

VOL. 7 FALL 2014

GreatHearts

CLASSICAL EDUCATION. REVOLUTIONARY SCHOOLS.

A CLASSICAL
EDUCATION
FOR OUR TIME



Our Cover:

The School of Athens

Raffaello Sanzio da Urbino (1483-1520)

Apostolic Palace, Vatican City



At the center stand **Plato (1)** (in the likeness of Leonardo da Vinci) and **Aristotle (2)**. On the left is **Socrates (3)** arguing in a group believed to include Xenophon and Alcibiades. Facing the Venetian scientist, **Zeno (4)**, is **Epicurus (5)**, presumably defending the principle of hedonism. Followed by his pupils, including Arabic philosopher **Averroes (6)**, **Pythagoras (7)** demonstrates his theory of harmonic ratios. Nearby, **Parmenides (8)** points to an opposing theory of his own. Some believe that Raphael is portraying his great rival, Michelangelo, in the mournful figure of **Heraclitus (9)**. Below Aristotle, reclining on the stair is **Diogenes (10)** while **Euclid (11)** is using a compass to demonstrate a geometric proposition. Next to Euclid, holding a globe of the Earth is the geographer **Ptolemy (12)**. Facing him and holding a globe of the sky is Persian astronomer and philosopher, **Zoroaster (13)**, with Hellenistic philosopher **Plotinus (14)** (possibly portrayed by Pope Julius II) in the background. The young person next to them and facing the viewer is believed to be **Raphael (15)** himself accompanied by artist **Sodoma (16)** whose fresco Raphael is believed to have erased to create his Vatican paintings.

Raphael's iconic
masterpiece adorns
the cover of this
year's magazine, and
reproductions of it can
be found in every school
in the Great Hearts

A celebration of ancient wisdom on a grand scale, this giant painting depicts the figures of Plato and Aristotle surrounded by others such as the mathematicians Pythagoras and Euclid, the scientists Archimedes and Ptolemy, and other Greek philosophers including Socrates, Diogenes, Heraclitus, and Empedocles. Like the ancients themselves, Raphael viewed mathematics, natural science, moral philosophy, and metaphysics as a unity, not as separate departments, and *The School of Athens* depicts pioneering thinkers from all these fields in conversation with each other. One of four great frescos in the Vatican Apostolic Palace, *The School of Athens* is in the same room as other works celebrating law and statesmanship, the arts, and theology—things without which the life of learning would be incomplete.

At the center of the painting, where the perspective lines converge, are the elderly Plato (left) and the young Aristotle (right), each carrying a book and making a striking, symbolic gesture. Plato holds a copy of his own work *Timaeus*, an abstract and speculative exploration of geometry, physics, and the divine creation of the universe; commensurate with these lofty notions, Plato points upwards towards the heavens. Next to him, Aristotle clutches his *Ethics*, a practical study of human moral conduct; his outstretched hand with downward-facing palm is a gesture towards the earth, the observable world in which all learning begins and daily life is lived.

In its reverence for the great figures of the past, and in its depiction of the unity of learning and of the complementarity of practical and theoretical wisdom, Raphael's great fresco is an emblem of what Great Hearts holds dear.

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*Educating for the lifelong pursuit of
truth, goodness, and beauty*

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*In the Fall 2013 issue of this
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of the printed quote (page
44) was Nathan Malimban,
Chandler Preparatory
Academy Co-Valedictorian.*

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"WHEN ARE WE GOING TO USE THIS?"

Every teacher has fielded some version of this question at least once: Will we ever use again what we are learning here? What's the point?

How does this apply to the "real world"?

These are fair and worthy questions. We at Great Hearts want our students to try to make sense of what they are learning in terms of their lives, future careers, and purpose. The point of their education must be visible to them, and we must be able to face these questions our students (and their parents) are asking: what is the purpose of a classical, liberal arts education in the 21st century? How is a schooling in the books and deeds of the past useful for the American future?

Traditionally, a classical education has held that the best forms of learning are pursued for their own sake, without any reference to the useful—when the joy of learning takes over and the work of study fades into fascination of what is being learned. We have all felt this when we are engrossed in a great book, a lengthy project of deep interest, or an intense conversation about an intellectual problem. Every great teacher seeks to create this experience of wonder and deep inquiry for its own sake, and students who have experienced it over and over are changed forever.

And, there is the wider perspective that the lasting forms of learning must be kept pure of practical or worldly concerns, to shape the person in accordance with an ideal that is noble and lasting, rather than transitory and discardable. As the great English poet and essayist Matthew Arnold believed, first you create the scholar and the gentleman, and then he will be ready to act practically for the good. The original idea of the university was founded on the premise that society could create a quiet place of philosophical reflection, intense study, and moral formation to prepare the leaders of the culture.

At Great Hearts, we firmly believe that there is no contradiction between this classical tradition of learning for its own sake and the pressing need for practical value here and now. It is exactly because classical education focuses on first things—forming the complete human being—that it produces so many practical, useful benefits. Briefly, here are some of these useful fruits within the context of our time and place:

“It is exactly because classical education focuses on first things—forming the complete human being—that it produces so many practical, useful benefits.”

1. *Classical education produces ordered knowledge.*
Based on the rich tradition of the Trivium (grammar, logic, rhetoric), the Great Hearts K-12 curriculum is sequenced year-over-year and across all the liberal arts subjects to build on itself in relation to the emotional and intellectual development of a young scholar. As one by-product of this order, Great Hearts seniors excel on national and international tests and assessments. The average SAT score of 1820 is 300 points above the national average and higher than all but one of the private schools in Phoenix. Five of Arizona’s top ten public high schools (based on SAT scores) are Great Hearts schools, and the class of 2014, on average, received over \$130,000 in merit-based scholarship offers per pupil. From an international perspective, our high school students are also competing with and out-performing the best students in the world. (Please review the note about Great Hearts’ scores on the international PISA test on page 31.)

2. *Classical education forms critical thinkers.*
The Socratic method we use in our classrooms and our insistence on logic, reason, and evidence forges a student who can think deeply, see opposing viewpoints, change position when merited, and solve problems with flexibility. Thirteen years of studying great works of literature, history, and philosophy allows our students to understand the human condition in all its richness and complexity. Math and science, at their best, are truly liberal subjects in their imaginative nature and problem solving (see Robert Jackson and Andrew Ellison’s essay on Einstein and mathematics on page 10).

Furthermore, the collective demands of such an education instill in our students an ability to see how the parts fit the whole and how a central idea can bind together many parts. (I encourage you to read Erik Twist’s essay on page 27 about how this form of intellectual preparation, as opposed to cubicle-minded specialization, uniquely prepares scholars to succeed in the ever-evolving 21st century economy.) We don’t know where the jobs will be twenty or even ten years from now, but we can surmise that the professionals who can think and communicate clearly and problem-solve with intensity and creativity are going to rise to the top of any profession. We also want these leaders-of-tomorrow to be steeped in the unique spirit of American ingenuity and team loyalty to a purpose larger than themselves. A Great Hearts academy, with its emphasis on civil discourse (faithful to the American Founding) and competitive athletics, is built to forge world leaders.

3. *Classical education forms life-long learners.*
At the core of classical education is the formation of habits of curiosity and a love of learning. Our learning never ends, and the most important launch an early education can give is to teach students to seek answers, to love reading, to sense when an explanation is half-baked, to go further, and to go really deep in a subject when its many layers fascinate him or her. (See Robert Rivard’s essay on page 16 for a very personal story of how a love of reading and research can forge a life and meaningful career.) I think of the age-old adage that you can give a man a fish or you can teach him how to fish. Classical education, properly applied and well received, is fishing lessons for life.

4. *Classical education forms real leaders.*
C.S. Lewis said that education without values, as useful as it is, produces clever devils rather than human beings. A good classical education trains the heart to seek what is noble and enduring. This habitual vision of greatness is modeled by teachers and woven into a school culture that the students come to embrace with integrity. Moreover, when the heart and the head come into alignment, and when the student is trained to work hard to an ordered end, a complete scholar can lead others with purpose and conviction.

Rather than a backward-looking relic ill-equipped for the present century, classical education serves the human ready to engage a broad array of future possibilities. We all—teachers, students, and parents—become students of human potential. Above all, a Great Hearts graduate will have the character and intelligence to know what is worth doing. This will always be of real use—perhaps the highest use.

Onward and Upward,



Dr. Daniel Scoggin

Seek Out Life

It has been four years since I first walked on to the campus of Arete Prep (formerly Mesa Prep), a scared 8th grader with no idea what to expect or what the next few years of high school had in store for me. In this, my senior year, the school has a new and equally unfamiliar campus. As I walked on to the brand-new campus in Gilbert the first day of my senior year, I was once again that confused 8th grader, asking for directions, and desperately rushing to get to class on time. But I have changed much since that first day, and as my high school years come to an end, I can't help but reflect on the education which has transformed me into the person I am today, allowing me to grow and excel academically, artistically, and athletically.

Education at Arete Prep is not for the passive-minded. Students at Arete Prep are compelled to seek out not just a passing grade, but an understanding and a love for the material which they learn. This focus was different from anything I had ever encountered. Before I attended Arete Prep, school was an ordeal for me. I wanted to play football and build Legos, not search for the ever-elusive least common denominator. As a result, my lack of motivation ensured that I never reached my full potential. However, when I entered Arete's culture, where my peers strove for excellent academic performance, something inside of me, perhaps my competitive nature, pushed me to perform the best I could. Gradually, I realized that learning should be loved rather than endured. Arete did not give me the intelligence to pursue a classical education, and it does not single-handedly deserve the credit for my achievements thus far. Yet, without a doubt, the culture which Great Hearts promotes in its schools caused me to refine my views of education and take control of the learning in my life.

While Arete has definitely allowed me to excel academically, it has also taught me that school isn't everything. I am not the perfect, all-around student, starting new clubs left and right and captaining Arete Prep's championship sports team.

In fact, during my first year of high school, I had no aspirations for extracurricular activities, sports or otherwise. However, Arete's small size provides many opportunities for involvement, and when the soccer team needed players, I found myself joining on a whim. At any other school I would have been cut from the team because of my inexperience, but at Arete Prep I was given a tremendous amount of instruction and playing time. Now, going into my senior year, I have not only played soccer for two years but have received the award for the best attitude, academic achievement, and athletic performance on the team. I have also co-founded a soccer skills club to practice the game year round. Likewise, when the school guitar club started, I was able to use previous experience in classical guitar to tutor beginning guitarists, and when choir needed a bass I was asked to step up. This experience in singing has allowed me to become involved in my church's choir and ensemble—I have even led the worship services on multiple occasions. My time in guitar club inspired me to offer guitar lessons outside of school, and I have tutored several beginning guitarists. Arete did not make me the best guitarist/soccer player/vocalist ever to grace those respective programs; rather, it taught me that while I may not be the best at an activity, I do have something I can contribute. Now I understand that involvement in extracurricular activities is a supplement to learning, not a distraction.

Ultimately, my time at Arete Prep has taught me to never live life sitting down, waiting for something or someone else to dictate my next move. I have learned to seek out life, accepting the challenges and discovering on my own how I can improve the situations in which I am placed. As my fellow classmates and I begin to explore the frontiers of college, we are often daunted by the challenges we will face down the road. However, Arete has taught me to embrace the learning process and to be proactive in my community. I know I am well prepared for the road ahead.

Michael Pati is a senior at Arete Preparatory Academy (formerly Mesa Preparatory Academy) in Gilbert, AZ.

“Gradually, I realized that learning should be loved rather than endured.”





“ONE OF THE BEST PARTS OF BEING A GREAT HEARTS STUDENT IS DEFINITELY THE CULTURE YOU GET TO EXPERIENCE. I’VE NEVER HAD STRONGER FRIENDSHIPS OR GREATER EXPERIENCES OUTSIDE OF SCHOOL THAN THE ONES I HAVE AT GLENDALE PREP.”

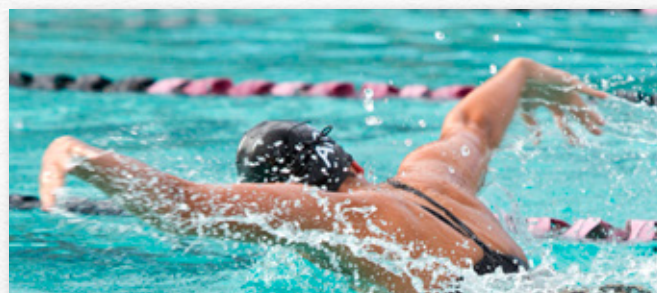
—Giana Cirulli, Junior, Glendale Prep

THE GREAT HEARTS HIGH SCHOOL



“At other schools, students might be judged on their choice of clubs, and you really lose all sense of that here. It really is about what you want to pursue, and that’s what you’re allowed to do. You don’t have to worry about this label that’s put on the club, or what seems cool or what isn’t cool.”

—Madeline Perrine, Senior, Scottsdale Prep





“WE’RE ABLE TO PROSPER. EVERYONE I’M FRIENDS WITH IS VERY VIRTUOUS. I’M SO THANKFUL TO GO TO A SCHOOL LIKE THIS AND TO HAVE THIS OPPORTUNITY TO MEET THESE KINDS OF PEOPLE.”

—Ayla Rice Nulty, Junior, Anthem Prep

“Our school aims to give us an education that teaches us how to live life well. We’re taught that the reason we are here is to learn about the beautiful Western Tradition, which will eventually prepare us to live a good life, to find virtue in some way, and figure out the best way to live as human beings.”

—Calen Firedancing, Junior, Glendale Prep



“Unlike a bigger public school, this is a smaller, more intimate environment. We know most of the other people in our grade. Even if they’re not in your class you still get to have a relationship with them. There are so many different ways to get to know everyone on campus. It’s not just a bunch of students competing with each other to get the best grade or just to get out of high school as soon as you can. This school is about having everyone help each other. That’s the only way to succeed – to build on each other and listen to each other.”

—Donovan Fiore, Junior, Chandler Prep





“THAT MENTOR RELATIONSHIP YOU HAVE WITH YOUR TEACHERS DOESN’T END WHEN YOU LEAVE THE CLASSROOM. EVERY TEACHER I’VE EVER HAD GENUINELY CARES ABOUT BOTH ACADEMICS AND HOW YOU’RE DOING AS A PERSON.”

