject, will continue to be the mainstay of an Archway Veritas education.

Best regards,

A handwritten signature in black ink, appearing to read "Erik Twist".

Erik Twist, *Headmaster*





To the Chandler Prep Community,

The last few years have brought many firsts for Chandler Prep. We have had our first graduating class and our first sixth grade class, our first move to a new campus, and our first games on our own sports field. And this year brings another first: our first year without the trusted and known leadership of Helen Hayes.

This is not so much a change as it is a passing of the baton. While there will be some natural differences, our mission remains the same: to guide an amazing group of students towards the highest possible ends; to create great-hearted young men and women who seek to know the world around them and their place in it; to use love and care to lead students towards a lifelong pursuit of truth, beauty, and goodness.

And while there will be a different name outside the Headmaster's office, I am humbled by the dedication, knowledge, and talents of the administration and faculty that surround me. Their energy, investment, and excitement is equal to the task of guiding CPA further towards greatness. And just as an artist seeks to create better and better art, just as a runner seeks to go faster and faster, I hope we will always have new firsts here, because that will mean we are always improving.

With fondness,

Daniel Sullivan, *Headmaster*





Dear Friends of Archway Chandler,

As we enter our fourth year, we are so proud of the academic accomplishments of our students. Every year since its opening, Archway Chandler has received the highest possible ranking from the State of Arizona, and 2012-2013 was no different. Congratulations are due to our students and our hard-working teachers for their achievements.

But while the measurable accomplishments of Archway Chandler are noteworthy, our commitment to developing each student's sense of wonder and depth of inquiry stands as our highest ideal. It is by putting this pursuit first that we best serve the children entrusted to us.

With that in mind, Archway Chandler will proudly open a new and extensive library to its students in the coming school year. It has taken three years to build, but the wait will have been worth it, as every one of the more than 6,000 books in our collection has been hand-selected and corresponds to our mission. We welcome two part-time librarians to the staff to support this important new development in the life of our school.

Thank you for your tremendous support of the administration and faculty of Archway Chandler!

Pursuing truth, beauty, and goodness together,

Leanne Fawcett

Leanne Fawcett, Headmaster





Mesa Preparatory Academy

Grades 6-12 | 2013-14 | Students Served: 406 | Teaching Staff: 36

Dear Friends and Neighbors,

As we head into our seventh year at Mesa Prep, we look forward to our third and largest graduating class and the excellent examples these students have become as scholars and great souls. The Class of 2014 exhibits the highest academic achievement yet at Mesa Prep, and there is an abundance of exceptional mentors, student-life leaders, and athletes among them. I have witnessed their deliberate and thoughtful consideration of sensitive issues and dedication to excellence beyond what most of society would expect from adults, let alone teens.

With this largest class, we are also bursting at the seams and looking to purchase this or another property to house our students properly for years to come.

We are grateful for the generosity and vision of our founding families and teachers as we pursue together the True, the Good, and the Beautiful.

Earnestly,

Robert Wagner, Headmaster





The Great Hearts ATHLETE

We aim for students to develop Great Souls while pursuing Competitive Greatness

**“The spirit is the true self.
The spirit, the will to win,
and the will to excel are
the things that endure.”**

—Cicero

Great Hearts' co-curricular athletic program is structured and rigorous and offers several levels of commitment for young men and women to learn how to endure, strive, and compete with both mind and body.

Coaches work with scholar athletes to cultivate the principles and habits of cooperation, enthusiasm, friendship, self-control, initiative, and loyalty. Consistent training in these areas contributes to students developing the virtues that belong to the one who is great-souled.

Great Hearts believes a classical liberal arts education is complemented, and for many young men and women, completed by competitive athletics. On the field, court, diamond, and track, scholars learn indelible lessons about human nature, beginning with their own.

High School Athletics

2012-2013 Highlights



Veritas

- Girls Volleyball won 4th State Title in 5 years, going undefeated
- Boys Cross Country were Section Champs and finished 3rd place in the State
- Boys Basketball posted a 19-7 record and advanced to State Quarterfinals
- Baseball advanced to 2nd round of State tournament
- Boys Track finished 7th overall at State

Chandler Prep

- The Girls 4x100M Relay Team became Chandler Prep's first athletic state champions winning the gold medal at the AIA Division IV State Track & Field Championships
- Chandler Prep had its first ever AIA State Tournament athletic team this past winter when the Varsity Boys basketball team qualified for the State Championship tournament
- Boys and Girls Tennis teams both qualified for the AIA State Tennis Tournament

Mesa Prep

- Football had a regular season record of 7-1
- Mesa Prep's Football team had one athlete named 2nd Team All Division and one named 2nd Team All Section
- Baseball finished their first AIA season with a 11-7 record

Scottsdale Prep

- Football was ranked #1 in the state in Division VI
- Boys Basketball made it to the semi-finals of the State tournament
- Girls Cross Country won regional title for the second year in a row, and placed 5th at the State meet
- Girls 4x100 swim relay made the finals at the State Championship meet
- Girls 4x800 won State and set a Division IV record
- Girls 4x400 won State

Glendale Prep

- Glendale Prep won a total of 5 CAA State Championships
- Football won the 2A CAA State Championship
- Girls Cross Country scored a perfect 15 in the State finals
- 2A Volleyball won every set played

Anthem Prep

- Co-ed Soccer reached the CAA 1A State Championship game—the first State Championship game in Anthem Prep's history
- Anthem Prep fielded its first high school Football and Baseball teams
- Boys Cross Country finished 6th at the CAA Championship meet
- Anthem Prep's Volleyball team had two athletes named CAA Volleyball 1A All-State



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.

2012-13 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: Anthem Prep / Veritas Prep

2012-13 League Champions

Football Div I: North Pointe Prep

Football Div II: Teleos Prep

Volleyball A: Chandler Prep

Volleyball B: Glendale Prep

Cross Country (Boys): Glendale Prep

Cross Country (Girls): Veritas Prep

Co-ed Golf: Scottsdale Prep

Baseball Div I: Scottsdale Prep

Baseball Div II: Anthem Prep

Softball Div I: Veritas Prep

Softball Div II: North Pointe Prep

Soccer Div I (Boys): Scottsdale Prep

Soccer Div II (Boys): Mesa Prep

Soccer Div I (Girls): Anthem Prep

Soccer Div II (Girls): Mesa Prep

Tennis (Co-ed): Anthem Prep

Track & Field (Boys): Scottsdale Prep

Track & Field (Girls): Chandler Prep

Basketball A & B (Boys): Scottsdale Prep

Basketball A (Girls): Teleos Prep

Basketball B (Girls): Trivium Prep





Scottsdale Preparatory Academy

Grades 5-12 | 2013-14 | Students Served: 837 | Teaching Staff: 65

Dear Friends of Scottsdale Prep,

At Scottsdale Prep, the 2012-2013 school year saw many campus improvements – expanded amenities to the gym and theater, new furniture for the student commons and hallways, and the addition of a beautiful shade structure. This year brings even more improvements as we add several new classrooms, a science lab, a junior/senior lounge, and new college counseling offices. We are headed toward a fantastic new year of expansion, while focusing on student and faculty culture. We will be integrating a new program of cross-grade level student groups to encourage more student interaction both intellectually and competitively. We also plan to integrate our 5th grades into this program as well as present new athletic options to these valuable young members of our community.

It is ever important to facilitate and strengthen our students' love of learning. Our graduation speaker Hugh Hewitt remarked that fundamental happiness comes from "earned success," and our students demonstrate that time and time again through their journey with the senior thesis to athletic championship titles to national language exam awards and National Merit scholarships.

We are continually grateful to our community of parents, faculty, and staff, who promote and model the pursuit of truth, beauty and goodness for our students.

Warm regards,

Alison Chaney

Alison Chaney, Headmaster





Dear Friends of Archway Scottsdale,

A school is like a garden, and in our second year, the seeds of Truth, Goodness and Beauty blossomed. In our academics, we added weighty historical titles to an already rich book list. Students demonstrated their mastery with Shakespeare performances and epic feasts. After-school time was enriched with activities such as Lego Robotics, a triumphant chess team, and children's theater with a featured performance of "Alice in Wonderland." Our parent community experienced the Great Hearts atmosphere through parent Socratic discussion nights, Touchstone Socratic training, and family social events such as the Fall Festival, bingo night, and the Archway Art Walk. Our facility itself is now growing in size and beauty with a new library and a shaded playground. We are seeing this garden bear fruit! The students have a stronger appreciation for great books, art, and music. Content knowledge and test scores are exemplary. Our students have grown in conduct, thoughtfulness and attitude. We can't wait to see new growth in year three at Archway Scottsdale.

With thanks for all of our Archway families,

Robby Kuhlman, *Headmaster*





Glendale Preparatory Academy

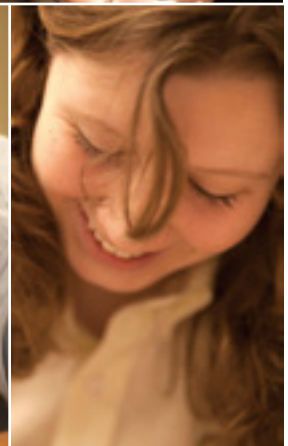
Grades 6-12 | 2013-14 | Students Served: 391 | Teaching Staff: 30

Dear Friends,

This is a special year for Glendale Preparatory Academy as the school enters a permanent home on 83rd Ave and Pinnacle Peak. This new campus includes a brand new building, gym, and football field. In addition to hosting their first true home games, Glendale Prep sports will now compete in the Athletic Interscholastic Association. Our teams look with excitement to the increased level of competition this requires. Teachers and students alike are ready to fill the new campus with thoughtful discussions that pursue the good, true, and beautiful. All members of the GP community approach an important question: How do we use this new space to aid our growth in excellence together? This year Glendale Prep also welcomes her new Archway neighbor, demonstrating by example what awaits these new students at the preparatory level.

Warmly,

David Williams, Headmaster



Glendale Prep and new K-5 companion Archway Classical Academy | Glendale moved into their new campus in August, 2013. This 75,000 square foot campus on 8.5 acres serves over 900 students and is Great Hearts' first campus built from the ground up. It includes a gymnasium with fine arts stage and an AIA regulation sports field.





Dear Friends of Archway Glendale,

What a start! The Golden Eagles are already flying high in our first year of school. Forty new teachers and more than 500 students are forming a learning community dedicated to the pursuit of the True, the Good, and the Beautiful. Our dedicated parents are seeking ways to embrace and support the mission of teaching every student the art of learning how to think and how to learn.

Our brand new campus has been well worth the wait. The halls are lined with the great art of the West, but the real beauty is what is happening in the minds of our students, as together they seek to discover truth and live a life of virtue.

As a school we have five focus points this year: Solidarity, Socratic Method, Spalding, Singapore Math, and Speed and Accuracy in our basic skills of reading, writing, and mathematics. The great children's literature we will be reading will inspire and inform our hearts and minds.

Get ready for a great adventure in 2013-14 as the Golden Eagles take flight and soar into the West!

All the best in the coming year,

A handwritten signature in black ink that reads "Jack Kersting".

Jack Kersting, Headmaster





Dear Friends of Teleos,

Teleos Preparatory Academy is at the beginning of a new school year where we are laying the foundation for the continued pursuit of academic, athletic, and artistic excellence. We are on a journey to teach all of our stakeholders the value of a classical liberal arts education. We continue to dream big. In order to achieve our main goal of improved academic achievement, we need hard work from our students, excellent lesson plans from our teaching staff, and we need parents assisting their children on how to pursue Goodness, Truth, and Beauty.

We value the partnership between our Teleos staff and parents, and we will continue to strengthen our work together to get the best results from our students. Our goal this year is to foster a giant leap in the academic achievement of each and every one of our beautiful children. Unity of purpose is the key element to make certain that this upward movement of academic achievement becomes a reality. While focusing on academic achievement as our primary pursuit, our devotion to the love of learning by all of us shall continue.

Respectfully,

Brian Taylor, Executive Director





Dear Friends of Maryvale Prep,

The second year at Maryvale Prep has gotten off to a great start! We have experienced growth on many levels, including adding two sections of fourth grade, growing our faculty by 35%, and building our first of four new classroom buildings on our campus. The year began with great news, as we learned that our school earned an "A" grade on Arizona's Letter Grade scale based on our student's academic achievement and progress. We are building on these results this year, as we continue to strengthen our ability to prepare each student for college, a virtuous life, and leadership within their community.

With Devotion,

Mac Esau, Headmaster





North Phoenix Preparatory Academy

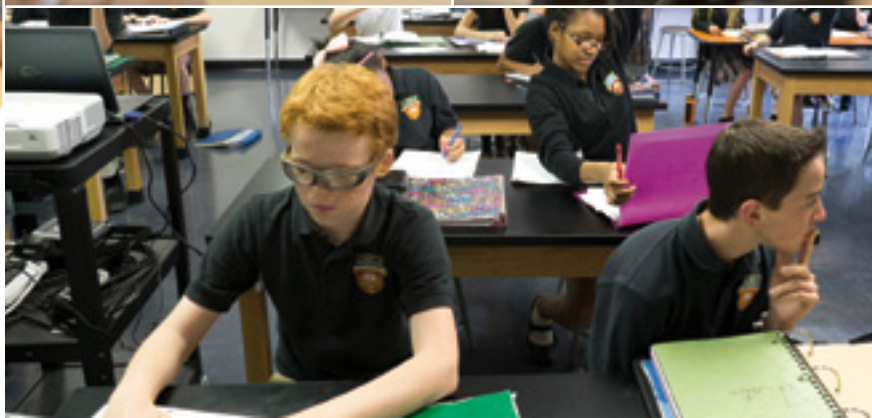
Grades 6-8 | 2013-14 | Students Served: 192 | Teaching Staff: 15

Dear Friends of
North Phoenix Preparatory,

The inaugural year at North Phoenix Prep was an extraordinary success due to the commitment of our students, parents, and faculty! The 2013-14 academic year will be a period of continued high expectations and growth as we prepare to transition our first class into the Great Hearts high school curriculum. We are doubling the number of enrolled students from 100 to 200, doubling the number of faculty members, adding a music program and a football team, improving our lunch program, and formally welcoming our fully formed parent service organization. We are very grateful to all of those who have agreed to join us in educating our students in the examined life, the development of character, and the pursuit of truth.

Best regards,

P. Kevin Topper, *Headmaster*





Dear Friends of Archway North Phoenix,

In the inaugural year of our school, a community of learners was born from the efforts of faculty and families committed to the vision of education as the formation of great-hearted men and women. Together we laid a strong foundation that we will delight in building upon for years to come.

In our second year, we are eager to continue and enhance this good work. As we reach our full size of 490 students, we plan to offer more curriculum seminars for parents and host a wider array of after school clubs for students. We also look forward to the contributions of our newly organized Parent Service Organization and the opportunities it will create for parents and guardians to be more involved in the life of Archway North Phoenix.

We are grateful for the support and encouragement that our community has poured into Archway North Phoenix and the opportunity to engage our students in the pursuit of Truth, Goodness, and Beauty.

Best regards,

David Denton, Headmaster



Student Profile

Archway Classical Academy | North Phoenix

First-hand Knowledge

An Interview with Spencer Hahn,
Great Hearts 5th Grade Student

Spencer, you go to a rigorous school; how do you manage the responsibilities that are put on your shoulders each day? Depending on how much homework I have, I have to manage my time by knowing what time I should start my homework and what time I should be done with it so I can do any extra activities and sports.

What is your homework load like? When I started as a 4th grader last year it was very large – it felt large. But as it got closer towards the end of the year I had gotten a lot better at time-managing my homework and figuring out what to do. **We do not hear many 5th graders use the word ‘time-managing’.** **Is that something you learned at Archway?** I kind of taught myself and my mom helped me with that a lot. With swimming I get home pretty late, so I have to get most of my homework done before I swim, and I save some of the smaller assignments for after swim.

How is Archway North Phoenix different from your last school? Here it's more focused on the education and how you're going to succeed in life. At my old school my friends and I talked a lot about “who's the best baseball player” and which sports team we liked best. But here it's more about the learning and the education.

What have been the easiest and hardest parts of getting used to Archway? How have you worked to overcome the hard parts? The easiest part is that there is so much support. You know if you get an answer wrong there are many people to help you understand it. The hardest part is the different waves of homework. One night it might be difficult and the next night it might be easy. I try to overcome the hard parts by managing my time and learning how to get the answers I need.

Tell us about your teachers. They are awesome, and they're very “into it.” My science teacher knows about the material. Instead of just reading off a book, he learned the material himself.

Are there subjects that you are better at today because of your teachers? Yes, I am better at science because of the way the teachers explain it. There have been several times when the teachers (last year and this year) have conducted an experiment to help us understand the meaning of the subject.

Of the poetry that you have memorized, what's been your favorite? *Paul Revere's Ride*, because at the same time we were learning about it in history we were memorizing the poem, as well. So as we went along we actually understood what we were reciting. It was also fascinating to me that I could memorize a poem that long. (12 stanzas, 130 lines)

What is your favorite subject that you are studying this year? Science. I like that we make models of the content that we are learning about. That helps us to be able to actually see what we are studying. Seeing it helps us understand it so that in the future we know that it's good to see it and possibly easier to understand it.

What does it mean to be a person with strong moral character? And has Archway helped you build or strengthen this within yourself? To me, being a person of good character means being a good person to yourself and others by always being kind and honest in all you do. I believe Archway supports students in building a strong moral character. In class we are encouraged to tell the truth and be honest by coming up with our own ideas and building on our thoughts and sharing ideas with the teachers and class. Also, the first thing we do in the morning is tell the teacher if we have completed all of our homework. The teacher does not actually look through the homework at that time, so he trusts us to tell the truth about whether we have completed our homework or not. Also, we all have times when we need help, either in areas of homework, physical reasons or just a friend to say “hi”. I try to help others as I can, and I see many teachers and students doing this, too. It makes me feel good to be a good friend or help someone out.

What do you want to be when you grow up? My dad's a lawyer, and I want to go to college in Oregon because that's where he went. (We're big Oregon fans.) So, I probably want to be a lawyer.

In what way do you think Archway North Phoenix is helping you achieve that goal? In law school you have to read a lot and speak in front of a class. So, at Archway we are doing that, and learning how to use our words. We read quite a bit and speak in front of our classmates and present on projects.

In school or outside of school, what are your favorite activities? Probably swimming. I've been swimming for over four years and it just makes me feel clean after school and gives me a nice little rest after school. **Swimming gives you a rest? Swimming is hard work.** It is, but once you get used to it it's really fun.

Positive or negative, did you experience any unexpected “surprises” when you came to Archway? Meeting and interacting with so many people, so easily, was a positive surprise. I like that I feel like I can confidently talk to teachers or our Headmaster, Mr. Denton, at any time.

*Spencer Hahn is a 5th grader at Archway
Classical Academy | North Phoenix*



Dear Parents and Friends,

The third year of Anthem Prep and Archway has been a year of challenge, sacrifice, and great rewards. We have continued to challenge our students to work hard, to stretch themselves, and to do so with humility and grace. It's a tall order. But that's what we ask, and to the degree that human nature allows, our young people rise to the challenge.

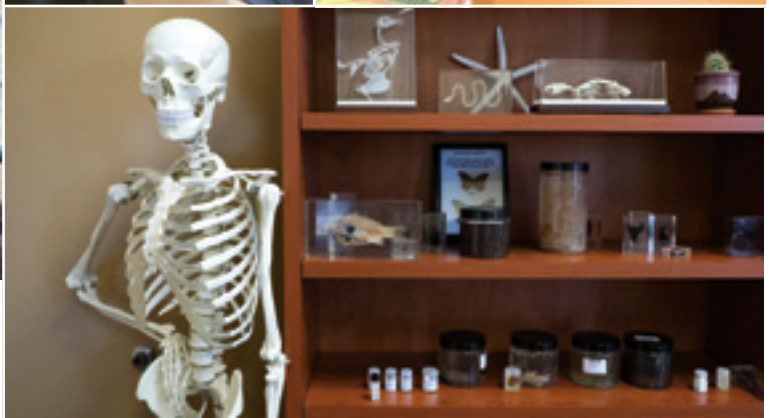
One reward for our academic diligence is our most recent AIMS report, with scores that continue to be among the highest in our area. The positive benefit of the education our students receive is far beyond such a metric, though, and I'm confident you will all read the genuine results in the full human formation we are helping to achieve in the lives of these children and young adults.

We also challenged our parent community early in the year to increase our participation in the Tax Credit Drive and the Community Investment Program. Our community stepped up and greatly improved our numbers. Beyond this, many of you have helped with commitments to the cost of our new campus. We are clearly developing the kinds of material support that make everything we do possible.

This coming year will see several firsts: our first year in our new building, our first year of a full Archway program, and our first graduating class. There will be more challenges. It will be a year of reestablishing. But we are building on a solid foundation—a tested body of literary and aesthetic works that call us all to the better angels of our natures. Faithful to that tradition, I'm confident that we are building the best school for our time in our area.

Warmly,

Bryan Smith, Headmaster









Dear Friends of Trivium,

Our third year is off to a great start as we proudly think back to the accomplishments of our first two years. Both Archway Trivium and Trivium Prep have grown so as to be able to serve approximately 780 scholars from Kindergarten through ninth grade during this current year.

We have been blessed to find a new temporary home for Trivium Prep at Christ Presbyterian Church. This is a beautiful new home that gives us the space to continue our mission of creating two strong classical liberal arts academies which serves many West Valley families. With the cooperative efforts of the parents, scholars, faculty, and staff of Trivium, we have set a high bar for academic achievement and citizenship. In our first two years and into the future, education at Trivium is about forming true intellectual habits of the mind, appropriation of a strong moral character, and attuning our desires toward the aesthetical practices. With these goals in mind and working together with maximum cooperation and generosity, Trivium academies will reach new heights this year.

With a deep sense of pride and gratitude, I look forward to the new growth and heights we will reach this year.