—Will Twait, Senior, Scottsdale Prep



“Scottsdale Prep and Great Hearts is a lifestyle, not a school. You have these core values (truth, goodness, and beauty) that all of us strive for, and we all desire excellence. We learn the importance of it, and it consumes our whole life. It’s not something you can do partially just when you come to school, it’s something that you carry with you both in and out of the classroom.”

—Joseph Herrera-Theut, Senior, Scottsdale Prep





“THE DANCES WE HAVE ARE ONE OF THE BEST PARTS OF LIFE AS A STUDENT AT GLENDALE PREP. WE HAVE A HOMECOMING DANCE, A WINTER FORMAL, AND A PROM, AND WE’RE HOPING TO START A SPRING FLING. MY FAVORITE PART OF THE DANCES IS WHEN THE TEACHERS ALL JOIN IN DURING THE LAST FEW SONGS AND EVERYONE KIND OF GOES CRAZY—IT’S A LOT OF FUN.”

—Katie Mullins, Junior, Glendale Prep





The Great Hearts educational program strives in humility to be faithful to this tradition, an unbroken lineage of care for mathematics and science that takes us from Plato to Einstein and into the 21st century.

RECOMMENDATION *of* GENIUS

A concerned mother once approached Albert Einstein with the question of how best to prepare her very young son for a future career in science. Thinking that the great physicist would have specific and technically-oriented titles to recommend, the woman asked him what books she should read to her boy.

Einstein responded: “Fairy tales.”

Somewhat surprised but undeterred, the woman pressed harder: “But what else should I read to him?”

“More fairy tales,” said the graying genius.

“And after that?” the woman asked.

With a gentle smile, the great physicist replied, “Even more fairy tales.”

While this conversation is supposed to have taken place more than 60 years ago, we contemporary Americans can certainly recognize a 21st century anxiety in the mother’s concern. We might even see some of our worries for our own children in her question: *I want my 4 year-old to have the best chance at competing for the STEM careers of tomorrow. How can I gain an edge for her? What can I do now to make sure he gets on the path of scientific and technical training as soon as possible? Should I enroll her in a special math and science preschool? Read Carl Sagan to him at bedtime?*

Einstein’s delightful and befuddling response was not what his petitioner expected. His refusal to prescribe shortcuts to turn her toddler into the next Heisenberg or Gödel was the last thing that an urgently-practical, career-minded parent wanted to hear. To recommend fairy tales—surely, isn’t that the opposite of what a sober-minded, mathematical and theoretical mind would really believe? How did Einstein get to be Einstein, anyway? Surely it wasn’t by reading the Brothers Grimm?

If we reflect upon the great physicist’s answer, we discover in it a deep wisdom about the place of science and mathematics in the whole of education, a wisdom that is faithful to the 2,500-year liberal arts tradition of the West. The Great Hearts educational program strives in humility to be faithful to this tradition, an unbroken lineage of care for mathematics and science that takes us from Plato to Einstein and into the 21st century.

Einstein’s insistence that the would-be scientist of tomorrow should start his education with fairy tales expresses the understanding that scientific and technical education must take place in a much larger context. The study of mathematics and the sciences is only part of an education; to cut it off from an education in stories, history, music, and the arts is to do violence to the unity of learning and to produce an intellectual amputee, something less than a whole person. Einstein understood this, for he lived it: his own interests in philosophy and music were an indispensable part

of his intellectual character. He writes in his *General Theory of Relativity* about the importance of creative “intuition” for the mature scientific mind: a quality of the imagination often associated with the creative arts, and a necessary complement to rigorous mathematical logic and scientific reasoning.

In giving primacy to intuition and imagination for the scientist, Einstein stands in a long line of thinkers in the Western tradition, who have taught that scientific and mathematical studies are inseparable from such pursuits as poetry, music, and philosophy. For much of the 2,500-year tradition of thinking in the West, an essential unity of math and science with the rest of knowledge was maintained. The Great Hearts academic program strives to continue this cultural tradition into the 21st century, offering all students the kind of education that Einstein himself enjoyed—one rich in literature and mathematics, music and physics, with the same richness of curriculum and depth of approach for all students in all subjects from K to 12.

Our students will study Newtonian physics even as they learn to sing a Bach chorale. They will learn multiple foreign languages, just as Einstein had to, while studying geometry, trigonometry, and calculus. In the formative elementary school years, they will hear and read and re-tell the great folk and fairy tales of the human family, just as surely as they will learn the basic language of mathematics—all of these subjects being an essential part of human development.

But, of course, we know that fairy tales alone are not enough. Einstein’s childhood was nourished by poetry, fairy tales, and music—but if he hadn’t gone to excellent schools and colleges and had the very best mathematical and scientific training, he would not have reached his full potential. An excellent mathematical and scientific education must hold itself to the highest standards

in the world, and must emulate the world’s best models—just as the Great Hearts educational model strives to do.

If we Americans wish to improve the math achievement of our children, we must adopt the best in the world. For starters, we would do well to examine the significant strength of Russian math teaching in the 20th century, later disseminated and imitated throughout Eastern Europe, China, and ultimately Singapore. This model has always cared to keep K-12 math teaching in conversation with university-level mathematics, and it has not shied away from making the absolute knowledge of mathematics *the standard* for even primary school teachers. It is important to note that it is not a particular curriculum that has made student math achievement in these nations so strong—rather, it is a *total culture of math teaching*, one in which K-12 math teachers are held accountable for much deeper levels of mathematical study than their American counterparts, with significant input from the practitioners and professors of pure mathematics at the university level.

The Great Hearts approach to teaching K-12 mathematics strives to emulate these global models, with our adoption of the proven pedagogy and methods of Singapore Math in our K-5 program; with intensive training of our math teachers by real mathematical experts; and by hiring practices in the Great Hearts 6-12 prep schools that favor teachers with more extensive academic training in mathematics over those who may have attained teacher certification without the same level of mathematical proficiency. As we continue to expand our network of high-performing K-12 schools, we must relentlessly work to improve our program, offering better professional development opportunities for our already-strong math teachers and submitting our curriculum and our practices to the critical eyes of genuine



Dr. Robert Jackson Mr. Andrew Ellison

experts. We must hold ourselves to the highest standards in the world, never content to be among the best in American education.

Recent Great Hearts results on the international PISA tests of academic competencies for high school students (see p. 31 of this magazine) prove that the Great Hearts approach—emphasizing strong mathematics instruction within the context of a rich liberal arts curriculum—boosts student achievement far above American averages, with Great Hearts schools landing in the top 10% of US schools. The PISA results also show that Great Hearts schools are performing above the national averages of top-ranked math and science countries like Singapore and China. Yet we have farther to go: the PISA results also indicate that 90th-percentile performance in math and science in the US isn’t much better than “slightly above average” for Shanghai. We at Great Hearts strive for true excellence in our teaching of math, not just the relative excellence we have achieved in the American context.

In living faithfulness to the educational tradition of Plato and Einstein, we make absolute excellence our standard—which is why we must continue to provide exemplary mathematics instruction that flows from the same imaginative source as those delightful, inspiring fairy tales.

Dr. Robert Jackson is the Chief Academic Officer for Great Hearts America.

Mr. Andrew Ellison is a Vice President of Academies for Great Hearts | Arizona.

A Tale of My Two Cities

I am used to people being surprised by my vocation as a teacher of the liberal arts. My Honduran countrymen ask me: “Why bother with something that will not give you material comfort?” Likewise, my foreign friends inquire: “How is it possible for someone from a third-world country to choose books over bread?” Both questions capture an ancient sentiment: that one’s soul, and hence, one’s choices are shaped by one’s city.

For those who have never seen my native city of Tegucigalpa, there is good reason to be surprised at my love for the liberal arts. Tegucigalpa is known for its crime, poverty, and political corruption. Hope is rare in this city; its laws are weak and so is the economy. And, the education of the city reflects this—the ultimate goal in life is material gain. So how could I, a child of this city, choose to make the liberal arts my life’s work?

I was only six when, buried among my father’s engineering manuals, I found an old, loosely-bound archaeology book. In it were pictures of ancient Jewish and Christian manuscripts that depicted scenes of saints and heroes, of heavenly beings, and fierce, foreboding dragons. I never once tried to read this book; at the time, reading was not my forte. What captivated me was the beauty of its images.

It was this contact with beauty that opened my life to an existence beyond my physical city. Making my six-year-old heart feel noble, these pictures were capable of taking me beyond my immediate needs. As I looked on, something within me began to say I should imitate these images, that I should be heroic. That singular moment was the beginning to an inexorable new direction in my life. A new city, with beautiful laws, had made its way into my soul and stamped it.

This is problematic, however, for are we not children of the city we are born and raised in? How, then, can we transcend our parents, the Laws and the City that have nurtured and educated us?

By the end of Book IX of Plato’s *Republic*, Socrates completes his description of the perfect city. His interlocutors express their dismay at this, for they believe that nowhere on earth does this city exist that can produce great citizens. To this Socrates says,

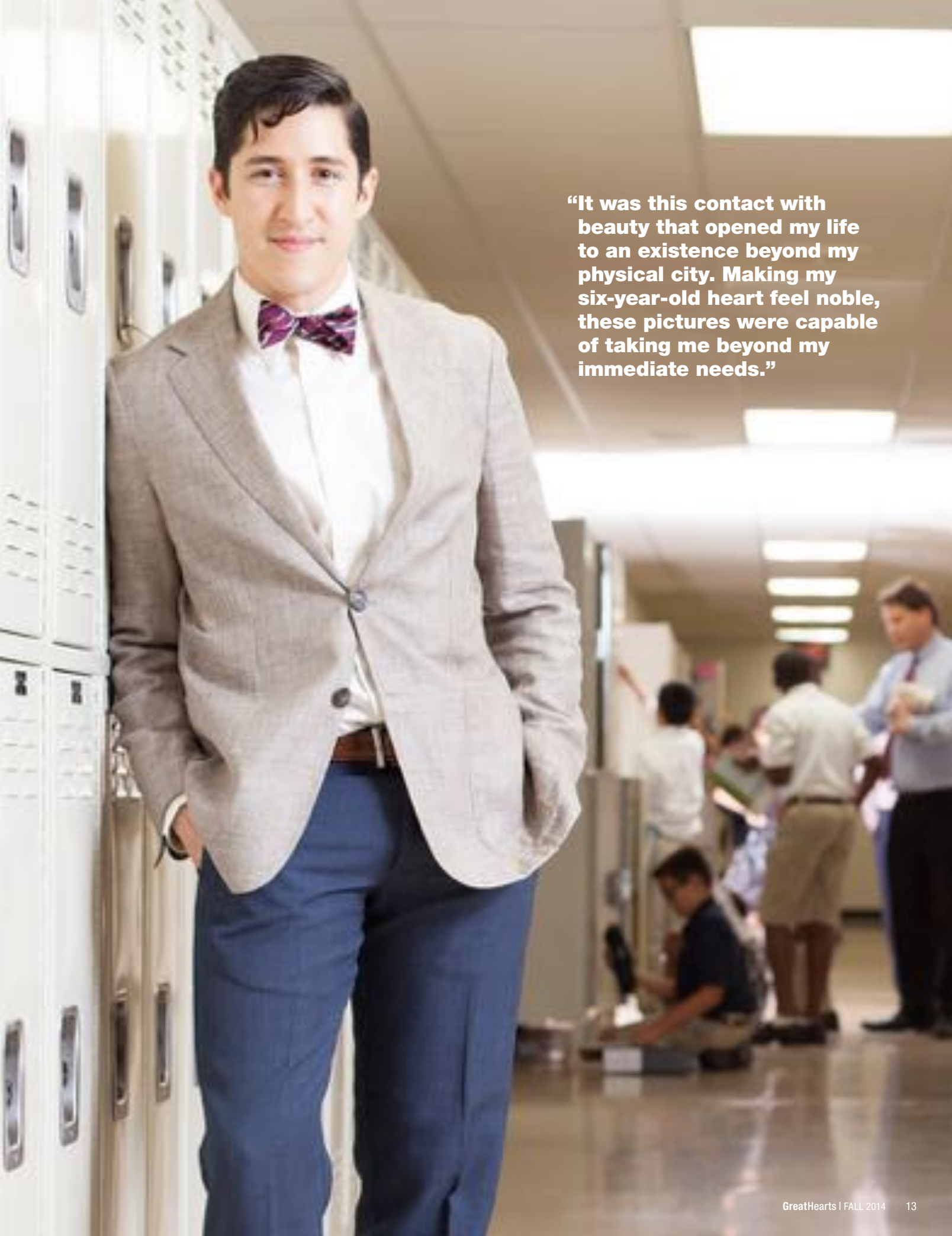
“[This city’s] prototype can be found somewhere in heaven for him who wants to see. Seeing it, he will declare himself its citizen. The politics of this city would be his politics and none other.”

This is my reason for loving and teaching the liberal arts.

Strong schools strive to be small-scale replicas of this transcendent city, where children are brought under its soul-forming laws. These educational cities are not made simply of brick and mortar, but of beautiful books, beautiful art and music, and beautiful models of ethical conduct in life and in literature. Socrates expresses this sentiment when he reveals the name of this heavenly city. He does not call it the just city, or the ordered city. He calls it *Kallipolis*, that is, “Beautiful City.”

Oscar Ortiz is the Assistant Headmaster and a teacher of 6th grade math and science at Great Hearts Monte Vista, the first Great Hearts academy in San Antonio, Texas.



A young man with dark hair, wearing a light-colored blazer, a white shirt, a purple patterned bow tie, and blue trousers, stands in a school hallway. He is leaning against a row of white lockers on the left. In the background, other students and a teacher are visible, engaged in various activities. The hallway is brightly lit with overhead fluorescent lights.

“It was this contact with beauty that opened my life to an existence beyond my physical city. Making my six-year-old heart feel noble, these pictures were capable of taking me beyond my immediate needs.”

“Teachers ... must see more, think more, and understand more than the average man and woman of the society in which they live. This does not only mean that they must have a better command of language and know special subjects, such as Spanish literature and marine biology...It means that they must know more about the world, have wider interests, keep a more active enthusiasm for the problems of the mind and the inexhaustible pleasures of art.”

— Gilbert Highet, *The Art of Teaching*

The Great Hearts teacher
is intellectually, aesthetically,
and morally alive.

Our Lives **BEYOND** THE CLASSROOM



In the band

“I play cello in a bluegrass band called *Cisco and the Racecars*. As a classically trained player, I’ve loved learning a new style of music and traveling to various festivals around Arizona. My band even visited my sixth grade history students last year to sing traditional American folk songs with them.”

—Katie Buetow, Humane Letters and History, Arete Prep



On the track

“It is no small part of my happiness in teaching to coach cross-country and track. Since my own running started in 5th grade, I was happy to come to North Phoenix Prep as its first cross-country coach and begin a team that was mostly comprised of a handful of 5th graders. It is my hope to guide those 5th, now 7th, graders through their senior year at North Phoenix Prep.”

—Joshua Trevino, Humane Letters and Cross Country, Track and Field, North Phoenix Prep



At the opera

“I have been playing with the Arizona Opera for twenty years, in addition to playing with different brass quintets in the area. One of my greater opera accomplishments occurred when I performed Wagner’s entire Ring cycle in Flagstaff.”

—Steve Mapes, Math, Veritas Prep



Kara Harris (red dress) playing the title role in *Therese Raquin*



Jeffrey Nardone playing Tassilo in *Grafyn Mariza*

On the stage

“We have been performing lead operatic roles throughout the USA, Germany, and Austria, together and separately for the last decade. We love bringing our passion for music and singing to students, to open their minds and to see the importance of and to appreciate music from the past. We both were heavily influenced by our own middle and high school music teachers, and without them, we wouldn’t have traveled, performed, and lived our dream.”

—Kara Harris, Music & Fine Arts, & Jeffrey Nardone, Music, North Phoenix Prep



On the trail

"The Whiskey Off-Road is a bona-fide mountain bike race. The start line is Whiskey Row, located in the downtown square of Prescott, AZ. Though it is a race with a significant purse for winners, most who participate are like Bill and me. Last April, we were there to enjoy the atmosphere and have a good ride. At the start it poured rain, and then the rain turned to snow, then back to rain. Despite the weather, we crossed the finish line. Today, we savor our sense of accomplishment, and will do so until the next opportunity comes to carve single track against the clock."

—David Allen, Poetry & Bill Brittain, Algebra, Chandler Prep



Pawel restoring ceiling panels in San Francisco's Custom House

"In my native Poland, I worked both as an elementary art teacher and fine paintings restorer in a museum. After moving to California in 1988, I began my own art studio focusing on murals, faux finishes, furniture painting, and art restoration. My true love, though, is creating my own Byzantine-style paintings and icons of Christ and the saints."

—Pawel Bendisz, Studio Art, Trivium Prep



On expedition

"My education is archaeology and ancient history; however, I'm also an amateur bodybuilder and martial artist, and come from a family of chefs. A preferred pastime of mine is research and writing. I love fieldwork and possess a zeal for travel. In 2009, the Tempe Curator of History and I set out on an expedition into the Arizona desert and relocated the remains of Maryville, an 1870s historical trading post, which is located near the abandoned Beeline Dragstrip on the Pima Indian Reservation."

—Paul Joseph De Mola, FRGS, 1st Grade and Middle School Assistant Teacher, Teleos Prep

In the studio

"The natural world is one of my favorite sources of subject matter, and I enjoy painting what I've encountered in my travels and around my childhood home in the mountains of the Southwest. In addition, works of literature such as Tolkien's *Silmarillion* are a source of inspiration, as well as the intricate knotwork found in insular illuminated manuscripts."

—Clara Szymanski, 4th grade teacher, Archway Cicero



Lights out. Oil on canvas panel.

"Whenever I travel, be it across the country or across the street, I love recording my observations in travel sketchbooks. An Altoids tin filled with watercolors, a Japanese waterbrush, a pen and a sketchbook all fit nicely in my purse. They are ready to capture any moment in a richer way than a quick photo would. By taking the time to paint at the location, I get to observe details I normally would have missed, and I can immerse myself in the moment. The sketches are my travel souvenirs and memories."

—Melanie Narish, 4th Grade Science, Archway Arete



READING: My Bridge to Freedom

By Robert Rivard

A few years ago, a San Antonio teacher invited me to visit her inner city high school English Composition class of at-risk students to speak about the importance of reading great books and the craft of good writing. Most of the students, she warned me, came from homes where there were no books and little expectation of academic achievement.

"No one expected very much of Tom Sawyer, either," I replied, adding that I intended to excite the students by conveying the sheer enjoyment of a well-told story. We would read and act out the entertaining passage where Tom convinces other neighborhood children to whitewash Aunt Polly's fence – and pay him for the privilege of doing his chores.

"Just remember: These kids won't know Tom Sawyer because they haven't read the book," she said, stopping me in my tracks. They didn't know the greatest fictional character in 19th century American literature? Some of the best 20th century writers – J.D. Salinger, Ernest Hemingway, John Steinbeck and Ken Kesey – cited Mark Twain as the inspiration for their most memorable characters.

"It's not on 'the test,' so we don't read it," she said. "We don't have time anymore to teach Tom Sawyer."

'The test', of course was the state-mandated TASS test, a measurement of a student's ability to memorize data and information. Such testing has its place and certainly teaches students to focus and absorb knowledge – at least for a while – but rote memory learning cannot spark a young student's imagination, open doors to new worlds, or teach the beauty of learning.

What kind of world do we live in, I wondered, when low-performing inner city public schools beset by high dropout rates and low college-going rates do not have time to give their young charges the essential lifelong gift of reading? Books like *The Adventures of Tom Sawyer* are perfect for young minds because they impart important life lessons even as they entertain, thus teaching impressionable students that reading is not only vitally important, it's also fun.

It was a big day when my two brothers and I watched the Sears delivery man arrive with our family's first television, a circa 1957 RCA, a big wooden box with a small black and white screen topped with a pair of rabbit ears. It didn't take long to learn





READING: My Bridge to Freedom

Robert Rivard



that our parents intended to keep it turned off except for certain approved programs. The nuns at our Catholic parish school taught us the value of reading, and that is how we spent our evenings after doing our homework.

We boys started reading, or pretending to read, before the first grade. We were eager to earn the privilege of our first public library card at age five. We regarded *Life* magazine, *Reader's Digest*, and other home subscriptions as family reading rather than periodicals only for our parents. We lamented that our family could not afford a handsome set of the *Encyclopedia Britannica* that a few lucky schoolmates owned. Like our parents, we always had a book going, and when we finished one it was on to the next.

My brother Kenny, one year older than me, started his paper route when he was nine. I was eight, too young for my own route, but ready to serve as his assistant. Each Sunday at 5 a.m., we pedaled our bikes to the general store where the distributor dropped off bundles of the 80 Sunday newspapers from cities all over the Midwest to our 50 customers on the rural outskirts of Kalamazoo, Michigan. Yes, some households took two different newspapers.

As we wrote each customer's last name on the upper corner of each newspaper so we didn't deliver the *Chicago Tribune* to a *Detroit Free Press* household, Kenny and I helped ourselves to the contents. He preferred *Prince Valiant* and the Sunday "funnies," while I went right to the sports pages.

We also scanned the page one headlines and bylines from faraway cities and countries and we wondered: How did the writers know exactly where to be as big news stories happened? Someday, I dreamed, I'd be a newspaperman who knew where to go for the big stories.

My mother told me at an early age that I was the "black sheep" in the family, and as the school years passed, I came to know people like me: Tom Sawyer, Holden Caulfield in *Catcher in the Rye*, and Pip in *Great Expectations*. Reading kindled my imagination and introduced me to a larger world, a world that beckoned beyond western Michigan.

Learning, then, is not an exercise; it is a lifelong quest.

Family life crumbled in my teen years and we moved to New York and then again to Philadelphia. My father was a traveling salesman and often absent, and my mother, a registered nurse, succumbed to prescription drug addiction and erratic behavior by the time I was 12. I was the unwanted middle child. By high school, I had misplaced my dreams and was traveling a road to nowhere.

An English teacher in my senior year changed my life forever. Mike Walker convinced the school principal that year to let him teach a small group of promising but deeply troubled students. I was one of the students chosen for the special class.

Mr. Walker, who became a lifelong friend, had a plan. We would read the Great Classics, selections from the Western canon, those books most influential in shaping our culture and of the greatest artistic merit. Mr. Walker would use the humanities to help us escape dead-end lives. What he really taught us was self-worth, the importance of purpose in life, that we were part of something larger than our own narrow lives.

We would read and write everyday. We sat in a circle of chairs instead of the standard classroom set up of the late 1960's. The individual books we read, the stories we wrote, would be of our own choosing, but participation was not optional. Giving up meant getting out. No one wanted to fail or disappoint Mr. Walker. We were the objects of curiosity throughout the school—the smart troublemakers. We liked that people in positions of authority realized we were smart. It made it easier to stop behaving like troublemakers.

Most of us proved Mr. Walker right and went on to graduate from college and pursue purpose-driven lives. We became engaged citizens, active members of our community, and conscious of our potential. Learning became a lifelong pursuit, a moral imperative to pass on to the next generation.

The values I learned helped me in school, as a journalist and writer, and in my family life as a husband and father. Yes, I did get to go to all those places where the news happened, traveling the world for *Newsweek* magazine as writer and then senior editor.

Our own two children, Nicolas, now 29, and Alexander, now 27, were encouraged from an early age to pursue their passions. Their paths in life were not necessarily perfect, but they became adults with a clear sense of purpose and a high level of literacy. One is an architect and builder, the other a chef and teacher, each believing their success is tied to the larger success of the community where they live and work.

Good schools aren't only about test scores, grades and statistics. Schools focused on testing outcomes no longer have room for the Mike Walkers of this world. A broad and liberal education prepares the individual for a lifetime, and for a

world where unpredictable change is a given. The really good schools understand they are not only teaching a curriculum. They are imparting knowledge, and showing students how to seek and share knowledge for the rest of their lives. Learning, then, is not an exercise; it is a lifelong quest.

My bookshelves and my digital tools are filled with volumes of Greek mythology, the biographies of history's greatest leaders and philosophers, chronicles of civilizations that rose and fell even as their stories achieved immortality and, of course, great fiction, where larger truths can be found to complement what our studies of history, science, philosophy and religion teach us.

Technology and invention redefine our understanding of the universe at a speed that only decades ago would have been incomprehensible. How ironic, then, that a fundamental grounding in the humanities, math and science and the physical world still serves as the foundation for all of life's explorations and undertakings.

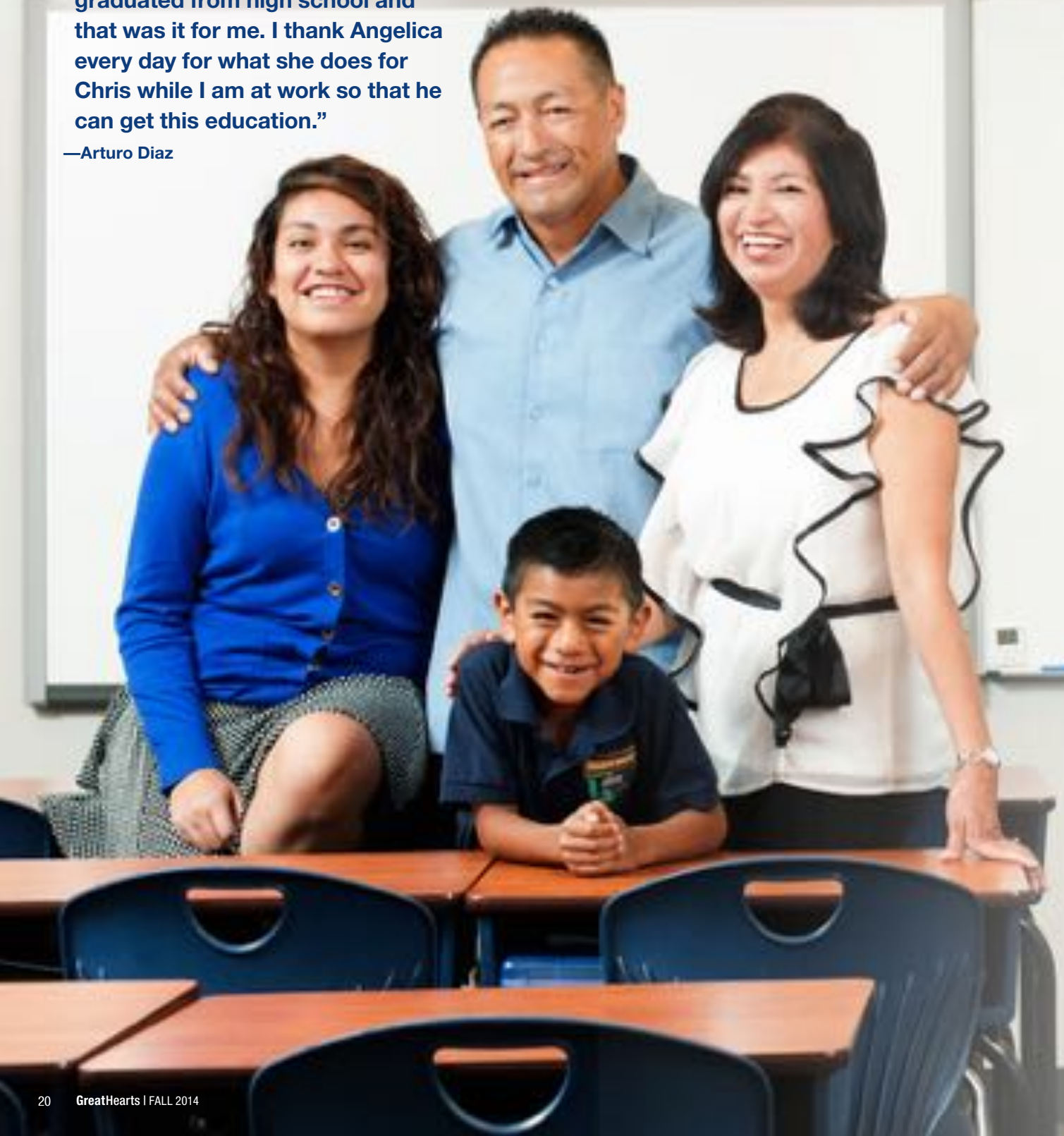
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obert Rivard is Director and Principal of *The Rivard Report*, an online magazine serving San Antonio's urban core. He is also the former Editor and Executive Vice President for news at *San Antonio Express-News*. Over the last three decades, he has worked for five different Texas newspapers, served for ten years as a foreign correspondent in Latin America, and served as senior editor at *Newsweek* magazine. In April 2000, he was chosen by *Editor & Publisher* as its first annual newspaper "Editor of the Year."