Best regards,

Dave Beskar, Headmaster



The moment after the applause ended, the stage lights went out, and the entire class gathered backstage. We were all exhausted, hyper, and still jumpy with nerves, but at the same time excited, proud of our performance, and incapable of complimenting each other enough. It was one of the most rewarding feelings I have personally experienced and by far the best team effort I have ever enjoyed.

—Sarah Mai Mohr: Chandler Preparatory Academy's Senior Memory Book,
in response to the prompt "Favorite Memory".

As Great Hearts Academies continues to grow, opportunities arise for new Headmasters to join the ranks. We, Alison Chaney and Dan Sullivan, are pleased to become a part of that group. And we are also very aware and proud of the fact that Great Hearts has elevated two members of their schools' Fine Arts faculties to these important positions leading Scottsdale Prep and Chandler Prep respectively. Musicians and directors, painters and poets, can be every bit the liberal artists that philosophers, mathematicians, scientists or language teachers can be. And while we would both readily assert that the study of art needs no justification, there is much to be gained from continuously exploring the role of beauty and art in our schools.

Over the course of up to thirteen years of study at our academies, a student's progression through a curriculum of Music, Studio Art, Poetry and Drama enables an exceptional understanding of beauty. This understanding arises from a combination of studying the classic works and making art in each medium. In doing so, we focus on the process of understanding and creating beauty rather than on the end product itself. This two-pronged approach gives students a detailed language by which they can express the order and logic of these four classical media, and it allows them to experiment with the ineffable beyond the rational, to have the epiphanies made possible by symbolic thought. Flannery O'Connor's statement about fiction may work equally for all the art forms: "a story is a way to say something that can't be said any other way...you tell a story because a statement would be inadequate."

Within this approach, the study of beauty is not divorced from truth and goodness—the other elements that guide our pursuit. In fact, the study of beauty deepens them, reinforces them, and expands them just as they contribute to a more complete understanding of beauty. Beauty and art help our students discover what it means to be fully human through the elevation and realization of human potential.

In each art form, this process begins with a focus on the skills at the core of the medium while instilling an appreciation for beautiful works. Students study the libretto, score and vocalism of an opera, but they also learn to sing an opera chorus themselves. A 10th grade choir performing Verdi's "Va Pensiero" from *Nabucco* studied not only the score and text, but also its adoption into Italian culture as an anthem for Italian patriots. With that knowledge, one student remarked, "We must sing this piece magnificently." Inherent in the student's statement was the profound appreciation for the beauty and meaning of the piece, and an acknowledgement that its beauty challenged them to attain the highest level of performance. The study of art frequently provides this challenge and the orientation toward excellence in our students. In a world skeptical of the individual's ability to produce wide-scale change, the arts are a frequent reminder of the possibility and the need for excellence.

Because the arts are so frequently described subjectively it may appear ironic that the study of the arts demands that our students step outside of themselves to understand beauty and to create it. To perform a play written by William Shakespeare is

to manifest the artistic vision of someone else, to realize and fulfill Shakespeare's artistic goal. To play one of his characters is not to create a Juliet out of whole cloth, but to look outside of oneself and into the text for the standard. And the student must also subject herself to the need of the whole, that is, to the entire production, to participate in a collective endeavor since it is not merely a one-person, free-form play about Juliet. Singing in a choral ensemble demands this palpably; every vowel, every consonant, every swell in tempo or dynamic happens as a communal human goal. In the play and the choir and the orchestra, our students use a collective effort to experience the sublime.

Students also step outside of their own times in this inquiry into beauty, attaining an understanding of the origins of their art form in order to provide a foundation for their own original work. Originality, they can see through this progression, is not simply something new or different; it is participation in the ongoing development and practice of the art form. It involves knowing one's origins. Great Hearts high school students analyze the chorales of J.S. Bach to discover the framework within which chords progress from one to another. They investigate and perform Greek and Shakespearean tragedies to understand the way in which elevated thought and language can impact an audience member through engagement with the tragic characters. We want our students to throw themselves into the process of creation and to rely on the masters of the Western tradition as their guides.

Through this combination of investigation and performance of great works, and through the presentation and experience of the awe-inspiring majesty of the sublime (in its ancient sense of elevated thought and emotion), we offer students the challenge to realize the fullness of their human potential. The artists challenge them when they attempt to replicate the style and techniques of Monet or to study and utilize Bach's techniques in the harmonization of simple melodies to create smooth but sophisticated progressions. They are challenged by the



Alison Chaney, Headmaster, Scottsdale Preparatory Academy, and Daniel Sullivan, Headmaster, Chandler Preparatory Academy

Through this combination of investigation and performance of our greatest works, through the presentation and experience of the awe-inspiring majesty of the sublime (in its ancient sense of elevated thought and emotion), we offer students the challenge to realize the fullness of their human potential.

larger-than-life heroes of tragedy when they see the downfall of Oedipus because of his excessive pride, or when they see the grace of Prospero at the end of Shakespeare's *The Tempest* as he sees the innocence and love in his daughter's eyes and abandons his revenge to choose forgiveness instead.

And even the art works themselves challenge our students. Rainer Maria Rilke issues this challenge and captures it himself in his poem "Archaic Torso of Apollo." In this poem, he describes the deteriorated statue of Apollo, headless and yet magnificent. Although the statue is ancient and has fallen to ruin, it is also immediate and incredibly vibrant. Through the poet's depiction of the statue, there emerges a sense in which the viewer is also the viewed, and the statue's 'brilliance' and 'power' reflect back and gaze upon the poet. In the last lines of the poem, Rilke feels the statue challenging

the viewer and he issues that challenge forward "You must change your life."

There is optimism in this challenge, even though there seems to be a judgment. Hamlet tells a company of actors that the purpose of art is "to hold, as 't were, the mirror up to nature; to show virtue her own feature, scorn her own image." The art forms help us to look at ourselves in all of our glory and all of our weakness and to change our lives accordingly. And they do so by referring us to what is outside ourselves, the other people and the ideas and the truth that we can see most clearly when we go beyond our individual impressions and activities. They act as mirrors of us as individuals and as a society. They remind us of the possibility of human excellence and grace as well as the possibility and sometimes necessity for us to change our lives.

NATIONAL EXPANSION

GreatHearts AMERICA

A liberal arts education for every child.

Why Grow Nationally?

By Dr. Daniel Scoggin
Chief Executive Officer
Great Hearts America

In my opening letter to this edition, I speak to the challenge—indeed, the moral imperative—to offer a Great Hearts education to more young scholars. From our founding, Great Hearts was built as a growth organization with the twin premises that the organization must improve at all levels as it grows and that growth inspires talent to dedicate their best and their careers to a mission that inspires them. As we grow here in Phoenix, and also into San Antonio and Dallas, we share here some of the logic the leadership team has brought to this strategic decision.

We believe we have a unique role to serve in the future of American education. We have a scalable charter school model: *liberal arts education for every child*. While there are several other classical charter schools in the country, Great Hearts, based on the experience of its network in Phoenix, is uniquely poised to open more schools with quality and consistency.

Our defined school culture, rigorous liberal arts curriculum, and competitive athletics programs appeal to families from all backgrounds as a desired form of American schooling. Now is the time to act on the growing awareness that true reform of public education will only take place if we offer new school choices that are broadly appealing to families. As we have discerned further expansion, we have also used our experience thus far in Phoenix to be

clear on whom we seek to serve. Great Hearts' goal is to serve:

- Families who long for their school to expect much more from their scholar, from serious prep school work to an honor code.
- Families who are attracted to our classical identity captured in words such as *heart, soul, beauty, tradition*—and a full liberal arts program.
- Communities where families have few or shrinking options, feeling trapped between crowded and sometimes anonymous district schools and private schools beyond their means.

Why Texas?

With these principles in mind, our academic and planning team researched the best regions in which to grow the Great Hearts model. We consulted our own leadership and leaders in the education reform movement across the country. We concluded that Texas—starting in San Antonio and Dallas—provided the best opportunity for us to fulfill our mission outside of Phoenix. As our own Dr. Peter Bezanson observes, *"It is no accident that many of the top charter school organizations in the country had their start either in Arizona or Texas; as in Arizona, the state statutes in Texas grant broad autonomy and flexibility for charter operators and are favorable for organizations like Great Hearts that want to grow significantly to meet*

DALLAS: After Phase One of the growth plan, Great Hearts Texas will have nine K-12 campuses serving 9,000 students in the Dallas/Fort Worth area.



SAN ANTONIO: After Phase One of the growth plan, Great Hearts Texas will have six K-12 campuses serving 6,000 students in San Antonio.

rising parental demand. But perhaps most importantly, Texans have a broad appreciation of the classical, liberal arts curriculum that is at the core of each Great Hearts academy. This has been made evident by standing-room only informational meetings, preliminary student interest lists in Dallas and San Antonio that are well over 1,000, and generous support from donors and community leaders who want to bring dynamic change.”

Leadership Team

Finally, to execute our plan, we have made some changes to our current leadership team and have recruited new talent to the cause.

First, as I spend more time on our growth as the CEO of the national not-for-profit organization Great Hearts America, our longtime colleague and Great Hearts co-founder and board chair, Mr. Jay Heiler, will serve as the President of Great Hearts Academies in Arizona to make sure we continue to strive to improve in our work here every day. Additionally, our two most senior headmasters, Andrew Ellison and Helen Hayes, are now appointed as Academic Vice Presidents of Great Hearts

Academies in Arizona. They each oversee eight headmasters across the Phoenix network with some other key leadership duties, such as curricular oversight and the Headmaster Fellows Leadership Development Program.

We have also made a major commitment to Texas by appointing Dr. Peter Bezanson, founding Chief Academic Officer, to serve as the Superintendent of Great Hearts America | Texas. We are also excited that David Williams, founding headmaster of Glendale Preparatory Academy, has agreed to become Executive Director of Great Hearts’ San Antonio schools.

We have also established a Great Hearts America management team to lead our national growth efforts while ensuring the integrity of the Great Hearts brand and mission (please see some team highlights to the right). We look forward to sharing even more exciting news about our progress in our second decade as we will have teachers and students in multiple cities all working hard in pursuit of truth, goodness, and beauty.

Great Hearts America welcomes three new members to the national team



ROBERTO GUTIÉRREZ
National Chief Development Officer
Mr. Gutiérrez is the former Vice President of Public Affairs and Communication at the University of Notre Dame and EdisonLearning, Inc.



DR. ROBERT JACKSON
National Curriculum Officer
Dr. Jackson is the former Associate Provost of The King’s College in New York.



AARON KINDEL
Vice President of National Expansion
Mr. Kindel is the former Director of Business and New School Development for Imagine Schools.

Great Hearts America Management Team

Dr. Daniel Scoggin
Chief Executive Officer, Great Hearts America

Dr. Peter Bezanson
Chief Growth Officer, Great Hearts America
Superintendent, Great Hearts Texas

Roberto Gutiérrez
Chief Development Officer, Great Hearts America

Ward Huseith
Chief Financial Officer, Great Hearts America

Dr. Robert Jackson
Curriculum Officer, Great Hearts America

Aaron Kindel
Vice President of National Expansion,
Great Hearts America

Kiann R. Mapes
Chief Talent Officer, Great Hearts America

Dave Williams
Executive Director of Great Hearts San Antonio

Great Hearts America National Board of Directors

Nelson Broms
Co-founder, Manhattan Institute
for Policy Research

Jay Heiler
President, Great Hearts Arizona

Alex Hernandez
Partner, Charter School Growth Fund

James Rahn
President, Kern Family Foundation

Dr. Daniel Scoggin
Chief Executive Officer, Great Hearts America

Teacher Profile

Toyin Atolagbe, Archway Trivium



The *Heart* of my FAMILY

“The opportunity to educate the mind and character of these young children—the future of this great nation and of the world—is what I love most about teaching. It’s one way of thanking my parents for all they did for me.”