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll

“My son is going higher and higher with his education. I love it. I graduated from high school and that was it for me. I thank Angelica every day for what she does for Chris while I am at work so that he can get this education.”

—Arturo Diaz



Higher and Higher in Service

We sat down with the Diaz family of Maryvale Prep: Arturo and Angelica and their children Elizabeth and Christopher.

You're fairly new to the Great Hearts community. Did you look around a lot before deciding on Maryvale Prep?

Angelica: Yes, yes we did. Actually, I'll tell you how I found out about Great Hearts. KTAR was having a special on education and I heard Dr. Scoggin being interviewed, so I wrote down the name and did some research and learned that the schools were doing well. I took a tour of Maryvale Prep, 7 miles away from home, and I was very impressed. I liked the fact that it was a small school. We were looking for a small campus where we knew Chris wasn't going to be one of a hundred and where he was going to be challenged. I called my husband after I did the tour and I said, "You're going to love this school—you have to come see this." So he did, and we went to the family breakfast, and before it was over he said "Chris has to come here."

What has been your experience with the school so far?

Elizabeth: I love this school, to be honest. We've gotten so involved as a family with Maryvale Prep that it's just been a great transition. The first thing we helped with was building the playground, and that was just a great time because we got to know a lot of the other families and they got to know us. It really brought the community closer together.

Angelica: Regarding the school and the teachers, we've been really happy with the way that they teach and the way Chris has learned a lot of different subjects without feeling like he's being pressured to learn it. It seems like subjects are being incorporated in such a way that they just learn it, absorb it, and apply it. When he comes

home he just talks to us in regular conversation about what he's learning like it's something that he's not really learning but that he just knows. It's really exciting to see how he's growing.

Elizabeth, tell me more about your time spent volunteering in the classroom.

Elizabeth: Being in the classroom every day and seeing all the kids – it just made my day and my week better. I was with my mom at one of the parent meetings and they were asking for volunteers. I needed community service hours for my college applications so I thought I might as well help out. By the end of the first week I had already completed all my hours, but I just kept going because it was so much fun.

I spent time with kids making sure they were on task, and helping them read through test questions. But I spent most of my time one-on-one with the students during reading groups. I especially enjoyed working with the kids that had trouble sounding out words. Watching their improvement even in the short time I was there was really awesome. By the end of my term they could read, and with our Spanish-speaking students, the way they could sound out English words was just really cool to hear.

What would you say to a family who's considering a Great Hearts academy?

Angelica: Well, I'll tell you that Arturo and I made a commitment to be involved in Chris' education. And that means much more than just taking him to school every day and picking him up from school. We have to be involved in the activities of the school whenever we can and be there

to support the teachers and help them when they ask so that they can focus on teaching. We can't always physically be there because we both have full-time jobs. But we coordinate for one of us to be at the meetings and school functions and be part of the Maryvale Prep community. You know it's a lot more, like I said, than taking your kid to school.

Arturo: I highly recommend Maryvale Prep. I talk to people about how well my son is doing – how well he spells and reads. My wife keeps me informed about what's going on, but I try to be there as much as I can to help out. When they need me I do my best to be there. *(Shortly after saying this, Headmaster Esau asks Arturo if he's free that Friday to help move furniture into the new rooms, and he volunteers his time and his truck immediately.)* It's a lot of work, but I believe it's more than worth it. My son is going higher and higher with his education. I love it. I graduated from high school and that was it for me.

I thank Angelica every day for what she does for Chris while I am at work so that he can get this education.

The Diaz family volunteers their time, talents, and financial gifts to support the Maryvale Prep community. The entire family participated in the school's KaBOOM! playground build in September 2013, and have been active in the Maryvale Prep community since Chris began first grade last year.

The Senior Thesis

is a year-long project and is the culmination of each student's time at a Great Hearts academy. Completion of this 15-20 page essay defended before a faculty panel is a requirement for graduation.



Scottsdale Preparatory Academy

Cecina Babich Morrow | Kirsten Byers, *Thesis Advisor*
"Addicted to Control: The Destructive Pursuit of Omnipotence"

In her senior thesis titled *Addicted to Control: The Destructive Pursuit of Omnipotence*, Scottsdale Prep's Cecina Babich Morrow explores the downfalls of characters who attempt to move beyond their human limitations while working to achieve a higher purpose. Her investigation originated in a reading of Alexander Dumas' *The Count of Monte Cristo*, which she then supplemented with Conrad's *Heart of Darkness*, Huxley's *Brave New World*, and Irving's *Cider House Rules*. After first identifying the rational part of one's own mind as the only sphere truly within human control, Babich Morrow asserts that the attempt to move beyond this area of control and impose one's will on others or outside events causes an erosion of identity, even while in the pursuit of goodness. In acknowledging that there are two extremes on the spectrum, a life of apathy and a pursuit of omnipotence, Babich Morrow concludes that the mean between these extremes is the source of virtue and that "only by accepting and cherishing one's role as human can human identity and virtue be attained."



Veritas Preparatory Academy

Michael Junker | John Thorpe, *Thesis Advisor*
"On Society"

Mr. Junker analyzes Herodotus' *Histories*, *One Day in the Life of Ivan Denisovich* by Solzhenitsyn, *The Four Quartets* by T.S. Eliot, and *The Gay Science* by Friedrich Nietzsche. Nietzsche implores man to pursue an individual moral system at all costs, even if it involves participation in evil. This argument is found to be invalid because it alienates man from society. Upon a closer look at society through Herodotus and Solzhenitsyn, though, it becomes clear that no society has properly directed man with respect to morality; there will always be a covert vice that civilization will promote. Mr. Junker concludes that the greatest and only benefit of society is the division of labor and the subsequent material improvement of citizenry.



Glendale Preparatory Academy

Katie Becker | Zachary Weisse, *Thesis Advisor*
"The Power of Contemplation: The Grasping of Reality"

Ms. Becker endeavors to explore the nature of contemplation and its important role in human happiness. An understanding of contemplation and its role in human thought is gleaned from Josef Pieper's *Happiness and Contemplation*. This understanding is then used as a guide in the analysis of Boethius' *Consolation of Philosophy*. By examining Boethius' discussion with personified Philosophy, we can witness an act of contemplation whose end is the comfort of a disconsolate subject. Both the fruits of contemplation, true knowledge and understanding of the world, and the contemplative act itself are argued to be essential to perfect happiness.



Arete Preparatory Academy

Nicholas Staloch | Megan McGuire, *Thesis Advisor*
“Internal Corruption: An Exploration Into the Relationship Between the Body and the Soul”

Using Plato’s *The Phaedo* as its basis, Mr. Staloch explores the relationship between the body and the soul, and concludes that corruption of the soul is caused by an individual’s fixation with his or her external appearance. The first step is awareness of one’s physical appearance, as when the creature in Mary Shelley’s *Frankenstein* perceives himself in a reflective pool. However, not everyone who becomes aware of their appearance ultimately suffers from corruption. To account for this, Mr. Staloch also explores the idea of temperament, primarily through *Frankenstein’s* monster and Oscar Wilde’s *Dorian Gray*. Once corruption has taken hold, it becomes apparent through the characters’ immoral actions.



Chandler Preparatory Academy

Katie Porter | Lauren Hesse, *Thesis Advisor*
“Flip a Coin and Call It: An Exploration of the Theory of Judgment”

Ms. Porter investigates the roles of reason, emotion, and morality in the faculty of judgment. After exploring human rationality through Kant’s *Prolegomena* and Descartes’ *Discourse*, Katie asks herself what it would mean to rely wholly on reason in making our everyday judgments. In Camus’ *The Stranger*, Katie finds an unexpected answer: the overreliance on reason seems in fact to result in extreme and destructive behavior. Katie then turns back to Descartes’ *Discourse* and to Kant’s *Groundwork of a Metaphysics of Morals* to explore the missing ingredients of emotion and morality, establishing finally the need for a balanced approach to human judgment.

Anthem Preparatory Academy

Connor Paxton | Bryan Smith, *Thesis Advisor*
“The Wayward Fleet: The Reconciliation of Freedom and Religion”

Mr. Paxton’s work in his senior thesis explores the relation between religion and the ideals underpinning a democracy. He begins by examining the various senses in which a democracy may be said to confer equality and freedom upon its citizens, with the assistance of Alexis de Tocqueville’s *Democracy in America*. Mr. Paxton observes that the degeneration toward license to which a democracy may succumb is favorably kept in check by the support of religion in America. In an effort to explore a counter-argument, he then turns his focus toward Karl Marx’s “On the Jewish Question,” whose objections regarding the possible “political” value of religion Mr. Paxton finds ultimately to be inadequate. Divine Revelation injects freedom and laws into domains which cannot be touched by mortal legislation. For confirmation of this principle, which Mr. Paxton sees implicitly at work in de Tocqueville’s *Portrait of America*, he finally explores the “fleet analogy” presented by C.S. Lewis in *Mere Christianity*. Ultimately, Mr. Paxton finds that religion supplies an irreducible freedom to the democratic citizen—the freedom of morality—upon which the promises of “life, liberty, and the pursuit of happiness” within the political sphere are grounded.

Graduation 2014

Veritas, Chandler, Arete, Scottsdale, Glendale, and Anthem Preparatory Academies



"Aristotle says not only that 'friendship is based on community,' but that 'friendship also seems to be the bond that holds communities together.' To me, that was a beautiful thing."

—Emily Sarbacker, Valedictorian, Glendale Prep



Dr. Jonathan Yonan, Dean of Templeton Honors College, giving the Commencement Address at Mesa Prep (now Arete Prep) in May 2014.



"As we step into this next phase of our lives, this is the kind of greatness I hope we all achieve. It is not an outburst of extreme courage or sudden philanthropy. It is a way of being. A continual practice in extraordinary kindness. Each one of us can have a gracious heart and a loving soul. Each one of us can be great. I believe each one of us will."

—Madisen Quick, Valedictorian, Chandler Prep



"Every single one of the faculty members at Veritas has approached us with the full kinetic energy of our Great Books Curriculum driving them forward, offering us not material wealth, but a wealth of intellectual material. Our debt to them is nothing less than eternal thanks for this."

—Michael Junker, Valedictorian, Veritas Prep



"So this is it—the culmination of six years at Scottsdale Preparatory Academy. Six years of khaki, navy, and Lloyd plaid. Six years of showing up at courts, pools, gyms, fields, and tracks for practices and competitions, as fans and athletes. Six years taught by some of the most caring, passionate, and truly great-hearted teachers anywhere."

—Cecina Babich Morrow, Valedictorian, Scottsdale Prep



"It was the Great Books we read as a class and the countless Socratic discussions we had together about them that both changed the way we viewed the world, and connected us as a family over the years...When we gradually scatter all over the world, and potentially beyond it in search for Truth, we have the Aristotelian bond that will remain strong as we meet for our annual reunions. We'll pick up where we left off."

—Rafaella Safarian, Valedictorian, Arete Prep



"I would encourage all of you, however, to seek not comfort, but happiness. I ask that all 13 of you seek to continue your education for the sake of learning and that you will work, not just for what you will receive in return, but work because the work you are doing is good."

—Megan Villandre, Valedictorian, Anthem Prep

Great Hearts Graduates in the eyes of the University



I have had the pleasure of visiting Great Hearts in Arizona and the honor and privilege of addressing the graduating class of 2013 from Glendale Prep.

What most impressed me was the junior humanities seminar in which I witnessed young men and women take ownership of their own education, driving the discussion of Homer forward with observations grounded in a careful reading of the text. These are precisely the habits of inquiry we strive to inculcate in our Honors College students at Baylor.

We are delighted that some of our recent graduates have been hired to teach in the Great Hearts system of schools and hope their presence will entice other Baylor graduates to want to be part of what is the most inspiring and most hopeful experiment in secondary education in the entire nation.

Thomas Hibbs is an Honors College Dean and Distinguished Professor of Ethics and Culture at Baylor University

What are college admissions counselors saying about Great Hearts graduates?

NORTHEASTERN UNIVERSITY

"Great Hearts students are absolutely prepared for the academic challenges and opportunities of our institution. They are consistently among the top writers and demonstrate strong confidence. The goal of learning at Great Hearts is not to achieve a certain score on an examination. Flexibility within the material allows students to be curious, pursue passions, and discover connections. The result is a deeper academic understanding."

—Cara Stout, Southwest Regional Director of Admissions



What are college admissions counselors saying about
Great Hearts graduates? *continued from page 25*

LAFAYETTE COLLEGE

“The writing skills of Great Hearts applicants are extremely strong. It is often the case that Great Hearts applicants bring a real depth of thought to their college application that makes them stand out among other students. I attribute this, in part, to the emphasis on writing...and the nature of the Great Hearts classroom, and the Socratic, seminar-style approach.” —Alex Bates, Associate Director of Admissions

NEW YORK UNIVERSITY

“I’ve found that [Great Hearts] students in a singular curriculum are more inclined to focus on the task at hand—learning— than on beating out peers, playing the high school numbers game, and getting caught up in other such distractions. From an admissions standpoint, I’m able to focus on a student’s progress in a curriculum that I already know is rigorous and substantive.”