When I came to work for Great Hearts, one of the things that attracted me was the name. As a child growing up in Nigeria, the only girl and last of six siblings in our family, my father talked to me a lot about having a good heart—in fact, there was hardly any discussion that we had that did not end up on that subject. So, thanks to my father, my first encounter with Great Hearts was that of “love at first sight.”

My parents have been my single greatest influence as an educator. It is thanks to them that I am a teacher at Great Hearts today. My father worked for the Ministry of Labor in Nigeria, which afforded him the opportunity to travel widely as a diplomat. Often he would come home from trips abroad full of praise for Western education, leaving me in awe of what life without it might be like. My father made sure that education in the tradition of the West was a living presence in our home: he invested in children’s encyclopedias that opened my eyes to the wide world outside of Nigeria, and he spared no expense to make sure our lives were enriched by the time-tested classics of Western literature. My favorite things to read were Aesop’s fables, the Greek myths, and any tales from the dramas of Shakespeare. I also remember the valuable lessons that my mother imparted to me after we had read these great stories together. She would always say, “So, what lesson did you learn from this story” or “What was the moral of this story?”, questions that helped my imagination to grow and mature beyond merely delighting in wonderful tales.

My father also taught me always to read with a pencil in hand, to mark up and annotate our books; he also encouraged me to discover new vocabulary and new turns of phrase from these great classics to fine-tune and polish my spoken English. He always told me that I could not afford not to be proficient in the most popular language in the world.

My father always told me when I grew older and sailed the world beyond the shores of Africa I would be grateful for the investment he and mom had made in me. Today I celebrate my parents,

my heroes, who dreamed and believed in the power of education and in the goodness and beauty of this world. As I write this, my father is on his sick bed fighting a battle against cancer, but he still urges me to keep the torch burning as I seek to set the hearts and minds and souls of young people on fire, just as they did for me. This background is what has prepared me for my experience as a teacher at Archway Trivium.

The most exciting thing about teaching in a Great Heart school is when a seven year-old guides the thoughts of an entire class towards a new discovery just by asking thought-provoking questions. That moment is always exhilarating, and even though it happens often, I constantly have to remind myself not to underestimate the intelligence of second graders!

One thing I find most instrumental to student success is the role of our core virtues. Our Archway core virtues are our moral compass, and I tend to the learning and practice of these virtues in my class with utmost diligence. The Great Hearts Archway curriculum is very rigorous and demanding by nature, but with the practice and cultivation of the virtues together, we create a community full of love and humanity, a school where students’ hearts receive the nourishment they need. The opportunity to educate the mind and character of these young children—the future of this great nation and of the world—is what I love most about teaching. It’s one way of thanking my parents for all they did for me.

Toyin Atolagbe, teacher at Archway Trivium, at home with husband Bayo, son Toni, and daughter Tomi.

To TEACH *is to* LEARN



My wife Colleen and I headed to St. John's College in beautiful Santa Fe to attend a seminar on Xenophon's *The Education of Cyrus*. The experience was life-altering as we experienced seminars held at the highest level. Both of us absorbed a wealth of information that we are both going to bring back to our classrooms. Our goal is to return to St. John's, not only for another seminar, but to complete the Graduate Institute!

—Jarrod Posner, Fourth Grade Teacher, Archway Chandler



This summer I spent two weeks exploring the remains of ancient cities along the coast of Turkey, visiting sites such as Ephesus and Troy with 35 other lovers of classical literature and history. A professor from Gonzaga University instructed us about the historical significance of the sites and the myths and literary texts associated with each. One highlight of the trip was visiting ancient Troy. We walked along the legendary walls, learned about the ongoing excavation, and climbed inside a replica of the Trojan Horse. That night, we spent time retelling the story of *The Iliad*. My love for this ancient text was rekindled, making me eager to reread the epic with my 11th grade Humane Letters students this fall.

—Stacia Denhart, Humane Letters, Mesa Prep



Clare Van Brunt, 5th grade teacher, worked as a teaching assistant to Dr. John X. Evans at the Phoenix Institute at the Univ. of Notre Dame.

I doubt that Carlisle, Pennsylvania has ever asserted claim to the title of the Third Rome, but for two weeks this summer, three dozen teachers, professors, and scholars tried to make it just that. At Dickinson College, we spent a week speaking nothing but Latin - discussing literature, writing short plays, and socializing in this so-called "dead language" to maintain the living legacy of Latinity that has permeated Western civilization for two millennia. Now that I'm back from what truly felt like a study-abroad experience in ancient Rome, I am not merely a better Latin teacher: I am a more capable emissary of that great city.

—John Thorpe, *Latin, History, and Economics, Veritas Prep*

To TEACH is to LEARN, and Great Hearts teachers are unique in their pursuit of professional development and learning for its own sake both during the school year and during their summer holidays. By continuing to learn, teachers feed their own souls with the nourishment they need for their most important work in the classroom.

Thus, not only does Great Hearts bring all teachers from across the network together for the Summit and two in-services during the academic year, but we also provide summer opportunities to feast on the Great Ideas both here and away. Great Hearts annually researches learning opportunities for teachers across the nation and publishes them in *Ad Fiendum*, our professional development newsletter. Great Hearts sets aside funds to partner with the individual academies in sending faculty to participate in these intellectually stimulating programs. This year, sixteen teachers were awarded scholarships to study at institutes across the United States and Europe.

Meanwhile, in Phoenix, the Great Hearts Summer Institute for Teachers and Scholars entered its third year, offering learners throughout the Great Hearts community a rich course of study. Teachers, parents, and alumni had the chance to be students again by participating in one of the week-long Summer Seminars on topics such as Art and Music of the High Renaissance, Plato's *Republic*, and *Taxicab Geometry*. Teachers also had

the chance to delve into the craft of teaching through workshops on Socratic instruction and classroom logistics. Every week, headmasters and veteran teachers engaged audiences with intimate lectures and discussions as part of the Cicero Lecture Series. The courses also welcomed new members into our community of learners as teachers from other schools and even from across the nation participated for the first time this summer.

Great Hearts is dedicated to the education not just of students, but of all members of the community. We look forward to the coming year of savoring the true, good, and beautiful together with our friends, old and new.

Great Hearts Summer Scholarships 2013

This past summer, in addition to the 16 scholarships and \$15,000 given by Great Hearts for summer faculty professional development, the academies themselves spent \$65,000 to send 61 faculty members to professional development opportunities external to Great Hearts.



Earlier this summer, Great Hearts gave me the opportunity to attend a series of concerts at the Bach Festival in Carmel, California. I've had a deep passion for Bach's music and for all classical music for years now, so attending these concerts was an experience that I'll always remember.

—Kate Record, *Athenaeum Director, Archway Trivium*





Peace by Marc Chagall (1887-1985), Stained-glass, 1964, United Nations Headquarters, New York City



Beauty WILL SAVE the WORLD

by Aleksandr Solzhenitsyn (1918-2008)

Like that bewildered savage who has picked up a strange object... perhaps something thrown up by the sea, perhaps disinterred from the sands or dropped from the heavens...an object intricate in its convolutions, which shines first with a dull glow and then with a bright shaft of light...who keeps turning it over and over in his hands in an effort to find some way of putting it to use, seeking some humble function for it, which is within his limited grasp, never conceiving of a higher purpose...

So we, too, holding art in our hands vaingloriously considering ourselves to be its master, undertake brazenly to give it direction, to renovate it, reform it, to issue manifestoes about it, to sell it for money. We use it to play up to those who possess power. We employ it at times for amusement—even in music-hall songs and night clubs—and also at times, grabbing hold of it however we can, for transient and limited political and social needs. But art is not desecrated by our carryings-on. It does not lose sight of its own origins because of them. And each time and in each mode of use it sheds on us a portion of its secret inner light.

But can we embrace all that light? Who is there so bold as to proclaim that he has defined art? That he has enumerated all its facets? Yet perhaps in ages past someone did comprehend and define it for us, but we grew impatient: we listened in passing and paid no heed and discarded it immediately in our eternal haste to replace even the very best with something else just because it is new! And then later on, when what is old is restated, we forgot that we heard it before.



Archaeologists have not yet discovered any stage of human existence without art. Even in the half-light before the dawn of humanity we received this gift from Hands we did not manage to discern. Nor have we managed to ask: Why was this gift given to us and what are we to do with it?

One artist imagines himself the creator of an independent spiritual world and takes on his shoulders the act of creating that world and its population, assuming total responsibility for it—but he stumbles and breaks down because there is no mortal genius capable of bearing such a load; just like man, who once declared himself the center of all existence but was incapable of creating a balanced spiritual system. And then, when failure occurs, it is all blamed on the external disharmony of the world, on the complexity of the shattered contemporary soul, or the stupidity of the public.

Another artist realizes that there is a supreme force above him and works away gladly as a small apprentice beneath God's heaven, even though his responsibility for everything he draws or writes and for the souls which perceives it is all the more strict. But still: it was not he who created this world, nor is it he who provides it with direction, and he has no doubts of its foundations. The artist is only given to sense more keenly than others the harmony of the world and all the beauty and savagery of man's contribution to it—and to communicate this poignantly to people. And even in the midst of failure and down at the lowest depths of existence—in poverty, prison, illness—the sensation of a stable harmony will never leave him.

However, all the irrationality of art, its blinding twists and turns, its unpredictable discoveries, its soul-shaking impact on people are too magical to be contained within the world-outlook of an artist, in his conception or in the work of his unworthy fingers.

Archaeologists have not yet discovered any stage of human existence without art. Even in the half-light before the dawn of humanity we received this gift from Hands we did not manage to discern. Nor have we managed to ask: Why was this gift given to us and what are we to do with it?

And all those prophets who are predicting that art is disintegrating, that it has used up all its forms, that it is dying, are mistaken. We are the ones who shall die. And art will remain. The question is whether before we perish we shall understand all its aspects and all its ends.

Not all can be given names. Some of them go beyond words. Art opens even the chilled, darkened heart to high spiritual experience. Through the instrumentality of art we are sometimes sent—vaguely, briefly—insights which logical processes of thought cannot attain.

Like the tiny mirror of the fairy tale: you look into it and see—not yourself—but for one fleeting moment the Unattainable to which you cannot leap or fly. And the heart aches...

However, there is a special quality in the essence of beauty, a special quality in the status of art: the conviction carried by a genuine work of art is absolutely indisputable.



Dostoyevsky once let drop the enigmatic phrase: “Beauty will save the world.” What does this mean? For a long time it used to seem to me that this was a mere phrase. Just how could such a thing be possible? When had it ever happened in the bloodthirsty course of history that beauty had saved anyone from anything? Beauty had provided embellishment certainly, given uplift—but whom had it ever saved?