—Oren Margolis, Admissions Counselor

LAFAYETTE COLLEGE

“The fact that every student takes calculus even if they are intending to major in a field that will involve no mathematics whatsoever is an important consideration [to Lafayette]. That student has undergone a rigorous mathematics program, which many students in other more common academic systems could have easily opted out of. The same is true for an engineer who was required to wrestle with four years of Humane Letters. **That student has undertaken an extremely rigorous program in all academic areas, not just the few that he/she would consider his/her forte.** That says a great deal about the student’s level of preparation and ability to succeed in a rigorous academic setting—especially at a highly selective liberal arts college.” —Alex Bates, Associate Director of Admissions



UNIVERSITY OF CHICAGO

“The Great Hearts liberal arts curriculum prepares students very well for the rigors of highly selective universities. In my experience, students coming from Great Hearts schools are **inquisitive, thoughtful, curious, and truly enthusiastic** about navigating the learning process.”

—Garrett Brinker, Director of Undergraduate Outreach

LAWRENCE UNIVERSITY

“With the rigor and breadth of the Great Hearts curriculum, **Great Hearts students are well prepared to attend any institution.** I have found Great Hearts students to be among the most academically and socially mature students I have encountered in my 20+ years of college admissions.”

“All GPA’s are not created equal. **Strength of school and strength of curriculum matter,** and Great Hearts Academies deliver both.” —Ken Anselment, Dean of Admissions & Financial Aid

The business of the classical school is to educate for the lifelong pursuit of truth, goodness, and beauty. It is a business situated in a marketplace that demands assurances of real world applicability. That is to say, moms and dads want to know that a classical, liberal arts education is not some arcane throwback or idealistic and retrograde approach that will leave their students “bookish” and unprepared for the modern economy.

Therefore, the classical school ought to be absolutely clear about the fact that its business delivers what the marketplace demands: well-rounded, critical-thinking, focused and mature graduates who are not just prepared to be proficient test-takers, but entrepreneurs, innovators, and leaders in the 21st century.

For the classical school, the pursuit of truth, goodness, and beauty, is not some sentimentalism or a pietistic platitude, but the very foundation of a flourishing and competent human being. While the educational status quo remains committed to the pursuit of skills-based proficiencies and/or pedagogies committed to increasing self-esteem, the classical school understands that the scarcest commodity in today’s marketplace is the self-motivated, clear thinking, articulate, and focused applicant. An education that immerses students in the rich literary beauty and philosophical wisdom of the past, in rigorous and inspiring mathematics and science instruction, in civil discourse, analytical writing, and memorization is an education that makes lasting deposits into their hearts and minds, deposits which they draw on long after the last standardized test has been taken.

In the words of Harvard’s president, Gilpin Faust, “We don’t know where the world’s going. Technology is disrupting so many traditional assumptions, employment options, economic foundations that we don’t know what kind of jobs students are going to have a decade from now. People need to have the skills and adaptability that will make them flexible enough to be successful in a world that we can’t predict. So what are those kinds of skills? Imagination. Insight. Perspective. So much of that comes from a breadth of experience that you can get through reading history, reading literature, thinking critically about yourself, challenging your taken-for-granted assumptions, and seeing that they may all change in a second because other people have challenged them in other times and places. There’s a contingency that you come to understand through the liberal arts that is very much a part of our world, that best suits students for a lifetime of continuing to learn and adapt.”

Consider these statistics taken from a recent survey of employers by the Association of American Colleges and Universities:



Mr. Erik Twist

93%

of employers said that a demonstrated capacity to think critically, communicate clearly and solve complex problems is more important than a job candidate's undergraduate degree.

95%

say they prioritize hiring college graduates with skills that will help them contribute to innovation in the workplace.

80%

of employers agree that regardless of their major, every college student should acquire broad knowledge in the liberal arts and sciences.

95%

of those surveyed say that it is important that new hires demonstrate ethical judgment and integrity, intercultural skills, and the capacity for continued new learning.

One would be hard-pressed to find a network of schools around the country more committed to answering the resounding calls of modern employers than those in the classical tradition. Their graduates—steeped in history, philosophy, and ethics; in physics, chemistry, and calculus; in clear writing and rhetorical skills—are among the most focused and purpose-driven graduates in the country. They are thoughtful, engaged, and articulate. They are students well positioned to meet the needs of a complex and competitive 21st century economy.

While some characterize classical education as out-of-touch, it is rather programs that train students for where their fortune-telling claims the market will be in a decade that are truly out-of-touch. What is needed now is for the leaders of the classical education movement to speak more clearly and more often about the correlation between the perennial needs of the marketplace and the preparation their academies provide.

Mr. Erik Twist is the Vice President of K-5 Advancement at Great Hearts | Arizona.

The Desire for the Infinite

The entire class stills, voices fading out as each of us recognize the look on our teacher's face. We are on our Humane Letters break, but our discussion of love from class has continued, and as Mr. Crawford takes a deep breath, his face pensive, we all expectantly await the words of wisdom we know are about to come from his mouth. As always, we are not disappointed. He slowly looks around the room and asks us, "Why does it hurt so much to love one another?" At first we are confused; of course it doesn't hurt to love, it is the best feeling there is! Then we think of Dostoevsky's characters in *The Brothers Karamazov*, and how their love practically destroys them throughout the text. Suddenly, moments of pain caused by loved ones pop up in our minds, and the question becomes monumental. Surely love is not an evil thing—that idea goes against our fundamental beliefs. We all struggle for a few moments more, and then Mr. Crawford begins again and says quietly, "I believe it is because love is the pain of the desire for the infinite." With these words he again falls silent, and we are left to ponder the implication of his words.


School, on principle, is meant to teach. Mathematics, science, art, and all such classes are taught on all sorts of levels depending on the curriculum; but how many schools teach a student to love? Even the term itself has become incredibly vague, thrown around as a term applicable to everything. I was lucky enough to attend a school that taught me not simply to learn, but to think and

to question. I have learned to think critically and to not simply accept the ideas presented by others without a sufficient explanation. As history has shown through Newton, Aristotle, Socrates, as well as many others, those are the traits of people who shake the foundations of our world.

The implications of loving one another will not affect my GPA or improve my SAT score, and yet the knowledge will affect me in ways that national averages cannot. Going into college, I feel safe facing the world on my own, because throughout high school my teachers have helped develop not simply my technical skills, but my moral character as well. I am confident in my capabilities as a student, because I have been taught not only the level of courses necessary to pass, but the intellectual independence to excel.

I am currently attending the University of Oklahoma. My high school graduating class was twenty-six kids; my freshman class is over five thousand. There are no more uniforms, and no more liberal arts education. Despite the dramatic change, I would not trade my high school education for anything. I love the way I have been taught to question and to think, and the desire for the infinite that I have discovered will continue with me for the rest of my life.

Emily Sarbacker, Glendale Prep class of 2014 and National Merit Finalist, is a freshman at The University of Oklahoma Honors College in Norman, OK. Emily is working towards a double major in Business and Philosophy.



“I love the way I
have been taught
to question and to
think, and the desire
for the infinite that I
have discovered will
continue with me for
the rest of my life.”

DID YOU KNOW?

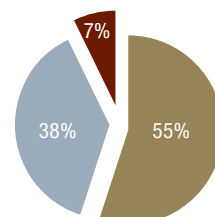
100% of Great Hearts graduates attend a **2 or 4 YEAR COLLEGE.**

84% of the Class of 2014 received **MERIT-BASED SCHOLARSHIPS** totaling **\$30.35 MILLION.**

The **AVERAGE SAT SCORE** at Great Hearts is **1820 – 300 POINTS ABOVE** the national average.

5 of the **TOP 10** public high schools in Arizona as determined by SAT are **GREAT HEARTS ACADEMIES.**

Class of 2014 Declared Undergraduate Study



■ % of Class Declaring STEM Major
■ % of Class Declaring Humanities Major
■ % of Class Undecided Major

Class of 2014 Statistics

	Veritas Prep	Chandler Prep	Scottsdale Prep	Glendale Prep	Arete Prep	Anthem Prep	Nat'l AVG
Number of Graduates	60	64	47	26	32	14	N/A
% of Class Commended or Better by National Merit Scholarship Program (NMSP) (includes Nat'l Hispanic Scholars & Nat'l Achievement Scholars)	8%	23%	17%	15%	3%	7%	<1%
% of Class Named NMSP Finalist or Semi-finalists	3%	11%	9%	4%	3%	0	<1%
Percent of Class Accepted to "More or Most Selective" Colleges (as defined by US News & World Report)	43%	56%	68%	58%	53%	50%	N/A
Average SAT Score (Out of 2400)	1769	1885	1905	1854	1775	1734	1497
Average ACT Score (Out of 36)	28	28	28.3	28.1	27	24	21

Class of 2015 PSAT Data

176	182	180	179	172	160	142
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Members of the Class of 2014 were accepted to a wide range of top-tier colleges ranging from the Ivy League to all four U.S. Service Academies. Graduates will attend the schools listed in **bold**.

Abilene Christian University
Allegheny College
Arizona State University
Augsburg College
Augustana College
Aurora University
Austin College
Azusa Pacific University
Bard College
Baylor University
Belmont University
Benedictine College
Benedictine University
Bentley University
Biola University
Boise State University
Brandeis University
Briar Cliff University
Brigham Young University
Brigham Young University, Idaho
Bucknell University
Butler University
Cabrin College
California Lutheran University
California Polytechnic University
Calvin College

Carleton College
Carnegie Mellon University
Case Western Reserve Univ.
Central College
Central Washington University
Champlain College
Chapman University
Claremont McKenna College
Clark University
Colgate University
College of Charleston
College of William and Mary
Colorado School of Mines
Colorado State University
Colorado State University Pueblo
Columbia College Chicago
Columbia University
Concordia University
Cornell College
Cornell University
Creighton University
Denison University
DePaul University
Dickinson College
Dordt College
Drake University

Drexel University
Earlham College
Emerson College
Emmanuel College
Emory University
Eugene Lang College
Fordham University
Fort Hays State University
Franciscan University
George Fox University
Georgia Institute of Tech.
Gettysburg College
Gonzaga University
Grinnell College
Grove City College
Guilford College
Hamilton College
Hampshire College
Harding University
Hastings College
Hendrix College
High Point University
Hillsdale College
Hofstra University
Hope College
Illinois Institute of Tech.
Illinois Wesleyan University

Ithaca College
Kalamazoo College
Kenyon College
Knox College
Lafayette College
Lake Forest College
Lawrence University
Lehigh University
LeTourneau University
Lewis & Clark College
Lipscomb University
Louisiana Tech University
Loyola Marymount University
Loyola University Chicago
Loyola University Maryland
Manhattan College
Marquette University
Miami University, Oxford
Middlebury College
Mills College
Minnesota State University
Montana State University
New York University
Northeastern University
Northwest Nazarene University

Northwestern University
Occidental College
Ohio Wesleyan University
Oregon State University
Pace University
Pacific Lutheran University
Pennsylvania State University
Pepperdine University
Point Loma Nazarene University
Pomona College
Portland State University
Providence College
Purdue University
Reed College
Regis University
Rensselaer Polytechnic Institute
Rhodes College
Rice University
Roanoke College
Rockhurst University
Roger Williams University
Rose-Hulman Institute of Tech.
Samford University
San Diego State University
Santa Clara University

Savannah College of Art and Design
Scripps College
Seattle Pacific University
Seattle University
Soka University of America
South Dakota School of Mines
South Dakota State University
Southern Methodist University
Southwestern University
Spelman College
St. Bonaventure University
St. Catherine University - St. Paul
St. Edward's University
St. John's College
St. Lawrence University
Stanford University
Suffolk University
Swarthmore College
Syracuse University
Tarrant County College District
Texas A&M University
Texas Christian University
Texas Tech University

AIMS 2014 (Arizona's Instrument to Measure Standards)

Percentage meeting or exceeding

3RD GRADE

ARCHWAY ANTHEM	93%
ARCHWAY CHANDLER	98%
ARCHWAY GLENDALE	94%
ARCHWAY NORTH PHOENIX	97%
ARCHWAY SCOTTSDALE	98%
ARCHWAY TRIVIMUM	90%
ARCHWAY VERITAS	94%
MARYVALE PREP	70%
TELEOS PREP	60%
GREAT HEARTS	88%
ARIZONA	73%

5TH GRADE

ARCHWAY ANTHEM	85%
ARCHWAY CHANDLER	94%
ARCHWAY GLENDALE	89%
ARCHWAY NORTH PHOENIX	90%
SCOTTSDALE PREP	95%
ARCHWAY TRIVIMUM	80%
ARCHWAY VERITAS	87%
TELEOS PREP	69%
GREAT HEARTS	86%
ARIZONA	65%

8TH GRADE

ANTHEM PREP	90%
CHANDLER PREP	90%
GLENDALE PREP	97%
MESA PREP	91%
NORTH PHOENIX PREP	89%
SCOTTSDALE PREP	96%
TRIVIMUM PREP	78%
VERITAS PREP	87%
TELEOS PREP	62%
GREAT HEARTS	87%
ARIZONA	64%

10TH GRADE

ANTHEM PREP	92%
CHANDLER PREP	98%
GLENDALE PREP	99%
MESA PREP	96%
SCOTTSDALE PREP	99%
VERITAS PREP	98%
GREAT HEARTS	97%
ARIZONA	74%

The American University of Paris
The Catholic University of America
The College of Wooster
The Evergreen State College
The King's College
The University of Alabama
The University of Arizona
The University of Texas, Austin
Trinity College
Tufts University
Tulane University
U.S. Air Force Academy
U.S. Merchant Marine Academy
U.S. Military Academy
U.S. Naval Academy
University of Alaska
U. of California at Los Angeles
U. of California at San Diego
U. of California at Santa Barbara
CU Boulder
CU Colorado Spring
University of Dallas
University of Dayton
University of Denver
University of Evansville

University of Kansas
University of Kentucky
University of Maryland
University of Minnesota
University of Mississippi
University of North Carolina
University of Notre Dame
University of Oklahoma
University of Pennsylvania
University of Pittsburgh
University of Portland
University of Puget Sound
University of Redlands
University of Richmond
University of San Diego
University of San Francisco
University of Southern California
University of the Pacific
University of Tulsa
University of Utah
University of Washington
University of Wisconsin, Madison
Utah Valley University
Vanderbilt University
Villanova University

Virginia Military Institute
Wagner College
Wartburg College
Washington State University
Washington University in St. Louis
Wellesley College
Wentworth Institute of Technology
Wesleyan University
Western State Colorado University
Westminster College
Westmont College
Wheaton College IL
Wheaton College MA
Whitman College
Whittier College
Whitworth University
Williamette University
Williams College
Worcester Polytechnic Institute
Xavier University



World Class Results

Every three years, the Organisation for Economic Co-operation and Development (OECD) administers the Programme for International Student Assessment (PISA) test, an internationally recognized, norm-referenced test given to 15 year-old students across the globe in the subjects of reading, math, and science. Last year, 247 students from four Great Hearts high schools—Chandler Prep, Mesa Prep, Scottsdale Prep, and Veritas Prep—participated in the PISA-based OECD Test for Schools. These results not only allow Great Hearts Academies to see just how its students stack up against their international peers, but provide yet more insight as to the efficacy of its classical, liberal arts curriculum in preparing its graduates to excel beyond their secondary education in the 21st century.

Country (PISA 2012)	Reading Mean Score	Country (PISA 2012)	Math Mean Score	Country (PISA 2012)	Science Mean Score
Veritas Prep	596	Shanghai-China	613	Mesa Prep	584
Mesa Prep	582	Veritas Prep	587	Veritas Prep	582
Chandler Prep	573	Scottsdale Prep	572	Shanghai-China	580
Shanghai-China	570	Mesa Prep	566	Scottsdale Prep	576
Scottsdale Prep	569	Chandler Prep	564	Chandler Prep	569
Japan	538	Korea	554	Japan	547
Korea	536	Japan	536	Finland	545
Finland	524	Switzerland	531	Estonia	541
Canada	523	Netherlands	523	Korea	538
Ireland	523	Estonia	521	Poland	526
Poland	518	Finland	519	Canada	525
Estonia	516	Canada	518	Germany	524
Australia	512	Poland	518	Ireland	522
New Zealand	512	Belgium	515	Netherlands	522
Netherlands	511	Germany	514	Australia	521
Switzerland	509	Austria	506	New Zealand	516
Belgium	509	Australia	504	Switzerland	515
Germany	508	Ireland	501	United Kingdom	514
France	505	Slovenia	501	Slovenia	514
Norway	504	Denmark	500	Czech Republic	508
United Kingdom	499	New Zealand	500	Austria	506
United States	498	Czech Republic	499	Belgium	505
Denmark	496	France	495	France	499
Czech Republic	493	United Kingdom	494	Denmark	498
Austria	490	Iceland	493	United States	497
Italy	490	Luxembourg	490	Spain	496
Luxembourg	488	Norway	489	Norway	495
Portugal	488	Portugal	487	Italy	494
Spain	488	Italy	485	Hungary	494
Hungary	488	Spain	484	Luxembourg	491
Israel	486	Slovak Republic	482	Portugal	489
Iceland	483	United States	481	Sweden	485
Sweden	483	Sweden	478	Iceland	478
Slovenia	481	Hungary	477	Slovak Republic	471
Greece	477	Israel	466	Israel	470
Turkey	475	Greece	453	Greece	467
Slovak Republic	463	Turkey	448	Turkey	463
Chile	441	Chile	423	Chile	445
Mexico	424	Mexico	413	Mexico	415
OECD Average	496	OECD Average	494	OECD Average	501

A Record of Discipline and Generosity



Great Hearts had another strong year of financial performance with enrollment growing 19% in our Arizona academies in 2013-14.

Philanthropic contributions once again exceeded \$9 million (and represented 13% of total revenue), resulting in a positive change in net assets that was 8% of total revenue in Arizona. This level of consistent financial performance allows Great Hearts to continue to make critical investments in our people, our programs, our facilities, and our future growth. The fact that we've been able to realize these results in one of the lowest per-pupil funding states, where charter schools typically receive less funding than even the district schools¹, is a testimony to both the generosity of our supporters and our financial discipline as an organization.

All Great Hearts academies in Arizona and Texas are tuition-free, open enrollment public charter schools that are held to the same state academic and financial accountability standards as traditional school districts. Furthermore, Great Hearts is organized and operated exclusively for tax exempt purposes set forth in section 501(c)(3) of the Internal Revenue Code, and none of its earnings may inure to any private shareholder or individual. We take these formal levels of accountability very seriously and appreciate that as an operator of charter schools, Great Hearts needs to continue to earn its autonomy from the common bureaucracies of school districts through transparent financial reporting and demonstration of a greater return of value on our public and donated funds.

In the July 2014 national charter school study, *The Productivity of Public Charter Schools*, charter schools were found to be more cost effective (based on the funding levels and aggregate performance of students in a given state's charter and traditional school district sectors on the National Assessment of Educational Progress) and deliver a greater return on investment (based on the lifetime economic returns from the cognitive ability developed during years in charter schooling versus schooling in traditional district schools)². As evidenced by the SAT and PISA test results

shown in this publication, it is safe to say that Great Hearts' academies are proving to be a good investment to the tax payers of Arizona, and we look forward to doing the same in Texas.

However, one of the biggest risks in terms of our financial position is the reliance on the debt market to finance new facilities. Although we've been fortunate to take advantage of favorable interest rate trends in the tax exempt bond market, the increased leverage is something we monitor closely. In both states we operate in, lack of dedicated facilities funding from the state is cited as a primary reason for the shortfalls of per pupil funding compared to the average district schools in each state and could hamper our ability to grow.

It's also noteworthy that District Court Judge John Dietz in his final ruling in August 2014 declared the Texas school finance system to be unconstitutional on the grounds that it is inadequate to meet state standards, inefficient, and inequitable. The judge made it very clear throughout his ruling that inadequate funding is diminishing the educational outcomes of all Texas students, and that's not good for the future of Texas. Similar lawsuits in Arizona, where per-pupil funding is even lower, have also been progressing through the court system. We hope that each state's legislature begins to take positive steps immediately to address these findings, since all children in public schools should receive an excellent education backed by adequate resources.

In these lean times of public funding, the support we receive from our parent and community investors is truly invaluable. By focusing on first things first, Great Hearts is committed to fulfilling our mission through sound financial practices.

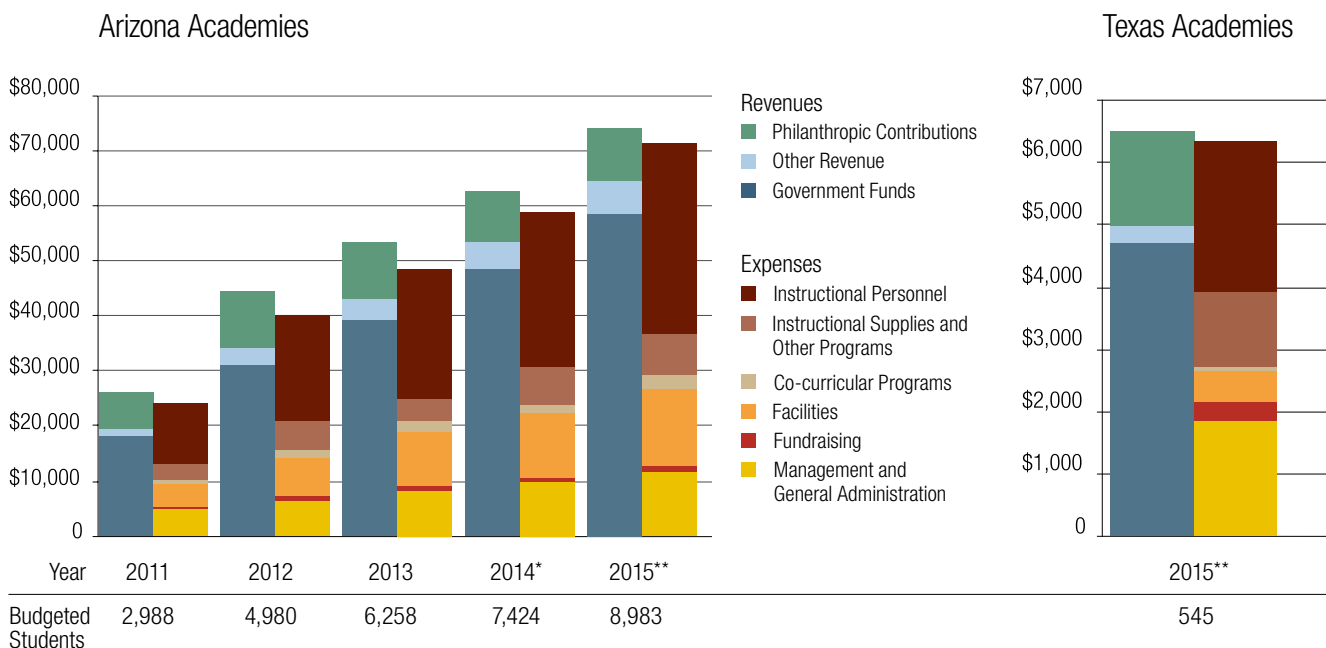
Ward Huseth,
Chief Financial Officer

1. **Charter School Funding: Inequity Expands** April 2014
Department of Education Reform, University of Arkansas (www.uaedreform.org/charter-funding-inequity-expands/)

2. **The Productivity of Public Charter Schools** July 2014
Department of Education Reform, University of Arkansas (<http://www.uaedreform.org/the-productivity-of-public-charter-schools/>)

Revenues / Expenses

Numbers in thousands (except student enrollment figures)



Assets

Numbers in thousands	June 30, 2012	June 30, 2013	June 30, 2014*
Current Assets	\$ 10,142	\$ 13,933	\$ 20,560
Property and Equipment, Net	38,944	51,549	80,363
Other Assets	3,347	7,557	5,525
Total	\$ 52,433	\$ 73,039	\$ 106,448

Liabilities and Net Assets

Numbers in thousands	June 30, 2012	June 30, 2013	June 30, 2014*
Current Liabilities	\$ 6,246	\$ 8,765	\$ 13,962
Long Term Debt and Other Liabilities	37,517	50,834	73,843
Net Assets	8,670	13,440	18,643
Total	\$ 52,433	\$ 73,039	\$ 106,448

* Financial information for the year ended June 30, 2014 is unaudited at the time of publication. However, information about how to access annual audit reporting packages is available through the Arizona State Board for Charter Schools website (<http://online.asbcs.az.gov/help>).

** Financial information for the year ended June 30, 2015 represents budgeted amounts at the time of publication.



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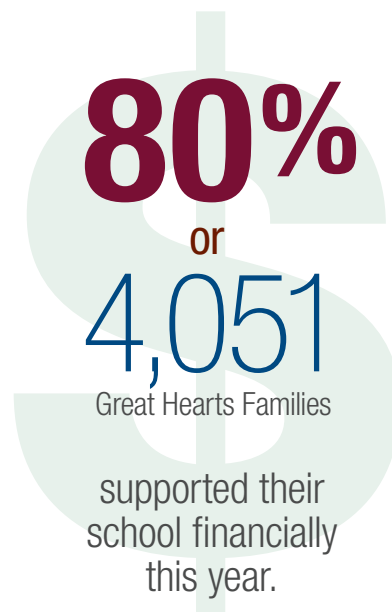
—Ward Huseth



Generous Family Support

80% of Great Hearts families supported their school financially this year. Through Community Investment, Tax Credit, and capital campaigns for new campuses, their generous support makes it possible for our academies to exist, thrive, and grow.

Arizona is one of the lowest public school funding states in the country, without funding for charter facilities. But through the hard work of our students, the unwavering volunteerism and support of our families, and the relentless dedication of our teachers, together we all are creating one of the best public school organizations in the country.



Partners for the Greater Good

Last year Great Hearts opened the ***Greater Good*** fund as an invitation for families to give beyond their own school community in support of the missions of Maryvale Prep and Teleos Prep. Even more compelling than the dollars given were the stories and reasons behind them:



"We chose to give to the Greater Good fund because we have been so happy with the Great Hearts approach for our daughter, and the idea that the same high-level academic environment and classical education will be offered in communities that are less fortunate than ours is very important...I see the Great Hearts schools as a larger community, and it's important to us that this community be diverse and support young people from all socio-economic backgrounds."

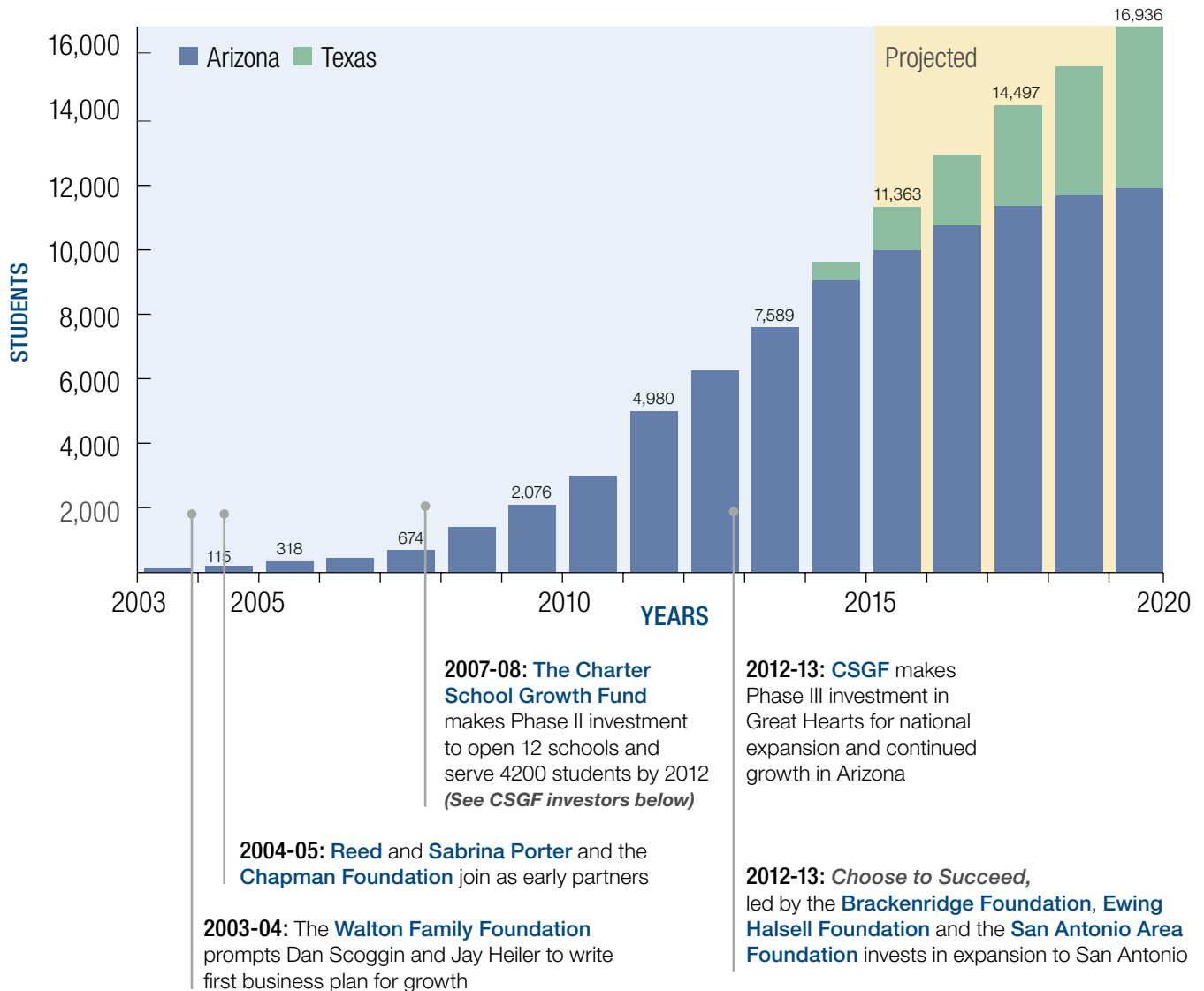
—Sarah K. Superfon, Archway Veritas

"My grandparents were poor, working class immigrants. In spite of that, they recognized that education was the key to their children's success, and through hard work and sacrifice were able to celebrate all of their children graduating from college. For me, the Greater Good is an opportunity to continue my grandparents' legacy and support other families in realizing their own dreams for a better future."