However, there is a special quality in the essence of beauty, a special quality in the status of art: the conviction carried by a genuine work of art is absolutely indisputable and tames even the strongly opposed heart. One can construct a political speech, an assertive journalistic polemic, a program for organizing society, a philosophical system, so that in appearance it is smooth, well structured, and yet it is built upon a mistake, a lie; and the hidden element, the distortion, will not immediately become visible. And a speech, or a journalistic essay, or a program in rebuttal, or a different philosophical structure can be counterposed to the first—and it will seem just as well constructed and as smooth, and everything will seem to fit. And therefore one has faith in them—yet one has no faith.

It is vain to affirm that which the heart does not confirm. In contrast, a work of art bears within itself its own confirmation: concepts which are manufactured out of whole cloth or overstrained will not stand up to being tested in images, will somehow fall apart and turn out to be sickly and pallid and convincing to no one. Works steeped in truth and presenting it to us vividly alive will take hold of us, will attract us to themselves with great power— and no one, ever, even in a later age, will presume to negate them. And so perhaps that old trinity of Truth and Good and Beauty is not just the formal outworn formula it used to seem to us during our heady, materialistic youth.

If the crests of these three trees join together, as the investigators and explorers used to affirm, and if the too obvious, too straight branches of Truth and Good are crushed or amputated and cannot reach the light—yet perhaps the whimsical, unpredictable, unexpected branches of Beauty will make their way through and soar up to that very place and in this way perform the work of all three.

And in that case it was not a slip of the tongue for Dostoyevsky to say that “Beauty will save the world,” but a prophecy. After all, he was given the gift of seeing much, he was extraordinarily illumined. And consequently perhaps art, literature, can in actual fact help the world of today.

Excerpted from *Beauty Will Save the World: The Nobel Lecture on Literature* by Aleksandr Solzhenitsyn. Copyright 1970 by the Nobel Foundation. Reprinted by permission of the Nobel Foundation.

Aleksandr Isayevich Solzhenitsyn (1918-2008) is the author of major works of fiction such as *Cancer Ward* and *The First Circle*, and of several works of history, above all the volumes of the *Gulag Archipelago*. He was also the last living author in Great Hearts’ Humane Letters curriculum. His novel, *One Day in the Life of Ivan Denisovich*, is one of the many classic works a Great Hearts high school student will read and discuss in his or her daily two-hour Humane Letters seminar. The story is set in a Soviet labor camp in the 1950s, and describes a single day of an ordinary prisoner, Ivan Denisovich Shukhov. Its publication was an extraordinary event in Soviet literary history, as never before had an account of Stalinist repression been openly distributed.


Alumna Profile

Lucy Junker, Veritas Preparatory Academy, 2010

All the World's a Stage

**"I want to search
for the truth of
Shakespeare's
text in a different
context, from a
Russian point
of view."**





Veritas taught me to love language and its relation to character, personality, and human identity. In the great books of the Western World studied in the Humane Letters seminar, words were physical, readable representations of concepts and ideas on the printed page. In drama, words flowed from script to performance through the student-actor, and were almost magical in their power to create a believable, flesh and blood character on the stage. In my Latin and Greek classes, the close reading and memorized recitations of the *Aeneid* and *Iliad* tied my classmates and me to an ancient poetic tradition and made imaginary figures like Aeneas, Hektor, and Achilles seem real to us. The power of language to interpret and even create the world has come to fascinate me since then, and it has driven my studies as an undergraduate.

As a freshman at The University of Texas at Austin, after considering advanced studies in Greek and Latin Classics, I chose to study Russian, a seemingly vast departure. The change made sense to me, though; for having experienced the delight of reading Homer and Virgil in their original languages, I was enticed by the possibility of revisiting *The Brothers Karamazov*, the capstone work of the Great Hearts curriculum, in Dostoevsky's native Russian. I enrolled in the difficult intensive course, finishing two years of Russian in a single year. The challenging training in ancient languages that I received at Veritas helped me meet my goal of reading Dostoevsky in his original language by the end of my second semester as a student of Russian.

While about half of my time at UT now is dedicated to Russian, the other half is dedicated to the words of Shakespeare. My interest in the Bard began at Veritas when I first read *Julius Caesar* in the seventh grade; it has only increased since then, which I owe in part to the Great Hearts curriculum and

to my excellent teachers who made Shakespeare interesting and accessible. As a student of literature, I learned to value reading his scripts as text; as a student actor, I learned to treasure the way his characters think and reveal their emotions through their words.

To complete my Plan II Honors major, I decided to write my college senior thesis on both of my passions: the Russian language and Shakespeare. I will focus on *Twelfth Night*, one of Shakespeare's greatest comedies, in Russian translation, its reception and context in the Russian mind, and how it fits into the Russian dramatic repertoire. I am interested in studying how the characters differ from British or American representations thereof, how a Russian perspective changes production, and how Shakespeare's colorful and flexible English is rendered into Russian forms. I want to search for the truth of Shakespeare's text in a different context, from a Russian point of view.

In the summer of 2013, I lived and studied in Moscow on a ten-week Fulbright-Hayes group project grant through The University of Texas at Austin. There I was able to see several of Shakespeare's works performed in Russian, including *King Lear*, *The Tempest*, and my favorite, *Twelfth Night*. The theatre is, as Shakespeare put it in *Hamlet*, "to hold the mirror up to nature," –or, in Russian, *derzhat' zerkalo pered prirodoi*—and my love for Shakespeare and the Russian language is largely a reflection of the education I received at a Great Hearts school.

Lucy Junker, 2010 Veritas Graduate, is a senior at The University of Texas at Austin.

THE SENIOR THESIS, a 15-20 page essay 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 2013, Jacquelyn Kovarik
***Transcending Systems: On Art, Knights,
Grandsons, and the Pursuit of Truth***

It is generally assumed that there is one superior method to pursue the truth. However, the pursuit of truth is necessarily dependent on an individual's unique life experiences, so how can this be the case? This thesis posits that there exists a plethora of varying methods of acquiring knowledge that, although faulty and incomplete, are nevertheless tools for pursuing objective truth. The insights of St. Thomas Aquinas, Soren Kierkegaard, Friedrich Nietzsche, and Alejandro Casona suggest it is ultimately necessary to transcend attachment to any one particular interpretive system in order to deepen one's understanding of the truth.



Glendale Preparatory Academy

Class of 2013, Kristoff Firedancing
The Preeminence of Prudence

"The Preeminence of Prudence" seeks to show that, of the virtues proper to man, prudence is the most essential to achieving happiness. Kristoff begins by using Aristotle's *Nicomachean Ethics* to define man's end and show that it is intrinsically related to his ability to live a virtuous life. Kristoff then examines the second part of the *Summa Theologica* to properly define prudence and then, through a series of analytical comparisons, shows that prudence is a prerequisite for the acquisition and proper development of the other virtues. Finally, through the addition of Josef Pieper's *Four Cardinal Virtues*, Kristoff discusses the importance of using prudence as a means of properly understanding and accounting for the reality of any given situation for the purpose of choosing an action most appropriate to the expression of virtue.

Mesa Preparatory Academy

Class of 2013, Bryson Tibbitts

End of Aim

This thesis seeks to better understand happiness and how it is achieved. Bryson brings the distinct philosophies of Aristotle from the *Nicomachean Ethics* and Epictetus from the *Enchiridion* together to analyze happiness from different perspectives, and reflects that philosophy of the lives of Abelard and Heloise as revealed in their letters. Through this inquiry he concludes that happiness is achieved through the wisdom of knowing truth, accepting truth, and becoming virtuous through active deliberation. This process enables a man to more efficiently and effectively elevate himself to the highest state of being and achieve his end of aim.



Chandler Preparatory Academy

Class of 2013, Chitti Desai

Moving Forward: The Art of Avoiding Contradiction and Embracing Paradox

Chitti Desai studies Kuhn's *The Structure of Scientific Revolutions*, Plato's *Republic*, and Dostoevsky's *Notes from the Underground* in her senior essay, "Moving Forward: The Art of Avoiding Contradiction and Embracing Paradox." Contradictions and paradoxes seem to be impassable. Valuing motion, Miss Desai posits that they do not actually impede at all. For her, what could confound and immobilize actually incites. Contradictions mobilize us by invoking what she calls our "determination to explain;" paradoxes motivate us by demanding acceptance, which overthrows that "determination to explain."



Scottsdale Preparatory Academy

Class of 2013, Cory Malkin

The Pursuit of Liberty Through Revolution

Mr. Malkin's thesis examines the nature of liberty and two possible routes, active and passive, through which human beings may attain it. The writer reveals the dangers of actively and violently striving for liberty, particularly in the instance of revolution, by examining Bramhall's, Hobbes's, and Mill's definitions of liberty (both in relation to the individual and society), and analyzing the application of liberty in Dickens's *A Tale of Two Cities*. Mr. Malkin argues that although revolutionaries may attain freedom from particular objects (monarchy, taxes, etc.), they do not achieve true liberty. Rather, true liberty for society and the individual must be received passively from the giver of liberty, i.e., the state, God, or another individual. Finally, Mr. Malkin argues that promoting individuality is the means to safeguard liberty. The passive form of liberty is the successful method of liberty, but if not maintained through diligence and individuality, it may fall just as easily as the active attainment of liberty.



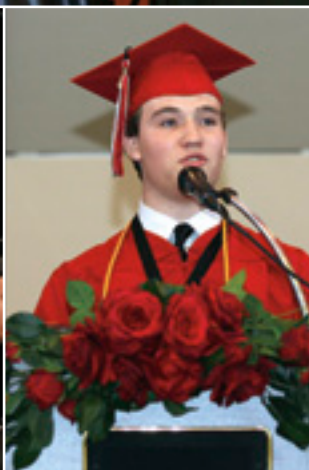
Graduation 2013

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



"You are setting forth on the open sea where the fish swim: and make no mistake, you are also heading down, descending into the Cave of a culture where Truth—Veritas—is neither honored nor even recognized, and where the real lover of wisdom, the lover of being over seeming, always looks ridiculous to 'such men...who hold that the truth is nothing other than the shadows of unreal things.' You will need courage, friendship, and piety; you will need to heed Teiresias' advice to Odysseus: '... contain your own desire, and contain your companions'."

—Andrew Ellison, Commencement Speaker, VPA



"We have left indelible marks on one another's souls. Our influence on one another—on our entire class—is great because we have learned to find merit in one another and to celebrate these meritorious aspects. And our influence is positive because we have learned to seek and value what is excellent."

—Nathan Malimban, Co-Valedictorian, CPA



"It is not enough to stop once we have found the truth. We must share it with others. If we truly love it, we will shout it from the rooftops till we can shout no more. And then we will rest for a short moment only so we can shout once again."

—Bryson Tibbitts, Co-Valedictorian, MPA

"While the 'lessons' we have learned in reading, writing and arithmetic are no doubt exceptional, the world is full of selfish intellectuals; our education equipped us not only with 'facts' but moral formation. No matter where our paths take us, we know one thing for certain: We will do good for the world."