—Maria Parrish, Veritas Prep

Great Hearts: A Story of Partnership to Serve More Families

From its foundation, Great Hearts has been propelled forward by partners with a shared vision of strategic growth. Their investments have been returned many times over as thousands of more families find what they are seeking for their sons and daughters.



New Partners in the Mission

Great Hearts seeks new partners with strategic vision for continued growth in Arizona, Texas and nationally. Visit greatheartsaz.org/Partners or email partners@greatheartsaz.org to begin the conversation.

CSGF Investors

The Lynde & Harry Bradley Foundation
The Michael & Susan Dell Foundation
The Doris & Donald Fisher Fund
The Bill & Melinda Gates Foundation
Kern Family Foundation
The Walton Family Foundation



In the next ten years,
Great Hearts aspires
to serve as many
students or
more in
North Texas
as it has in its first
decade in Phoenix.



When we first met Dr. Louise Cowan, I was quite taken by her sharp intellect and clever Faulkner-like charm. She embodies a deep and abiding respect for the city which she and her husband, former University of Dallas President, Dr. Donald Cowan, spent so much of their lives helping to reimagine through education. She said to me, “you know, Donald once called Dallas an epic city...and I completely agree with him.”

In July 2014, the Texas Education Agency approved Great Hearts’ request to expand our charter and open schools in Dallas, Irving, and nearby communities. We are working with leaders in these cities to drive new demand for our schools and develop philanthropic support that provides the groundwork for our first Dallas school to open in August 2015.

In a few short years in North Texas, we will exceed the enrollment of all the best private schools across the region. We will also meet or exceed their average College Board scores and acceptance rates. More importantly, in Texas and beyond, Great Hearts will produce thoughtful leaders who will lead and ensure that our cities flourish and our communities can provide for the common educational good of their children.

— Roberto Gutiérrez, Chief Advancement Officer,
Great Hearts America



Dr. Louise S. Cowan

The coming of Great Hearts Academies to Dallas will elevate the city’s entire scholastic scene. Dallas will become an educational center for the nation.

The time is right: Dallas is ready to lead such a renaissance. The seven universities in the region, along with the Dallas Institute of Humanities and Culture, are indications of the area’s aspirations. The existent public school systems, too, will benefit from Great Hearts’ emphasis on quality. For the rigorous course of study and dedicated faculty of Great Hearts will support and further the work on curriculum being done at the University of Dallas and the Dallas Institute. In fact, the Great Hearts system of public schools has had remarkable success in offering to all its students a classical course of study, in which the emphasis is on texts that have animated Western culture. Yet Great Hearts is a genuinely public system of schools, accepting all students; all study the same rich curriculum. General rejoicing at the coming of

“General rejoicing at the coming of Great Hearts to Dallas should resound throughout the city and the nation, for as Alexis de Tocqueville remarked, the endurance of our democracy depends on what we teach our young.”

Great Hearts to Dallas should resound throughout the city and the nation, for as Alexis de Tocqueville remarked, the endurance of our democracy depends on what we teach our young. Great Hearts provides an education for democracy badly needed in our troubled times.

Dr. Louise S. Cowan was inaugural holder of the Louise Cowan Chair of Literature at the University of Dallas and is a Founding Fellow of the Dallas Institute of Humanities and Culture. She is formerly Chair of the English Department and Dean of Graduate Studies at the University of Dallas. She is the author of many books and essays on literary and educational topics.



Cicero Preparatory Academy and **Archway Classical Academy | Cicero** opened their doors in August, 2014. This new campus, situated between the Pavilions shopping complex and Salt River Fields in central Scottsdale, is comprised of 87,177 square feet on 9.5 acres, and will serve over 1,250 students at full capacity in 2019. The campus includes a gymnasium with fine arts stage, and a sports practice field. This campus is also home to Great Hearts' Finance and Operations teams.



The Campus of Maryvale Prep saw tremendous growth this year. Thanks to our partners at CopperPoint Mutual Insurance Company, CopperPoint Hall opened in August with nearly 10,000 square feet of new classroom and administrative space. CopperPoint also financed a new field and sport court for the students to enjoy every day. And thanks to our partners at **KaBOOM!**, the students now have a new playground.



Arete Preparatory Academy (formerly Mesa Prep) and new K-5 companion **Archway Classical Academy | Arete** moved into their new campus in August, 2014. Formerly in a leased church facility in Mesa, this new K-12 Gilbert campus boasts 72,920 square feet on 8.9 acres, and serves over 1,000 students. It includes a gymnasium with fine arts stage and an AIA regulation sports field.

New **Arizona** Academies for 2015

A new Archway Trivium: The construction of a new K-12 campus for the Trivium community this year will allow for the opening of a new Archway Trivium in August 2015. To be located on the current Archway Trivium campus, this new K-5 academy will join its sister school in matriculating to Trivium Prep. The new K-12 Trivium campus will be built on a 10-acre site on the northeast corner of Bullard Avenue and West Palm Lane in Goodyear.

A new K-12 community in South Chandler: We are pleased to announce that Great Hearts is building a new K-12 campus on a 10-acre site on the northwest corner of Gilbert and Ryan Roads in South Chandler. The new Archway and Prep academies located on the campus will open in August 2015, providing more families in Chandler and Gilbert access to a Great Hearts education.







Dear Great Hearts Families,

Just two years ago, San Antonio families began to rally in support of the prospect of their children enjoying the opportunities afforded by a Great Hearts education. Today, this planning and striving has reached its fruition.

Great Hearts Monte Vista is a thriving campus with over 500 students who are being educationally engaged by Truth, Beauty and Goodness. The realization of our school is institutionally momentous, marking as it does both the expansion beyond Arizona borders and the first of many campuses in the great state of Texas. However, the greater significance of our presence in San Antonio is found in the countless young boys and girls who are flourishing in response to our classical model of education. The awakening of the intellect and the generous response of the human spirit is on display throughout our classrooms.

I am honored to hold the headmaster position at Great Hearts Monte Vista and wish to extend my gratitude to the faculty and staff who give so tirelessly of themselves to advance our mission, as well as all the parents who recognize the need for unity of purpose in fostering academic achievement and strength of character.

With warm regards,

Peter Crawford, Headmaster



Cicero Preparatory Academy

Grades 6-7 | Students Served: 150 | Teaching Staff: 14

7205 North Pima Road, Scottsdale, AZ 85250 | (480) 424-1790 | www.ciceroprep.org

Dear Families and Friends of Cicero,

The air is electric with excitement as we embark upon our maiden year. Although it was a challenge to meet the deadline, the campus buildings—of which we are so proud and for which we are so grateful—are complete, and it marvelously exemplifies Great Hearts' commitment to beauty.

The scope of the Cicero project marks the largest school launch in Great Hearts' history. It comprises completed Archway, Prep, administrative, and gymnasium buildings, as well as an athletic field. The library, housed in the administrative building, is as elegant as it is functional, and phase I, the construction and installation of the custom shelving and tables, is complete, rendering us poised to launch phase II of the library project, the stocking of it with classic texts that enhance our curriculum and enrich the hearts and minds of our students, leading them to truth and inspiring them to goodness. For as magnificent as the Cicero campus is, we have not forgotten that the buildings exist for students, and not the other way around.

Our teachers are enthusiastic, cheerful, and energetic in the face of their new responsibilities. Our administrative staff is exemplary in its determination to complete so many tasks with competence, amicability, and professionalism.

I am singularly proud of the Cicero team.

It is with gratitude to all of those who support Cicero that the team redoubles its commitment to fulfill the moral, intellectual, and aesthetic mission and vision of the school, a vision that stems from and is anchored in a love for children.

Thank you for your partnership in this ambitious but worthy endeavor.

Yours,

Dr. Mark Discher, *Headmaster*







North Phoenix Preparatory Academy

Grades 6-9 | Students Served: 289 | Teaching Staff: 19

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

Dear Friends of North Phoenix Preparatory Academy,

We at North Phoenix Prep are very excited to enter our third year! The school has nearly tripled since its inception due to the commitment and enthusiasm of our students, families, and faculty. We now have our first graduating class (of 2018) working through the ninth grade Great Hearts curriculum: learning biology, reading the *Federalist Papers*, studying Euclid's proofs, singing in choir, and studying an ancient or modern language. We have added a high school building and a new cafeteria.

We also continue to add to our distinguished faculty, increasing their numbers by fifty percent. We have added veteran teachers, colleagues from other Great Hearts campuses, distinguished professional musicians, and a Great Hearts valedictorian!

We are grateful and indebted to our founding families who have supported our school through their time, talents, and generosity. They have helped us in so many ways, and it is hard to imagine our school's current success without their efforts.

Our students are learning habits of moral and intellectual excellence, both in the classroom and in their *Gladiator Families*. They are building bonds of understanding and collaboration as they work together and begin to realize what Aristotle meant by "friendship for its own sake." We are excited and motivated to continue the growth of our community of learners dedicated to the development of character, an examined life, and the pursuit of truth.

Warmly,

P. Kevin Topper, Headmaster





Dear Archway North Phoenix Families and Friends,

As the Archway Argonauts of North Phoenix sail into their third year, we are eager to continue building a school culture where students thrive and flourish. We have poured ourselves into honing and refining our rich curriculum, Socratic instruction, and leadership of students and we are excited to renew the adventure of learning alongside them. This year we look forward to a series of special performances at our campus by the Phoenix Symphony, the Arizona Opera, and the ASU String Quartet. These enriching performances will delight the students even as they complement and extend the curriculum.



It is a joy to engage in the work of forming students morally and intellectually, and we are grateful for the support of our families and the opportunity to engage their students in the virtuous pursuit of truth, goodness, and beauty.

Best Regards,

David Denton, Headmaster





Trivium Preparatory Academy

Grades 6-10 | Students Served: 336 | Teaching Staff: 26

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

Dear Friends and Co-Workers of Trivium Prep,

This year we began our faculty meetings with a discussion on Cicero's statement that *"Gratitude is the parent of all virtues"*. As we move forward into this new academic year, I want to share those things I'm grateful for at Trivium Prep. First, I'm grateful for the scholars and for the opportunity to lead this hard working, joyous, and energetic group of young people. Second, I'm grateful for the teachers who are leading by example as the primary seekers of understanding and knowledge. I'm also grateful for the parent community who daily provide the emotional and physical sustenance the scholars need to grow and mature. Lastly, I'm grateful for our facilities host, Christ Presbyterian Church, and having the opportunity to spend two years growing as an academy in this wonderful space as we prepare for a new campus. Gratitude gives us grace and strength to face the challenges and moves our hearts to do noble things. I look forward to working together in performing noble deeds and great-spirited acts as we prepare for the next big steps in our life as an academy.

With deep gratitude,

Dave Beskar, Headmaster





Salutations!

This is the word with which Charlotte greets Wilbur at their first meeting in E.B. White's book *Charlotte's Web*. From that point on, Charlotte and Wilbur develop a beautiful, life-changing friendship with each other. As we begin the new school year at Archway Trivium, I say "Salutations" to all of our scholars and their families. We, too, stand at the beginning of many new, life-changing friendships: friendships with classmates and their families, friendships with our teachers as well as friendships with many great writers, explorers and scientists from our rich Western culture.

New beginnings mean new places and people. We have many new additions to our campus this year. We have added a library, a new P.E. field as well as a new play space to our playground. We have added a reading specialist to our staff to assist in broadening our reading program. I am also new as the headmaster of Archway Trivium. I am deeply honored to continue the good work begun by Headmaster Beskar, and I look forward to many, many new friendships in the year ahead.

Warmest Regards,

Theresa Krueger, Headmaster





Anthem Preparatory Academy

Grades 6-12 | Students Served: 318 | Teaching Staff: 27
39808 North Gavilan Peak Parkway, Anthem, AZ 85086 | (623) 465-4776 | www.anthemprep.org

Dear Friends,

Anthem Prep is now well established as a community haven for the cultivation of good and honorable citizens. While our students are with us, we press into their malleable souls the stamp of things that are true, good, and beautiful. Far from being mere philosophical abstractions, these ideas define a rich ethical landscape within which our students encounter the highest and the best that our civilization has to offer.

As we launch our fifth year, we have many successes to be proud of—our buildings, a talented faculty, and a host of extracurricular programs. Our students fielded twenty-seven athletic teams and won three championships last year. They score far above most area schools in standardized testing, and this past year alone our seniors earned an average of \$135,000 per student in grant and scholarship offers. When these young people leave us, they will be well-prepared to become tomorrow's teachers, attorneys, engineers, doctors, social-workers, lawmakers, wives, husbands, and parents.