—Victoria Woner, Valedictorian, SPA

Joel Malkin Veritas Prep 2009, Valedictorian

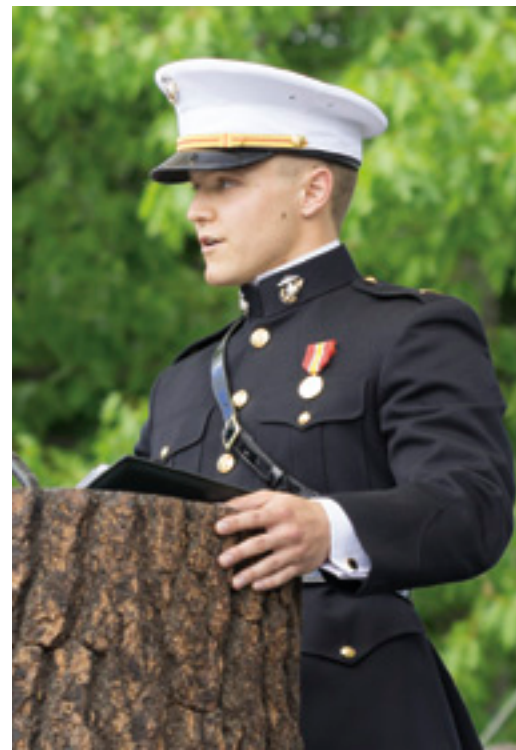
Dartmouth College, 2013, Valedictorian

B.A. in Linguistics and B.A. in Classical Languages

Currently: Working as a research assistant in Dartmouth's Classics department. Will begin Marine Corps pilot training in 2014.

When you see how Great Hearts is growing, what do you think that could mean for our country?

The growth of the Great Hearts network communicates two main points in my mind. First, is that the opportunity born from the school choice movement has shown its value in improving not just educational rhetoric but also educational practice. The growth of Great Hearts shows that the grass-roots approach of school choice can bring real, positive change at the level of the classroom and at the level of the individual student, and it shows that this change can succeed and become the norm for an entire region if only given the chance. The second point is closely related to the first, and this is that the growing demand for Great Hearts means a growing demand for the Great Hearts philosophy of education: a philosophy grounded in the conviction that 21st century American education should be fundamentally concerned with training civic virtue and democratic ideals and should be more than just a utilitarian endeavor concerned with skill acquisition or competitive advantage. There's a moral component deeply embedded in the way that Great Hearts educates its students, and as a Great Hearts Alumnus I'm most excited to see that sense of greater purpose spread beyond Arizona.



Ellen Munsil

Scottsdale Prep 2012

Currently: Studying Astronautical Engineering with a minor in Philosophy at the United States Air Force Academy

Upon Graduation: Active duty, and hopes to serve as a pilot or intelligence officer.



John Danovich

Chandler Prep 2012

Currently: Studying Public Health at the University of Arizona Honors College

Upon Graduation: Plans to obtain Doctor of Physical Therapy degree to help people who have suffered serious injury.



Jessica McCaleb

Veritas Prep 2007

Hillsdale College 2011
B.A. in English with a minor in Classics; University of Dallas 2013 M.A. in Humanities with concentrations in English and History

Currently: Teaching 7th, 8th, and 9th grade Latin at Veritas Prep

Great Hearts has an emerging tradition of students entering service academies. Why do you think that is?

I would like to believe that the number one reason is because they want to serve their nation. As Great Hearts students they have been uniquely equipped and made aware of the privilege it is to grow up in the United States where there is freedom. They have read and experienced what it is like to have freedom of thought. And I truly believe the main reason is that they want to stand on that wall and allow someone else the same privilege they were given – to be free to think and say what they believe.

How did you find the transition from Great Hearts to college?

Attending a Great Hearts academy gave me a very strong base for learning more as I continued into my college career at the University of Arizona. And, even though there was a lot of freedom, I felt some structure and sense of direction due to my education and my upbringing. School was difficult at times, but I knew how to study and the most efficient ways to learn based on the many habits I developed at Chandler Prep. I was able to manage my time well and prioritize because I had already been learning and developing those habits since seventh grade.

As a graduate of Veritas Prep, what will you tell your students to relish most about their time here?

Give yourself to everything this school has to offer you. Give yourself to your studies in diligence, to each other in friendship, and to the truth in love. And, finally, be willing to be wrong for the sake of coming to a truth which someone else may have seen more clearly than you have. The thoughts, habits, and friendships you form here will form you for the rest of your life, so make them the best that they can be!

Family Profile

The Shibatas, Anthem Prep

Part of the “American Dream” has always been striving to ensure a better life and opportunities for your children through their education. This is not only an American idea—in Japanese, they say *kodomo no tame ni*, “for the sake of the children”—and it was certainly a part of both of our parents’ American Dream, one that David’s Japanese-American father held fast to perhaps especially because of the way his own opportunities were limited in a World War II internment camp right here in La Paz County, Arizona as a young man. He got out of the camp when he volunteered in the army, serving in military intelligence, and later in General MacArthur’s headquarters after the war. Seventy years later, Charles Shiro Shibata received the Congressional Gold Medal for his wartime service to his country.

Our parents worked hard to impart core values and principles to us when we were young. With this understanding, we too have taken a similar approach in the education of our four daughters, always seeking for them opportunities and learning environments that would lead to their becoming well-rounded individuals. At the suggestion of several friends who had been recommending a classical education to us, we began with high expectations to investigate Great Hearts Academies and the ideals which they embodied: *verum, bonum, pulchrum*—Truth, Goodness, and Beauty. We were soon to find out how heavily these virtues would impact our family.

After attending an interest meeting and learning what a Great Hearts academy would have to offer our family and community, our decision was made. The Socratic method of teaching with an emphasis in the classics was of immediate interest and ideally suited to our hopes for the girls.

It is an understatement to say that we were more excited about the school than our children were at first. Subsequently, it took an overwhelming amount of time and effort to adjust to the lifestyle of a Great Hearts student. Initially, the children found that they were challenged beyond their expectations. As parents we began to question our decision; nevertheless, we persevered. Gradually, our children, each in their own time, began to adopt the ideals of *verum, bonum* and *pulchrum* that were emblazoned upon their uniforms. They began to understand and eventually embrace the unique kind of education offered by Great Hearts.

At every step, we found ourselves in unfamiliar territory. For example, we quickly learned that at Anthem Prep, grades were viewed not as an

objective in themselves, but rather as a by-product of fully embracing the quest for knowledge and the love of learning. With this discovery, importance of committed, voluntary study habits became evident and more readily accepted by the girls. Their embracing of this transformed the way they approached school: instead of viewing it as a necessary but often unpleasant challenge, they began to view their education as something desirable, a challenging but enriching part of their daily lives. Homework became integrated into a nightly routine, resulting in the girls just naturally carrying their books with them wherever we were going. It became a regular practice that was no longer a chore. As our children accepted and practiced these habits, their grades became a direct reflection of their efforts, and they began to flourish.

The classical liberal arts education offered at Anthem Prep is teaching the children beautiful, unchanging truths, beginning with more knowable truths and expanding to more complicated matter. It was then after witnessing the girls’ hard work and strong passion for their education that we were assured we had made the right decision. Not only do we recognize how beneficial it was, but the children do also.

Anthem Prep’s Headmaster, Mr. Smith, emphasizes the importance of well-rounded students. The girls have learned to manage their time so that they can participate in before and after school activities, such as sports, clubs, leadership team, tutoring, and music lessons as well as community and church activities.

It has been our honor and privilege to support Anthem Prep by volunteering our time, donating items, and pledging monetary gifts, for the greater good. Our community has been richly blessed with the addition of Anthem Preparatory Academy. The investment in the Great Hearts system helps sustain those positive attributes which we feel will enhance the future opportunities presented to our girls from what they will have learned. This learning will serve them well as they embark upon their higher educational objectives and their adult lives.

We have come full circle, as our parents’ aspiration for top-tier education for us is realized now for our own children and for so many more in this community. Great Hearts Academies has provided this opportunity for us and for others, an opportunity that older generations, for all their dreams, couldn’t have imagined.

The Shibata family—David and Kimberly (Dad and Mom), Jennifer (senior), Christina (junior), Nicole (7th grade), Michelle (6th grade) and Lucky, their loyal Aussie.

“The classical liberal arts education offered at Anthem Prep is teaching the children beautiful, unchanging truths, beginning with more knowable truths and expanding to more complicated matter.”



Family Classics

Class of 2013 Statistics

	Veritas Prep	Chandler Prep	Scottsdale Prep	Glendale Prep	Mesa Prep	NAT AVG
Number of Graduates	47	67	32	29	17	N/A
Percent of Class Commended or Better by National Merit Scholarship Program (NMSP) (includes National Hispanic Scholars & National Achievement Scholars)	17%	24%	19%	3%	6%	<1%
% of Class Named NMSP Finalist or Semi-finalists	2%	10%	3%	0%	0%	<1%
% of Class Receiving College Scholarships	79%	80%	96%	83%	94%	N/A
Percent of Class Accepted to "More or Most Selective" Colleges (as defined by <i>US News & World Report</i>)	59%	56%	69%	66%	65%	N/A
Average SAT Score (Out of 2400)	1816	1820	1883	1816	1818	1500*
Average ACT Score (Out of 36)	26.7	26.8	29.1	26.7	25.9	20.9