But whatever professions or callings they follow, they will not do so with a narrow set of skills that may be obsolete by the time they graduate from college and enter the work force. They will instead enter those professions and callings with a comprehensive understanding of what it means to be a human and to live in community. They will assume their roles with the desire and the fortitude to fulfill the many obligations that life and community will lay upon their imperfect shoulders. They will—we are confident—become good and honorable citizens.

Sincerely,

Bryan Smith, Headmaster



Archway Classical Academy | Anthem



Grades K-5 | 2014-15 | Students Served: 432 | Teaching Staff: 30
39808 North Gavilan Peak Parkway, Anthem, AZ 85086 | (623) 465-4776 | www.archwayanthem.org





Teleos Preparatory Academy

Grades K-8 | Students Served: 262 | Teaching Staff: 25
1401 East Jefferson Street, Phoenix, AZ 85034 | (602) 275-5455 | www.teleosprep.org

Dear Friends of Teleos Preparatory Academy,

The mission of delivering a first class education for our students is alive and well at Teleos, where we continue to live by Mortimer Adler's maxim that "the best education for the best is the best education for all." Last year we were "Big Dreamers". One of our goals was to show marked academic improvement from the previous year. The Teleos students grew together as a community of learners, as demonstrated by our 14-point growth in our AIMS scores and by our students' involvement in classical liberal arts education.

We are proud that we achieved academic growth that demonstrates that Teleos is well on its way to bridging the achievement gap. We work from the belief that all of our children are capable of accelerating their learning.

As much as Teleos' mission is to achieve high academic growth, we are excited about forming each student's soul, heart, and mind. We are committed to encouraging our students to live their lives in accordance with the Great Hearts Core Virtues. To this end, please come and visit and see our students in the pursuit of truth, goodness, and beauty.

Onward and Upward,

Brian Taylor, *Executive Director*



Maryvale Preparatory Academy



Grades K-5 | Students Served: 353 | Teaching Staff: 30
6301 West Indian School Road, Phoenix, AZ 85033 | (623) 247-6095 | www.maryvaleprep.org



Dear Friends of Maryvale Prep,

We are now in our third year of service to the wonderful Maryvale community, with 353 students now filling our halls from Kindergarten through 5th grade.

The students arrived this year to find their campus greatly improved, with 12 new classrooms, including rooms designated for Music, Studio Art, and Spanish, a covered playground, a soccer field, and a basketball/volleyball sport court! These amazing additions were made possible by the generous folks at CopperPoint Mutual Insurance Company, and our new building bears the name of CopperPoint Hall in their honor. We are excited to use all of these new spaces to continue to fulfill our promise to our young scholars and help them prepare for college, a virtuous life, and leadership within their community. Through our love, diligence, and commitment, our faculty stands confident that these goals will be the shared destiny of our entire student body.

With Devotion,

Mac Esau, *Headmaster*





Glendale Preparatory Academy

Grades 6-12 | Students Served: 469 | Teaching Staff: 35

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

Greetings, Friends of Glendale Preparatory Academy,

We are pleased to welcome you to a new school year at Glendale Prep! In this, the school's seventh year, we look forward to continuing to build on the high-minded commitment to the pursuit of excellence that has become such a prominent feature of GP. Our second year in our new campus promises to be an exciting one as our athletics department, faculty, and facilities have never been better.

It is our sincere hope that you – parents and students alike – will take advantage of the opportunity this new school year provides for a fresh start in the quest of all that we hold dear: the pursuit of the noble, the longing for knowledge, and the earnest desire to serve others. We are excited for all this year holds in store for our community and are so truly glad that you will be part of it.

Warmest Regards,

Brandon Crowe, *Headmaster*





Dear Archway Glendale Golden Eagle Families,

What an exciting and challenging time it has been for all of us, starting a brand new Great Hearts school, and now striving to build an even firmer foundation for success in our second year!

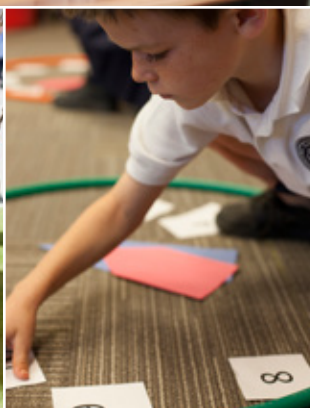
Solidarity among faculty, staff and families; the Socratic method; delivery of our rich curriculum; and the search for what is Good, Beautiful, and True: these things are the focus in year two.

We will be adding library books and furniture, playground equipment and more turf and play structures. We have eleven new faculty members, mostly teacher assistants, who will team with our thirty-five veteran teachers to implement more fully the Great Hearts curriculum. Your patience, cooperation, support, and service to your own students and our school community are a critical ingredient in the formula for Great Hearts success for your student and all our students.

Let us keep calm, kind, and cheerful and carry on in year two. What we are doing together is one of the most important things any human being can do: forming young people in goodness, truth, and beauty, and helping them learn how to think and how to learn. Do not be surprised if we meet many challenges along the way, but together we can make something beautiful for our families and students! Let us enjoy together the challenge and the adventure!

Sincerely,

Jack Kersting, Headmaster





Scottsdale Preparatory Academy

Grades 5-12 | Students Served: 932 | Teaching Staff: 68

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

Dear Friends of Scottsdale Prep,

Our academy is now in its 7th year, and we've set out on yet another outstanding academic journey. Last year yielded memories to be cherished by students, faculty, and families alike - our students accomplished great success in athletics, academics, and the arts. Most importantly, our third graduating class truly embodied our liberal arts vision of great-hearted citizens.

With over 900 students and 75 faculty and staff this year, Scottsdale Prep is poised to transform our students into life-long seekers of truth, goodness, and beauty. In order to do so, our large yet intimate community must continue to meet the demands of a high standard of collaboration and respect. Scottsdale Prep is so thankful to its community of families who contribute their gifts, talents, and support to the school each and every day.

Our freshman kicked off their high school careers with our inaugural Freshman Retreat in Payson, AZ. Also new this year, our facility has expanded to include new bleachers in the gym and two new classrooms. Additionally, we are continually seeking out any opportunity to add an athletic field to our facility. As the Scottsdale Prep Spartans march boldly into the 2014-15 school year, we hope to achieve even greater successes in academics, athletics, and the arts. Go Spartans!

With gratitude,

Alison Chaney

Alison Chaney, Headmaster





Dear Friends of Archway Scottsdale,

As we embark on our fourth year at Archway Classical Academy Scottsdale, we recognize the important contributions of those who have led the way at Archway Scottsdale. Over the past three years, our community, made up of administrators, teachers, and parents, has inspired our children to become true seekers of Truth, Goodness and Beauty. The growth that we have seen in our students is astounding. Our children have achieved some of the highest test scores possible on state and national tests, contributing to our school's ability to maintain our ranking in the highest category possible for the state of Arizona.



This year, the students will once again continue the Great Hearts traditions of discussing engaging works of classical literature, delving into our historical roots in the Western culture, and persistently challenging their cognitive intellect with in-depth math problems. These practices will allow our students to further cultivate their depth of inquiry and expand their sense of wonder in the world around them.



Our building has developed into a beautiful campus centered by a library rich in children's classical literature. The collection of books Archway Scottsdale has acquired inspires our children to read and discover amazing worlds of both fiction and history. Masterpieces of art adorn the walls, facilitating the path to our classrooms where knowledgeable and enthusiastic teachers have welcomed the students and their families for the 2014-15 school year.

Warm regards,

Lisa Armstrong

Lisa Armstrong, Headmaster





Arete Preparatory Academy

Grades 6-12 | Students Served: 510 | Teaching Staff: 39

4525 East Baseline Road, Gilbert, AZ 85234 | (480) 222-4233 | www.aretepreacademy.org

Dear Friends,

Welcome to Arete Preparatory Academy (formerly Mesa Prep) as we enter our eighth year as a school and our first with a new name, new mascot, new companion Archway school, and on a new, permanent campus! Wow! The word Arete means “heroic excellence” in Greek, and we will strive ceaselessly to be true to our name. This is a grand time in the life of our academy and we are delighted with the host of opportunities and challenges that these changes represent. At the stable core of all of this change, we have a tremendous faculty and staff that care deeply about providing students the forum for continuing in the earnest pursuit of Truth, Goodness, and Beauty. We are grateful for the generosity of our families and community to be able to teach and learn in such a setting. We aim to live up to the noblest rendering of our name and we look forward to another great year with this wonderful community.

Warmly,

Robert Wagner, Headmaster





Dear Friends,

Archway Classical Academy | Arete is proud to join our friends in the Great Hearts organization in the 2014-2015 school season. In this, our inaugural year, we welcome more than five hundred kindergarten through fifth grade students to join our talented staff in the pursuit of virtue and the best of the Western tradition. This year, and for many to come, we will pursue a rich, broad liberal arts curriculum. Our students will delight in mathematics, delve deep into world and Western history, read great literature, study French, wonder at the natural world, sing, paint, run, and play, all in our beautiful new academy here in Gilbert. We are humbled to share such a wonderful campus with our sister school, Arete Preparatory Academy. Our new school was specially designed to complement our classical educational model and will give our students a place to call home for the entirety of their primary and secondary education. We will look forward to watching our kids grow and flourish under the stewardship of our loving teachers.

Warm regards,

Neil Gillingham, *Headmaster*



Chandler Preparatory Academy

Grades 6-12 | Students Served: 703 | Teaching Staff: 54

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

Dear Chandler Prep Community,

There is no greater time of year than these past months as we have welcomed students back into our halls and classrooms. And this year, we have also had the tremendous opportunity to welcome them onto the new field that fronts our campus. This is a result of the partnership between AZSTA and the families that make up Archway Chandler and Chandler Prep. We have called this project "Finishing our Home," and that has been an apt name both for what it does for the campus and for the sense of community that we all share.

We began this year with over 700 students at Chandler Prep, the largest number we have ever had. The ever-growing sense of community and identity amongst us all seems to be leading us to the best possible outcome: more and more graduates of amazingly high caliber; students pursuing the highest goals education has to offer; and graduates with such heart and character that we can all be proud to have them represent all of us in the world.

With appreciation and hope,

Daniel Sullivan, *Headmaster*





Dear Friends of Archway Chandler,

Archway Chandler is now in its fifth year of educating students for the lifelong pursuit of Truth, Beauty, and Goodness. We continue to strive for excellence in academics, athletics, artistry, and character formation. We are proud of the way our students have performed on the state-wide assessments, but even more proud of their increasing desire to learn more and to delve deeper, never being satisfied with only knowing what will be tested.

This year our focus is on improving science instruction at Archway Chandler. We want students to experience science in a tangible way. Over the summer, four of our teachers attended a conference in Denver with Steve Spangler, a well-known author and science teacher. They came back with all kinds of ways to bring science alive in the classroom.

We are also very excited this year to offer extra-curricular athletics on our own field! The newly renovated field is made possible by a grant from the Arizona Sports and Tourism Authority, a significant contribution from Lifelock, and the support of many of our families. It is truly beautiful and a wonderful venue for bringing together the students of both Archway Chandler and Chandler Prep.

This is going to be a great year!

Pursuing truth, beauty, and goodness together,

Leanne Fawcett, Headmaster





Veritas Preparatory Academy

Grades 6-12 | Students Served: 708 | Teaching Staff: 52

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

Dear Friends,

There is a delightful and fitting irony to be found in the excitement of a new year at a school devoted to the pursuit of the *Permanent Things*.

Naturally, this is to be expected among our students, for whom each new year brings the unknown—the as yet untapped promise of encountering for the first time the best that has been thought and written in the history of our civilization.

Perhaps surprisingly, that anticipation is shared by the faculty who participate in and celebrate those discoveries along with their students—and who enjoy them anew, as well.

The pleasure we take in this as teachers is compounded. Not only do we enjoy beholding the joy of discovery in our students, we see in them a foreshadowing of who they will become as a result. This, in turn, provokes the recollection of our youth and how we became who we are now. In their marvelous multiplicity, our students are a kind of mirror for their teachers, compelling and beautiful reminders of what we all aspire to be. Truly, as Wordsworth wrote, the Child is the father to the Man.

Of course, amidst this renewed and perpetual pursuit of Truth, Goodness, and Beauty, this year is not without its novelties and innovations. The adjustment to the schedule, the addition of the Lyceum study period, the introduction of a House structure to organize student activities, and the addition of new members to our community all contribute to the continued growth and maturation of Veritas Prep.

Our commitments are constant, but life at Veritas Prep will never be routine. We're all looking forward to a truly great year!

Sincerely,

Douglas C. Minson, *Headmaster*





Dear Families and Friends of Archway Veritas,

The flow of the children into the veins of our hallways commenced the fourth year of Archway Veritas. Their steady, happy movement demonstrated their recollection of the ordered joy that is both literally and metaphorically the “hallmark” of our school.

Over the summer, we gave a shaded and watered facelift to the playground. With new shade structures and water fountains, the children have more suitable conditions with which to weather their outdoor pastimes. We have remodeled our front offices, added a door to the faculty lounge, and a sound wall between the two schools.



The faculty began school two weeks before the students. During those weeks, all faculty reflected on T. S. Eliot’s essay “Tradition and the Individual Talent”; received professional development in both the writing and math curriculum; honed the Socratic implementation of the Core Knowledge Sequence; and looked at leadership as an extension of teaching.

Here’s to another year of awakening, fostering, and deepening the wonder and delight in each student.

All the best,

Bill Haley, *Headmaster*



GREAT HEARTS BY THE NUMBERS



106

unabridged works
of literature and
philosophy read
6th-12th grade



12
YEARS

of serving
students
and families



100%
ACCEPTANCE
INTO A TWO OR FOUR
YEAR COLLEGE

849

THESES
DEFENDED

(since 2007)

\$30.35
MILLION

Total of **MERIT-BASED SCHOLARSHIPS**
received by **84%** of the Class of 2014



32

ESSAYS
Written by

SENIOR YEAR



10,186
STUDENTS

21

ACADEMIES
in **2 STATES** and
GROWING



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