Class of 2014 PSAT Data

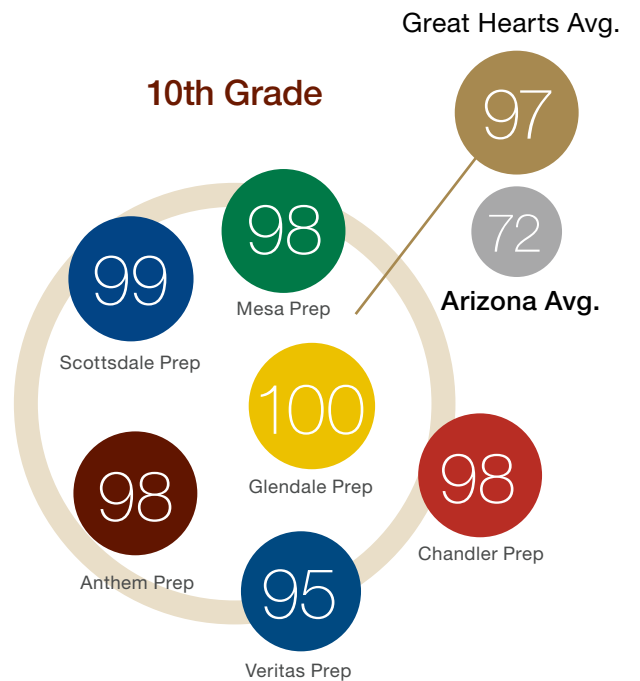
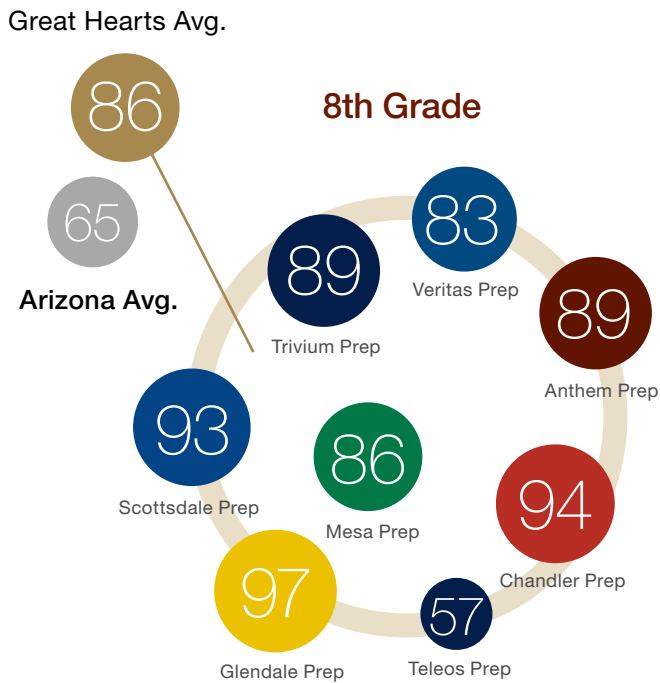
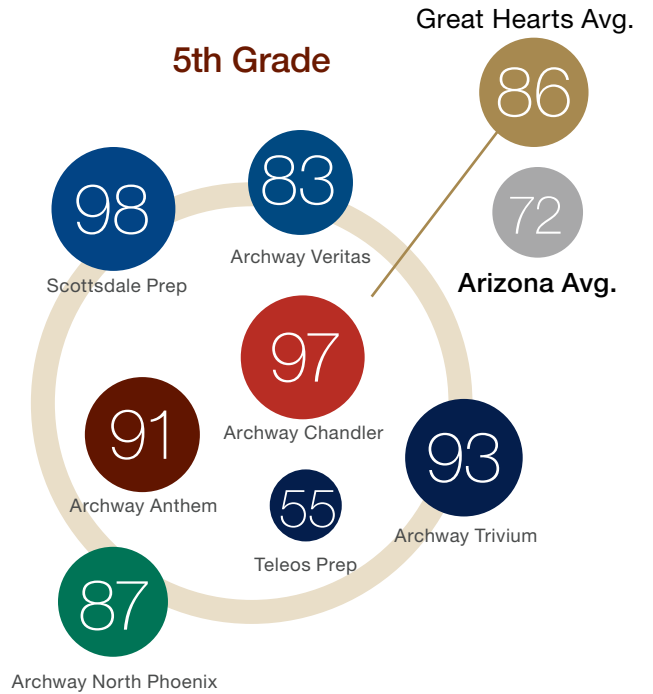
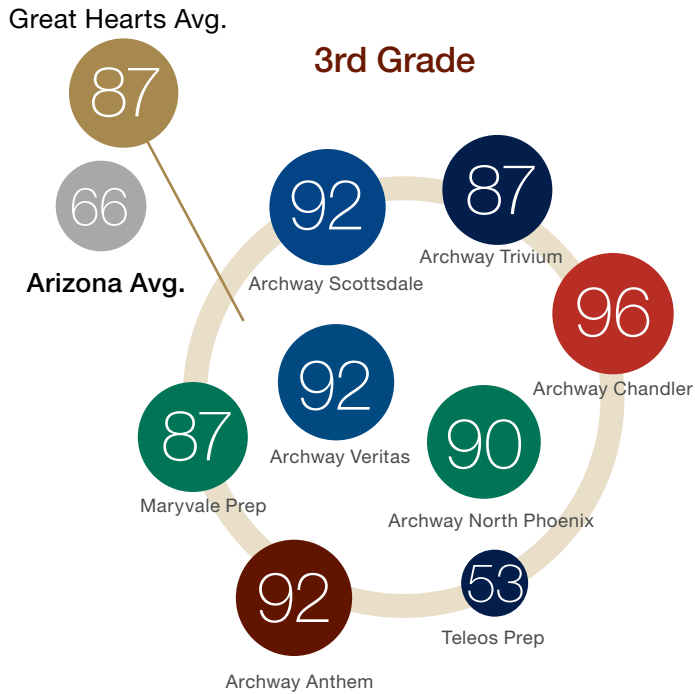
	Anthem Prep	Veritas Prep	Chandler Prep	Scottsdale Prep	Glendale Prep	Mesa Prep	NAT AVG
Average PSAT Score (Out of 240)	155	170.1	178	183	179	171	144.5

*Class of 2012 average; as of the time of publication the class of 2013 national average is unavailable.

Members of the Class of 2013 were accepted to the following colleges and universities. Graduates will attend the schools listed in bold.

<p>Abilene Christian University American University Arizona Christian University Arizona State University Augustana College Austin College Ave Maria University Azusa Pacific University Barnard College Barrett, The Honors College (ASU) Bates College Baylor University Belmont Abbey College Belmont University Beloit College Benedictine College Benedictine University at Mesa Bentley University Biola University Boston College Boston University Bradley University Brandeis University Brigham Young University Brigham Young University, ID Brown University Butler University California Lutheran University California State University, Fresno Case Western Reserve University Catholic University of America Central College Centre College Chandler-Gilbert Community College Chapman University Christendom College Claremont McKenna College Colgate University</p>	<p>College of Charleston Colorado College Colorado School of Mines Colorado State University Colorado State University Pueblo Columbia College Chicago Columbia University Connecticut College Converse College Corban College Cornell College Cornell University Creighton University Davidson College DePaul University DePauw University Dominican University Dominican University of California Drexel University Eastern University Embry Riddle University, AZ Fordham University Franciscan University of Steubenville George Mason University George Washington University Georgia Institute of Technology Glendale Community College Gonzaga University Gordon College Grand Canyon University Grinnell College Hamilton College Hampshire College Hampton University Harvard University Harvey Mudd College Hendrix College</p>	<p>Hillsdale College Hofstra University Hope College Illinois Institute of Technology Illinois Wesleyan University Indiana University at Bloomington Johnson & Wales University Kalamazoo College Kendall College Kenyon College Kettering University Kings College, NY Knox College Lafayette College Lawrence University Lee University Lewis & Clark College Liberty University Loyola University Chicago Loyola University New Orleans Marist College Marquette University Marymount College Massachusetts Institute of Technology McDaniel College Mesa Community College Mount Holyoke College New Mexico Institute of Mining and Technology New York University Northeastern University Northern Arizona University Northwest Christian University Northwest University Northwestern College Norwich University Occidental College Pace University,</p>	<p>New York City Pacific Lutheran University Pacific University Paradise Valley Community College Pepperdine University Point Loma Nazarene University Point Park University Pomona College Portland State University Purchase College State University of New York Purdue University Randolph College Rhodes College Rice University Roanoke College Saint Louis University Santa Clara University Sarah Lawrence College Savannah College of Art and Design Scottsdale Community College Seattle Pacific University Scripps College Sewanee: The University of the South Simpson College Skidmore College South Dakota School of Mines and Technology Southern Methodist University Southern Utah University, UT Southwestern University Stevens Institute of Technology St. John's College St. Lawrence University Texas A & M University Stanford University</p>	<p>Texas Christian University The American Musical and Dramatic Academy The Citadel The College of Idaho The College of Wooster The King's College The University of Alabama The University of Alabama in Huntsville The University of Arizona Thomas Aquinas College Trinity University Tufts University Tulane University United States Merchant Marine Academy University of British Columbia - Okanagan Campus University of California at Berkeley University of California at Irvine University of California at Los Angeles University of California at San Diego University of Chicago University of Colorado at Boulder University of Colorado at Colorado Springs University of Dallas University of Denver University of Evansville University of Illinois at Urbana-Champaign University of Kansas University of Kentucky University of Mary Washington University of Miami</p>	<p>University of Michigan University of Nevada, Las Vegas University of New Mexico University of Oregon University of Pennsylvania University of Pittsburgh University of Portland University of Redlands University of Rochester University of San Diego University of Southern California University of the Pacific University of Utah (Honors College) Virginia Commonwealth University Washington and Lee University Washington University in St. Louis Wellesley College Wesleyan University Western State Colorado University Western Washington University Westmont College Wheaton College IL Wheaton College MA Whitman College Whittier College Whitworth University Willamette University Wittenberg University Worcester Polytechnic Institute</p>
---	--	---	--	---	---

AIMS 2013 (Arizona's Instrument to Measure Standards)
 Percentage meeting or exceeding



Great Hearts Academies is delivering on the investment.

Great Hearts' academies are **tuition-free, public charter schools** whose founders envisioned a brighter future for Arizona.

Charters are held to the highest standard of academic, administrative and financial accountability in exchange for their autonomy from the bureaucracy of traditional district schools. As evidenced by this publication and various other disclosures, Great Hearts embraces the greater expectations of transparency regarding student achievement and financial integrity the same way every high-performing organization understands it must demonstrate a greater return of value to investors.

Sound finances have always been integral to Great Hearts – affecting our ability to fulfill our purpose. Our mission cannot be accomplished if the financial viability of the schools is threatened. Conversely, we will have failed if we are financially healthy, but are not fulfilling our primary purpose of educating students for the life-long pursuit of truth, beauty, and goodness. As Jim Collins states in his 2005 monograph, “Good to Great and the Social Sectors”, “The critical question is not ‘How much money do we make?’ but ‘How can we develop a sustainable resource engine to deliver superior performance relative to our mission?’” Therefore the accountability we speak of is inclusive of the entire organization’s performance, not just financial management.

In addition, each of the Great Hearts academies are not-for-profit, tax-exempt 501(c)3 organizations, as are the parent charter management organizations in each state that we operate. The nonprofit sector holds the distinction of being the only sector whose name begins with a negative, as Harvard Business School Professor Allen Grossman has noted. Interestingly, the word “profit” comes from the Latin noun *profectus* for “progress” and the verb *proficere* for “to advance.” Thus, one could interpret the term “not-for-profit” to mean, literally, not-for-advancement. However, Great Hearts is most certainly for progress and advancement.

As you have read in this publication, Great Hearts has made a tremendous amount of progress over the past year as our mission continues to advance and serve more students. That progress came from investments from a variety of sources to which we are deeply grateful. Of course, the largest private source of investment is the generosity of parent giving to the annual Community Investment and Tax Credit campaigns. From its founding, Great Hearts has existed because of a unique bond between the school and families, between teachers and parents to create something better for children. This social contract to create a program that expects more of everyone is manifested beautifully in parent giving, without which Great Hearts would not exist.

Those donations are especially critical since charter schools receive less state funding than traditional public schools. Each state’s funding formula operates differently, but in 2011, Arizona charters

were funded at \$1,578 less per child than traditional schools.¹ And even though the recent financial crisis depressed property values and allowed Great Hearts to debt-finance land and buildings purchases for less money than in the past, the facility challenge remains. Simply stated, the state could do much, much more in the form of funding and support for new facilities.

Perhaps someday states will recognize they can make as great a financial return by investing in the best schools as they can by investing in various pension funds. Those schools would have money with which to experiment and to grow to serve more students at a new level. We understand the only way that vision can become reality is if we continue to demonstrate results. However we do not approach our work with a simplistic and utilitarian view of a “Return on Education,” comparing costs and outcomes, nor some sort of “Knowledge as a Currency” theory. Rather, we understand we have a duty to fulfill the promises we have made to our students and families to help form Great-hearted young men and women. Hopefully all of our donor-investors see the “return” on their investment, believing not only in our mission, but in our capacity to deliver on that mission.



Ward Huseth,
Chief Financial Officer

1. Arizona Legislature, Joint Legislative Budget Committee, “Overview of K-12 Per Pupil Funding for School Districts and Charter Schools,” June 20, 2012, <http://www.azleg.gov/jlbc/districtvscharterfunding.pdf>.

GreatHearts Academies Financial Report¹

	June 30, 2013 ²	June 30, 2012	June 30, 2011
Students	6,258	4,980	2,988
Academies	15	12	8
Numbers in thousands			
Revenue, Grants, and Support			
Governmental	\$39,535	\$31,130	\$18,416
Grants and Contributions	10,501	10,311	6,387
Other Programs	4,364	2,958	1,147
Total	\$54,400	\$44,399	\$25,950
Expenses			
Instructional Personnel, Supplies and Other	26,925	22,782	13,529
Co-curricular Programs	1,616	1,420	767
Facilities	5,108	4,087	2,303
Depreciation and Amortization	2,376	1,322	672
Interest	2,249	1,569	575
Fundraising	693	482	236
Management and School Administration	10,096	8,292	6,221
Total	\$49,063	\$39,953	\$24,303

Assets			
Current Assets	\$13,404	\$10,142	\$ 4,949
Furniture and Equipment	2,918	1,711	645
Land and Buildings	53,794	40,097	30,401
Accumulated Depreciation	(5,204)	(2,864)	(1,925)
Other Assets	7,695	3,348	3,318
Total	\$72,607	\$52,433	\$37,388
Liabilities and Net Assets			
Current Liabilities	8,774	6,246	6,051
Long Term Debt and Other Liabilities	50,419	37,517	27,113
Net Assets	13,414	8,670	4,225
Total	\$72,607	\$52,433	\$37,388

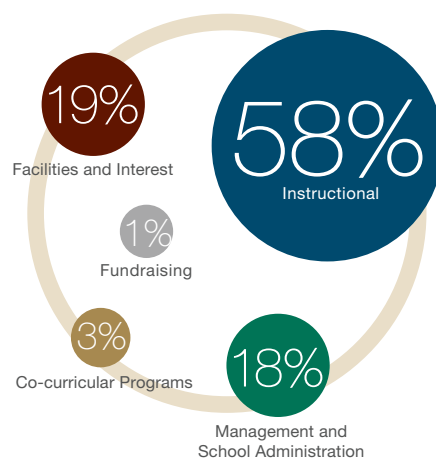
¹ Financial information is included for Great Hearts Academies operations in Arizona and excludes all activity related to the Great Hearts America and Great Hearts America - Texas not-for-profit entities.

² Financial information for the year ended June 30, 2013 is unaudited at the time of publication. However, information about how to access annual audit reporting packages is available through <http://online.asbcs.az.gov/help>.



Expenses by Percentage

2013-14 Fiscal Year Budget



The Same Table



In many ways, Great Hearts was born around a kitchen table. From the first academy, parents and school leaders sat down together and asked: We know what we want for our children and what public education can be for our community—is everyone here willing to give more to make this vision possible? The answer was yes.

Every year, our parents, school leaders, and teachers renew that commitment to give more to make a Great Hearts education possible. With 7,625 students and their families at 17 academies this year, the setting is now much larger, but it is still the same kitchen table, and the original commitment has only grown with it.

We are deeply grateful to everyone who gives generously to help our academies thrive.

Thank you!

This last year, **4,371** 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.

The Greater Good
a campaign at the heart of our mission

We began the **Greater Good** fund this year as an invitation for families to give beyond their own school community in support of Teleos and Maryvale Prep. The generous response that followed reflected the very best of Great Hearts, and had a real and immediate impact on our mission to provide all students with a full Great Hearts education. **Our deepest thanks for every gift.** www.greatheartsaz.org/GreaterGood



"At University of Phoenix, we emphasize that education is a lifelong journey, and that starts with elementary aged children. Our partners at Great Hearts share this value, giving K-12 kids a head start in education and providing their students with a gift that will last a lifetime. We couldn't be prouder to support their mission."

—Patt Gottfried, Vice President
Apollo Group Corporate Social Responsibility



"APS is dedicated to creating a strong future for our youth. Through philanthropic giving and employee volunteerism, we support teachers in upholding high expectations and creating a solid foundation in core areas of study. We are pleased to partner with Teleos Preparatory Academy, a Great Hearts Academy, as they educate the future leaders of Arizona in the "lifelong pursuit of truth, goodness and beauty."

—Julie Coleman, Executive Director
APS Foundation and Manager, Corporate Giving



"The Phoenix IDA believes every student should have access to a great school, excellent teachers and a premier education. Great Hearts accomplishes all of these objectives and more. We look forward to a long partnership with Great Hearts Academies."

—John Salgado, Executive Director
Phoenix IDA

Community Partner Highlights:



Arizona Diamondbacks Foundation

Grand Slam helps drive home an 'A':

Building on their foundational support of Teleos Prep in 2009, the D-backs stepped up again in 2013 with their \$100,000 Grand Slam Award to Maryvale Prep. The grant helped establish the *On Base* reading program, which provided every student with an additional 360 hours of specialized reading and literacy instruction and helped Maryvale Prep earn an 'A' grade in just its first year.

"As a proud parent of Great Hearts students, I understand the value of the curriculum and believe it is the finest form of education in the state of Arizona. Teleos Prep and Maryvale Prep now bring this much-needed reform to under-served children who live in the shadows of our ballpark and we want to play a part in positively impacting their lives and development."

—Derrick Hall, President and CEO
Arizona Diamondbacks



Innovative Impact: With a low-interest community loan (up to \$3,000,000), SCF Arizona has made it possible for Maryvale Prep to serve more students and build a permanent campus home within the Maryvale community. This strategic investment during Maryvale Prep's start-up years allows it to build ahead of student body growth and avoid patchwork solutions as it adds more grades.

"As the largest mutual insurance company based in Arizona, SCF believes that a strong community builds strong businesses. We understand that education is the key to the success of each young person and that a strong educational system builds a strong community. Our investment is strategic. Arizona has been our home for 88 years and we are committed to make it the best possible place to live and raise a family. We are pleased to be able to assist Great Hearts in serving the Maryvale community and applaud their successes throughout Arizona. We encourage all businesses, large and small, to invest in Arizona. It's good for all of us."

—Rick DeGraw, Executive VP, Chief Administrative Officer
SCF Arizona



"The Foundation's mission encourages lifelong learning beginning at birth and continuing through higher education. Education is not simply learning to take a test but learning about life, how to give back to our world and how to remain inspired at every phase of growth. Teleos is bringing classical education to families in downtown Phoenix and Steele is proud to be a small part of this fabulous school."

—Marianne Cracchiolo Mago, President
The Steele Foundation



"Helios Education Foundation is proud to support Maryvale Prep and the excellent work they are doing to ensure their students are college and career ready. The 'A' rating they received is a result of the hard work and commitment of the students, staff and community. Helios is proud to support schools like Maryvale Prep to facilitate rigorous, high expectations environments for all students - regardless of background or zip code."

—Paul Luna, President and CEO
Helios Education Foundation



A Vision for San Antonio

A conversation with Victoria Rico, Board Chair for Choose to Succeed, a nonprofit organization working to attract the nation's best public charter schools to San Antonio, Texas.



What is Choose to Succeed's vision for San Antonio families?

Choose to Succeed's vision for San Antonio families is primarily about educational quality. Educational choice and a rich variety of options are really just great byproducts of improving quality. One of the systemic problems with education in America is that our traditional education system does

not replicate great schools or close down bad ones. We know from decades of data that it is vanishingly rare for existing schools (charter or traditional) to improve much in spite of reform efforts within them. We are much better at closing down poor charters than poor traditional public schools (though not good enough), but the greater impact is that great charters replicate great schools consistently and quickly. Already in Texas, over half of charter students are enrolled in schools replicated and run by just a handful of high-performing charter operators. So the whole bell curve of educational results moves to the right over time. The byproduct is a rich landscape of unique and innovative schools where families can seek out the school best suited to their individual learning needs and passions.

How did CTS come together?

Local philanthropists and community leaders realized that for the first time we could really move the needle on educational results city-wide at a cost philanthropy can afford. As Bill Gates says,

in public education spending, philanthropy amounts to no more than a rounding error. Philanthropy has not been able to move America's academic achievement as measured by the NAEP for 40 years. Replicating, high performing charter school networks are the first investment we've seen where the rounding error can make a huge difference in student results for large numbers of children.

Why did the San Antonio community need such a movement of leadership? Why now?

I don't know that it was so much a movement of leadership as a bunch of committed volunteers putting their shoulders to the same wheel. The promise of schools like Great Hearts that have a proven track record of replicating one school after another—it's so compelling that people jump in to help. Most of the resistance you see is really from people who have a financial stake in the status quo.

As a foundation trustee, what have you learned through this process? Would you do anything differently?

I remember thinking that if you just add money, great schools will grow. Essentially this is true. Money for startup is the one thing they can't do without. It really helps though if you are prepared to clear obstacles for them too, especially if they are coming into a new town. For that you need lawyers, accountants, outreach to every layer of government, and a whole bunch of committed volunteers ready to make the necessary phone calls to clear the obstacles that arise to building great schools on a shoestring budget. I'm glad I didn't know that going in actually. We might not have started.


How did you first hear of Great Hearts?

The Philanthropy Roundtable took a group of education funders on a tour. Dan Fishman--the head of Philanthropy Roundtable's K-12 forum--is phenomenal at spotting great school models. He's a Teach for America alum and one of the smartest human beings on the planet.

What has stood out to you about Great Hearts that you didn't know going into the process?

Going in, I think I was more impressed by the test scores, the data. Now I'm more impressed by the character component. Great Hearts is so committed to creating great hearted young men and women that it doesn't let its education be compromised in pandering to standardized test scores in the way that most public schools do. In fact, I can generalize this statement to the whole high performing charter school sector. I used to think the fine character education I was seeing in so much of the sector was a byproduct of great academic education. I now suspect it is the reverse. The great academic results might just be the byproduct of fine character education. When I listen to Great Hearts students speak, I am blown away by how thoughtful they are, how articulate, and how good to one another they are. I overheard two girls in the hallway at a Great Hearts school. Each was telling her friend how insightful she thought her remarks were in class. They were actually encouraging each other to speak up more in class. That is the quintessential Great Hearts student.

Victoria Rico is a native of San Antonio. In 2011 she published *A Proposed Strategy for San Antonio: High-Quality Charter Replication*, which was the foundation for Choose to Succeed and its efforts.



“The mind is
not a vessel
to be filled,
but a fire
to be kindled.”

—Plutarch

GreatHearts
classical education, revolutionary schools

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

NON PROFIT ORG
U.S. POSTAGE
PAID
PHOENIX, AZ
PERMIT #1662

View or share online: GreatHeartsAZ.org/magazine

